



National  
Institute of  
Special Needs  
Education

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**2021**

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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

# Message from the President

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

With this history behind it, NISE will celebrate its 50th anniversary in FY2021.

Since becoming an independent administrative agency, NISE has formulated its own medium-term plans and implemented various projects to achieve medium-term objectives of every five years, as directed by the Minister of Education, Culture, Sports, Science and Technology. We are now in the fifth medium-term objectives period, which extends from FY 2021 to FY 2025.

In January 2014, Japan ratified the Convention on the Rights of Persons with Disabilities, and it is determined to take further steps to promote special needs education as the country moves toward development of an inclusive education system as advocated in the Convention. In the fifth medium-term objectives period, we, the NISE staff, will make a renewed effort to promote special needs education by conducting research activities, teacher training programs, and collecting and disseminating information.

As for research activities, we will engage in priority issue research and disability-category-specific research. We will also establish Theme-based Research Units that are independent of disability categories, such as ICT, early childhood education, career education, and non-Japanese students, in order to promote research that is more responsive to urgent issues in the field of education.

As for teacher training programs, we are planning to make use of the Internet for specialized training, by appropriately combining the conventional group/accommodation-style training and online training, while considering the situation of the spread of COVID-19

With regard to the collection and dissemination of information, we will hold seminars for the promotion of special needs education, which will include lectures, research discussions, and a display of ICT equipment and other teaching materials, in cooperation with boards of education, special needs education centers, and related organizations, in order to raise awareness and understanding of special needs education in local communities. In addition, we will publish a leaflet aimed at raising awareness and understanding and promoting special needs education.

Also, the Center for Promoting Education for Persons with Developmental Disabilities will continue the "Triangle" project and other activities based on the implementation during the fourth medium-term objectives period. The Center for Promoting Inclusive Education System will conduct collaborative project to solve local issues, etc., in which the NISE staff and the boards of education of the 13 municipalities selected through open recruitment will collaborate and work together to solve local issues related to the establishment of inclusive education systems.

To promote special needs education, it is important to make steady efforts on a daily basis. Therefore, we would like to enhance our various 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 2021

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

**Kazushige Shishido**

## Contents

Message from the President .....	1	Information Services Dissemination of NISE .....	17
Mission of NISE .....	2	Support for International Projects and Local	
Efforts to Achieve Mission .....	2	Governments/Schools Towards Promotion of an	
History .....	2	Inclusive Education System .....	21
Organization .....	3	Collaboration .....	23
Research Staff .....	5	Budget and Facilities .....	24
Research Activities .....	9	Access .....	25
Teacher Training .....	15		

- In this booklet, NISE stands for National Institute of Special Needs Education.
- Unless otherwise noted, the booklet includes information correct as of May 1, 2021.
- **The project may be unavoidably subject to cancellation or change due to social conditions or natural disasters.**

# Mission of NISE\*

The mission of NISE is to contribute to the realization of 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 based on changes in conditions pertaining to special needs education both in Japan and overseas, while taking advantage of the strengths of the corporation, which has fields for researching educational practices and can conduct practical research and training in an integrated manner. In carrying out this mission, NISE collaborates with national and local governments and related organizations as the only national center for special needs education in Japan in order to build an inclusive education system.

\* The mission was presented in the fifth medium-term objectives for NISE set forth by the Minister of Education, Culture, Sports, Science and Technology in March 2021.

## Efforts to Achieve Mission

- Contribution to national policy making and promotion of measures through promotion of practical and comprehensive research on special needs education, and contribution to the field of education
- Teacher training to contribute to the promotion of the policy of education for children with disabilities of each prefecture and the promotion of educational practices, etc.
- Enhancing information services dissemination on special needs education and providing support for local governments and schools

## 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.

### **Apr. 2021**

Hiroshima Office, West Japan Branch of NISE established.



# Organization

(In the order of the Japanese syllabary)



## Number of Staff

Executive Staff	2 (2)
Research Staff	40 (3)
Administrative Staff	30
Total	72 (5)

( ) shows the number of part-time staff.  
These staff are not included in the total.  
(Current as of May 1, 2021)

## 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 information collection related to the policy of education for children with disabilities, and coordination and liaison with related ministries and agencies.

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 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 provides information to promote awareness and understanding of special needs education and disseminates the results of research to improve special needs education, in cooperation with kindergarten/school principals' associations and related organizations including special needs education centers. The department regularly provides information and consultation support on special needs education to Japanese educational facilities established overseas.

The department is also responsible for planning and implementing seminars sponsored by NISE as well as planning and implementing collaborative projects with national associations of parents and so on.

## Center for Promoting Education for Persons with Developmental Disabilities

This Center communicates the latest information on 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 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 promote public awareness and develop human resources in local communities.

## Center for Promoting Inclusive Education System

This Center works toward the promotion of an inclusive education system by carrying out a "collaborative project to solve local issues" implemented through cooperation between NISE and prefectural and municipal boards of education which participate to resolve issues which prefectures and municipalities face; "International projects" for collecting the latest information on international trends and foreign countries and carrying out research exchange with foreign countries; and "information distribution" 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	Specialized field	Keywords
Information that can be provided, etc.			
MAKINO Yasumi	(Jointly held) Department Head of Policy and Planning Research Director	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 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		
KANEKO Takeshi	Research Director	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	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 impairments		
YOKOO Shun	Senior Chief Researcher	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		
KATO Atsushi	Chief Researcher	Multiple disabilities	Deafblindness education, Support for caregivers, Educational materials
	Understanding and instruction/support of children with both visual and hearing impairments, i.e., deafblindness Support for guardians of infants/children with disabilities Development of educational materials that meet the needs of children		
KITAGAWA Takaaki	Chief Researcher	Physical/motor disabilities	Activities to promote independence, Study of teaching-learning, 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		
HIRANUMA Motoshi	Researcher	Intellectual disabilities, Developmental disorder	Classes for special needs education, Physical education, Adapted sports
	Expertise of teachers for classes for special needs education, Role of adapted sports		

## Department of Teacher Training

Name	Position	Specialized field	Keywords
Information that can be provided, etc.			
SAWADA Mayumi	(Jointly held) Department Head of Teacher Training Research Director	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		
YOSHIKAWA Tomoo	Research Director	Physical/motor disabilities, Communication disorders	Activities to promote independence, Study of teaching-learning, 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		
KUDO Kayoko	Chief Researcher	Multiple disabilities, Physical/motor disabilities	Research on learning-teaching process, Teacher training
	Research on learning-teaching process on instructions for children/students with multiple disabilities Research/training for enhancing qualifications, abilities/expertise of teachers		

SAKAMOTO Masayuki	Chief Researcher	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		
TSUGE Mifumi	Chief Researcher	Autism, Developmental disabilities	Interaction, Picture diary, Joint attention, Expression of emotions
	Instructions on the expression of emotions of children with autism Understanding the actual situation of and providing educational support for children with autism and developmental disabilities Activities to promote independence for children with autism		
TSUCHIYA Tadayuki	Chief Researcher	Health impairments	Mental disorders, psychosomatic diseases, 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)		
MANABE Shingo	Chief Researcher	Autism, Intellectual disabilities, Developmental disabilities	Activities to promote independence, Research on learning-teaching process, In-school support system
	Activities to promote independence for children with autism Lesson design for schools for special needs education (intellectual disabilities) Educational support for autistic children with intellectual disabilities who have behavioral disorders		
YOSHIKAWA Kazuyuki	Chief Researcher	Developmental disabilities, Intellectual disabilities	Special needs education in early childhood, Inclusive childcare
	Individualized teaching plans for infants with disabilities, Childcare records, Childcare conferences Configuration and adjustment of the childcare environment to enable infants with disabilities to express themselves		
IGUCHI Akiko	Researcher	Hearing impairment	Language acquisition, Communication, Sign language/fingerspelling
	Language development of babies and infants with hearing impairments (oral language, manual language) Support for children with hearing impairments studying in regular classes Information accessibility for people/children with hearing impairments		
NISHIMURA Takahiro	Researcher	Ergonomics, Visual impairment	Human interfaces, Accessibility
	Usability of ICT devices Visual impairment, Information accessibility		

## Department of Information and Support

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
MUNEKATA Tetsuya	Department Head of Information and Support Research Director	Educational technology	Assistive technology, Educational materials, ICTs in education, International comparison
	ICT utilization for children with special needs (including Assistive technologies and school support systems) Trends in the policy measures regarding promotion of lifelong learning for children with special needs International trends in implementation of the Convention on the Rights of Persons with Disabilities		
YOKOKURA Hisashi	Research Director	Intellectual disabilities, Hearing impairment	School management, Curriculum, Lesson design
	Management of schools promoting special needs education Curriculum formulation, implementation, and evaluation in schools for special needs education/classes for special needs education Instruction of subjects and lesson design that meet the educational needs of individual children Support for caregivers, Lifelong learning		
OSAKI Hirofumi	Senior Chief Researcher	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		
NAMEKAWA Norihiro	Senior Chief Researcher	Education for children with speech and language disorders	Language classrooms, Sense of self-efficacy, Communication and language intervention
	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		

AOKI Takamitsu	Chief Researcher	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		
OZAWA Michimasa	Chief Researcher	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		
DOI Kouki	Chief Researcher	Visual impairments, Living support 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		
KAWAHARA Asako	Researcher	Deafblindness	Communication, Employment, Support for obtaining information
	Interaction between deafblind children and others Support for work for deafblind students after graduation		

## Center for Promoting Education for Persons with Developmental Disabilities

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
SASAMORI Hiroki	Head of Center for Promoting Education for Persons with Developmental Disabilities Research Director	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 parents		
INOUE Hidekazu	Senior Chief Researcher	Developmental disabilities, Hearing impairment	Upper secondary school education, Special needs services in resource rooms, Community support system development
	Consideration in instruction of subjects for students with various educational needs in regular classes Implementing measures to promote special needs education in upper secondary schools, Special needs services in resource rooms in upper secondary schools		
HIROSHIMA Shinichi	Senior Chief Researcher	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		
ENOMOTO Yoko	Chief Researcher	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		
TAKEMURA Yoko	Chief Researcher	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	Developmental disabilities	LD/ADHD/autism, Learning difficulty, Cognitive function
	Learning and cognitive function of children with developmental disabilities such as LD, ADHD, or autism		
GOSHIMA Osamu	Researcher	Health impairment, Educational technology	Education for children with health impairment, Chronic diseases, ICT utilization
	ICT utilization and lesson design in education for children with health impairment Educational support and development of learning environment based on ICT		



## Center for Promoting Inclusive Education System

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
KUBOYAMA Shigeki	Head of Center for Promoting Inclusive Education System, Research Director	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	Educational technology, Child health	Case survey, Co-occurrence analysis, Community resources, Function as a resource center, Support measure, Educational materials, Statistics by etiology
	Medical understanding of children with physical/motor disabilities Physical growth and motor development of children Education for children with disabilities in other countries		
ITO Yumi	Chief Researcher	Developmental disabilities, Emotional disturbance	Educational counseling, Psychological support
	Psychological support for children with developmental disabilities, Special needs services in resource rooms		
KAIZU Akiko	Chief Researcher	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).		
KONISHI Takamasa	Chief Researcher	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 Function as a resource center in a community performed by schools for special needs education, Role of special needs education coordinators		
YANAGISAWA Akiko	Chief Researcher	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		
WAKUI Megumi	Chief Researcher	Developmental disabilities, Intellectual disabilities	Cooperative learning, Multiple intelligences, Learning how to learn, Self-regulated learning, Universal design for learning
	Research on mutual learning through self-selection of learning methods in regular classes Social development and instructions for children with intellectual disabilities Theory and practice of behavioral assessments of intellectual disability Education for children with disabilities in other countries		
KAMIYAMA Tsutomu	Researcher	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

## Types of Research Projects

In FY2021, we will strategically and systematically conduct priority issue research, disability-category-specific research, basic research activities, etc.

Categories		Characteristics of Research
Priority Issue Research		Research that transcends the boundaries of disability categories and contributes to the promotion of national policy of education for children with disabilities or the resolution of urgent issues in the field of education <ul style="list-style-type: none"> <li>• Research on curriculums (policy contribution to the country)</li> <li>• Research on the enhancement of seamless support (responding to urgent issues in the field of education)</li> </ul>
Disability-Category-Specific Research		Research that contributes to the resolution of urgent issues in each disability category
Others	Basic Research Activities	Fundamental research by theme-based research units and research units responding to specialized issues for each type of disability Basic and ongoing research activities such as annual basic surveys, surveys and analyses that contribute to the improvement of instruction, and dissemination of the results of these surveys and analyses
	Externally Funded Research	Studies funded by external funds such as MEXT/JSPS KAKENHI Grant
	Entrusted Research	Studies entrusted by an external organization

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

## Priority Issue Research

### Research Themes FY2021

Research Type	Research Title	Research Team	Principal Researcher	Research Period
Research on curriculums	Research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study	Education Curriculum Team	YOSHIKAWA Tomoo	FY 2021-2022
Research on the enhancement of seamless support	Research on instruction and support for students with disabilities using ICT, etc.	ICT Team	MUNEKATA Tetsuya	FY 2021-2022
	Research on procedures of determining school for enrollment for children with disabilities	Enrollment Team	KUBOYAMA Shigeki	FY 2021-2022
	Research on how to promote career guidance and cooperation for the smooth transition of students with disabilities to society at upper secondary schools	Career Guidance Team	ITO Yumi	FY 2021-2023
	Research on consideration in instruction of subjects for students with various educational needs in regular classes	Team for Instruction of Subjects	INOUE Hidekazu	FY 2021-2022

## Disability-Category-Specific Research

### Research Themes FY2021

Research Title	Research Team	Principal Researcher	Research Period
Research on lesson design and learning evaluation in education for children with intellectual disabilities	Learning Evaluation Team	YOKOO Shun	FY 2021-2022

## Basic Research Activities

Research activities are carried out by research units, which consist of four theme-based research units that conduct research activities by transcending the boundaries of disability categories, including basic surveys on issues that need to be considered in future school education and urgent issues in the field, and nine research units that respond to specialized issues for each category of disability.

### Research Units FY2021

	Research Unit	Leader	Sub Leader
Theme-based research units	Research Unit on Use of ICT and Educational Materials in Special Needs Education (ICT Unit)	AOKI Takamitsu	DOI Kouki
	Research Unit on Career Education and Support for Work for Students with Disabilities (Career Unit)	ENOMOTO Yoko	ITO Yumi SAKAMOTO Masayuki
	Research Unit on Special Needs Education for Babies and Infants (Infant Unit)	KUBOYAMA Shigeki	YOSHIKAWA Kazuyuki
	Research Unit on Special Needs Education for Children with Ties to Foreign Countries (Non-Japanese Unit)	SAWADA Mayumi	NAMEKAWA Norihiro
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 that are Deaf and Hard of Hearing (Deaf and Hard of Hearing Unit)	YAMAMOTO Akira	—
	Research Unit on Special Needs Education for Children with Intellectual Disabilities (Intellectual Disabilities Unit)	WAKUI Megumi	SAKAMOTO Masayuki
	Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit)	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	TSUGE Mifumi
	Research Unit on Special Needs Education for Children with Developmental Disabilities or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit)	INOUE Hidekazu	HIROSHIMA Shinichi
	Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit)	OZAWA Michimasa	KATO Atsushi

For details,  
click here →

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



## Externally Funded Research

Themes of research funded by Grants-in-Aid for Scientific Research (MEXT/JSPS KAKENHI grant) in FY2021 are as follows:

### Research Themes Funded by MEXT/JSPS KAKENHI Grant FY2021

Category	Research Title	Principal Researcher	Research Period
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 2016-2021
	Cooperation Between Regular Classes Teachers and Others: Development of a Measure of the Cooperation in Special Needs Education	TAKEMURA Yoko	FY 2017-2021
	Research on Development of Classes Based on a Decision-Making Theory Approach in Schools for Special Needs Education (Physical/Motor Disabilities)	KITAGAWA Takaaki	FY 2018-2021
	Research on Support for Self-esteem of Children with Developmental Disabilities in Special Needs Services in Resource Rooms	ITO Yumi	FY 2018-2021
	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 2018-2021
	Development of Training Programs in Upper Secondary Schools for Providing Reasonable Accommodation and Promoting Special Needs Education	OSAKI Hirofumi	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
	Research on the current status of abstract word comprehension by children with hearing impairments and their developmental characteristics	YAMAMOTO Akira	FY 2021-2023
	Practical research on instruction and support to foster independence of students with speech and language disorders attending language classrooms in lower secondary schools	NAMEKAWA Norihiro	FY 2021-2023
	Research on implementing measures to promote special needs education in upper secondary schools	INOUE Hidekazu	FY 2021-2023
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
	Development of family education programs to support the career development of children with developmental disabilities	ENOMOTO Yoko	FY 2020-2022
Young Scientists	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
	Development of haptic perception training system for children who are blind to support active utilization of tablets	NISHIMURA Takahiro	FY 2021-2023

## Entrusted Researches

Entrusted research themes for FY2021 are as follows:

### Research Themes FY2021 (Entrusted Research)

Research Title	Entrusted Organization	Principal Researcher	Research Period
Research on Establishing a Support System for Deafblind Children/Students	Fast Retailing Foundation	—	FY 2020-2021
ICT Utilization Research for Special Needs Education Through the Magic Project	SoftBank Corp.	AOKI Takamitsu	FY 2020-2021

# Dissemination of Research Results, etc. through Publications


NISE creates research result reports on the research it conducts in various formats, including summaries, guides, etc., 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, guidebooks and others 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	Summary of Research Result Reports (themes finished in FY2020) May 2021	
	Comprehensive Research Related to the Development of Inclusive Education System in Japan - Proposal for (COMPASS) to support independent efforts in schools and local communities - March 2021	
	Comprehensive Research on Special Needs Education Curriculums - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study - March 2021	
	Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants - March 2021	
	Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design - March 2021	
	Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School March 2021	
	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 - March 2021	
	Research on Understanding and Raising Awareness of Inclusive Education System March 2021	
	Research on Improving Joint Activities and Learning March 2021	
	Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools March 2020	
	Research on Developing Schools to Meet Various Educational Needs March 2020	
	Research on Understanding and Raising Awareness of Inclusive Education System March 2020	
	Research on Educational Consultation and Determining School for Enrollment March 2020	
	Research on Improving Instruction and Support for Lower Secondary Students with Speech and Language Disorders March 2020	
	Comprehensive Research Related to the Development of Inclusive Education System in Japan - “Consideration of the use of (COMPASS) (tentative plan)” - March 2020	

Books	Basics and Fundamentals of Special Needs Education 2020 The Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-548-6, June 2020	
	Activities to Promote Independence for Children with Autism in Class for Special Needs Education - Kids Surely Grow! Teachers' Instructional Skills Surely Improve! - The Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-575-2, March 2021	
	Tips Here! 10 Practices for Advancing Inclusive Education Systems - Discover Strengths and Challenges with "(COMPASS)" - The Earth Kyoikushinsha Co., Ltd., ISBN978-4-86371-574-5, March 2021	
Leaflets and Case Studies	Comprehensive Research on Special Needs Education Curriculums - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study - March 2021	 
	To All Teachers Involved in the Education of Children with Developmental Disabilities Maybe it's Creating a Secondary Disability? March 2021	
	Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School, March 2021	
	Training Package for Building a Seamless Support System for Hard of Hearing Children and for Promoting Further Support, March 2021	
Investigative Reports	Investigative Report on Education for Children with Multiple Disabilities March 2021	

## 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 them as the "NISE BULLETIN." NISE Bulletin is available on the NISE website.

### ◆ Main contents of the Bulletin Vol. 48 (Issued in March 2021)

- ① Case Report
  - The relation of teacher-pupil interactions in a general classroom to the teacher's cooperation with others:
    - An analysis of teacher's evaluations -
- ② Brief Report
  - Issues related to school determination that can be seen from a survey of parents, and consideration for solving them:
    - From the results of a survey conducted by a focus group interview -
  - Survey on the status of schools and teachers involved in the system of classroom instruction in high schools at the time of its establishment
- ③ Research Outlook
  - A review of findings on touch from the point of view of its utilization by children with visual impairment



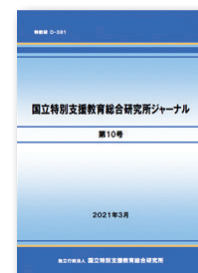


## National Institute of Special Needs Education Journal

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. 10 (Issued in March 2021)

- ① Research themes FY2020
- ② Study report
  - Current state and issues of providing reasonable accommodation at upper high schools
    - From an interview survey of 23 upper high schools -
  - Current state of children's disease categories in education for children with health impairment
    - From the results of “FY2019 Disease Category Survey” by the National Alliance for the Education for Children with Health Impairment
  - Fact-finding survey for the creation of a training program on the utilization of educational materials (ICT)
  - Consideration of the support cases based on the perspectives of support time, support means, and educational needs for hospitalized students
    - From the information in the outcome report of the "Project for Improving the Education Assurance System for Hospitalized Students" -
- ③ Reports of international conventions and overseas investigations
- ④ Participation reports of learned societies
- ⑤ Annual report
- ⑥ Trends in inclusive education systems in foreign countries
- ⑦ NISE Topics

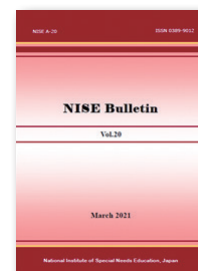


## NISE Bulletin

The “NISE Bulletin” is issued on an annual basis, providing the results from NISE’s research and other various activities, on the website in English.

### ◆ Main contents of NISE Bulletin Vol. 20 (Issued in March 2021)

- Outlines of research projects FY2020
- Summary of 2019 research results
- Exchange with the Korea National Institute of Special Education
  - Japan-Korea Pre-Seminar Report -
- Topics
- Recent Data on Education for Children with Disabilities in Japan
- Summary of “Bulletin of the National Institute of Special Needs Education Vol. 47”



For details,  
click here →

NISE Website > Publications  
[https://www.nise.go.jp/nc/report\\_material](https://www.nise.go.jp/nc/report_material)



# Teacher Training

## In-Service 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 to 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 FY2021

Name			Term	Total fixed number
Programs for Specific Disability Categories	Term 1	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	May 10 - Jul. 9, 2021 • Online implementation	70
	Term 2	Courses for Intellectual Disabilities • Training Program for Intellectual Disabilities	Sept. 8 - Nov. 12, 2021 • With the courses mainly provided online, group/accommodation-based training will be held either (1) Oct. 4 to Oct. 8 or (2) Oct. 25 to Oct. 29.	70
	Term 3	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	Jan. 11 - Mar. 16, 2022 • With the courses mainly provided online, group/accommodation-based training will be held either (1) Jan. 24 to Jan. 28 or (2) Feb. 14 to Feb. 18.	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		Aug. 23, 2021 • Online implementation	70
	Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools		Sept. 3, 2021 • Online implementation	70
	Workshop for Leaders of Promoting Joint Activities and Learning		Nov. 19, 2021 • Online implementation	70
	Seminar on Educational Practices for Persons with Developmental Disabilities		Jan. 27, 2022 • Online implementation	About 70
Collaborative Teacher Training	Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education		Jul. 21, 2021 • Online implementation	About 50

In addition to the above, “regional workshops for building a seamless support system for children who are deaf and hard of hearing with and for promoting further support” are scheduled to be held.

All of these programs will be implemented with measures in place to prevent the spread of COVID-19

NISE started providing teacher training programs immediately after its foundation in 1971. As of March 31, 2021, 9,838\* participants in the Programs for Specific Disability Categories and 12,393 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](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, municipalities, and schools 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 140 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 > NISE Learning Lab

[https://www.nise.go.jp/nc/training\\_seminar/online](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 table provided in Article 7 of the Ordinance for Enforcement of Education Personnel Certification Act for the field of the education for visual impairments, and the deaf and hard of hearing, for which there is an especially low rate of license acquisition. The courses are free of charge.

### ◆ FY2021 Course Overview

[First semester]

Course: Curriculums and teaching methods for children with visual impairments (1 unit)

Curriculums and teaching methods for children with hearing impairments (1 unit)

Training period: May 10 (Mon) - Aug. 20 (Fri), 2021

Credit certification exam date: Sept. 11 (Sat), 2021

Capacity: 200 people per course

[Second semester] (Schedule)

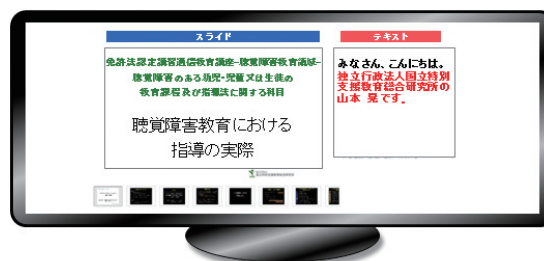
Course: Curriculums and teaching methods for children with visual impairments (1 unit)

Curriculums and teaching methods for children with hearing impairments (1 unit)

Training period: Oct. 4 (Mon), 2021 - Jan. 14 (Fri), 2022

Credit certification exam date: Feb. 6 (Sun), 2022

Capacity: 200 people per course



\* The above is only an illustrative example of a video lecture. A manuscript to be read is also displayed.

For details,  
click here →

Information and In-service Training Division, Department of Administration (Support for Enhancing Qualifications of Teachers)

E-mail: [a-shishitsu@nise.go.jp](mailto:a-shishitsu@nise.go.jp)

# Information Services Dissemination of NISE

## Information Services Dissemination Through Seminars, Etc.

### Seminars promoting special needs education

NISE holds seminars for promoting special needs education in three regional blocks in a year to raise awareness and understanding of special needs education. NISE provides useful information on special needs education, etc., by understanding the issues and information needed in each community and collaborating with related organizations, etc., in order to promote exchange and build relationships within each block.

### National Institute of Special Needs Education Seminars

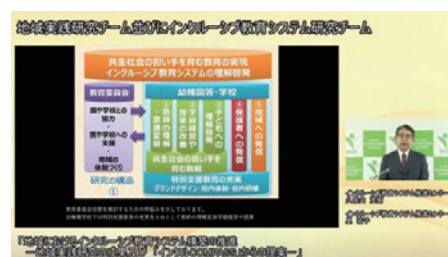
A symposium and lectures will be held on research conducted at NISE and important issues in special needs education, inviting speakers and panelists from home and abroad.

Date: Feb. 4 (Fri) - Feb. 5 (Sat), 2022

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



NISE Seminar (photo taken in Feb. 2019)



NISE Seminar (online) (FY2020)

\* The date, venue, and method of the meeting are subject to change due to COVID-19.

For details,  
click here →

**NISE Website > NISE Seminars**

[https://www.nise.go.jp/nc/training\\_seminar/special\\_seminar](https://www.nise.go.jp/nc/training_seminar/special_seminar)



### Projects Relating to World Autism Awareness Day

Every year, April 2nd is World Autism Awareness Day, as designated by the United Nations. Events related to World Autism Awareness Day are jointly held with related organizations every year.

For details,  
click here →

**Official website for World Autism Awareness Day**

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

# Information Services Dissemination Through the NISE Website

Through its websites, NISE 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 a way that caters to various needs. In addition to those involved in special needs education, information is also provided to the general public.

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

The Center for Promoting Education for Persons with Developmental Disabilities is engaged in information services dissemination broadly through its website to promote understanding intended for a cohesive society in which all people can understand developmental disabilities and work together. 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.

The following information is available.

### ◆ Information Provided on the Website

<For children with developmental disabilities>

- Basic understanding and support
- Lecture contents regarding understanding and teaching\*
- Q&A on developmental disabilities
- Educational materials and assistive tools
- Related research
- Trends, policies, and laws of the country
- 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/>



## Website of the Center for Promoting Inclusive Education System

The website of the Center for Promoting Inclusive Education System provides information on the work that the Center is doing to further promote the development of an inclusive education system.

### ◆ Information Provided on the Website

- Basic knowledge of inclusive education systems
- Promotion of collaborative project to solve local issues
- Collection of latest information on other countries and international exchange
- Promotion of the utilization of Inclu-DB



For details,  
click here →

Website of the Center for Promoting Inclusive Education System  
[https://www.nise.go.jp/nc/about\\_nise/inclusive\\_center](https://www.nise.go.jp/nc/about_nise/inclusive_center)



## Portal Site for Special Needs Education Materials (Assistive and Educational Materials Portal Site)

In a report by the “Committee on Enhancing the use 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 and Educational 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.



For details,  
click here →

Portal Site for Special Needs Education Materials  
<http://kyozai.nise.go.jp/>





## Exhibition Room/Seminar Room of NISE

### 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 pertaining to basic understanding, response, and support for developmental disabilities and introduces educational materials, assistive tools, reference books, etc. with an aim to promote understanding of and proper response to developmental disabilities and to enhance support. There is also a section where visitors can experience and learn about the characteristics of developmental disabilities.



### 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 and software developed by NISE, as well as commercially available products that can be used in schools, in an easy-to-understand manner using explanatory panels and the like in a section for each disability category.



For details,  
click here →

i-Library Website

<http://forum.nise.go.jp/ilibrary>



### Seminar Room for Practical Use of ICT [(Shortly Called) Tomorrow's Classroom]

In the Tomorrow's Classroom (as it is shortly called), participants learn hands-on how to teach with ICT devices, including tablets by the GIGA School concept that every student has a tablet, and how to provide reasonable accommodation in a classroom.

In this classroom, it is possible to conduct mock classes and other exercises (including remote distribution) for teacher training and other purposes. It is expected that NISE will organize and disseminate the knowledge gained through this experience-based learning, and also function as a research facility for basic research activities useful for special needs education.





## 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 through the designated form on the website, e-mail or fax if you want to use our service.

E-mail: [a-tosho@nise.go.jp](mailto: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>



## 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



Open Day (photo taken in Nov. 2019)

For details,  
click here →

NISE Website > Open Day

[https://www.nise.go.jp/nc/laboratory\\_release](https://www.nise.go.jp/nc/laboratory_release)



# Support for International Projects and Local Governments/ Schools Towards Promotion of an Inclusive Education System

## 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's website, the "NISE Journal," and other channels.

### ◆ Holding an International Symposium, Etc.

The international symposium, etc. 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.



International symposium (FY2019)

### ◆ 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 FY2021, we plan to participate in the "International Trends in Future Education for Children with Disabilities in the Post-Corona Era (tentative)" organized by the Korea National Institute of Special Education, and to hold a conference between NISE and the Korea National Institute of Special Education.

#### [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)



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

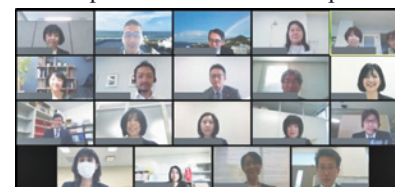
### ◆ Dispatching Research Staff Overseas and Receiving Researchers from Overseas

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.

## Collaborative project to solve local issues

In order to further promote the establishment of inclusive education systems in local communities, NISE is implementing a "collaborative project to solve local issues." This is a project aiming to resolve issues which prefectures and municipalities face when they develop inclusive education systems, and is promoted through cooperation between NISE and prefectural and municipal boards of education which participate in the project. In promoting this project, we are also utilizing the efforts and results of the "collaborative research on practices in local communities" conducted during the fourth medium-term objectives period.

In FY2021, 13 municipalities in 10 prefectures across Japan are participating in the project, undertaking various activities according to the issues and objectives of each municipality, such as raising awareness and understanding of inclusive education systems, building local support systems, and promoting in-school training. The results of the project will be disseminated by holding debriefing sessions and producing leaflets in each municipality, as well as posting the project report, etc. on the NISE's website.



Meeting between representatives of 13 municipalities and NISE

## Collaborative Research Project on Practices in Local Communities Report

NISE compiled a “Collaborative Research Project on Practices in Local Communities Report” from the results of the collaborative research project on practices in local communities conducted during the fourth medium-term objectives period with the theme of researching issues which local communities and schools face in their effort to develop an inclusive education system. The report is available on the NISE’s website.



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

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.

### ◆ 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 database for practical examples allows users to search for cases by the school where their children are enrolled, disability category, etc. More details on cases can be obtained by downloading them from search results.

As of April 2021, the site features 559 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]

- Explanation of laws, regulations and measures as well as relevant terms
- Q&A for guardians on the development of an inclusive education system
- Links to study reports and related websites
- Information on educational counseling
- Information on remote classes and video distribution at schools



For details,  
click here →

Database for Supporting Development of Inclusive Education  
System (Inclu-DB)  
<http://inclusive.nise.go.jp/>



## Consultation Support on Development of an Inclusive Education System

NISE supports prefectures which seek advice on the development of inclusive education systems by dispatching lecturers to workshops and by providing information on the efforts and results of collaborative research on practices in local communities.

# Collaboration

## Collaboration with the Boards of Education, Schools, Related Organizations, and Universities

NISE openly invites boards of education, special needs education centers, kindergartens, schools, etc. across the country to apply to cooperate with NISE and strives to facilitate practical research by collaborating with related organizations in theme-based research units.

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 the Ministry of Education, Culture, Sports, Science and Technology.

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 an annual workshop for improving the functions of each center. The workshop will be held online in FY2021.



National Center for Special Needs Education Conference  
(The 41st Conference in Shizuoka Prefecture)

In March 2021, we concluded a comprehensive cooperation agreement with Hiroshima University, and started promoting cooperation with the university by opening the Hiroshima Office, West Japan Branch of NISE in April.

## Support for Japanese Schools Overseas, Etc.

NISE provides information on special needs education to Japanese schools and supplementary schools overseas. NISE also provides consultation support for Japanese schools via e-mail, etc.

In addition, in cooperation with the Ministry of Education, Culture, Sports, Science and Technology, NISE conducts surveys on the status of special needs education in Japanese schools and provides information at workshops for teachers who are assigned to educational facilities overseas.

Since FY2019, NISE has been engaged in "Practical Research on the Implementation of Remote Teaching for Special Needs Education in Japanese Schools," one of the projects commissioned by the Ministry of Education, Culture, Sports, Science and Technology for overseas educational facilities to foster advanced global human resources.

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

The National Kurihama School for Handicapped Children, the predecessor of the Special Needs School for Children with Autism, University of Tsukuba, 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 profound and multiple disabilities. Based on the practice of the school at the time, the school was later re-established in April 2004 as the Kurihama School for Handicapped Children, University of Tsukuba to provide education equivalent to kindergarten and elementary school for autistic children with intellectual disabilities, as well as to provide them with the knowledge and skills necessary to compensate for their disabilities. Then, the school was renamed the Special Needs School for Children with Autism, University of Tsukuba in 2007.

In July 2004, NISE and the University of Tsukuba concluded an agreement on educational research, under which NISE and the school are making various efforts through mutual cooperation.



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  
<https://www.kurihama.tsukuba.ac.jp/>



# Budget and Facilities

## Budget and Account Settlement

### Budget of Annual Expenditure (FY2021)

(1 dollar = 109 yen)

Budget funds	Total (US dollars)
Government funding for operating expenses	10,104,890
Grant for facilities improvement	311,927
Self-generated Income	45,147
Total	10,461,964

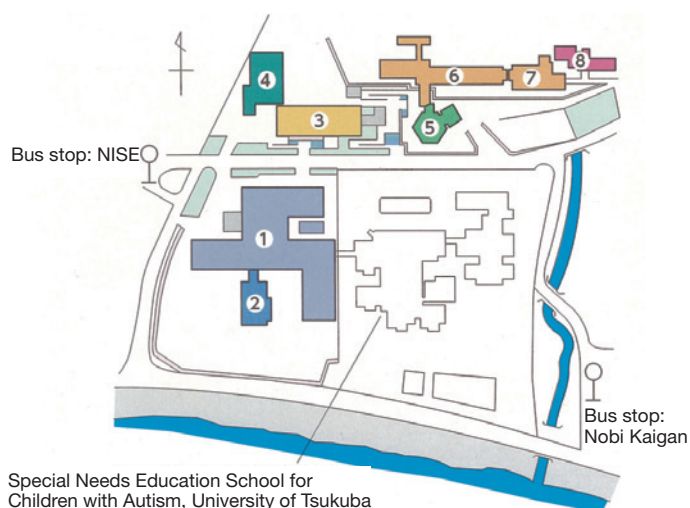
### Account Settlement (FY2019)

(1 dollar = 109 yen)

Budget funds		Total (US dollars)
Operational expenses	Personnel expenses	6,564,193
	Non-personnel expenses	3,100,440
Facilities improvement expenses		1,838,670
Contribution		2,284
Contracted projects, etc. (including indirect expenses)		130,477
Total		11,636,064

## 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



# Access

## Contact Information

- National Institute of Special Needs Education (Department of Administration)

Address: 5-1-1 Nobi, Yokosuka City, Kanagawa, 239-8585

	Phone number	Fax number	E-mail address
General Affairs and Planning Division	046(839)6803	046(839)6918	a-somu@nise.go.jp
Finance Division	046(839)6818	046(839)6916	
Section of In-Service Training and Training	046(839)6895	046(839)6915	

- Hiroshima Office, West Japan Branch of NISE (in Higashi-Hiroshima Campus of Hiroshima University)

Address: Graduate School of Humanities and Social Sciences, Hiroshima University,  
1-1-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima, 739-8524

## 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

NISE National Institute of Special Needs Education

〒239-8585 5-1-1, Nobi, Yokosuka-shi, Kanagawa Pref

TEL 046-839-6803 FAX 046-839-6918

URL <https://www.nise.go.jp/nc/>

[https://www.nise.go.jp/nc/about\\_nise/mail\\_mag](https://www.nise.go.jp/nc/about_nise/mail_mag)

