独立行政法人
国立特別支援教育総合研究所
National Institute of Special Needs Education, Japan

National Institute of Special Needs Education

2020

Message from the President

The National Institute of Special Needs Education was established as an affiliated institution (National Institute of Special Education) of the Ministry of Education, Science, and Culture in 1971 to contribute to the improvement and development of education for disabled children in Japan. In 2001, NISE was reestablished as an independent administrative agency, and in 2007 was renamed National Institute of Special Needs Education, the name which it still holds today.

In FY 2007, education for children with disabilities was relabeled as "special needs education," which covered children studying at schools for special needs education, children studying in classes for special needs education, and children receiving support in resource rooms, as well as children with developmental disabilities studying in regular classes in elementary, lower secondary, and other schools.

In January 2014, Japan ratified the Convention on the Rights of Persons with Disabilities, and it is crucial for the country to take further steps to promote special needs education as we move toward development of an inclusive education system as advocated in the Convention.

This fiscal year, NISE enters the final year of the fourth midterm phase that began in FY 2016. In order to promote special needs education amidst these rapid changes, NISE intends to adopt a fresh mindset in our various initiatives.

We are conducting Cross-Sectional Research and Research on Specific Disability Categories as Core Research, as well as Collaborative Research on Practices in Local Communities. We shall emphasize in particular active use of previous research results in educational settings, and devise more effective approaches to ensure elementary schools, lower secondary, and other schools are aware of NISE.

Regarding teacher training programs, the system to provide training contents that has been used until now has been redesigned into training contents provided over the Internet and is referred to as "NISE Learning Lab - Special Needs Education e-Learning -." We also plan to proceed with creating training contents for devising instructions regarding difficulties associated with the learning process in each subject as described in the Courses of Study for elementary and lower secondary schools while conducting a review of the existing training contents, and we will endeavor to further enrich the contents.

Also, after receiving the "Report on Cooperative Projects for Health, Medical, Welfare and Education for the Early Support of Deaf Children (dated June 2019)," we will be conducting a national workshop with the aim of improving the expertise of infant education counselors at schools for the deaf and promoting cooperation of health, medical, welfare and education to support deaf children in the early stages.

Furthermore, based on the "Home, Education and Welfare Cooperative "Triangle" Project Report (dated March 2018)" and the "Ministry of Education, Culture, Sports, Science and Technology (MEXT) Disabled Activity Promotion Plan (Supporting learning for children with developmental disabilities - Plan to improve the quality of "Learning" for cohesion -) (dated April 2019) created through the cooperation of MEXT and the Ministry of Health, Labor and Welfare (MHLW), we plan to propose a training model relevant to local governments nationwide after practical verification in 6 local governments (5 prefectures and 1 city) of the training core curriculum plan used to train personnel involved in the support of developmental disabilities through the cooperation and collaboration of education and welfare (the curriculum plan was created in 2019).

At the Center for Promoting Inclusive Education System, we have been culminating research on practices in local communities over a 5-year period while focusing on two themes. This year we will also be accepting researchers on practices in local communities and will proceed with research activities together with NISE staff to establish an inclusive education system according to the actual circumstances in the community. Combining both long-term and short-term dispatch, our 13 researchers for Collaborative Research on Practices in Local Communities are carrying out research activities together with NISE staff to establish an inclusive education system based on themes suited to the actual circumstances in each community.

To further promote special needs education, I would like to aim at enhancing our activities by working towards cooperation with related organizations.

I will conclude this message with a request for the cooperation and support of all people involved in this effort, including the general public.

May 2020

President of the National Institute of Special Needs Education (NISE)

Kazushige Shishido

• In this booklet, NISE stands for National Institute of Special Needs Education.
• Unless otherwise noted, the booklet includes information correct as of May 1, 2020.

Mission of NISE*

The mission of NISE is to contribute to the development of an inclusive education system by realizing education that meets the educational needs of individual children with disabilities. This is achieved through operations that respond flexibly and quickly to national policy issues and issues in educational settings, while also taking into account changes in conditions pertaining to special needs education both in Japan and overseas. In carrying out this mission, NISE collaborates with national and local governments, as the only national center for special needs education in Japan.

Vision of NISE (Direction toward achieving the Mission)*

1. Research Activities

Research studies that contribute to the formulation and promotion of national policies on special needs education and dissemination of research results

2. Teacher Training

Teacher training to contribute to the promotion of the special needs education policies of each prefecture and actual implementation of special needs education, and support related to enhancing the qualifications of teachers

3. Collection and Dissemination of Information, and Promotion of Understanding

Collection and dissemination of information related to special needs education, promotion of understanding among involved persons, and efficient, effective information provision

4. Contribution to Building an Inclusive Education System

Efforts to help solve issues confronting prefectures and municipalities, through establishment of a Center for Promoting Inclusive Education System

* The mission and vision above were presented in the fourth medium-term objectives for NISE set forth by the Minister of Education, Culture, Sports, Science and Technology in March 2016.

History

Oct. 1971

Commencement of the National Institute of Special Education.

Apr. 2001

Commencement of the National Institute of Special Education as an independent administrative agency.

Apr. 2004

Reorganized to establish Department of Policy and Planning, Department of Educational Support Research, Department of Teacher Training and Information, and Clinical Center for Children with Special Needs.

May 2006

Clinical Center for Children with Special Needs was reorganized into Department of Counseling and Consultation for Persons with Special Needs.

Apr. 2007

Renamed as the National Institute of Special Needs Education.

Apr. 2008

Department of Educational Support Research was renamed as Department of Educational Support. Establishment of Information Center of Education for the Persons with Developmental Disabilities. Introduced Research Unit System.

Apr. 2011

Reorganized to establish Department of Policy and Planning, Department of Educational Support, Department of Counseling and Consultation for Persons with Special Needs, Department of Teacher Training and Collaborative Projects, and Department of Education Information.

Apr. 2012

Department of Counseling and Consultation for Persons with Special Needs was integrated into Department of Educational Support.

Apr. 2016

Reorganized into a 4-Department/1-Center system made up of the Department of Administration, Department of Policy and Planning, Department of Teacher Training, Department of Information and Support, and Center for Promoting Inclusive Education System.
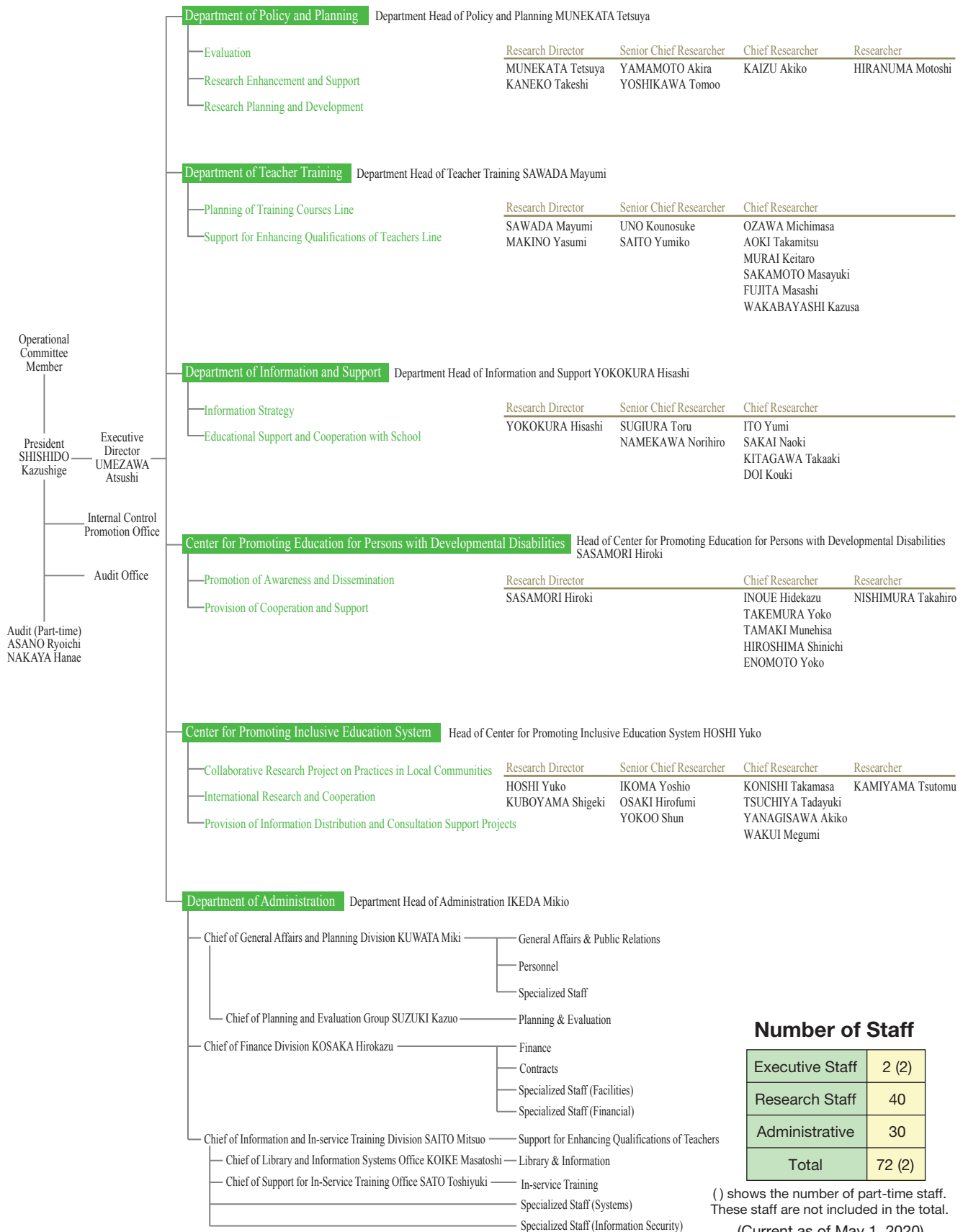
Apr. 2017

Reorganized into a 4-Department/2-Center system made up of the Department of Administration, Department of Policy and Planning, Department of Teacher Training, Department of Information and Support, the Center for Promoting Education for Persons with Developmental Disabilities, and the Center for Promoting Inclusive Education System.

Organization

Operational Committee Member

President SHISHIDO Kazushige

Executive Director UMEZAWA Atsushi

Internal Control Promotion Office

Audit Office

Audit (Part-time)
ASANO Ryoichi
NAKAYA Hanae

Department of Policy and Planning — Department Head of Policy and Planning MUNEKATA Tetsuya

- Evaluation
- Research Enhancement and Support
- Research Planning and Development

Research Director	Senior Chief Researcher	Chief Researcher	Researcher
MUNEKATA Tetsuya	YAMAMOTO Akira	KAIZU Akiko	HIRANUMA Motoshi
KANEKO Takeshi	YOSHIKAWA Tomoo		

Department of Teacher Training — Department Head of Teacher Training SAWADA Mayumi

- Planning of Training Courses Line
- Support for Enhancing Qualifications of Teachers Line

Research Director	Senior Chief Researcher	Chief Researcher
SAWADA Mayumi	UNO Kounosuke	OZAWA Michimasa
MAKINO Yasumi	SAITO Yumiko	AOKI Takamitsu
		MURAI Keitaro
		SAKAMOTO Masayuki
		FUJITA Masashi
		WAKABAYASHI Kazusa

Department of Information and Support — Department Head of Information and Support YOKOKURA Hisashi

- Information Strategy
- Educational Support and Cooperation with School

Research Director	Senior Chief Researcher	Chief Researcher
YOKOKURA Hisashi	SUGIURA Toru	ITO Yumi
	NAMEKAWA Norihiro	SAKAI Naoki
		KITAGAWA Takaaki
		DOI Kouki

Center for Promoting Education for Persons with Developmental Disabilities — Head of Center for Promoting Education for Persons with Developmental Disabilities SASAMORI Hiroki

- Promotion of Awareness and Dissemination
- Provision of Cooperation and Support

Research Director	Chief Researcher	Researcher
SASAMORI Hiroki	INOUE Hidekazu	NISHIMURA Takahiro
	TAKEMURA Yoko	
	TAMAKI Munehisa	
	HIROSHIMA Shinichi	
	ENOMOTO Yoko	

Center for Promoting Inclusive Education System — Head of Center for Promoting Inclusive Education System HOSHI Yuko

- Collaborative Research Project on Practices in Local Communities
- International Research and Cooperation
- Provision of Information Distribution and Consultation Support Projects

Research Director	Senior Chief Researcher	Chief Researcher	Researcher
HOSHI Yuko	IKOMA Yoshio	KONISHI Takamasa	KAMIYAMA Tsutomu
KUBOYAMA Shigeki	OSAKI Hirofumi	TSUCHIYA Tadayuki	
	YOKOO Shun	YANAGISAWA Akiko	
		WAKUI Megumi	

Department of Administration — Department Head of Administration IKEDA Mikio

- Chief of General Affairs and Planning Division KUWATA Miki
  - General Affairs & Public Relations
  - Personnel
  - Specialized Staff
  - Chief of Planning and Evaluation Group SUZUKI Kazuo — Planning & Evaluation
- Chief of Finance Division KOSAKA Hirokazu
  - Finance
  - Contracts
  - Specialized Staff (Facilities)
  - Specialized Staff (Financial)
- Chief of Information and In-service Training Division SAITO Mitsuo — Support for Enhancing Qualifications of Teachers
  - Chief of Library and Information Systems Office KOIKE Masatoshi — Library & Information
  - Chief of Support for In-Service Training Office SATO Toshiyuki — In-service Training
  - Specialized Staff (Systems)
  - Specialized Staff (Information Security)

Number of Staff

Executive Staff	2 (2)
Research Staff	40
Administrative	30
Total	72 (2)

( ) shows the number of part-time staff.
These staff are not included in the total.

(Current as of May 1, 2020)

Department of Policy and Planning

This department is in charge of tasks such as overall planning and coordination of research activities at NISE, as well as carrying out investigation and analysis relating to policy issues, relevant laws and regulations, and administration and public finance measures pertaining to education of disabled children.

Its responsibilities also include formulating plans for evaluation of NISE operations.

Department of Teacher Training

This department is responsible for planning teacher training projects conducted by NISE; developing training programs; conducting follow-up activities for those who have completed training courses; providing support to enhance qualifications of teachers by creating and providing training contents over the Internet; and offering online accredited courses for teacher certification.

Department of Information and Support

This department is responsible for collecting, storing, and providing information on special needs education; conducting activities (excluding those undertaken by other departments and centers) to promote understanding and raise awareness of special needs education; collecting and providing information and documentation on educational materials and educational/assistive devices for special needs education; assessing and using such items, and supporting the persons involved.

As support and cooperation for school education, the department is responsible for promoting understanding and raising awareness of special needs education; cooperating and coordinating with kindergarten/school principals' associations and concerned bodies; supporting and cooperating with schools for special needs education, kindergartens, elementary schools, lower and upper secondary schools and other educational institutions; cooperating with prefectural education centers, centers for special needs education, and schools for Japanese outside of Japan.

The department is also responsible for planning and implementing seminars sponsored by NISE; planning and implementing collaborative projects with guardian organizations; and promoting understanding and raising awareness of special needs education among healthcare-, welfare-, and labor-related organizations while cooperating with them.

Center for Promoting Education for Persons with Developmental Disabilities

This Center communicates the latest information on education for persons with developmental disabilities to teachers at kindergartens, elementary, lower secondary, upper secondary, and other schools, guardians, and the public at large, through the Center's website and exhibition facilities. It promotes greater public understanding, and disseminates basic knowledge, and concrete information pertaining to instruction and support, needed at schools. The Center also works to promote understanding of education for persons with developmental disabilities and improve practical instruction abilities through the dissemination of relevant research results on such education, hosting relevant seminars on educational practice, and working with boards of education and other organizations to jointly carry out projects promoting public understanding in local communities.

Center for Promoting Inclusive Education System

This Center works toward the establishment of an inclusive education system by adopting as research themes the problems faced by local communities and schools: "Research on practices in local communities" through cooperation between NISE and local communities; "International projects" for collecting the latest information on international trends and foreign countries, and carrying out research exchange with foreign countries; and "Information distribution and consultation support projects" employing databases (Inclu-DB) and other tools supporting the establishment of inclusive education systems.

Department of Administration

This department is responsible for formulating the medium-term and annual plans for NISE, public relations, personnel affairs, budgets and account settlement, management of facilities and equipment, and support for activities conducted by other departments.

Research Staff

Department of Policy and Planning

Name	Position, duties	Specialized field	Keywords
	Overview of research, content of teacher training researcher is in charge of, information that can be provided, etc.		
MUNEKATA Tetsuya	(Jointly held) Department Head of Policy and Planning Research Director (Research Enhancement and Support, Research Planning and Development)	Educational technology	Assistive technology, Educational materials, International comparison
	Research on educational materials for children with special needs (including ICT) Trends in the policy measures regarding promotion of lifelong learning for children with special needs Trends in implementations of the UN Convention on the Rights of Persons with Disabilities in foreign countries		
KANEKO Takeshi	Research Director (Evaluation)	Visual impairments	Activities to promote independence, Tactile educational materials, Support for infants
	Use of tactile senses and formation of spatial concepts in children with visual impairments Creation and use of tactile educational materials, such as 3D materials, using a 3D printer Creation and use of enlarged textbooks and enlarged educational materials for those with low vision Support for infants with visual impairment		
YAMAMOTO Akira	Senior Chief Researcher (Research Enhancement and Support)	Hearing impairment	Activities to promote independence, Communication and language intervention, Study of teaching-learning
	Research on all aspects of education for people with hearing impairments Research on communication and language intervention, and noticing of emotions, by children with hearing impairment		
YOSHIKAWA Tomoo	Senior Chief Researcher (Research Planning and Development)	Physical/motor disabilities, Communication disorders	Activities to promote independence, Study of teachinglearning, Augmentative and alternative communication
	Evaluation and support for communication disorders of children with physical /motor disabilities, and severe and multiple disabilities Class improvement and creation of individualized teaching plans for activities to promote independence		
KAIZU Akiko	Chief Researcher (Evaluation)	Developmental disabilities (particularly learning disabilities)	Assessment, RTI (Response To Intervention), Individualized education plan
	Early identification and support of students with learning needs in general education classrooms District-wide research using Multilayer Instruction Model (MIM).		
HIRANUMA Motoshi	Researcher (Research Planning and Development)	Intellectual disabilities, Developmental disorder	Classes for special needs education, Teacher research, Adapted sports
	Expertise of teachers for classes for special needs education, Role of adapted sports		

Department of Teacher Training

Name	Position, duties	Specialized field	Keywords
	Overview of research, content of teacher training researcher is in charge of, information that can be provided, etc.		
SAWADA Mayumi	(Jointly held) Department Head of Teacher Training Research Director (Support for Enhancing Qualifications of Teachers Line)	Visual impairments	Activities to promote independence, Course instruction, Braille teaching
	All aspects of education for children with visual impairment Activities to promote independence, Course instruction (Japanese), Braille teaching (including instruction for midlife visual impairment) Enlarged textbooks (creation of enlarged education educational materials), Digital textbooks		
MAKINO Yasumi	Research Director (Planning of Training Courses Line)	Hearing impairment /speech and language impairment, Communication disorder	Communication and language intervention, Language acquisition, Communicative relationship, Stuttering, Selfconsciousness
	Function and role of "resource room," and specialty of resource room teachers Language function and its impairments Language function and its disorders Construction of communicative relationships between children and teachers Support for language development of children Support for self-esteem and resilience of children with stuttering		
SAITO Yumiko	Senior Chief Researcher (Support for Enhancing Qualifications of Teachers Line)	Multiple disabilities	Early childhood special needs education, Selfdetermination, Person-centered planning
	Education for children with multiple disabilities Person-centered planning and self-determination Creating schools for learning by children with various needs, and joint activities and learning Education in the U.S.		
UNO Kounosuke	Senior Chief Researcher (Planning of Training Courses Line)	Hearing impairment, Education administration	Hearing and silent mouthing, Sign language, Enrollment, Early therapeutic care and education, Support for caregiver, Employment of the disabled
	Topics related to instruction and support from an early stage for children with hearing impairments Topics related to language development Topics related to enrollment, and reaching agreement with guardians; topics related to promoting employment disabled people Topics related to education administration and policy		

OZAWA Michimasa	Chief Researcher (Support for Enhancing Qualifications of Teachers Line)	Multiple disabilities	Consultation, Social support system
	Education for children with multiple disabilities, School consultation, School evaluation, School management, Function as a resource center, School clusters		
AOKI Takamitsu	Chief Researcher (Planning of Training Courses Line)	Intellectual disabilities, Autism	Augmentative and alternative communication, Development of educational materials
	Communication support using visual means and devices Learning and living support methods using ICT		
MURAI Keitaro	Chief Researcher (Planning of Training Courses Line)	Intellectual disabilities	Physical education, Activities to promote independence, Lesson design
	Theory of education for children with intellectual disabilities, Bodily movement and physical education classes for children with intellectual disabilities Activities to promote independence in education for children with intellectual disabilities, Creation and use of individualized teaching plans		
SAKAMOTO Masayuki	Chief Researcher (Planning of Training Courses Line)	Intellectual disabilities, Developmental disorder	Future path support, Community transition support, Career development support
	Future path selection at graduation from upper secondary department of a school for Special Needs Education, or a lower secondary school Seamless support in community life and function as a resource center at a school for special needs education Education to support career development, looking to after graduation of students with disabilities		
FUJITA Masashi	Chief Researcher (Support for Enhancing Qualifications of Teachers Line)	Health impairments, Intellectual disabilities, Developmental disabilities	Mental disorders or psychosomatic diseases (mental illness), Medical care, Improvement of school operation
	Educational support and accommodations for children with mental disorders or psychosomatic diseases (mental illness) Development school environments and systems to support learning activities of children with intellectual disabilities, developmental disabilities, or illness		
WAKABAYASHI Kazusa	Chief Researcher (Support for Enhancing Qualifications of Teachers Line)	Developmental disabilities, Intellectual disabilities	Applied behavior analysis, Upper secondary school stage, Development of in-school systems
	Research, using findings from applied behavior analysis, on instruction and support for students with developmental or intellectual disabilities at the upper secondary school stage Research on positive behavior support as a framework for advancing development of an in-school support system		

Department of Information and Support

Name	Position, duties	Specialized field	Keywords
	Overview of research, content of teacher training researcher is in charge of, information that can be provided, etc.		
YOKOKURA Hisashi	Department Head of Information and Support Research Director (Information Strategy, Educational Support and Cooperation with School)	Intellectual disabilities, Hearing impairment	School management, Curriculum, Lesson design
	All aspects of school management Curriculum formulation, implementation, and evaluation Subject instruction, Lesson design Support for caregivers, Lifelong learning		
SUGIURA Toru	Senior Chief Researcher (Information Strategy)	Physical/motor disabilities	Assistive technology, Educational materials
	Best approaches to support using assistive devices and teaching materials Fabrication of communication support devices and workshops on fabrication Fabrication workshops on toys and simply constructions to encourage communication Workshops on support for students with developmental disabilities using stationery and devices Workshops to promote understanding of disabilities based on simulated experiments, and learn about human rights		
NAMEKAWA Norihiro	Senior Chief Researcher (Educational Support and Cooperation with School)	Speech impairments	Communication and language intervention, Sense of self-efficacy, In-school support
	Instruction and support for cultivating active learning by students who attend language classrooms Best approaches to instruction/guidance for lower secondary students with speech and language disorders, Creation of an in-school support system valuing each individual		
ITO Yumi	Chief Researcher (Educational Support and Cooperation with School)	Developmental disabilities, Emotional disturbance	Educational counseling, Psychological support
	Educational counseling Special needs services in resource rooms, Psychological support for children with development disabilities		
SAKAI Naoki	Chief Researcher (Information Strategy)	Intellectual disabilities, Developmental disorder	Community support, Lesson design, Enrollment support
	Innovative approaches to educational materials for children with intellectual disabilities or autism Schools for special needs education, Classes for special needs education, Lesson design to suit the actual circumstances of students receiving special needs services in resource rooms Best approaches for enrollment consultations with guardians of pre-enrollment children Creation of a system for special needs education in the community		
DOI Kouki	Chief Researcher (Information Strategy)	Visual impairments, Living support technology, Human information technology	Accessible design, Sensory substitution
	Education to learn the importance of shared objects/services through learning about accessible design Research on sensory substitution tools for children with visual impairments		
KITAGAWA Takaaki	Chief Researcher (Educational Support and Cooperation with School)	Physical/motor disabilities	Activities to promote independence, Study of teachinglearning, Curriculum
	Research on instruction and classes for activities to promote independence, focusing on bodily movements System for creating individualized teaching plans Research on the teaching-learning process relating to instruction of subjects in accordance with physical/motor disability characteristics, and instruction of children with profound and multiple disabilities		

Center for Promoting Education for Persons with Developmental Disabilities

Name	Position, duties	Specialized field	Keywords
	Overview of research, content of teacher training researcher is in charge of, information that can be provided, etc.			
SASAMORI Hiroki	Head of Center for Promoting Education for Persons with Developmental Disabilities Research Director (Promotion of Awareness and Dissemination, Provision of Cooperation and Support)	Developmental disabilities, Emotional disturbance	Resource rooms, LD/ADHD/High functioning autism, Support for schools and teachers
	Special needs services in resource rooms, Instruction and support for children with developmental disabilities in general classrooms Support for students with emotional disturbances such as school refusal School consultation, Support for caregivers			
INOUE Hidekazu	Chief Researcher (Promotion of Awareness and Dissemination)	Developmental disabilities, Hearing impairment	Upper secondary school education, Special needs services in resource rooms, Community support systems
	Instruction/support for students with developmental disabilities in upper secondary school, Special needs services in resource rooms in upper secondary school Development of support systems exploiting educational resources in the community			
HIROSHIMA Shinichi	Chief Researcher (Provision of Cooperation and Support)	Developmental disabilities, Physical/motor disability, Health impairments	Educational counseling, Support for guardians, Function as a resource center by schools for special needs education
	Best approaches to expertise for people in charge of special needs services in resource rooms Collaboration with guardians, schools, and related organizations supporting learning by children			
TAKEMURA Yoko	Chief Researcher (Provision of Cooperation and Support)	Developmental disabilities, Intellectual disabilities	Teacher-child interactions, Teachers' evaluation of interactions with children, Support and cooperation for teachers
	Education and support for children with developmental disabilities in general classrooms Special needs services in resource rooms, Teachers' Cooperation with parents and related institutions, etc.			
TAMAKI Munehisa	Chief Researcher (Provision of Cooperation and Support)	Developmental disabilities	LD/ADHD/autism, Learning difficulty, Cognitive function
	Learning and cognitive function of children with developmental disabilities such as LD, ADHD, or autism			
ENOMOTO Yoko	Chief Researcher (Promotion of Awareness and Dissemination)	Developmental disabilities, Vocational rehabilitation	Support for work, Transition support, Career education
	Issues in employment and independence of people with developmental disabilities, etc., Collaboration with related organizations such as welfare, labor, etc. Support for transition from upper secondary school or university to employment Development of career education materials and experience-based programs suited to developmental stages ranging from later childhood to adolescence			
NISHIMURA Takahiro	Researcher (Promotion of Awareness and Dissemination)	Ergonomics, Visual impairment	Human interfaces, Accessibility
	Usability of ICT devices Visual impairment, Information accessibility			

Center for Promoting Inclusive Education System

Name	Position, duties	Specialized field	Keywords
	Overview of research, content of teacher training researcher is in charge of, information that can be provided, etc.			
HOSHI Yuko	(Jointly held) Head of Center for Promoting Inclusive Education System, Research Director (International Research and Cooperation, Provision of Information Distribution and Consultation Support Projects)	Multiple disabilities	Deafblind education, Educational counseling, Support for caregiver
	Understanding and instruction of deafblind children with both visual disability and hearing impairment Education of children with multiple disabilities Support and education of children with visual impairment, from the infant stage Current state and issues regarding development of an inclusive education system			
KUBOYAMA Shigeki	Research Director (Collaborative Research Project on Practices in Local Communities)	Communication disorder	Child care support, Kindergartens, certified child centers, and nursery schools, Community support systems
	Interaction of children with delayed language development Role of language classrooms, special needs education at kindergartens, certified child centers, and nursery schools. Support for guardians, Cooperation with guardians, Support systems in the community from an early stage Development counseling in infant physical examination			
IKOMA Yoshio	Senior Chief Researcher (International Research and Co-operation)	Educational technology	Case survey, Support measure, Educational materials
	Medical understanding of children with physical/motor disabilities			

OSAKI Hirofumi	Senior Chief Researcher (Provision of Information Distribution and Consultation Support Projects)	Health impairments, Intellectual disabilities, Physical/motor disabilities	Providing reasonable accommodation, Meta-cognition, Activities to promote independence, home/hospitalbound education
	Research on development of training programs in upper secondary schools for providing reasonable accommodation and promoting special needs education Instruction on activities to promote independence in education for children with health impairments and intellectual disabilities Research to promote collaboration between medical, education and welfare (Day Service Office such as after school, Facilities for severely disabled children, etc.) Home/hospital-bound education		
YOKOO Shun	Senior Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Intellectual disabilities	Guidance and counseling, Intellectual disabilities and hearing impairment, System of SEN in England
	Theory of education for intellectual disabilities, Best approaches to learning evaluation in education for children with intellectual disabilities Process of consensus building with guardians and the system of SEN in England		
TSUCHIYA Tadayuki	Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Health impairments	Mental disorders or psychosomatic diseases, childhood cancer, In-hospital education
	Theory of education for children with health impairments Theory of classes in education for children with health impairments Educational support for students with mental disorders or psychosomatic diseases (mental illness)		
WAKUI Megumi	Chief Researcher (International Research and Co-operation)	Developmental disabilities, Intellectual disabilities	Cooperative learning, Social skills training, Universal design for learning
	Social development and instructions for children with intellectual disabilities Developmental and psychological assessments of intellectual disability Education for children with intellectual disabilities Education for children with disabilities in other countries		
YANAGISAWA Akiko	Chief Researcher (International Research and Co-operation)	Autism	Support for siblings of persons with disabilities, Family support, Parent mentors
	Support for families of children with autism Teaching and support for children with autism in early childhood Activities to promote independence for children with autism Curriculum for children with autism Education for children with disabilities in other countries		
KONISHI Takamasa	Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Health impairments, Visual impairment	Muscular disease, Family support, Social support
	Development of educational activities for students with muscular diseases such as muscular dystrophy Promotion of education for children with health impairments in elementary and lower secondary school		
KAMIYAMA Tsutomu	Researcher (Provision of Information Distribution and Consultation Support Projects)	Intellectual disabilities, Developmental disorder	Behavior analysis, Support for caregiver, Problem behavior
	Research on support for children with intellectual disabilities and developmental disabilities, particularly for problem behavior, based on behavior analysis Research on caregiver support and teacher training pertaining to instruction and support based on behavior analysis.		

Research Activities

⋯ **Research System** ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

In order to conduct research activities systematically, NISE has established research teams and research units which formulate research plans for each fiscal year and manage the progress of research projects. We have the following 5 research teams and 10 research units. Teams and units are formed based on research subjects for carrying out research.

List of research teams and research units in FY2020

Research Team		Team Leader	Team Sub Leader
Research teams responding to important national policy issues through the study of each type of disability	Research Team on Inclusive Education System (Inclusive Education System Research Team)	HOSHI Yuko	YANAGISAWA Akiko
	Research Team on Special Needs Education Curriculum (Education Curriculum Team)	YOKOKURA Hisashi	KITAGAWA Takaaki WAKABAYASHI Kazusa
Research teams on issues directly faced by local communities and schools for the development of an inclusive education system	Research Team on Understanding and Raising Awareness of Inclusive Education System (Promotion of Understanding Team)	KUBOYAMA Shigeki	ITO Yumi
	Research Team on Improving Joint Activities and Learning (Joint Activities and Learning Team)	MAKINO Yasumi	SAKAI Naoki
	Research Team on the Development and Issues of Inclusive Education Systems in Local Communities - from initiatives over a 5-year period on research on practices in local communities - (Practices in Local Community Results and Issues Team)	YOKOO Shun	_

Research Unit		Leader	Sub Leader
Research units responding to specialized issues for each type of disability	Research Unit on Special Needs Education for Children with Visual Impairments (Visual Impairments Unit)	KANEKO Takeshi	DOI Kouki
	Research Unit on Special Needs Education for Children with Deaf and Hard of Hearing (Deaf and Hard of Hearing Unit)	YAMAMOTO Akira	UNO Kounosuke
	Research Unit on Special Needs Education for Children with Intellectual Disabilities (Intellectual Disabilities Unit)	YOKOO Shun	WAKUI Megumi
	Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit)	YOSHIKAWA Tomoo	KITAGAWA Takaaki
	Research Unit on Special Needs Education for Children with Health Impairments (Health Impairments Unit)	TSUCHIYA Tadayuki	OSAKI Hirofumi
	Research Unit on Special Needs Education for Children with Speech and Language Disorders (Speech and Language Disorders Unit)	NAMEKAWA Norihiro	KUBOYAMA Shigeki
	Research Unit on Special Needs Education for Children with Autism (Autism Unit)	YANAGISAWA Akiko	MUNEKATA Tetsuya
	Research Unit on Special Needs Education for Children with Developmental Disabilities (LD, ADHD, High Functioning Autism (HFA), etc.) or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit)	INOUE Hidekazu	HIROSHIMA Shinichi WAKABAYASHI Kazusa
	Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit)	SAITO Yumiko	OZAWA Michimasa
Units researching issues common to all types of disabilities	Research Unit on Use of Educational Materials in Special Needs Education (Educational Materials Unit)	SUGIURA Toru	AOKI Takamitsu

⋯ Types of Research Projects ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

Research is conducted in a strategic and systematic manner based on the following research categories.

Categories	Characteristics of Research
Core Research	Research conducted based on close cooperation with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) which contributes to the promotion of national special needs education policies. This research is classified as follows depending on its content, etc. • Cross-sectional Research: Research on the promotion of important national policy issues regardless of the types of disabilities. (In principle, the duration of research is five years) • Research on Specific Disability Categories: Research on imminent issues in the field of specific type of disability. (In principle, the duration of research is two years)
Collaborative Research on Practices in Local Communities	For solving issues directly faced by local communities and schools aimed at the development of an inclusive education system. Several sub themes are set under each main theme (in principle, the duration of research is two years).
Externally Funded Research	Studies funded by external funds such as MEXT/JSPS* KAKENHI Grant
Entrusted Research	Studies entrusted by an external organization

⋯ Core Research ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

Research themes for FY2020 are as follows:

Research Themes FY2020 (Core Research)

Categories	Research Title	Research Team Research Unit	Principal Researcher	Research Period
Cross-sectional Research	Comprehensive Research Related to the Development of Inclusive Education System in Japan - Proposal for (COMPASS) to support independent efforts in schools and local communities -	Inclusive Education System Research Team	HOSHI Yuko	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study -	Education Curriculum Team	YOKOKURA Hisashi	FY 2016-2020
Research on Specific Disability Categories	Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants -	Deaf and Hard of Hearing Unit	UNO Kounosuke	FY 2018-2020
	Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design -	Intellectual Disabilities Unit	WAKUI Megumi	FY 2019-2020
	Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School	Physical/Motor Disabilities Unit	YOSHIKAWA Tomoo	FY 2019-2020
	Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -	Developmental Disabilities and Emotional Disturbances Unit	KAIZU Akiko	FY 2019-2020

For details, click here →

NISE Website > Publications
https://www.nise.go.jp/nc/study

⋯ **Collaborative Research on Practices in Local Communities** ⋯⋯

The Collaborative Research on Practices in Local Communities is a new type of research started in FY2016. Research themes are selected based on issues directly faced by local communities and schools which we aim to solve by working together with researchers made up of NISE researchers, outside experts, and board of education members.

Research themes for FY2020 are as follows:

Research Themes FY2020 (Collaborative Research on Practices in Local Communities)

◆ **Main Theme 1: Research on System Establishment Aimed at the Development of Inclusive Education System**

Sub Theme	Research Team	Principal Researcher	Research Period
Research on Understanding and Raising Awareness of Inclusive Education System	Promotion of Understanding Team	KUBOYAMA Shigeki	FY 2020 (1 year)
Overview: It is importable for all teachers, children, and communities to understand the development of an inclusive education system for creating a cohesive society. This research specifically recommends a method to promote the understanding and raise awareness of an inclusive education system through practical investigation of such as creating a system in the local community, developing disability understanding classes for children, dispatching personnel from the board of education, and improving such as classes by providing training in schools while cooperating with 10 prefectures and cities.			

◆ **Main Theme 2: Practical Research on Special Needs Education Aimed at the Development of an Inclusive Education System**

Sub Theme	Research Team	Principal Researcher	Research Period
Research on Improving Joint Activities and Learning	Joint Activities and Learning Team	MAKINO Yasumi	FY 2020 (1 year)
Overview: Joint activities and learning is an important educational activity ranked for establishing a fundamental environment to develop an inclusive education system. This research aims to improve joint activities and learning by promoting cooperation between elementary schools, lower and upper secondary schools, and school for special needs education after organizing the initiatives used in local communities so far while cooperating with 2 prefectures and cities.			

In addition to the above research, we will summarize the research that has been worked on since 2016 in the "Research on the Results and Outlook for Promoting Inclusive Education Systems in Local Communities."
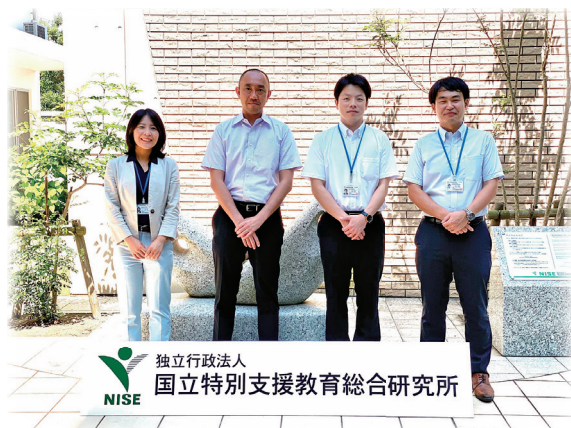
Researchers on practices in local communities in FY2020 (long-term dispatch)

The opening ceremony for Collaborative Research Project on Practices in Local Communities (using video communication)

··· Externally Funded Research ···

Research Themes Funded by MEXT/JSPS KAKENHI Grant in FY2020.

Research Themes Funded by MEXT/JSPS KAKENHI Grant FY2020

Category	Research Title	Principal Researcher	Research Period
Scientific Research (A)	Cooperative Local Community Support Towards a Multilayer Instruction Model that subsumes the Diversity of Children and Teachers in Regular Classes	KAIZU Akiko	FY 2017-2020
Scientific Research (B)	Establishment of Production Method and Usability Evaluation of Braille Learning Materials with Added Audio Information Using Easily Readable Ultraviolet Cured Type Braille	DOI Kouki	FY 2019-2022
	Development of a Method to Support and Assess the Performance and Process of "Learning to Learn and Self-Regulation Learning" for Diverse Children	WAKUI Megumi	FY 2020-2022
	Development of a Training Program that Supports Career Decision-Making by Students with Developmental Disabilities based on Corporate Needs	ENOMOTO Yoko	FY 2020-2023
	Development of a Training Program for Parent Mentors: Supporting Their Sustainable Activities in Collaboration with Communities	YANAGISAWA Akiko	FY 2020-2024
Scientific Research (C)	Development and Effect Evaluation of Early Support Program for Families of Infants with Autism based Idea of Parent to Parent Support	YANAGISAWA Akiko	FY 2016-2020
	Cooperation Between Regular Classes Teachers and Others: Development of a Measure of the Cooperation in Special Needs Education	TAKEMURA Yoko	FY 2017-2020
	Research on Development of Classes Based on a Decision-Making Theory Approach in Schools for Special Needs Education (Physical/Motor Disabilities)	KITAGAWA Takaaki	FY 2018-2020
	Research on Support for Self-esteem of Children with Developmental Disabilities in Special Needs Services in Resource Rooms	ITO Yumi	FY 2018-2020
	Research on the Role and Best Approaches for the Person in Charge of Language Classroom at Lower Secondary School - Preparation of a classroom management guidebook -	NAMEKAWA Norihiro	FY 2018-2020
	Development of Training Programs in Upper Secondary Schools for Providing Reasonable Accommodation and Promoting Special Needs Education	OSAKI Hirofumi	FY 2018-2020
	Research on Developing Methods of Implementing Joint Activities and Learning with the Aim of Achieving the Academic Objectives	SAITO Yumiko	FY 2018-2020
	Empirical Research on Current Conditions and Improvement of Physical Education Classes at Schools for Special Needs Education (Intellectual Disabilities)	MURAI Keitaro	FY 2018-2021
	Proposal of Activities to Promote Independence for Students with Mental Illness (Including Secondary Disabilities of Adaptation Difficulties or Developmental Disabilities)	TSUCHIYA Tadayuki	FY 2019-2021
	Role of Kindergartens as Places of Developing Leaders of Cohesive Society	KUBOYAMA Shigeki	FY 2019-2022
	Development of an Interactive Educational Practices Program Aimed at Improving the Resilience of Children with Stuttering	MAKINO Yasumi	FY 2020-2022
	Development of a 3D Printer Educational Materials Database that Supports Various Types of Disabilities and Research into How to Utilize Such Materials	AOKI Takamitsu	FY 2020-2022
	Development of a New Learning Evaluation Method Using Eye Tracking to Teach Arithmetic	TAMAKI Munehisa	FY 2020-2022
Challenging Research (Emerging)	Establishment of Manufacturing Technology for a Skin Model that Can be Adjusted to Any Hardness and the Development of a Hardness Identification Learning Kit	DOI Kouki	FY 2019-2021
Young Scientists	Establishment of Usability Technical Basis for Digital Textbooks	NISHIMURA Takahiro	FY 2018-2020
	Basic Research on Elucidation of Expertise Based on Reflections of Teachers for Classes for Special Needs Education	HIRANUMA Motoshi	FY 2019-2021
	Development and Evaluation of a Multi Tiered System of support for parenting Children with Autism Spectrum Disorders	KAMIYAMA Tsutomu	FY 2019-2021
Research Activity Start-up	Basic Research on Utility of Employment of the Disabled as a Measure to Coping with Future Labor Shortages in Japan	UNO Kounosuke	FY 2018-2020

··· Entrusted Researches ···

Entrusted research themes for FY2020 are as follows:

Research Themes FY2020 (Entrusted Research)

Research Title	Entrusted Organization	Principal Researcher	Research Period
Developmental Research on Establishing a Support System for Deafblind Children/Students	Fast Retailing Foundation	HOSHI Yuko	FY 2019-2020
ICT Utilization Research for Special Needs Education Through the Magic Project	SoftBank Corp.	AOKI Takamitsu	FY 2020

··· Dissemination of Research Results, etc. through Publications ···

NISE creates research result reports on the research it conducts in various formats, including summaries, guides, and manuals, which are all made available on the NISE website. Since these publications are created annually, they allow for the latest research results to be disseminated to educational settings as early as possible.

Research Result Reports, Books, Leaflets

When a research theme is completed at NISE, a "Research Result Report of the National Institute of Special Needs Education" is created which summarizes the results for that theme, and these reports are provided on the NISE website.

In addition, in order to make NISE report results more widely known and easily understood, a "Summary of Research Results of the National Institute of Special Needs Education" which summarizes the results of each research theme is produced every fiscal year, and sent out to education related organizations throughout Japan and provided on the NISE website.

Furthermore, NISE publishes commercial books in the form of leaflets and manuals that summarize in an easy-to-use manner the parts of reports that can be put to immediate use in instruction and support in the educational settings.

|		
Research Result Reports	Research on Instruction for Students with Multiple Disabilities including Visual Impairment - Focusing Especially on Instruction in Schools for Special Needs Education (Visual Impairment) - March 2019	
	Research on Educational Support and Accommodations for Students with Mental Disorders or Psychosomatic Diseases March 2019	
	Summary of Research Result Reports (themes finished in FY2019) June 2020	
Books	Thoughts on Learning with Children with Intellectual Disabilities - In Light of Practice in Northern Europe The Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-489-2, Jan. 2019	
	Handbook for Teachers of Regular Classes at Elementary and Lower Secondary Schools - Using Special Needs Services in Resource Rooms for Instruction in Regular Classes - The Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-450-2, Feb. 2018	
	The Best Approach to Curriculum Formulation - Integration of Goals, Content, Methods, and Learning Evaluation of Each Subject Using Activity Planning Based on the Qualities or Abilities to be Cultivated, Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-446-5, Jan. 2018	
Leaflets and Case Studies	Research on Educational Support and Accommodations for Students with Mental Disorders or Psychosomatic Diseases - Co-MaMe (Proposal of Continuous Multiphase and Multistage Educational Support) - Jan. 2020	
	Let's think about instructions for activities to promote independence for children with autism! May 2020	
	For Improving Instruction and Support for Lower Secondary Students with Speech and Language Disorders May 2020	
	Investigative Report of "Comprehensive Research Related to the Development of Inclusive Educational System in Japan" Dec. 2017	
Investigative Reports	International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings - Based on International Comparisons of Finland and Sweden with Japan - https://www.nise.go.jp/nc/study/intro_res/joint March 2018	
	Fact-finding Survey on Lifelong Learning Activities of the Disabled http://www.nise.go.jp/cms/resources/content/7412/b-315.pdf March 2018	

Bulletin of the National Institute of Special Needs Education

NISE calls for the unpublished articles on special needs education from NISE's researchers, reviews them, and publishes as "NISE BULLETIN." NISE Bulletin is available on the NISE website.

◆ Main contents of the Bulletin Vol. 47 (Issued in March 2020)

[1] Case Report
  • The process for forming relationships between teachers and children on the autism spectrum - from records over an 8-month period -
[2] Brief Report
  • Issue awareness of teachers responsible for instructing children with physical/motor disabilities enrolled in elementary and lower secondary schools
[3] Research Outlook
  • Considerations concerning the outlook of joint activities and learning in Japanese elementary and lower secondary schools
  - Developing US Least Restrictive Environment (LRE) measures and suggestions from the Multi-Tiered Systems of Supports (MTSS)
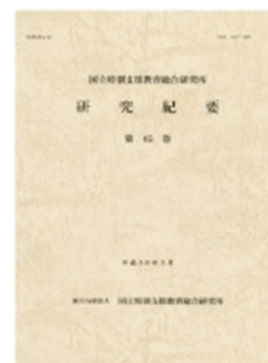
National Institute of Special Needs Education Journal

Every fiscal year, NISE produces the "National Institute of Special Needs Education Journal" that summarizes the results of a large range of activities including research, and provides it on its website.

◆ Main contents of the Journal Vol. 9 (Issued on March 2020)

[1] List of 2019 research themes
[2] Summary of 2019 research results
[3] Study report
  • Dissemination activities from results of the research on educational support and accommodations for students with mental disorders or psychosomatic diseases (2017-2018)
  • National investigative report relating to education content, methods and such in classes for special needs education for intellectual disabilities
[4] Reports of international conventions and overseas investigations
[5] Trends in inclusive education systems in foreign countries
[6] Participation reports of learned societies
[7] Annual report
[8] Trends in special needs education
[9] NISE Topics
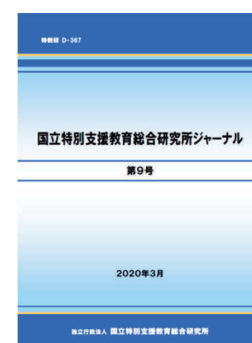
NISE Bulletin

The "NISE Bulletin" is issued on an annual basis in order to disseminate information on policy and the status of special needs education in Japan, and contains the results from NISE's research and other various activities on the website in English.

◆ Main contents of NISE Bulletin Vol. 19 (Issued in March 2020)

  • Outlines of research projects FY2019
  • Summary of research results FY2018
  • Report on the NISE International Symposium on Special Needs Education
  • Topics
  • Trends in special needs education
  • Summary of "Bulletin of the National Institute of Special Needs Education Vol. 46"
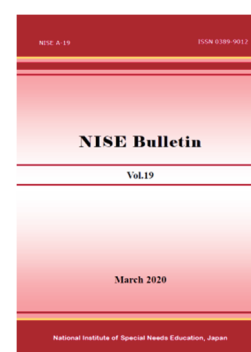
For details, click here →   **NISE Website > Publications**
https://www.nise.go.jp/nc/report_material

Teacher Training

For the establishment of an inclusive education system, NISE is planning and doing teacher training aimed at bring up the leader who will promote measures, research, and practices on special needs education at the prefectural level.

The training programs address the policy issues and urgent issues on special needs education and deepen the knowledge and skills of individuals.

Teacher Training Programs FY2020

Name			Term	Total fixed number
Programs for Specific Disability Categories	Term 1	Courses for Visual Impairments, Deaf and Hard of Hearing, Physical/Motor Disabilities, and Health Impairments • Training Program for Visual Impairments • Training Program for Deaf and Hard of Hearing • Training Program for Physical/Motor Disabilities • Training Program for Health Impairments	May 11 - Jul. 10, 2020	70
	Term 2	Courses for Emotional Disturbances, Speech and Language Disorders, and Developmental Disabilities • Training Program for Developmental Disabilities and Emotional Disturbances • Training Program for Speech and Language Disorders	Sep. 9 - Nov. 13, 2020	70
	Term 3	Courses for Intellectual Disabilities • Training Program for Intellectual Disabilities	Jan. 6 - Mar. 12, 2021	70
Workshops/ Seminars for Leaders Involved in the Enhancement of an Inclusive Education System	Workshop for Leaders Involved in ICT Utilization in Special Needs Education		Jul. 21-22, 2020	70
	Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools		Sep. 2-4, 2020	100
	Workshop for Leaders of Promoting Joint Activities and Learning		Nov. 19-20, 2020	70
	Seminar on Educational Practices for Persons with Developmental Disabilities		Dec. 3-4, 2020	About 70
Collaborative Teacher Training with Principals' Association	Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education		Jul. 17, 2020	About 60
	Workshop for Leaders of Sports and Physical Education Practice at Schools for Special Needs Education		Nov. 26-27, 2020	About 50

* "The national workshop for building a seamless support system for deaf children and for promoting further support" is scheduled to be held in Tokyo in December 2020

NISE started providing teacher training programs immediately after its foundation in 1971. As of March 31, 2020, 9,838* participants in the Programs for Specific Disability Categories and 12,154 participants in other programs have completed training. These participants who have completed NISE's teacher training programs are playing a leading role at schools, educational administration agencies and relevant institutions nationwide.

* Including participants who have completed the previous program "Training Programs for Special Education intended for mid-career."

For details, click here →	**NISE Website > Teacher training** https://www.nise.go.jp/nc/training_seminar

··· Extensive Support for Enhancing Qualifications of Teachers ······

NISE conducts activities to support independent efforts aimed at enhancing the qualifications of a wide range of teachers in all types of schools to meet the need for teachers to acquire knowledge and skills related to special needs education for the development of an inclusive education system.

Training contents over the Internet "NISE Learning Lab - Special Needs Education e-Learning -"

NISE provides training contents as "online lectures" in order to support independent efforts by prefectures to improve the qualifications of teachers engaged in education of children with disabilities.

Training contents are classified as follows, and a total of more than 130 lecture contents are provided.
• General fundamental theories and comprehensive/cross-sectional content related to special needs education such as inclusive education system development
• Content (overviews, curriculums, teaching methods, etc.) related to expertise by type of disability
• Content relating to instruction suited to the learning difficulty in regular classes

All training lectures can be viewed for free from a computer, tablet or smartphone after registering your individual details. Establishments such as boards of education and schools, who have registered as a group, can specify training programs to meet the needs of their trainees and then use the programs to train those teachers.

For details, click here →	**NISE Website >** **Training contents over the Internet NISE Learning Lab** https://www.nise.go.jp/nc/training_seminar/online

Online Accredited Courses for Teacher Certification

To help increase the rate of teacher license acquisition at schools for special needs education, NISE offers online accredited courses listed in Column 2 of the Ordinance for Enforcement of the Teacher's License Act for the field of the education for visual impairment, and the deaf and hard of hearing, for which there is an especially low rate of license acquisition. Curriculum and teaching method related courses will be available in the second column for the field of education for students with visual impairment. The courses are free of charge.

◆ FY2020 Course Overview

[First semester]
    Course: Psychology, physiology, and pathology of children with visual impairment (1 unit)
        Psychology, physiology, and pathology of children with hearing impairment (1 unit)
    Training period: April 27 (Mon) - Aug. 7 (Fri), 2020
    Credit certification exam date: Aug. 29 (Sat.), 2020
    Total fixed number: 200 people per course
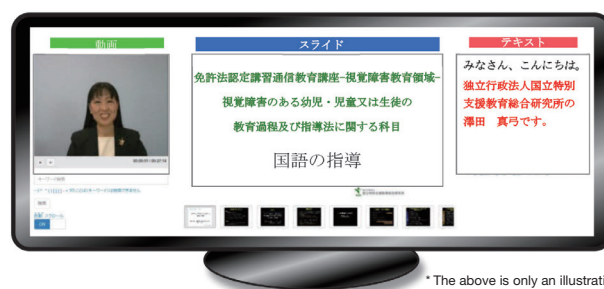
[Second semester] (Schedule)
    Course: Curriculums and teaching methods for children with visual impairment (1 unit)
        Curriculums and teaching methods for children with hearing impairment (1 unit)
    Training period: Sep. 1 (Tue.), 2020 - Dec. 11 (Fri.), 2020
    Credit certification exam date: Dec. 26 (Sat.), 2020
    Total fixed number: 200 people per course

* The above is only an illustrative example of a video lecture.

For inquiries →	**Information and In-service Training Division, Department of** **Administration (Support for Enhancing Qualifications of Teachers)** E-mail：a-shishitsu@nise.go.jp

Collection and Dissemination of Information

⋯ Information Dissemination Through the NISE Website, Exhibitions, etc. ⋯

The NISE website is set up in a way that caters to various needs, and provides information related to general special needs education, information related to the development of an inclusive education system, information related to developmental disabilities, and case studies on the use of educational materials and assistive devices. In addition to those involved in special needs education, information is also provided to the general public.

Portal Site for Special Needs Education Materials (Assistive Materials Portal Site)

In a report by the "Planning Conference Concerning Repletion of Teaching Materials for Children with Disabilities," dated August 2013, the Ministry of Education, Culture, Sports, Science and Technology indicated, as the role of the national government, "the creation of a database for the purpose of information exchange relating to education materials, assistive devices, instructional methods, and practical application examples in response to the situation and special characteristics of disabilities."

In response, NISE established a "Portal Site for Special Needs Education Materials" (Assistive Materials Portal Site) in March 2015 for the purpose of more widely disseminating practical application examples and related information in the context of utilization of teaching materials and assistive devices.

◆ **Contents of Assistive Materials Portal Site**

[Database on Teaching Materials and Assistive Devices]

[Database of Case Reports]

"Database on Teaching Materials and Assistive Devices" and "Database of Case Reports" are linked to each other for reference.

[Publications and other Information on Teaching Materials and Assistive Devices]

[Events and other Information on In-service Training and Exhibition]

For details, click here → **Portal Site for Special Needs Education Materials**
http://kyozai.nise.go.jp/

Exhibitions Featuring Educational Materials and Support Devices Used in Special Needs Education

In addition to holding workshops and exhibitions featuring assistive devices and other educational materials used in special needs education during the NISE Seminar and National Center for Special Needs Education Conference, NISE holds workshops and exhibitions in local communities with the cooperation of boards of education, education centers, and other organizations.

◆ **FY2020 Local Community Exhibition Schedule and Cooperating Organizations**

Yamagata Prefectural Education Institute
(cooperation: Special Education Division, Office of Education,
Yamagata Prefectural Government)
Yamanashi Prefectural Education Center
(cooperation: Yamanashi Prefectural Education Center)
Nagano Prefectural Comprehensive Education Center
(cooperation: Nagano Prefectural Comprehensive Education Center)
Miyazaki Prefectural Education Center
(cooperation: Miyazaki Prefectural Education Center)

For details, click here → **Assistive Materials Portal Site > Workshops and exhibitions**
http://kyozai.nise.go.jp/?page_id=47

Website of the Center for Promoting Education for Persons with Developmental Disabilities

The Center for Promoting Education for Persons with Developmental Disabilities collects and organizes various types of information on developmental disabilities to promote understanding intended for a cohesive society in which all people can understand developmental disabilities and work together. Its efforts are also focused on disseminating collected information more widely through the website. The Center carries out collaborative efforts with relevant organizations, such as nationwide education-related organizations and the Developmental Disabilities Information Center of the National Rehabilitation Center for Persons with Disabilities under the Ministry of Health, Labor and Welfare.

The following information is available on the Center's website. All information is regularly added and updated to provide the latest information.

◆ Information Provided on the Website

<For children with developmental disabilities>

- Basic understanding and support
- Lecture contents regarding understanding and teaching*
- Teaching materials and assistive devices used for education
- Introduction of research
- Information on policies and laws
- Information on events and workshops, etc.

* Some content is also available on YouTube.
https://www.youtube.com/user/NISEchannel

For details, click here →
Website of the Center for Promoting Education for Persons with Developmental Disabilities
http://cpedd.nise.go.jp/

Promoting understanding of developmental disabilities in local communities

In order to build a seamless community support system based on collaboration of guardians and related organizations (education, welfare, etc.), we are working with local governments to carry out activities to deepen understanding of developmental disabilities in local communities, such as psychological simulated experiences, exhibitions, and other steps to meet the needs in each community.

⋯ Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room ⋯

The Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room contains panel exhibits and reference books pertaining to basic understanding, response, and support for developmental disabilities. There are exhibits of teaching materials, teaching tools, and assistive devices.

There is also a corner where visitors can participate in psychological simulated experiences.

⋯ i-Library – An exhibition room featuring educational support devices and other educational materials ⋯⋯⋯⋯⋯

i-Library is an exhibition room displaying various kinds of educational assistive devices, materials and software products that meet the educational needs of individual children with disabilities.

i-Library provides information on educational support devices, materials and software products that have been developed by NISE or jointly developed by NISE and other organizations, as well as commercially available products. These are displayed by disability category.

For details, click here →	**i-Library Website** http://forum.nise.go.jp/ilibrary

⋯ Library ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

NISE Library collects, sorts and houses books and materials concerning special needs education as the national center for special needs education. NISE Library also provides services for browsing books and materials, reference and copying.

NISE Library houses approx. 30,000 kinds of materials including research and practice reports published by institutions involved in special needs education nationwide. In addition, NISE Library maintains around 80,000 books primarily on special needs education and around 2,000 types of periodicals and other serial publications. A catalog of these collections is available on the Internet.

NISE Library is for everyone. Please contact us by e-mail or fax if you want to use our service.

E-mail: a-tosho@nise.go.jp
FAX: 046-839-6939

Special Archival Documents

Name	Contents
Teacher Training Result Reports	Participants taking Programs for Specific Disability Categories offered by NISE create a training report summarizing training results over a roughly 2 month period, and those results are stored with training result reports since the founding of NISE.
Publications of Organizations Involved with Special Needs Education	Documents published by the Ministry of Education, Culture, Sports, Science and Technology, and publications such as research and practice result reports issued by organizations involved with special needs education throughout Japan, are comprehensively collected and stored.
Tsujimura Collection	Tsujimura Collection is a selection of about 500 volumes concerning special needs education, donated from the collection of the late Yasuo TSUJIMURA, the first Director of NISE.

For details, click here →	**NISE Website > Activities > library** https://www.nise.go.jp/nc/library

⋯ Activities for Information Dissemination and Promoting Understanding and Raising Awareness ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

NISE holds annual seminars, symposiums, open days for the public, and other events for the purpose of disseminating research results and collected information.

In addition, NISE holds events with related organizations, schools, and other entities aimed at promoting understanding and raising awareness of education for children with disabilities.

National Institute of Special Needs Education Seminars

These seminars provide information and present NISE activities relating to special needs education, based on research and information gathering accumulated by NISE.

Date: Feb. 26-27, 2021

Venue: National Olympic Memorial Youth Center
       (Shibuya City, Tokyo)

Projects Relating to World Autism Awareness Day

Projects Relating to World Autism Awareness Day hold a Symposium Headquarters Conference for World Autism Awareness Day (the conference was canceled in 2020), and an event to promote understanding of developmental disabilities in Yokosuka City, in collaboration with the board of education, the Disabled Persons Welfare Division, the Special Needs School for Children with Autism, University of Tsukuba, guardian groups, and others (it has not been decided if the event will take place in 2020).

For details, click here → **Official website for World Autism Awareness Day**
https://www.worldautismawarenessday.jp/htdocs/

Open Day

Visitors can tour the facility to disseminate the information available at NISE.

Research results and other information are presented through experience-based exhibits.

Venue: NISE

For details, click here → **NISE Website > Open Day**
https://www.nise.go.jp/nc/laboratory_release

Project may be unavoidably subject to cancellation or change due to natural disasters.
Thank you for your understanding.

Support for Development of an Inclusive Education System

⋯ Center for Promoting Inclusive Education System ⋯⋯⋯⋯⋯⋯⋯

The Center for Promoting Inclusive Education System was established in April 2016 for the purpose of supporting efforts in communities and educational settings to develop an inclusive education system.

This center promotes research responding to issues directly faced by local communities (Practical Research Responding to Local Needs and Issues), monitors international trends, gathers the latest information from various countries overseas, conducts research exchange with foreign countries, develops a database which supports the development of an inclusive education system (Inclu-DB), and provides information.

Discussion during the program promoting collaborative research on practices in local communities

For details, click here →	**NISE Website > Center for Promoting Inclusive Education System** https://www.nise.go.jp/nc/about_nise/inclusive_center

⋯ Practical Research Responding to Local Needs and Issues ⋯⋯⋯

Research themes are selected based on issues directly faced by local communities and schools. NISE researchers and community practice researchers dispatched by boards of education work together to solve these issues. In addition to the one-year system for long-term dispatched researchers, a system for short-term dispatched researchers has also been in place since FY 2017, and a system for dispatching from municipal boards of education since FY2018. These systems create closer cooperative relationships with local communities for working together on problem-solving. They also help promulgate research results and the latest information about inclusive education systems, and thereby promote understanding in local communities.

◆ **Research Themes for Practical Research Responding to Local Needs and Issues**

Research Themes		
	Main Theme 1	Main Theme 2
	Research on System Establishment Aimed at the Development of an Inclusive Education System	Practical Research on Schools for Special Needs Education Aimed at the Development of an Inclusive Education System
FY 2016-2017	Research on the Development of Inclusive Education Systems in Local Communities	Research on Joint Activities and Learning
	Research on Training Leading to the Development of an Inclusive Education System	Research on Utilization and Evaluation of Educational Materials
FY 2018-2019	Research on Educational Consultation and Determining School for Enrollment	Research on Developing Schools to Meet Various Educational Needs
	Research on Understanding and Raising Awareness of Inclusive Education System	Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools
FY 2020	Research on Understanding and Raising Awareness of Inclusive Education System	Research on Improving Joint Activities and Learning

··· Dissemination and Use of Results from Research on Practices in Local Communities ················
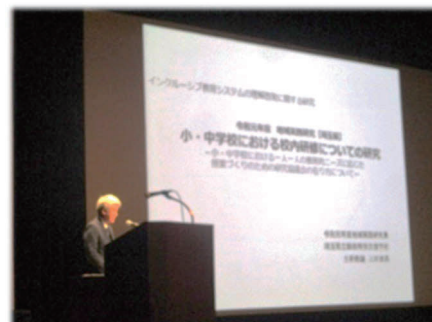
◆ Forum for Collaborative Research on Practices in Local Communities

Forums for Collaborative Research on Practices in Local Communities are held to quickly disseminate results of research on practices in local communities and help promote development of an inclusive education system in prefectures and cities participating in research on practices in local communities.

In FY2019, these forums were held at the following five venues in four prefectures.

○ Research on Understanding and Raising Awareness of Inclusive Education System

    Aomori Prefecture, Saitama Prefecture

○ Research on Developing Schools to Meet Various Educational Needs

    Shizuoka Prefecture (Special Education Division),
    Yokosuka City

○ Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools

    Shizuoka Prefecture (Compulsory Education Division)

These forums for collaborative research on practices in local communities were attended by a total of about 800 people (25-500 people at each forum), including teachers at kindergartens, nursery schools, certified child centers, elementary schools, lower secondary schools, upper secondary schools, and schools for special needs education, staff from prefectural and municipal boards of education, and guardians. Participants expressed their expectations and needs with respect to NISE and collaborative research on practices in local communities.


Forum for collaborative research on practices in local communities in Saitama Prefecture

Forum for collaborative research on practices in local communities in Shizuoka Prefecture

◆ Collaborative Research Project on Practices in Local Communities Report

We have summarized the research results from collaborative research on practices in local communities in the "Collaborative Research Project on Practices in Local Communities Report" and extensively provided this to Japan, prefectural and city boards of education, and schools.
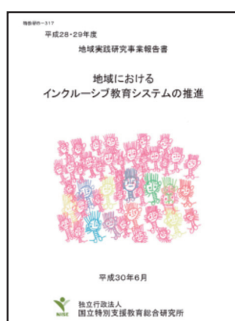
FY 2016-2017 Report

FY 2018 Report

FY 2019 Report

For details, click here →

NISE Website > Publications
https://www.nise.go.jp/nc/about_nise/inclusive_center/region

⋯ **Seminar for Disseminating Inclusive Education System** ⋯⋯⋯⋯⋯

We hold dissemination seminars to support promotion of inclusive education systems in local communities. In the following regions, we jointly held seminars with the local boards of education, and shared initiatives and knowledge through various efforts in each community/school, lectures, and activity reports by the Center for Promoting Inclusive Education System.

○ FY2016　Hokkaido Prefecture (Hokkaido/Tohoku region)
○ FY2017　Okinawa Prefecture (Kyushu/Okinawa region)
　　　　　　Okayama Prefecture (Chugoku/Shikoku region)
○ FY2018　Nara Prefecture (Kinki region)
○ FY2019　Shizuoka Prefecture (Chubu region)

In FY2019, a seminar was held on December 14, 2019 (Sat) together with the Shizuoka Prefecture Board of Education at the University of Shizuoka. Around 150 people, comprising teachers at kindergartens, elementary schools, lower and upper secondary schools, and school for special needs education, boards of education, medical and welfare organization personnel, guardians and students from within and outside the prefecture, participated in the seminar.

Dissemination seminar for the inclusive education system held in Shizuoka Prefecture

The seminar program consisted of two sessions, the first was a report about international trends, research on practices in local communities, and short lectures on the inclusive education system from NISE initiatives. During the second session, after the Shizuoka Prefectural Board of Education had given a report on their initiatives, the seminar was divided into four sub-groups. Themes for each sub-group were as follows: A report was given on the initiatives made to improve schools and organizations in line with each theme and then participants discussed these matters.

Inclu-DB Experience Corner at the seminar

　Ⅰ-1　A school system that systematically promotes understanding for diversity
　Ⅰ-2　Career development and lifelong learning support for people with disabilities
　Ⅱ-1　Special needs services in lower and upper secondary schools
　Ⅱ-2　Cohesion and joint-learning for special needs education branch schools in elementary schools and upper secondary schools

Going forward, it is expected that efforts will be broadened in each community and school, based on information obtained at this seminar.

The following seminars are scheduled to be held in 2020.
Date:　Nov. 28, 2020 (Sat)
Venue:　National Olympic Memorial Youth Center (Shibuya City, Tokyo)
Theme:　Future outlook from initiatives in Japan and overseas
　　　　This seminar will consider the future issues and outlook in Japan from such as measures and initiatives relating to the development of an inclusive education system overseas and the various initiatives from schools and local communities, including the collaborative research project on practices in local communities within Japan with future prospects from initiatives in Japan and overseas.

··· Grasping the Newest Overseas Trends and Research with Overseas Organizations ·······································

◆ Collection and Dissemination of Information Regarding the Newest Overseas Trends

As a national center of special needs education, NISE provides information to the world on efforts and research results regarding special needs education in Japan. It has organized the Nation Survey Unit, and collects information on policy pertaining to educational systems for children with disabilities in foreign countries with the cooperation of specially-appointed researchers. Survey results are publicized through the NISE International Symposium on Special Needs Education, the pamphlet "Trends in Inclusive Education Systems in Foreign Countries," the NISE Journal, and other channels.

Pamphlet "Trends in Inclusive Education Systems in Foreign Countries"

◆ Holding the NISE International Symposium on Special Needs Education

The international symposium is held as an opportunity to spread information about measures and educational practices relating to the inclusive education system in each country, and also to consider the direction for developing an inclusive educational system in Japan in the near future after looking back on Japanese educational practices.

NISE International Symposium on Special Needs Themes

2016   Current state and issues regarding initiatives to develop an inclusive education system in each country

2017   Learn more about developmental disabilities education from education practices in the USA and England

2018   The promoting of inclusive education system: Prospect the future through practices in the UK and Japan

2019   Joint activities between children with and without disabilities: Prospect the future inclusive education system through practices in South Korea and Japan

2020   Efforts to respond promptly to the failure of children's learning: Looking to the future from educational practice in Finland

Discussion at the International Symposium

◆ Interaction with Overseas Research Institutes

NISE has exchange agreements with foreign research institutes under which we dispatch research staff, invite researchers from overseas, and also exchange information and researchers relating to special needs education and inclusive education systems. In 2019, we participated in "International comparative analysis of education practices for children targeted for special education" research hosted by the Korea National Institute of Special Education.

Memorandum signing with the Korea National Institute of Special Education (FY2019)

International Collaboration between Foreign Organizations

Korea National Institute of Special Education (since November, 1995, again since July 2019)

Faculty of Human Sciences, University of Cologne, Germany (since November, 1998)

National Higher Education Institute for Teacher Training and Research on Special Needs Education [INS-HEA], France (since March, 2015)

◆ Dispatching Research Staff Overseas and Receiving Researchers from Overseas

NISE promotes research exchange, by dispatching research staff to participate in and present research results at international academic conferences, or to investigate conditions relating to inclusive education systems. For example, upon request by the Japan International Cooperation Agency (JICA), NISE accepts foreign observation teams of personnel in charge of educational administration and school teachers, and provides them with training.

Number of NISE researchers sent to foreign countries in FY2019: 13,

Number of researchers and guests who came from foreign countries in FY2019: 124 from 22 countries

⋯ Database for Supporting Development of Inclusive Education System (Inclu-DB) ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

The Subdivision on Primary and Secondary Education of the Central Council for Education published a report titled "Promoting Special Needs Education for Development of an Inclusive Education System Leading to the Creation of Cohesive Society" in July 2012.

In response, NISE has operated its "Database for Supporting Development of Inclusive Education System (Inclu-DB) since November 2013. This database provides information on development of an inclusive education system. Inclu-DB provides case examples indicative to what type of fundamental environment should be established and what reasonable accommodation is effective based on the actual circumstances of the child.

We also offer an "Inclu-DB Experience Corner" at seminars held in each community and at NISE to show how to search the database and case examples that are available.

◆ Contents of information provided through Inclu-DB

Database for Practical Examples of Reasonable Accommodations

This database contains case studies undertaken during projects entrusted by the Ministry of Education, Culture, Sports, Science and Technology, which are the "Model Projects for Inclusive Education System Development" and "Reasonable Accommodation Research Project to Meet Diverse Characteristics of Students with Possible Developmental Disabilities."

The case study database is divided into database I and II. Database II is intended for convenience of people browsing the database and provides a summary on 2 pages of A4.

As of April 1, 2020, the site features 472 case studies (practical examples).

Examples of Research Using Inclu-DB

Introducing research programs, actual conducted research and teaching, etc., that used Inclu-DB.

Case Studies of Joint Activities and Learning Practice

The database contains case examples and relevant information for joint activities and learning practice based on recommendations from the Barrier-free Learning Promotion Conference."

Related Information

• Responding to the "Convention on the Rights of Persons with Disabilities"
• Relevant laws, regulations and measures
• Explanation of relevant terms
• Q&A
• Others
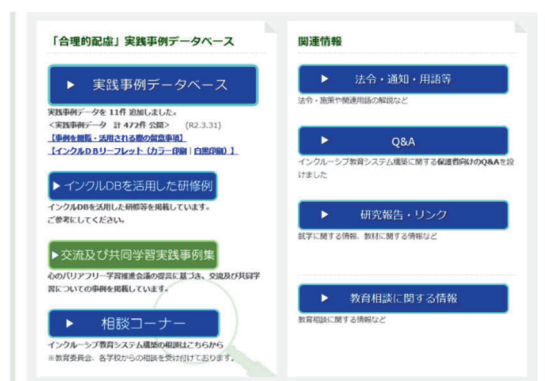
For details, click here →	**Database for Supporting Development of Inclusive Education System (Inclu-DB)** https://inclusive.nise.go.jp/

⋯ Consultation Support for Use of Inclu-DB ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

In order to provide support for solving issues directly faced by prefectures, municipalities, and schools in developing an inclusive education system, NISE provides consultation to prefectures, municipalities, and schools on the use of Inclu- DB.

Collaboration

⋯ Collaboration with the Boards of Education, Schools, Related Organizations, and Other Institutions ⋯⋯⋯⋯⋯⋯⋯⋯⋯

NISE solicits collaborators publicly from boards of education, education centers, and persons involved in kindergarten and school education; exchanges information and documents for its research projects; provides instruction and advice; cooperates in joint development and research; uses developed teaching methods and trial materials in actual teaching settings; and cooperates in developing teaching materials, with the aim of facilitating practical research.

NISE also cooperates with relevant school principals' associations in conducting survey research. In addition, NISE cooperates with the National Special Needs Education Promotion Association, a federation consisting of more than 20 associations, in organizing National Special Needs Education Promotion Council meetings co-hosted by Ministry of Education, Culture, Sports, Science and Technology.

National Center for Special Needs Education Conference

In addition, NISE collaborates with the National Center for Special Needs Education Conference which is comprised of prefectural and municipal education centers of cities designated by government ordinance, and holds annual workshops in the fields of educational counseling, teacher training, investigative research, and management for improving the functions of each center.

⋯ Collaboration with Special Needs Education School for Children with Autism, University of Tsukuba ⋯⋯⋯⋯⋯⋯⋯⋯⋯

The National Kurihama School for Handicapped Children was originally established in September 1973, in close cooperation with National Institute of Special Education (at that time), to provide educational services for children with severe and/or multiple disabilities. In accordance with "The Structural Reform of Universities" by the minister of MEXT, the school restarted in April 1, 2004 as the Special Needs Education School for Children with Autism, University of Tsukuba which has a kindergarten and elementary department to provide educational services for children with autism with intellectual disabilities.

The school conducts education based on the mainstream school curriculum, as well as education for improving difficulties due to disability. The school also cooperates with the University of Tsukuba to promote research on education for children with disabilities and implementation of teaching practice by student teachers.

In July 2004, the University of Tsukuba concluded an agreement on educational research with NISE. The Special Needs Education School for Children with Autism, University of Tsukuba and NISE are making various efforts through mutual cooperation as before.

Special Needs Education School for Children with Autism, University of Tsukuba

For details, click here → | **Website of Special Needs Education School for Children with Autism, University of Tsukuba** http://www.kurihama.tsukuba.ac.jp/

Budget and Facilities

··· Budget and Account Settlement ···································

Budget of Annual Expenditure (FY2020)

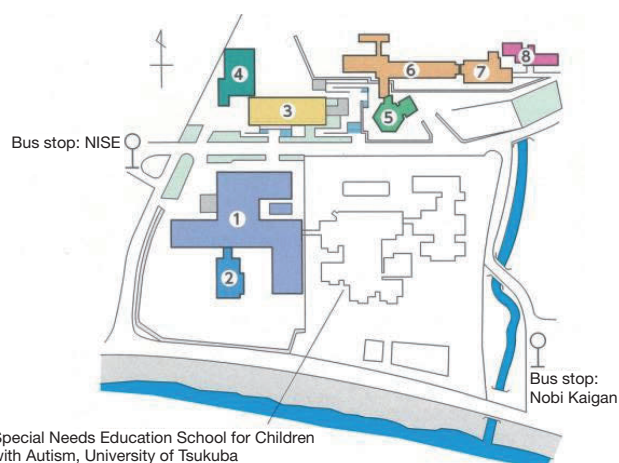| Budget funds	Total (US dollars)
Government funding for operating expenses	10,025,418
Grant for facilities improvement	0
Self-generated Income	44,291
Total	10,069,709

(1 US dollar = 110 yen)

Account Settlement (FY2018) (1 US dollar = 110 yen)

Budget funds		Total (US dollars)
Operational expenses	Personnel expenses	6,256,100
	Non-personnel expenses	2,165,682
Facilities improvement expenses		286,082
Contribution		15,200
Contracted projects, etc. (including indirect expenses)		117,818
Total		8,840,882

··· Site and Building ···································

[1] Administration Building
[2] Information Center of Special Needs Education Building
[3] Building for In-service Training
[4] Gymnasium
[5] Canteen
[6] West Dormitory for In-service Trainees
[7] East Dormitory for In-service Trainees
[8] Research Unit for Natural Living Environment

Bus stop: NISE

Bus stop: Nobi Kaigan

Special Needs Education School for Children with Autism, University of Tsukuba

Access

● Keihin Kyuko Line

From Keikyu Kurihama Station

Take a bus bound for the Kurihama Medical and Addiction Center (Kurihama Route 3) from the bus stop NO. 2, and get off at the "NISE" bus stop (about 15 minutes from the station). You will find NISE in front of the bus stop.

Take a bus bound for Nobi Kaigan (Kurihama Route 8) from bus stop NO. 2, and get off at the last bus stop (about 20 minutes from the station). NISE is 300 meters from the bus stop.

Take a taxi to NISE (about 8 minutes)

From YRP Nobi Station

20-minute walk, or about 5 minutes by taxi.

● JR Yokosuka Line

From Kurihama Station

Take a bus bound for Nobi Kaigan (Kurihama Route 8) from bus stop NO. 2, and get off at the last bus stop (about 15 minutes from the station). NISE is 300 meters from the bus stop.

Take a taxi to NISE (about 10 minutes)

Wide Area Map

Area Map

NISE Logo Design

Young leaves vigorously sprout out in spring. Their fresh, youthful, and powerful image overlaps with the image of special needs education. The circle at the top of the logo represents "children with disabilities and their guardians," the left leaf under the circle represents "NISE," and the right leaf represents "educational organizations, such as schools for special needs education, kindergartens, elementary schools, junior-high schools, and high schools, as well as medical, welfare labor, and other relevant organizations." Two young leaves mutually cooperate in supporting children with disabilities and their guardians.

NISE Memorial Monument "Being along with a child"

 独立行政法人
国立特別支援教育総合研究所
National Institute of Special Needs Education, Japan

〒239-8585 5-1-1, Nobi, Yokosuka-shi, Kanagawa Pref
TEL 046-839-6803   FAX 046-839-6918

https://www.nise.go.jp/nc/

https://www.nise.go.jp/nc/about_nise/mail_mag