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Research Projects for FY 2018

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 Team	KANEKO Takeshi	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education	Education Curriculum Team	YOKOKURA Hisashi	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 Enhancing the Function as a Resource Center in Education for Students with Hearing Impairment: Regional Collaboration for Young Children	Deaf and Hard of Hearing Unit	YAMAMOTO Akira	FY 2018-2019
	Research on Educational Support and Accommodations for Students with Mental Disorders or Psychosomatic Diseases	Health Impairments Unit	TSUCHIYA Tadayuki	FY 2017-2018
	Research on Enhancing Instruction and Support for Junior High School Students with Speech and Language Disorders	Speech and Language Disorders Unit	NAMEKAWA Norihiro	FY 2018-2019

Category	Research Title	Research Unit	Research Leader	Research Period
Collaborative Research on Practices in Local Communities	Research on Educational Counseling and Determining School Enrollment	Educational Counseling and School Enrollment Team	MAKINO Yasumi	FY 2018-2019
	Research on Deepening Understanding and Awareness of the Inclusive Education System	Understanding and Awareness Team	KUBOYAMA Shigeki	FY 2018-2019
	Research on Developing Schools Capable of Meeting Diverse Educational Needs	School Development Team	SAITO Yumiko	FY 2018-2019
	Research on Reasonable Accommodations and Fundamental Environment Arrangement in Schools	Reasonable Accommodations and Environment Arrangement Team	YOKOO Shun	FY 2018-2019

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 2017-2018
	Survey on Actual State of Children with Hearing Impairment in Childcare Facilities within Businesses in Japan	Japan Association of Childcare Providers within Businesses	YAMAMOTO Akira	FY 2018
	Development of Easy-to-read UV Braille Learning Materials with Read Aloud Function for Beginners	The Okawa Foundation for Information and Telecommunications	DOI Kouki	FY 2017-2018

Outlines of Research Projects for FY 2018

Cross-sectional Research

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

Research unit: Inclusive Education System Team

Research Leader: KANEKO Takeshi

Researchers:

YOKOYAMA Koichi(Sub-leader), IKOMA Yoshio, NAMEKAWA Norihiro, YANAGISAWA Akiko, NISHIMURA Takahiro, HOSHI Yuko

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.

In the two-year period from 2018 to 2019 school year, the assessment scale (draft proposal) for developing inclusive education systems will be verified by several selected collaborative institutions in Japan. In 2020, the final year of the project, the results and issues pertaining to developing of inclusive education systems will be presented together with prospective proposals for the next development and stabilization.

Cross-sectional Research

Comprehensive Research Related to Education Curriculums on Special Needs Education

Research unit: Education Curriculum Team

Research Leader: YOKOKURA Hisashi

Researchers:

WAKABAYASHI Kazusa(Sub-leader), KITAGAWA Takaaki (Sub-leader), SHIMIZU Jun, KAIZU Akiko, SAKAI Naoki, KAMIYAMA Tsutomu, SAWADA Mayumi, SASAMORO Hiroki

Research period: FY2016-2020

Abstract:

In 2017, the national curriculum guidelines were released for

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

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

- 1) Is the curriculum for students with visual impairment based on the revised content for each subject in elementary school?
- 2) Is the curriculum for students with intellectual disabilities being properly implemented?
- 3) Is the content for activities to promote independence being improved and enhanced?
- 4) Is the curriculum for students with multiple disabilities being properly implemented?
- 5) Is subjective and interactive deep learning being realized in view of the disability state and other factors?
- 6) Is career education being enhanced?

7) Are specialized courses and specialties being improved?

8) Is continuity being developed among kindergartens, elementary, junior high, and high schools and special needs schools?

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

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

11) Are various modern issues being addressed?

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

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 Kouki(Sub-leader), 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 educations, 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 Enhancing the Function as a Resource Center in Education for Students with Hearing Impairment: Regional Collaboration for Young Children

Research unit: Deaf and Hard of Hearing Unit

Research Leader: YAMAMOTO Akira

Researchers:

UNO Kounosuke(Sub-leader), YOKOKURA Hisashi

Research period: FY2018-2019

Abstract:

Special needs schools (hearing impairment) undertake education from infants whose disability is found until their school age or entry to higher education. These schools provide parental support from infancy, regional support, training of instructors, and coordination with outside organizations and have achieved positive results. However, securing specialized teachers who can provide educational support from an early stage has become an agenda amid generational changes in teachers, personnel transfers, and other factors.

For this reason, this study will examine the (1) coordination between education and medical, welfare, or health organizations, and (2) as the state of family support is investigated, and the specialization for educational support from an early stage is maintained, continued, and developed, we will prepare a manual for promoting specific coordination with related organizations and smooth family support to support the efforts of special needs schools (hearing impairment).

To obtain the basic data for this study, we perform as a preliminary study, questionnaire survey (sample), and field survey (sample) in kindergartens, elementary schools, and junior high schools. These survey results will be used to clarify the specialization of special needs schools (hearing impairment) and the current state and issues in kindergartens, elementary schools, and junior high schools.

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: TSUCHIYA Tadayuki

Researchers:

FUJITA Masashi(Sub-leader), NIIHIRA Shizuhiro

Research period: FY2017-2018

Abstract:

A disease type survey conducted by the National Health Disability Education Research Federation of students enrolled in special needs schools and special needs classes in charge of educating students with health impairment and physical weakness revealed that mental disorder and psychosomatic disease account for the majority of their morbidity. Currently, no guidebook is

available on support and care for students with mental disorders and psychosomatic diseases. Thus, in a preliminary survey in 2016, a total of 40 educational needs for students with mental disorders and psychosomatic diseases in special needs schools (health impairment) were clearly identified. This study was used to collect the specific efforts of teachers at special needs schools, to organize and analyze them, and to propose new method for support and care based on educational needs. With the results of this study, we will work to create a guidebook not only for special needs schools, but also for elementary, junior high, and high schools where a large number of students with mental disorders and psychosomatic diseases are present.

Research on Specific Disability Categories

Research on Enhancing Instruction and Support for Junior High School Students with Speech and Language Disorders

Research unit: Speech and Language Disorders Unit

Research Leader: NAMEKAWA Norihiro

Researchers:

KUBOYAMA Shigeki(Sub-leader), MAKINO Yasumi

Research period: FY2018-2019

Abstract:

In education for speech and language disorders, it has been 25 years since special support services in resource rooms was systematized in 1993, and the teaching system at the elementary

school level has been improved. However, issues remain with the system, content and method of teaching at the junior high and high school levels. In this study, we will examine teaching contents and methods for junior high school students with speech and language disorders. We also aim to clarify the role that language classrooms in junior high schools play within the inclusive education system of the community. The results of the study will serve as a reference for promoting future policies toward enhanced education for speech and language disorders at the junior high and high school levels.

Collaborative Research on Practices in Local Communities

Research on Educational Counseling and Determining School Enrollment

Research unit: Educational Counseling and School Enrollment Team

Research Leader: MAKINO Yasumi

Researchers:

YAMAMOTO Akira(Sub-leader), TSUCHIYA Tadayuki, LEE Heebok

Researcher of Collaborative Research on Practices in Local Communities:

KUMAGAI Sachi

Research period: FY 2018-2019

Abstract:

As the partial revisions of the enforcement ordinance for School Education Law in 2013, the mechanism for determining school enrollment for children with disabilities has changed as follows. Board of Education of cities, towns, and villages determine which is most suitable among schools taking into consideration the status

of disability of each individual child, the details of the educational support required. It is also necessary that the board of education carry out hearing with guardians and experts, and in particular the opinions of the child and its guardians shall be respected as much as possible.

This study clarifies the current state and issues in providing information to the child and their guardians, educational counseling, consensus building, collaboration among schools, and reconsidering after the school enrollment.

Based on results of this study, we provide knowledge and strategies for resolving and sufficient responding to issues with school enrollment by local administrations. Also, we organize points to keep in mind for each process related to school enrollment, and efforts that can be a reference, in order to enhance the educational counselling and process for determining school enrollment.

Collaborative Research on Practices in Local Communities

Research on Deepening Understanding and Awareness of the Inclusive Education System

Research unit: Understanding and Awareness Team

Research Leader: KUBOYAMA Shigeki

Researchers:

ITO Yumi(Sub-leader), ARAYA Yosuke, UNO Kounosuke, ENOMOTO Yoko, OSAKI Hirofumi, TAKEMURA Yoko, TAMAKI Munehisa, HIRANUMA Motoshi, YOSHIKAWA Tomoo

Researcher of Collaborative Research on Practices in Local Communities:

SHIMAZU Yuko, WAKATSUKI Masako, KOGAWA Kazuhito, ASANO Junichi, ENDO Koichi, AOKI Takanori, YOSHIE Yukari, OKANO Yumiko, TAKANASHI Toshimi

Research period: FY 2018-2019

Abstract:

To promote the formation of an inclusive society and development of an inclusive education system, it is essential that

all school teachers, students, parents, and communities understand the system. In this study, we collaborated with eight prefectural cities for conducting written questionnaires concerning the actions and awareness by teachers, field surveys on the actions by schools. The surveys were for clearly defining the image of a teacher who fully understands the purpose and significance of special needs education and the image of a school where all teachers “can take an organizational response”. We will also clarify what type of in-school training and other efforts are made to cultivate these types of teachers and schools. We will then clarify how teachers and schools can explain the concepts of inclusive society and inclusive education system to students and how they should be to their communities. These results will be shared and used by schools and educational scenes and administrations around the country, including the eight collaborative prefectural cities through study forums on regional practice, and academic conference presentations.

Collaborative Research on Practices in Local Communities

Research on Developing Schools Capable of Meeting Diverse Educational Needs

Research unit: School Development Team

Research Leader: SAITO Yumiko

Researchers:

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

Researcher of Collaborative Research on Practices in Local Communities:

OKIDE Jun, KITAI Michiyo, KUBOTA Takeshi

Research period: FY 2018-2019

Abstract:

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

This study clarifies the current state and issues for developing schools in communities and organizes the approaches for developing schools that can respond to diverse educational needs in compliance with Japanese educational policies by referring to Innovation Configurations (IC) and Multi-Tiered System of Supports (MTSS), which are incorporated into the educational policies of the United States and other countries and examines processes and policies for their implementation. Our findings on the approaches for school development and implementation processes are presented in “School Development Design Map” (draft proposal). We aim to solve problems of the designated collaborative research communities by referring to the “School Development Design Map” (draft proposal) while at the same time improving this Map with the cooperation of the community to verify its utility.

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

Collaborative Research on Practices in Local Communities

Research on Reasonable Accommodations and Fundamental Environment Arrangement in Schools

Research unit: Reasonable Accommodations and Environment Arrangement Team

Research Leader: YOKOO Shun

Researchers:

SUGIURA Toru(Sub-leader), WAKUI Megumi, DOI Kouki, NIIHIRA Shizuhiko

Researcher of Collaborative Research on Practices in Local Communities:

IWAHASHI Yoshihisa, IIMURA Megumi, KATO Atsushi

Research period: FY 2018-2019

Abstract:

In inclusive education systems, the development of a special speed education system within the school is needed, and it is

important to deepen understanding of teachers regarding the support for the difficulties of individual students.

This study aimed to provide useful knowledge for improving the expertise to make reasonable accommodations in response to the living and learning difficulties of individual students. To accomplish this, we will clarify the knowledge and methods so that teachers in elementary and junior high school can deepen understanding of reasonable accommodations and fundamental environment arrangement; we will organize specific reasonable accommodations and fundamental environment arrangement; and we will examine methods of using the inclusive education system development assistance database of the National Institute of Special Needs Education (NISE) to find a way to disseminate the findings obtained.

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 2017-2018

Abstract:

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

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

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

Entrusted Research

Survey on Actual State of Children with Hearing Impairment in Childcare Facilities within Businesses in Japan

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

Research Leader: YAMAMOTO Akira

Research period: FY 2018

Abstract:

With the support of the Japan Association of Childcare Providers within Businesses, a survey is conducted in this study on the actual state of children with hearing impairment in childcare facilities within businesses. This study will examine the numbers of children

with hearing impairment in company-run childcare facilities and the actual support provided, clarify issues, and make it as a resource for examining future collaboration with hearing impairment educational institutions.

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

This study is collecting information by conducting a survey of the approximately 1000 childcare facilities within businesses from the "List of Subsidized Company-run Childcare Providers" (as of March 31, 2018) of the Child-rearing Association (*Jido Ikusei Kyokai*).

Entrusted Research

Development of Easy-to-read UV Braille Learning Materials with Read Aloud Function for Beginners

Entrusted Organization: The Okawa Foundation for Information and Telecommunications

Research Leader: DOI Kouki

Research period: FY 2017-2018

Abstract:

Braille with colorless transparent UV hardened resin (UV braille) has been commonly used because it can be indicated along with printed characters read by sighted people without undermining the legibility of the text on the printed object. Because UV braille provides a clear stimulus for the fingertips, its use is effective at the early stage of braille learning. Although braille learning materials using UV braille are commercially available, no manufacturing method has been established for

braille learning materials that allow voice-guided braille identification. This study printed UV braille on paper with a 2D dot code for creating braille learning materials that are equipped with voice-guided function, easy to learn and read braille. Printing of UV braille uses a special device that can create high-precision UV braille compared to the screen printing system used in the existing UV braille manufacturing method. Braille learning materials were manufactured with the cooperation of specialists who are familiar with braille production and teachers at special needs schools (visual impairment), and we confirm the ease of braille reading and ease of learning with teachers involved in teaching braille reading in special needs schools (visual impairment). The findings from this study will contribute to the examination of manufacturing methods for braille learning materials that are easy to learn.

H29-01 (Cross-sectional Research)

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

- Creating an Assessment Scale (Draft) for Building an Inclusive Education System -

[Research period] FY2016-2017

[Principal researcher] HARADA Kimihito

[Summary]

Japan has ratified the Convention on the Rights of Persons with Disabilities and implemented a variety of laws and regulations. Although works are underway to develop an inclusive education system in regions and schools around the country, no comprehensive scale is provided for evaluating the progress, results, issues, and other factors.

This research report shows the results for the first two years of a five-year study. Based on the above points, an assessment scale (draft proposal) for inclusive education systems was created for these two years on the grounds of research on inclusive education

systems and special needs education in Japan and overseas, detailed examination of laws and regulations, and nationwide and overseas surveys on developing inclusive education systems. This scale provides a guideline for actions taken by regions and schools for developing the inclusive education system and the policies implemented for building systems in regions and schools. In subsequent years, the assessment scale (draft proposal) will be verified, and the next development and stabilization of the system will be proposed.

[Keywords]

inclusive education system, nationwide survey, overseas survey, assessment scale (draft proposal)

H29-02 (Cross-sectional Research)

Comprehensive Research Related to Education Curriculums on Special Needs Education

- Focusing on the Continuity of Learning through Regular Classes and Special Support Services in Resource Rooms -

[Research period] FY2016-2017

[Principal researcher] SAWADA Mayumi

[Summary]

Special support services in resource rooms are provided according to the needs of students to improve and overcome learning and daily life-related difficulties arising from disabilities; and it is important that the results of the special support services can be applied in the regular classes and daily life.

This study focused on the continuity of learning in regular classes and special support services in resource rooms concerning disability types covered by special support services in resource rooms. The study aimed to (1) clarify the position of special support services in resource rooms within the curriculum and

actual state of coordination with instructors and provide proposals for issues, and to (2) organize the content of special support services in resource rooms so as to fully utilize its perspective and foresight in regular classes and their applicability to daily life, and to create a “handbook”.

For (1), we used questionnaires and field surveys with the local board of education (randomly selected) that implements the special support services in resource rooms and with the principals and classroom teachers of the local schools where the students receiving the special support services in resource rooms are present. We used the results to prepare “Six Proposals for Realizing Continuity of Learning for Regular Classes and Special Support Services in Resource Rooms”.

For (2), based on the “Six proposals” in (1), we created a handbook for regular classroom teachers entitled “Examining Special Needs Education in the Curriculum of Elementary and Junior High Schools: Utilizing Special Support Services in Resource Rooms in Regular Classes”.

We think that the study results for (1) and (2) can contribute to further promotion of the inclusive education system and a smooth transition to the new curriculum guidelines that will be fully

implemented from the 2020 school year.

This study is identified as the first two years (study particularly focused on “regular classrooms”) of the 4th medium-term target period (5 years) for the “Comprehensive Study on Curriculum for Special Needs Education”.

[Keywords]

regular classes, special support services in resource rooms, continuity of learning, curriculum, handbook

H29-03 (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 period] FY2016-2017

[Principal researcher] YANAGISAWA Akiko

[Summary]

In this study, a survey was conducted a total of 490 out of 610 schools for special needs education (intellectual disability) to clarify the enrollment of children with autism and approach specialized in them. The results of this survey indicated the number of children with autism increased at each department. Especially, the increase of the upper secondary department was the greatest. Compared to each department, the number of autistic children with mild intellectual disability had increased at the upper secondary demartment. The most outcome responded at all departments was “Children with autism can calmly spend at their schools”, and “Arranging the learning environment based on the characteristics of autism” was followed. On the other hand, “Teachers tend to correspond/to support individually for children with autism” and

“Children with autism tend to relate with specific teachers” were noted as the issues.

The practical study was implemented at 4 schools. We examined how teachers set/reviewed targeted goals for children with autism and how teachers’ perception for children with autism changed through they cosidered the linkage with targeted goals. Based on the results of the practical study, we compiled its significance and the key points for setting/reviewing goals.

This study shows the points for fulfillment of autism education and the role of function as a resource center of special need education.

[Keywords]

school for special needs education (intellectual disability), enrollment of children with autism, linkage with targeted goals , key points in setting/reviewing goals

H29-04 (Research on Specific Disability Categories)

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 -

[Research period] FY2016-2017

[Principal researcher] SASAMORI Hiroki

[Summary]

With the implementation of special support services in resource rooms in high schools from the 2018 school year, this study examined the role of special support services in resource rooms in high schools, regional implementation schemes, the development of systems devised for use within schools, and the content and methods of instruction for activities to promote independence based on the actual status and characteristics of the disability of students who require special support for their disabilities including developmental disabilities. The systemization of special support services in resource rooms is the first in kind for special needs education in high schools. It is important to proceed with the system design in phases: the introduction period as the first phase, the expansion period as the second phase, and the stabilization and enrichment period as the third phase, while taking into account the policies for issues that should be studied based fully on the characteristics of high school education.

This study identified eight issues pertaining to system design that should be examined in the introduction period, namely, “positioning of special support services in resource rooms”, “organization of the curriculum and certification of units for special support services in resource rooms”, “instruction contents equivalent to activities to promote independence and evaluation”, “process to understand and determine the educational needs of target students”, “setting of the implementing schools and implementing format”, “assignment and specialization of implementing teachers”, “understanding of teachers and the school's internal support system”, and “explaining and achieving greater system awareness”. Based on this, we compiled 10 key points that should be observed by all high school teachers.

[Keywords]

high schools, special support services in resource rooms, introduction phase, issues to be addressed

H29-05 (Collaborative Research on Practices in Local Communities)

Research on the Development of Inclusive Education Systems in Local Communities

[Research period] FY2016-2017

[Principal researcher] MAKINO Yasumi

[Summary]

To develop an inclusive education system, previous studies organized the points of emphasis (grand design) in any local municipality, but to make them viable in local communities, the implementation policies and approaches must be examined for the efforts made to solve issues and the varying situations in each

individual community. This study examined and organized policies and approaches for resolving issues that arise in the development of an inclusive education system in local communities through surveys and practical studies based on the studies and actions taken for resolving issues involving a designated collaborative research community. The purposes of this study were to provide knowledge on the interconnection among related organizations, departments, and organizations, take action, and make it a reference for local

communities.

Through surveys and practical studies in the designated collaborative research communities, we showed (1) the importance of having fully functioning special needs education coordinators, and the need for ways to make peripatetic consultations accessible and for training to boost the morale and raise motivation, (2) usefulness of resource room functions, (3) the need for understanding how students “commute” to school and for examining any necessary support, (4) importance of an internal cooperative structure in schools in the active use of individualized education support plans and school support by the board of education, (5) importance of establishing an internal school structure in the active use of outside experts, (6) need for interconnection of actions for enhancing of special needs education

coordinators, special support services in resource rooms, internal school support systems, individualized education support plans, and use of outside experts and the need for coordination and collaboration among related organizations, departments, and organizations for implementing actions, (7) importance of organizing related organizations, departments, and others for coordination and collaboration and mutual sharing between them and improving the specialization of each.

[Keywords]

coordination and collaboration, special needs education coordinator, special support services in resource rooms, internal school support system, individualized education support plan, use of outside experts

H29-06 (Collaborative Research on Practices in Local Communities)

Research on Training Leading to the Development of an Inclusive Education System

[Research period] FY2016-2017

[Principal researcher] KUBOYAMA Shigeki

[Summary]

Training for the improvement of the expertise of individual teachers is essential for developing an inclusive education system. The 2012 report by the Elementary and Secondary Education Subcommittee of the Central Council for Education even mentioned “the improvement of the expertise of individual teachers for enhancing special needs education”. This report also stressed the importance that all teachers “have a certain level of knowledge and skills for special needs education”, “secure the expertise for entire schools”, and “follow leadership of the management including the principal”. Against this backdrop, our

institute examined seven situations for schools striving to develop an inclusive education system. We also collaborated with six prefectural cities that were the designated collaborative research communities for the study, and worked on local issues pertaining to training, namely, support for local boards of education by prefectural boards of education, improving training by the local board of education, and improving training through collaboration with special needs schools.

[Keywords]

improvement of the expertise, in-school training, the expertise for entire schools, collaboration with special needs schools, special needs education at high schools

H29-07 (Collaborative Research on Practices in Local Communities)

Research on Joint Activities and Learning

[Research period] FY2016-2017

[Principal researcher] SADAOKA Koji

[Summary]

Joint activities and learning are important educational activities, positioned as the fundamental environment establishment toward an inclusive education system. However, there have been hardly any studies that specifically examined how joint activities and learning should be implemented and their significance, from the standpoint of developing an inclusive education system, and there is a paucity of data that can be used in schools. Thus, in this study, a nationwide survey was conducted on joint activities and learning and field survey on the distinctive implementation of joint activities and learning. Various approaches to joint activities and learning were organized in developing the inclusive education

system, and a general-purpose checklist containing specific points for implementing joint activities and learning was prepared. In addition, the boards of education for Shizuoka prefecture and Sagami-hara city participated as designated collaborative research communities in this study, and practical study was conducted to enhance individual integration of special needs school children to community regular schools, joint activities and learning in elementary schools. Based on the results of this study, a Q&A (draft proposals) was prepared to serve as a handbook for schools.

[Keywords]

joint activities and learning, inclusive education system, individual integration of special needs school children to community regular schools, joint activities and learning in elementary schools

H29-08 (Collaborative Research on Practices in Local Communities)

Research on the Utilization and Evaluation of Educational Materials

[Research period] FY2016-2017

[Principal researcher] ARAYA Yosuke

[Summary]

The use of tablet devices and other information and communication technologies (ICT) is expected to enable more effective and beneficial education for students with disabilities. This study aimed to prepare the “Guide for Using Tablet Devices in Elementary and Junior High Schools for Teachers in Charge of the Function as a Resource Center of Special Needs Schools” as a useful resource in schools based on the data that approximately 30% of special needs schools provided the function as a resource center concerning teaching materials and tools including ICT. In the first year of the study, 295 practical cases of tablet device use at special needs education were analyzed from the standpoint of ICT use. We clarified the characteristics of use for each disability type and offered training and classes for the improvement of the expertise of individual teachers at special needs schools. In the

second year of the study, a needs survey was conducted on the use of tablet devices and other ICT in elementary and junior high schools in district A of Nagano prefecture. Paper-based questionnaires were given to schools offering the function as a resource center for teaching materials and tools including ICT among special needs schools around the country. From these surveys, we found 10 needs pertaining to the use of tablet devices and other ICT in elementary and junior high schools. Based on these points, we prepared a guide covering “specific scenarios and background of difficulties”, “new possibilities opened up by using tablet devices”, and “changes that can be expected in students”. These are made accessible for both special needs school teachers and elementary and junior high school teachers.

[Keywords]

educational materials, tablet devices, community support, function as a resource center, guide

H29-09 (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-

[Research period] FY2016-2017

[Principal researcher] MEIKAN Shigeru

[Summary]

As stated in the Convention on the Rights of Persons with Disabilities and “the 2030 Agenda for Sustainable Development (UN, 2015)”, the development of an inclusive education system is a pressing issue both in and out of Japan. However, for the teaching methods at inclusive education venues where students with intellectual disabilities learn together with students without disabilities, there are not enough research findings available about effective teaching techniques and group formation.

For this reason, this study was conducted to find effective teaching methods using international comparison between the Japanese educational system and its implementation of education in regular classes, and advanced countries in education and welfare for children and adults with disabilities, namely Sweden and Finland.

Study 1 compiled literature on the trends in Japanese policies and teaching methods that are considered effective for regular classes. Study 2 presented case studies of joint activities and learning in the case of the instruction of subjects in students of special needs classes for intellectual disabilities in Japan. In study

3, an inspection was made on the actual state of children with and without intellectual disabilities who learn together in Sweden and Finland.

The research results were analyzed while considering factors including the educational systems and cultural background. Specific teaching content and methods for learning in regular classes were compiled based on the analysis. Also, as proposals for future implementation in Japan, we raised the two points: (1) Enhancement of organizational co-teaching (collaborative teaching) with special needs school teachers and regular classroom teachers and (2) Development of a system to secure the expertise that allows special support (freelance teachers who are specialized in special needs education and the assignment and training of specialized support staff).

[Keywords]

intellectual disabilities, joint activities and learning, inclusive education, Sweden, Finland

Report on International Symposium on Special Needs Education

The Fourth NISE International Symposium of Special Needs Education was held on February 2nd, 2019 at Hitotsubashi Hall (in Tokyo). Teachers of kindergartens, elementary and lower secondary schools, upper secondary schools, and schools for special needs education as well as staffs working in agencies of education, welfare, and administrative, 150 people participated in the symposium.



The theme of this year was “Encouraging joint activities between children with and without disability: having a view of future inclusive education system based on approaches in Japan and Korea”. Dr. Youngseok Oh who was an educational researcher of the Korean Institute for Special Education (KISE) reported policy trends and status of integrated education in Korea. Ms. Junghee Choi who was a teacher working at Daejeon Sunanm Elementary School in Korea reported various practices of joint activities and learning between children with and without disability in her school. Then, Mr. Yoichi Okano who was a supervisor of the Counseling Center for Youth at Sagami City introduced the classes for understanding people with disability as an example of practice of joint activities and learning in Japan. Based on these practice, Prof. Inho Chung of University of Tsukuba summarized school system by comparing the policy between Japan and Korea. In the discussion, the speakers exchanged opinions with participants, regarding promoting joint activities among children, learning from each other, and challenges for encouraging that children with and without disability act and learn together.

In addition, a researcher of our institute presented an overview of trends concerning inclusive education system in other countries in the symposium.



The participants described that this symposium was the opportunity to get to practicable and useful information in the post questionnaire. Furthermore, they reaffirmed the importance of the teachers' role to promote the good relationship between children with and without disability. This symposium provided the meaningful opportunity to show the significance of joint activities and learning, and to recognize the importance that children could feel achievement for learning through the practices of Japan and Korea.



Other Topics

World Autism Awareness Day 2018 in Japan

On Saturday, April 7th, the World Autism Awareness Day 2018 Symposium was held at the National Council of Social Welfare Nadao Hall (Tokyo). The theme was “Know about developmental disabilities: from the perspectives of youngsters, sports and art.” The event this year, which made a milestone as the tenth such the symposium, had 373 participants.

The symposium 1 titled “Aspire to live comfortably in local communities,” the mayors of Mitaka City and Takatsuki City introduced the cities’ efforts to promote the understanding of developmental disabilities as well as their systems to support persons with developmental disabilities and their families in the communities. The symposium 2 titled “Try! Art, Sports, Music” highlighted the importance of activities that promote ties with local communities. These activities provide them places of leisure activities and opportunities for self-realization. In the symposium 3 “Know about your supporters in your town,” support provided for children with autism at beauty salons and services for nurturing interests of them were introduced. It was once again realized that it is necessary to have places and opportunities to foster and demonstrate their possibilities in order for people with autism to

live well in their communities. It is essential to increase “supporters” who have an understanding of people with autism. Thus, the significance of this symposium, which plays a part in the promotion of such understanding, was recognized again.

○World Autism Awareness Day in Japan Official Website

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



Themed exhibition and special event “NISE DAY” at “Information Square” of MEXT

A themed exhibition that had been held at the Information Square of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) since January was closed on April 20.

During the exhibition, MIM (Multilayer Instruction Model), a reading instruction package for regular classes, panels showing research summaries, and books describing research results, etc. were on display.

In addition, the special event “NISE DAY” was held at the lounge of the Information Square of the MEXT on April 4 and 18.

The “NISE DAY” event introduced ICT equipment to support children with illnesses or disabilities, practical examples of support and consideration for such children, lectures delivered on the Internet, guidebooks for special needs services in resource rooms and regular classes, and the “MIM.” Information about the education of children with developmental disabilities was also provided in the event.

The visitors were able to try out the ICT equipment and

exchange opinions with research staff who developed “MIM.” The visitors seemed to be very pleased with the exhibition.

It was a beneficial opportunity to obtain visitors’ understanding of research results of the NISE.



Workshop for Leaders Involved in Teaching Resource Rooms at High Schools

The FY 2019 Workshop for Leaders Involved in Teaching Resource Rooms at High Schools was held at NISE for two days from May 7 to May 8. It was the first session of a three-part series annual program that started last year. The purpose of this workshop is to promote the system for providing “special needs services in resource rooms” at high schools, which has been in operation since April this year. In this workshop, teachers in leading positions make research discussions with the aim of improving the expertise of teachers in charge of such services and promoting the understanding of “special needs services in resource rooms at high schools.” This first session of the three-part series workshop was participated by 109 people from around Japan, including supervisors of school education from local boards of education and high school teachers.

The first day of the workshop featured: a presentation on policy trends by the MEXT titled “Special needs services in resource rooms at high schools”; an introduction of NISE research results titled “Study on how to provide education to students with developmental disabilities based on their actual conditions through ‘special needs services in resource rooms at high schools’” and a

lecture titled “Independence activities and individual education programs for special needs services in resource rooms” by researchers of the institute; and group discussions by participants of the course 1 (supervisors of school education from local boards of education) and the course 2 (teachers) divided into a total of 15 groups.

On the second day, presentations were made by participants to introduce their efforts with the theme of “Initiatives and challenges of the board of education and schools concerning ‘special needs services in resource rooms at high schools.’” This was followed by active group discussions, same as the day 1, to discuss and exchange opinions for clarifying issues they face, deciding themes for discussions and choosing practical challenges that should be addressed until the next meeting. In addition, participants were divided into regional blocks and actively exchanged information under the theme of “Initiatives and challenges of the board of education and schools.”

This workshop was held with the participation of Mr. Tanaka and Ms. Shoji, senior specialists for special needs education.

FY 2018 Workshop for Leaders Involved in ICT Utilization in Special Needs Education

The FY 2018 Workshop for Leaders Involved in ICT Utilization in Special Needs Education was held at NISE for two days from July 23 to 24. Aiming for the enhancement of the inclusive education system, the workshop was designed to promote the utilization of ICT in special needs education in each region, through research discussions by educators in leading position with regard to the utilization of ICT that is necessary for providing appropriate guidance and support to infants, children, and students with disabilities. 82 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 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 Based on the New National Curriculum Guidelines,” followed by a presentation by NISE titled “Collection of Implementation Examples through

Tablets and Preparation of Guidelines for Regional Support” serving as an introduction to our research.

On the second day, a presentation titled “Initiative of the Education Board to promote the Utilization of ICT” was given by Hirotaka Nagata, a supervisor of school education from the Nagano Prefectural Education Board, the Division for Special Needs Education. In addition, dividing the participants into two groups, the group discussion and training II “Considering seminars for utilizing ICT in schools and communities; through training models for examining hypothetical examples” was conducted at the ICT utilization training room. At the same time, a facility tour was provided to try out supporting equipment and teaching materials. Furthermore, participants, who were divided into 11 groups, actively discussed and shared their thoughts on the latest information and presentations prepared on the basis of reports submitted by each member.

FY 2018 Practical Workshop for Leadership at Dormitories of Special Needs Schools

On Tuesday, July 31, the FY 2018 Practical Workshop for Leadership at Dormitories of Special Needs Schools was jointly held at NISE by the institution and the National Association of Special Needs School Principals. As there are very few opportunities for dormitory instructors to have trainings or share information at the national level, 67 dormitory instructors recommended by each prefectural board of education took part in the workshop.

In the morning, a presentation was given on the latest policy trends by the Special Needs Education Division of MEXT, which was followed by a keynote lecture by Toru Nakajima, the principal of the Kumamoto Prefectural Kikuchi Special Needs School, titled

“Considering the safety instruction format in dormitories — lessons learned from the Kumamoto Earthquake.”

In the afternoon, discussions were made by section: education for children with visual impairment, education for children with hearing impairment, education for children with intellectual disabilities, education for children with physical/motor disabilities, and education for children with health impairment. Subjects of the discussion included: the diversification of dormitory students (in terms of the severity of their disabilities, age range, and students with multiple disabilities); a decline in the number of students; how to implement emergency drills; unique education that can be offered only by dormitories; daily issues faced by dormitory instructors and their efforts to address such issues.

FY 2018 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 infants, children and students is expected.

NISE and the National Association of Special Needs School Principals jointly held the FY 2018 Practical Workshop for Physical Education and Sports Activity at Special Needs Schools, following the one we had last year, on Tuesday, August 21 and on Wednesday, August 22. This event is aimed at improving the instruction abilities of special needs school teachers regarding physical education and sports activities.

On the first day, a policy presentation about sports for the disabled was given, which was followed by a research report on

teaching in physical education and sports activities at special needs schools. Implementation reports were made by two schools representing the participants. The second day featured an exchange opportunity through boccia and group discussions and information exchange by the participants on initiatives and efforts made by their local governments and schools.

The workshop ended on a high note with many participants saying that they could obtain new information about the central government's policies and initiatives on sports for the disabled as well as about how local governments and schools around the country are working on this theme. They also said they want to make use of what they learned in their day-to-day activities.

FY 2018 NISE Open Day

NISE held an Open Day event on Saturday, November 10 under the theme “Let’s Discover and Experience NISE — for Deeper Knowledge and Broader Understanding,” with more than 400 participants.

The event this year offered a wide range of activities, including one for experiencing boccia, the sport for the disabled, provided in cooperation with the Yokohama Municipal Kamisugeta Special Needs School, *anma* massage provided by students and teachers from the Special Needs Education School for the Visually Impaired, University of Tsukuba, which is popular every year, a workshop for creating educational materials and trying out such materials from the perspective of the special needs education.

In addition, writer Katsuo Nakamura who is associated with Yokosuka was invited to give a lecture titled “Child rearing in wheel chair.” Having severe cerebral palsy himself, he is cheerful and positive in child rearing. Many participants were seemed to have been impressed by his attitude.

The event ended successfully thanks to the cooperation by many people concerned, including the participation of three student volunteers from Yokosuka Municipal Yokosuka Sogo High School.



FY 2018 Workshop for Leaders of Promoting Joint Activities and Learning

NISE held the Leaders Workshop for Promoting Joint Activities and Learning for two days on November 21 and 22 at the institute.

With the aim of improving the inclusive education system, the annual Leaders Workshop is designed to promote joint activities & learning and the understanding of disabilities in each region through research discussions by educators who are in positions to promote joint activities & learning of infants, children and students with and without disabilities in each prefecture. The workshop this year was participated by 77 people from around Japan, including supervisors of school education from local boards of education and teachers from special needs schools, elementary schools and junior high schools.

The first day of the workshop featured a presentation on the latest administrative and policy matters by MEXT, which was followed by presentations of study reports under the title of “Regional Practical Research: Study on the promotion of joint activities and learning” by NISE and others. The study reports included: “Focusing on learning activities in regular classes” by our chief researcher Ms. Saito; “Proposal of practical points for

promoting exchange activities with schools in the areas of residence” by Shizuoka Prefectural Numazu Special Needs School; “Promotion of joint activities and learning in elementary schools in Sagamihara City” by Sagamihara City Board of Education.

On the second day, the participants were divided into three sections (four groups) and had research discussions. The theme of the first section meeting was “Creative Learning Activities for Promoting Joint Activities and Learning.” The theme of the second section meeting was “Promotion of Joint Activities and Learning for Infants, Children, and Students in the Areas of Residence.” The theme of the third section meeting was “Administrative Initiatives in the Promotion of Joint Activities and Learning.” Lively discussions were held regarding the latest information and other topics presented on the basis of reports from each participant. Instructions and advice were given to each group by Ms. Fukakusa, Mr. Nakamura, and Ms. Shoji, MEXT Senior Specialists for Special Needs Education, and NISE senior research fellow Ms. Hoshi, who delivered their feedbacks also in the plenary session.

FY 2018 NISE Inclusive Education System Dissemination Seminar (Nara)

The purpose of the NISE Inclusive Education System Dissemination Seminar, which is held in various places in the country, is to allow more people to know about activities of the Center for Promoting Inclusive Education System and efforts implemented in each region for the establishment of an inclusive education system.

The seminar this year was jointly held by NISE and the Nara Prefectural Board of Education at the Nara Prefectural Institute for Educational Research on Saturday, October 20, with about 140 participants including teachers from various types of schools and people involved in medical care and welfare.

In Part 1 of the seminar, a presentation was given on activities made by the Center for Promoting Inclusive Education System. In Part 2, Nara Prefectural Board of Education made a report on the recent developments and their efforts in special needs education in

the prefecture. The Uda City Board of Education, Uda City Municipal Haibara Elementary School, Gojyo City Municipal Sakaaibe Elementary School also introduced their activities. In a panel discussion, with the aim of promoting the establishment of inclusive education system, the roles to be played by related persons were discussed in depth.

Many of the participants commented that they realized the importance of lateral communications between education, welfare and administration sectors. They also regarded this event as a good opportunity to directly know about efforts and initiatives made by NISE.

We would like to express our deep appreciation for the assistance provided by many people in holding this seminar, including members of the Nara Prefectural Board of Education and Nara Prefectural Institute for Educational Research.

Yokosuka City Children's Fureai Festival "Workshop Part"

NISE co-hosted the "Yokosuka City Children's Fureai Festival" with the Yokosuka City Board of Education on Sunday, December 2, 2018. This event, which was held as a part of the FY 2018 Disabled Person's Week Campaign YOKOSUKA, comprised two parts: the exhibition of works by children of special needs education classes and special needs education schools in Yokosuka City, and the workshops designed to promote the understanding of developmental disabilities including autism. The workshop part, with the aim of providing visitors with deeper understanding of developmental disabilities through experiences, featured a display of teaching materials and tools, a corner for psychologically simulated experience, short lectures with streaming videos, and research introduction. In addition, presentation was made by Yokosuka Municipal Yokosuka Sogo High School on their efforts to promote the understanding of disabilities. The World Autism Awareness Day (on April 2 annually) and the Information & Support Center for Persons with Developmental Disorders (National Rehabilitation Center for Persons with Disabilities) were

also introduced to visitors. We are deeply grateful that the event was participated by 285 people, including teachers, parents, and workers of welfare-related organizations as well as members of the general public.



FY 2018 National Institute of Special Needs Education Seminar

NISE holds the annual seminar to disseminate our research results and to share information with education-related persons and organizations. The seminar this year was held under the theme of “Promotion of Inclusive Education System — Utilization of NISE Contents in Various Learning Settings” at the National Olympic Memorial Youth Center for two days on Friday, February 15 and on Saturday, February 16.

On the first day, following a presentation on administrative policies, the NISE introduced its contents that can be used in various situations such as seminars, professional trainings, and implementation at schools. These contents are offered by various departments of NISE (Research & Planning Division, Training Business Division, Information & Support Division, Promotion Center of Education for Persons with Developmental Disabilities, Promotion Center for Inclusive Education System). In the morning of the second day, NISE presented the two-year research results of our main subjects “Teaching for sight-impaired children with multiple disabilities,” “Study on educational support & consideration for students with mental disorders and psychosomatic diseases — Proposal of support for children with mental diseases (Co-MaMe).” Research results subsidized by government research grant were presented with the title of “Multilayer Instruction Model (MIM) in regular classes — early detection & support for reading difficulties.” Also, a presentation titled “Improvement of joint activities and learning in schools — based on a multi-layer support system” was made to show an example in which our research results were utilized in regional

practical research. In the afternoon of the second day, poster sessions were held by research groups each focusing on different kinds of disabilities. Inclusive education data base (Inclu DB) and ICT equipment were on display, which was followed by a symposium on developmental disabilities “What is expected of special needs services in resource rooms — consider the way to provide such services in high schools.”

It was a fruitful seminar with 624 participants. We thank those who participated. The materials from the seminar are available at the website shown below for people who could not attend the event.

We will plan and prepare for the next NISE seminar so that it again attracts many participants. Please check our e-mail newsletters and website for the event next year.



FY 2018 Regional Practical Research Forum

The Regional Practical Research Program, which started in FY 2016, is designed to promote an inclusive education system. In this Program, the NISE and boards of education jointly deal with issues faced by local communities and schools. Among themes related to regional practical research, the education board of each region chooses an appropriate subject depending on their situations and problems they face, and by forming a research group consisting of researchers from the NISE and regional practical researchers from the local board of education, they conduct a study for each subject.

The following are the four subjects that completed in FY 2016 and 2017. With the participation of four prefectures in the FY 2016 and 13 prefectures and cities in the FY 2017, the research results were presented in each region to demonstrate and disseminate their achievements.

- Study on the establishment of inclusive education system in each region
- Study on teacher trainings for establishing inclusive education system
- Study on the promotion of joint activities and learning
- Study on utilization and evaluation of teaching materials and tools

In the FY 2018, 13 prefectures and cities participated under the following themes with 14 subjects (names of participating prefectures and cities):

- Study on educational counselling & school enrollment (Nagano Prefecture)
- Study on the promotion of understanding of inclusive education system (Aomori Prefecture, Saitama Prefecture, Shizuoka Prefecture, Kamaishi City, Miyagi Prefecture, Kanuma City, Hyogo Prefecture, Shimane Prefecture)
- Study for creating schools capable of responding various educational needs (Shizuoka Prefecture, Yokosuka City, Nara Prefecture)
- Study on reasonable accommodation and fundamental environment arrangement in schools (Wakayama Prefecture, Fujimi City)

As for the research results shown above, regional practical research forums were held in each region to demonstrate and utilize them in educational settings. The regional forums have been held as shown below.

- Kamaishi City: Friday, Jan. 11 at Kamaishi Civic Hall TETTO
- Aomori Prefecture: Thursday, Jan. 24 at Aomori Prefectural School Education Center
- Shizuoka Prefecture: Monday, Feb. 4 at Fujieda City Lifelong Learning Center
- Saitama Prefecture: Wednesday, Feb. 6 at Ageo City Culture Center
- Nagano Prefecture: Thursday, Feb. 7 at Nagano Prefectural Comprehensive Education Center
- Yokosuka City: Tuesday, Feb. 19. at Yokosuka City hall
- Shizuoka Prefecture: Thursday, Feb. 21 at Shizuoka Prefectural Center for Gender Equality

In each forum, the local board of education explained their initiatives and challenges they face, the regional practical researchers presented their efforts and achievements, and researchers from the NISE made a report on our studies and operations. The forums had about 60 to 380 participants including teachers from special needs schools, kindergartens, certified children centers, elementary schools, junior high schools, high schools, members of prefectural and municipal boards of education, and parents, with lively exchanges of questions and answers. The questionnaires following each forum showed that participants have many expectations and requests about the NISE and our regional practical research project.

We would like to express our gratitude for the efforts of many people including members of local boards of education to hold the practical research forum in each region.



Recent Trends in Special Needs Education

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

1. Current Status of Special Needs Education

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

Needs Education should be provided in all schools which has special-needs children including those with developmental disorder, and necessary support should also be given to students with disabilities in regular classes with reasonable accommodations.

As of 1 May 2019, approximately 490 thousand students with disabilities are in schools/classes for special needs education or receive special support services in resource rooms, whose number has been increasing. Among them, 417 thousand students with disabilities are in compulsory education, who account for 4.2% of all students in Japan.

2. Recent Measures and Policies for Special Needs Education

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

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

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

Based on such circumstances, applicable laws and regulations were revised in 2016 in order to start special support services in resource rooms in upper secondary schools in 2018.

Overview of the system are described below:

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

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

(2) Revision of Course of Study etc.

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

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upper secondary department of special needs school published in February 2019.

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

The main improved items are as follows:

- Curriculum focusing on the continuous learning
 - Regarding curriculum for children with multiple disabilities, basic principles were specified to ensure children can continuously learn.
 - Goals and contents of each subject for children with intellectual disabilities were organized based on the three pillars of the children's capabilities/skills to be developed.
- Enhancement of curriculum meeting needs of each child
 - In school for Special Needs Education to provide education to children with visual impairment, hearing impairment, physical disability or health impairment, curriculums are to be enhanced with consideration according to status and characteristics of children's disability to develop their capabilities/skills.
 - In order to enhance curriculum according to various disabilities including developmental disorder, items on "Understanding characteristics of disabilities and adjustment of living environment" were specified as content of activities to promote independence.
- Enhancement of curriculum aimed at autonomy and social engagement
 - Planned and systematic implementation of curriculum management is required which emphasizes perspectives after graduation.
 - Enhancement of career education is required from the stages of kindergarten, elementary and lower secondary school.
 - Special consideration are required so that children can increase motivation for lifelong learning and enjoy sports and cultural and artistic activities throughout life to have a fulfilling life.
 - Joint activities and learning with children without disabilities are to be enhanced.
 - Contents of each subject for children with intellectual disabilities are to be enhanced.

(3) Collaboration between Education and Welfare

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

Regarding these issues, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Ministry of Health, Labor and Welfare (MHLW) discussed on "'Triangle Project' of Collaboration among Families, Education and Welfare" led by the deputy ministers of both ministries, and summarized the report in March 2018.

Suggested measures for national and local governments on the two perspectives of promoting collaboration between education and welfare and of supporting guardians were compiled in this project after recognition of current issues through reports from local governments and related organizations.

i. Current Status and Issues

- Issues Related to Collaboration between Education and Welfare

Schools and day-care facilities after school etc. can not communicate smoothly or cooperate with each other because details of their activities and issues, contact of persons in charge, etc. are not shared.

- Issues Related to Support for Caregiver

Consultation services necessary for guardians are different in each phase from babyhood and school age to social engagement, so they do not know which service to use and can not receive adequate support.

ii. Suggested Measures

- Measures to Promote Collaboration between Education and Welfare
 - Setting up "opportunities" to build up relationships, including between Board of Education and welfare department, between schools and outpatient support facilities for children with disabilities, etc.
 - Making the welfare programs related to children with disabilities known to school teachers, etc.
 - Promoting collaboration between schools and outpatient support facilities for children with disabilities, etc.
 - Promoting use of individualized education support plan
- Measures to Promote Support for Caregiver
 - Organization of consultation service to support caregiver
 - Promotion to provide information for supporting caregiver

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- Promotion to provide places where caregivers come together
- Consultation services for caregivers by specialists
- Promotion of collaboration between National Institute of Special Needs Education and National Rehabilitation Center for Persons with Disabilities
- Education to promote understanding of disabilities

iii. Efforts Associated with the Project

The MEXT revised the Ordinance For Enforcement of the School Education Act in August 2018 to specify that individualized education support plan should be created for children in school or in class for Special Needs Education or those who receive special support services in resource rooms, and that necessary information on support for such children should be shared among concerned authorities and organizations with considerations to intention of the children or their guardians in creating the support plan.

On the notification issued in May 2018, the MEXT and MHLW also asked every local government to create and use a handbook for guardians with which they can obtain information on support and consultation service just by looking, in order to relieve the guardians' concern or isolation. In addition, the MEXT and MHLW created and published the template to assist in creating the handbook. This template was created as supporting tool for the local governments which has difficulties with creating the handbook due to some reasons such as lack of human resources.

(4) Remote Education

Some elementary and lower secondary schools and so on distribute simultaneous interactive classes (distribution of real-time lesson and simultaneous and interactive communication via media such as Internet) and perform exchange activities with other students through it as a learning support for hospitalized children or children recuperating at home. This demonstrates the effect such as securement of educational opportunities for hospitalized children, maintenance and improvement their motivation for learning, relief of concerns on learning and school life leading to smooth reentry to school. However, school officials pointed out under the current system, children taking remote class are not considered as attending or their performance are not reflected in evaluation if a teacher does not exist who has the teaching credential of subject concerned of applicable school at the receiving site, which may lead to reduced motivation of leaning. Therefore, it was decided that the system would be revised for remote education for hospitalized children in elementary and lower secondary school ages to be recorded as attendance on student report and their performance to be reflected in evaluation according to the "Measures and Policies to Promote Remote Education" compiled in September 2018 in "Task Force to

Promote Remote Education," where the members had discussion on the handling of the remote education.

In response to this, "Handling of attendance on student report when interactive class delivered for hospitalized children in elementary and lower secondary school ages (notification)" was issued. This notification enabled the head teachers to treat the children in elementary and lower secondary school ages receiving remote class at hospital or home as attendee and reflect their performance in evaluation of the subjects concerned when provide interactive class without any teachers having the appropriate license at the receiving site.

Main considerations described in the notification are as follows:

- Teacher at sending site should take notice on provisions of applicable law and regulations such that they should have the appropriate license of the subject for their schools.
- The school or its administrative agency shall make decisions on hospitalized children with 30 days or longer of absence as one of references.
- At the receiving site, the school and the guardian should collaborate and cooperate with each other to establish a system that can manage the children's physical condition and respond appropriately in case of emergency (Even if a teacher does not have to be present at the receiving site, the guardian themselves, or medical/welfare personnel contracted by the guardians or the board of education etc. need to deal with it).
- Considerations when implementing classes (e.g. such as securing opportunities for asking questions, necessary support for system use, attention to changes in the children's physical condition)
- There are some cases only teachers are present on the delivery side without students at the sending site.
- In addition to simultaneous interactive classroom delivery, it is recommended for teachers to obtain the learning progress and living environments of hospitalized children and provide appropriate guidance or necessary assistance by regularly visiting them.

(5) Improvement of teachers' expertise and skills

Teachers for Special Needs Education have been developed mainly in the related college course. According to the law and regulations revised in 2017, the students who want to be a teacher for Special Needs Education and enter college from April in 2019 should earn at least one credit of "Understanding of infants and children who need special support."

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

teachers.

(6) Joint Activities and Learning

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

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

This proposal states that:

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

The MEXT makes this proposal known to each board of

education and ask for the promotion, and is working on the enhancement of the project on barrier-free minds and nationwide spread of these efforts.

(7) Medical Care

Schools for Special Needs Education have children who need daily medical care so the schools have to appropriately respond to such needs in learning and living environment.

As of 1st May 2017, there are 8,218 children who need medical care in schools for Special Needs Education, 858 children in elementary and lower secondary schools. The MEXT provide subsidize a part of cost needed for assigning nurses to improve the educational environment for such children. In addition, in order to provide high-level medical care at schools, the model project to improve the implementation system of the medical care have been executed such as setting up the in-school support system in collaboration with doctors and creating the implementation manual regarding medical care for children with disabilities.

Recently, new issues have been found including high-level medical care such as management of ventilatory support and utilization of school-visiting nurses. Therefore, “Review Conference on Implementation of Medical Care at Schools” was established in October 2017 to have further discussions.

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	1,135	35,719	1,440	41,107	30,695	68,702	141,944
Total of Schools for Specific Disability only	880	24,612	1,309	28,486	21,531	49,838	101,164
(1) Visual impairment	62	1,132	174	518	469	1,472	2,633
(2) Hearing impairment	86	1,767	1,036	1,819	1,148	1,543	5,546
(3) Intellectual disabilities	553	16,898	74	20,853	16,559	43,042	80,528
(4) Physical/motor disabilities	122	3,886	25	4,514	2,609	3,073	10,221
(5) Health impairment	57	929	—	782	746	708	2,236
Total of Schools for two or more Disabilities	255	11,107	131	12,621	9,164	18,864	40,780
(1)+(3)	2	81	17	180	94	14	305
(1)+(5)	1	17	3	5	6	19	33
(2)+(3)	10	241	59	234	173	418	884
(3)+(4)	147	6,760	10	7,945	5,701	12,645	26,301
(3)+(5)	14	588	-	726	575	988	2,289
(4)+(5)	30	1,185	10	1,322	807	927	3,066
(1)+(4)+(5)	1	34	1	25	21	24	71
(2)+(3)+(4)	3	202	9	195	143	396	743
(2)+(3)+(5)	-	-	-	-	-	-	-
(3)+(4)+(5)	29	1,263	-	1,287	1,060	2,264	4,611
(2)+(3)+(4)+(5)	2	100	4	90	68	118	280
(1)+(2)+(3)+(4)	1	86	7	87	54	125	273
(1)+(2)+(3)+(4)+(5)	14	520	11	488	431	853	1,783
Total of teachers & staffs							97,994
Number of teachers							83,802
Number of staffs							14,192

*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	82	2,167	199	1,550	1,228	2,340	5,317
Hearing impairment	116	2,818	1,141	2,935	1,853	2,340	8,269
Intellectual disabilities	776	30,823	247	37,207	27,662	63,796	128,912
Physical/motor disabilities	350	12,474	102	13,578	8,381	9,752	31,813
Health impairment	149	7,521	38	7,306	5,158	6,933	19,435

*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	18,371 (43.9%)	77,743 (46.5%)	8,683 (47.4%)	35,289 (51.7%)	27,054 (44.9%)	113,032 (48.0%)
Physical/motor disabilities	2,244 (5.4%)	3,418 (2.0%)	790 (4.3%)	1,090 (1.6%)	3,034 (5.0%)	4,508 (1.9%)
Health impairment	1,468 (3.5%)	2,480 (1.5%)	643 (3.5%)	1,021 (1.5%)	2,111 (3.5%)	3,501 (1.5%)
Low vision	358 (0.9%)	413 (0.2%)	119 (0.6%)	134 (0.2%)	477 (0.8%)	547 (0.2%)
Hard of hearing	793 (1.9%)	1,242 (0.7%)	329 (1.8%)	470 (0.7%)	1,122 (1.9%)	1,712 (0.7%)
Speech and language disorders	539 (1.3%)	1,570 (0.9%)	126 (0.7%)	165 (0.2%)	665 (1.1%)	1,735 (0.7%)
Autism/ Emotional disturbance	18,091 (43.2%)	80,403 (48.1%)	7,636 (41.7%)	30,049 (44.0%)	25,727 (42.7%)	110,452 (46.9%)
Total	41,864	167,269	18,326	68,218	60,190	235,487
Number of teachers in charge	44,854		20,093		64,947	
Number of schools established	16,315		7,907		24,222	

*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	37,134 (38.3%)	427 (3.6%)	37,561 (34.5%)
Autism	16,737 (17.3%)	2,830 (23.7%)	19,567 (18.0%)
Emotional disturbance	12,308 (12.7%)	2,284 (19.1%)	14,592 (13.4%)
Low vision	176 (0.2%)	21 (0.2%)	197 (0.2%)
Hard of hearing	1,750 (1.8%)	446 (3.7%)	2,196 (2.0%)
Learning disabilities	13,351 (13.8%)	3,194 (26.7%)	16,545 (15.2%)
Attention deficit hyperactivity disorder	15,420 (15.9%)	2,715 (22.7%)	18,135 (16.6%)
Physical/motor disabilities	100 (0.1%)	24 (0.2%)	124 (0.1%)
Health impairment	20 (0.02%)	9 (0.1%)	29 (0.03%)
Total	96,996	11,950	108,946
Number of teachers in charge	6,967	1,255	8,361 *1
Number of schools established	4,399	809	5,283 *2

*1 The data includes 139 teachers of schools for special needs education.

*2 The data includes 75 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)		9,874,138	(100.0%)	15,014,459	(100.0%)
Number of children receiving special needs education		416,235	(4.2%)	486,377	(3.2%)
Breakdown of above	Enrollment in special schools	71,802	(0.7%)	141,944	(0.9%)
	Enrollment in classes for special needs education	235,487	(2.4%)	235,487	(1.6%)
	Number accessing resource rooms	108,946	(1.1%)	108,946	(0.7%)
Number of children postponed or exempted schooling because of Health impairment/Growth retardation		39	(0.0004%)		
Breakdown of above	Health impairment/Growth retardation	39			
	Enrolled in children's facilities/corrective institutions	17			
	Multiple nationality	3,426			
	Others	373			

*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

	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total (%)	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	35.9
Visual impairment	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	40.6
Hearing impairment	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	27.8
Intellectual disabilities	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	28.9
Physical/ motor disabilities	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	54.0
Health impairment	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	43.4

*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

	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total (%)	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	17.8
Visual impairment	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	18.7
Hearing impairment	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	18.0
Intellectual disabilities	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	14.1
Physical/ motor disabilities	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	32.2
Health impairment	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	31.1

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

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

	Elementary and lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	25,795	35.9	12,222	17.8	38,017	27.1
(1) Visual impairment	450	45.6	222	15.1	672	27.3
(2) Hearing impairment	658	22.2	248	16.1	906	20.1
(3) Intellectual disabilities	9,142	24.4	4,650	10.8	13,792	17.1
(4) Physical/motor disabilities	6,091	85.5	2,297	74.7	8,388	82.3
(5) Health impairment	573	37.5	296	41.8	869	38.9
(1)+(3)	56	20.4	-	-	56	19.4
(1)+(5)	6	54.5	2	10.5-	8	26.7
(2)+(3)	91	22.4	33	7.9	124	15.0
(3)+(4)	5,401	39.6	2,797	22.1	8,198	31.2
(3)+(5)	279	21.4	173	17.5	452	19.7
(4)+(5)	1,499	70.4	524	56.5	2,023	66.2
(1)+(4)+(5)	36	78.3	20	83.3	56	80.0
(2)+(3)+(4)	112	33.1	70	17.7	182	24.8
(2)+(3)+(5)	-	-	-	-	-	-
(3)+(4)+(5)	890	37.9	619	27.3	1,509	32.7
(2)+(3)+(4)+(5)	65	41.1	33	28.0	98	35.5
(1)+(2)+(3)+(4)	101	71.6	48	38.4	149	56.0
(1)+(2)+(3)+(4)+(5)	345	37.5	190	22.3	535	30.2

*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	10,500 (100.0%)	10,342 (98.5%)	23 (0.2%)	7 (0.07%)	52 (0.5%)	76 (0.7%)
	Visual impairment	164 (100.0%)	162 (98.8%)	-	-	1 (0.6%)	1 (0.6%)
	Hearing impairment	434 (100.0%)	432 (99.5%)	-	-	-	2 (0.5%)
	Intellectual disabilities	7,975 (100.0%)	7,860 (98.6%)	20 (0.25%)	5 (0.06%)	39 (0.5%)	51 (0.6%)
	Physical/motor disabilities	1,625 (100.0%)	1,606 (98.6%)	-	1 (0.1%)	6 (0.4%)	12 (0.7%)
	Health impairment	302 (100.0%)	282 (93.4%)	3 (1.0%)	1 (0.3%)	6 (2.0%)	10 (3.3%)
Classes for special needs education		21,132 (100.0%)	19,909 (94.2%)	464 (2.2%)	176 (0.8%)	583 (2.8%)	

*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	21,292 (100.0%)	396 (1.9%)	381 (1.8%)	6,411 (30.1%)	13,253 (62.2%)	851 (4.0%)
	Visual impairment	277 (100.0%)	92 (33.2%)	10 (3.6%)	32 (11.6%)	119 (43.0%)	24 (8.7%)
	Hearing impairment	451 (100.0%)	162 (35.9%)	20 (4.4%)	195 (43.2%)	60 (13.3%)	14 (3.1%)
	Intellectual disabilities	18,321 (100.0%)	66 (0.4%)	276 (1.5%)	6,029 (32.9%)	11,262 (61.5%)	688 (3.8%)
	Physical/motor disabilities	1,856 (100.0%)	57 (3.1%)	42 (2.3%)	94 (5.1%)	1,574 (84.8%)	89 (4.8%)
	Health impairment	387 (100.0%)	19 (4.9%)	33 (8.5%)	61 (15.8%)	238 (61.5%)	36 (9.3%)

*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]

		1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		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	96.7
	Visual impairment	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	96.3
	Hearing impairment	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	92.4
	Intellectual disabilities	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	98.3
	Physical/motor disabilities	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	97.4
	Health impairment	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	57.6
Classes for special needs education		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	55.1

(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	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		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	30.1
	Visual impairment	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	11.6
	Hearing impairment	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	43.2
	Intellectual disabilities	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	32.9
	Physical/motor disabilities	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	5.1
	Health impairment	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	15.8

(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
2017	All the prefectures	234	806

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

[FY 2015]

Public	Expenditure of school education	
Schools for special needs education	7,268,095 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 6.7 times as high as those of students in ordinary lower secondary schools
Elementary schools	947,269	
Lower secondary schools	1,086,126	

English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 45, 2018.

1. LEE Heebok and TANAKA Mari (2018). Adjustment of Narrative in Children with Autism Spectrum Disorder : Relationship to “Theory of Mind” , *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp.1-12, 2018

Adjustment of Narrative in Children with Autism Spectrum Disorder : Relationship to “Theory of Mind”

LEE Heebok and TANAKA Mari

Abstract: This study investigated whether narratives are modified according to the state of the listener’s knowledge when there are gaps in knowledge between children with Autism Spectrum Disorder (ASD) and listeners, as well as between Typically Developed (TD) children and listeners. The results indicated fewer ASD children adjusted their narratives, compared to TD children. TD children attempted to make adjustments by quoting listeners statements among others, whereas ASD children did not adapt themselves to the listeners, even when they attempted to adjust the narratives. The relationship between the adjustment of narratives and experience in “Theory of Mind” tasks was examined, which indicated a positive correlation. However, certain ASD children that experienced Theory of Mind tasks did not adjust their narratives. It is suggested the experience of Theory of Mind tasks might not be a sufficient condition for the adjustment of narratives, although it might be a necessary condition.

Key words: Autism Spectrum Disorder, Narrative, Adjustment, Theory of Mind

2. MATSUI Yuko and OZAWA Atsushi (2018). A Literature Review on Trends and Issues in Employment of People with Intellectual Disabilities in Japan, *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp. 13-26, 2018.

A Literature Review on Trends and Issues in Employment of People with Intellectual Disabilities in Japan

MATSUI Yuko and OZAWA Atsushi

Abstract: In recent years, employment of people with disabilities in companies has been increasing. A literature review was conducted to clarify trends and issues of the employment of people with intellectual disabilities.

Using ‘Cinii’, a database search was conducted by combining keywords such as intellectual disability, employment, employment support, vocational rehabilitation, staff, and job satisfaction. As a result, the literature on the employment of people with intellectual disabilities was organized into five categories. (1) employment of people with disabilities, (2) people with intellectual disabilities and special subsidiary companies, (3) support of employment for people with intellectual disabilities, (4) employees working with people with intellectual disabilities, and (5) job satisfaction of employees working with people with intellectual disabilities.

The number of employment of people with intellectual disabilities was 43,000 in 2006, while in 2016, it was 105,000, which is 2.4 times higher. However, issues such as disability understanding and relationships in workplaces have not been sufficiently studied to date, thus it is necessary to discover the issues and discuss possible solutions.

Key words: Intellectual disabilities, employment, employment of people with disabilities, special subsidiary companies, job satisfaction

3. YOKOO Shun (2018). An Analysis of Inspection Reports of the Office for Standards in Education, Children's Services and Skills on the Evaluations of School Activities and Requirements for Special Schools, *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp. 27-36, 2018

An Analysis of Inspection Reports of the Office for Standards in Education, Children's Services and Skills on the Evaluations of School Activities and Requirements for Special Schools

YOKOO Shun

Abstract: In the UK, the Office for Standards in Education, Children's Services and Skills (Ofsted) inspects educational institutions regularly and publishes the inspection reports on the web.

This paper examines inspection reports evaluating 995 special schools. Among the inspection reports of schools for children with intellectual disabilities, 19 schools were reported to have some areas for improvement regarding learning outcomes. Their indications and content to be improved were brought together, and expected content in learning outcomes was examined.

As a result, it became clear that many special schools have received a positive evaluation (outstanding 38.0%, good 56.0%) in the context of overall effectiveness. As regards learning outcomes, there are indications of overall learning outcomes, reading and writing skills, and calculation skills. As regards content requiring improvement, there are indications of learning plans and learning evaluations.

Since the inspection reports pointed out improvement in learning plans and learning evaluation, it is assumed that clarification of 'what to learn' in prepared plans, and actual attainment of them in educational activities are expected. To conclude, it is suggested that in the evaluation by Ofsted, they put emphasis on concrete learning outcomes achieved by each student.

Key words: Ofsted, special school, school evaluation, learning outcomes

4. SAITO Yumiko, OZAWA Michimasa, and OSAKI Hirofumi (2018). Learning of Children with Severe Disabilities Enrolled at Special Needs Education Classrooms in Elementary and Junior-High Schools and Matters that Support Their Learning – Through Analysis of Interviews with Students' Teachers and Observation of their Learning Situations, *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp. 37-52, 2018

Learning of Children with Severe Disabilities Enrolled at Special Needs Education Classrooms in Elementary and Junior-High Schools and Matters that Support Their Learning – Through Analysis of Interviews with Students' Teachers and Observation of their Learning Situations

SAITO Yumiko, OZAWA Michimasa, and OSAKI Hirofumi

Abstract: In Japan, development of an inclusive education system has been promoted, and some students with relatively severe disabilities who used to enroll at special needs education schools have started to enroll at regular elementary and junior high schools. In this study, interviews were conducted with six special needs education classroom teachers who are in charge of students with severe disabilities, and observational data in their classrooms were collected, for information on matters that teachers consider important and to determine efforts and challenges in their educational practices. A qualitative analysis revealed that the teachers recognized the significance of taking elementary and junior high schools as an educational placement for their students, and put emphasis on the importance of "clarifying the educational curriculum for their students" and "developing a support system for their students" in order to support the current and future independence and social participation of their students. The results were discussed from the viewpoint of supporting independence and social participation of the teachers' students and the significance of taking elementary and junior high schools as an educational placement for students with severe disabilities.

Key words: Severe disabilities, classrooms for special needs education, joint activity and learning, qualitative research

5. ARAYA Yosuke (2018). Current Situation of Utilization of ICT in Teaching Subjects at Special Needs Education Schools for Students with Hearing Impairment-Through Analysis of the National Survey on ICT Utilization at Special Needs Education Schools-, *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp. 53-64, 2018.

Current Situation of Utilization of ICT in Teaching Subjects at Special Needs Education Schools for Students with Hearing Impairment -Through Analysis of the National Survey on ICT Utilization at Special Needs Education Schools-

ARAYA Yosuke

Abstract: A national survey on ICT utilization at special needs education schools was conducted by the National Institute of Special Needs Education in a study entitled “Comprehensive research on the ICT utilization for the students with disabilities (2014-2015FY)”.

The purpose of this research is to understand the current situation of ICT utilization from the viewpoint of subject teaching in special needs education schools (hearing impairment), extracting the data from the survey above. The data from 88 schools were analyzed.

As regards the equipment held by the schools, as many as 96% of schools had a digital camera, although only 4% of the schools reported case examples. Tablet PCs, on the other hand, were held by 63% of the schools, and their case examples were reported by 27% of the schools. Some case examples of tablet PCs in subject teaching were as follows; “confirming the meaning of terms used in class”, “recording instructions during physical education”, etc.

As regards what was taught in each subject, case examples utilizing visual information, such as “presenting visualized information” and “enlarging an image for display”, were reported. The future task is to examine tailored utilization to different teaching situations.

Key words: Utilization of ICT, national survey, education for students with hearing impairment

6. YOKOYAMA Koichi (2018). System Building Utilizing School Clusters to Facilitate an Inclusive Education System – Implications of an Area Support System in Miyazaki Prefecture –, *Bulletin of The National Institute of Special Needs Education*, Vol. 45, pp. 65-79, 2018.

System Building Utilizing School Clusters to Facilitate an Inclusive Education System – Implications of an Area Support System in Miyazaki Prefecture –

YOKOYAMA Koichi

Abstract: This research examined the practice of Miyazaki Prefecture, which was implemented as a model project of the Ministry of Education, Culture, Sports, Science and Technology. The outcomes and problems from the practice were organized and analyzed through the analysis of prefectural materials and an interview with the teachers’ consultants, then, what is needed for promoting an inclusive education system was discussed.

Miyazaki Prefecture has reorganized the whole prefectural area into seven areas. In each area, teachers with expertise in special needs education are assigned, and they have a key role in supporting kindergartens and schools within their area.

The results of the analysis found that there were some issues, such as an increasing burden on additional teachers in charge, difficulty in maintaining school organization for cooperation, and difficulty in improving the support system in schools which were receiving support.

As regards teacher allocation and developing an area support system by school cluster associated with prefecture-wide area reorganization, firstly, boards of education at prefectural level and city level should cooperate with related organizations to create a mechanism in which additional teachers in charge could provide support smoothly and thus make the system sustainable. In addition, as regards support for schools, it is necessary to put emphasis on enhancing the support system within the schools.

Key words: Inclusive education system, system building, school cluster, additional teachers in charge, Miyazaki Prefecture

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