



2023

National Institute  
of Special Needs  
Education

# Message from the President

The National Institute of Special Needs Education (NISE) was established as an affiliated institution (National Institute of Special Education) of the then Ministry of Education, in 1971 to contribute to the improvement and development of education for disabled children in Japan. In 2001, through administrative reforms, the institute became an independent administrative agency. In 2006, the School Education Law was revised and the system was changed from "special education" to "special needs education" in 2007. In the same year, the institute changed its name to the current "National Institute of Special Needs Education (NISE)."

In addition to the aforementioned major systemic revision of full-scale implementation of special needs education from 2007, the School Education Law Enforcement Order was partially revised in 2013 to allow for the determination of school placement based on consensus building and with maximum respect for the wishes of the student and their guardians. With the ratification of the UN Convention on the Rights of Persons with Disabilities in 2014, the enforcement of the Act for Eliminating Discrimination against Persons with Disabilities in 2016, and the revision of the course of study from 2017 to 2019, which emphasized flexible selection of learning opportunities and continuity of learning for children with disabilities, the environment surrounding special needs education has undergone significant changes. In December 2022, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) released a survey result which revealed that there is a possibility of 8.8% of students enrolled in mainstream classrooms of elementary or lower secondary schools "exhibiting significant learning or behavioral difficulties despite not having intellectual developmental delays." This indicates the growing importance of special needs education in elementary and lower secondary schools as well.

Under these circumstances, NISE began its fifth medium-term objectives and plan period in FY2021.

In FY2023, we will conduct research on four issues of "Priority Issue Research" that transcends the boundaries of disability categories and contributes to the promotion of national policy of special needs education, "research on the utilization of ICT in education for children with physical/motor disabilities" as "Disability-Category-Specific Research," which aims to contribute to solving urgent issues by disability type, and "Basic Research Activities" by theme-based research units and research units responding to specialized issues for each type of disability. In addition, we will work on one issue of "advanced and leading-edge research," which aims at presenting materials for consideration of future educational policy, options for educational practice, and new methods in special needs education research.

In the teacher training program, we will consider the optimal training format for the with-COVID and after-COVID periods, while conducting Programs for Specific Disability Categories by combining online and on-site formats. In addition, we will continue to operate the NISE Learning Lab, where lecture content on special needs education can be viewed on the internet, and continue to offer online accredited courses for teacher certification in the areas of education for persons with visual impairments and persons with hearing impairments, for which there is an especially low rate of license acquisition, and collaborate with the Open University of Japan to improve the acquisition rate of special needs school teacher licenses.

In terms of information services dissemination, we will use our website to post research results, various information on developmental disabilities and the Database for Supporting Development of Inclusive Education System (Inclu-DB), hold the NISE Seminar, and publish "Special Needs Education Leaves," leaflets for teachers who have no or limited experience in teaching special needs education, in order to disseminate a wide range of information on special needs education.

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 understanding and support from all people involved in this effort, including the general public.

May 2023

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

**Shinichi Nakamura**

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- In this booklet, NISE stands for National Institute of Special Needs Education.
- Unless otherwise noted, the booklet includes information correct as of May 1, 2023.
- 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.

Established 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**

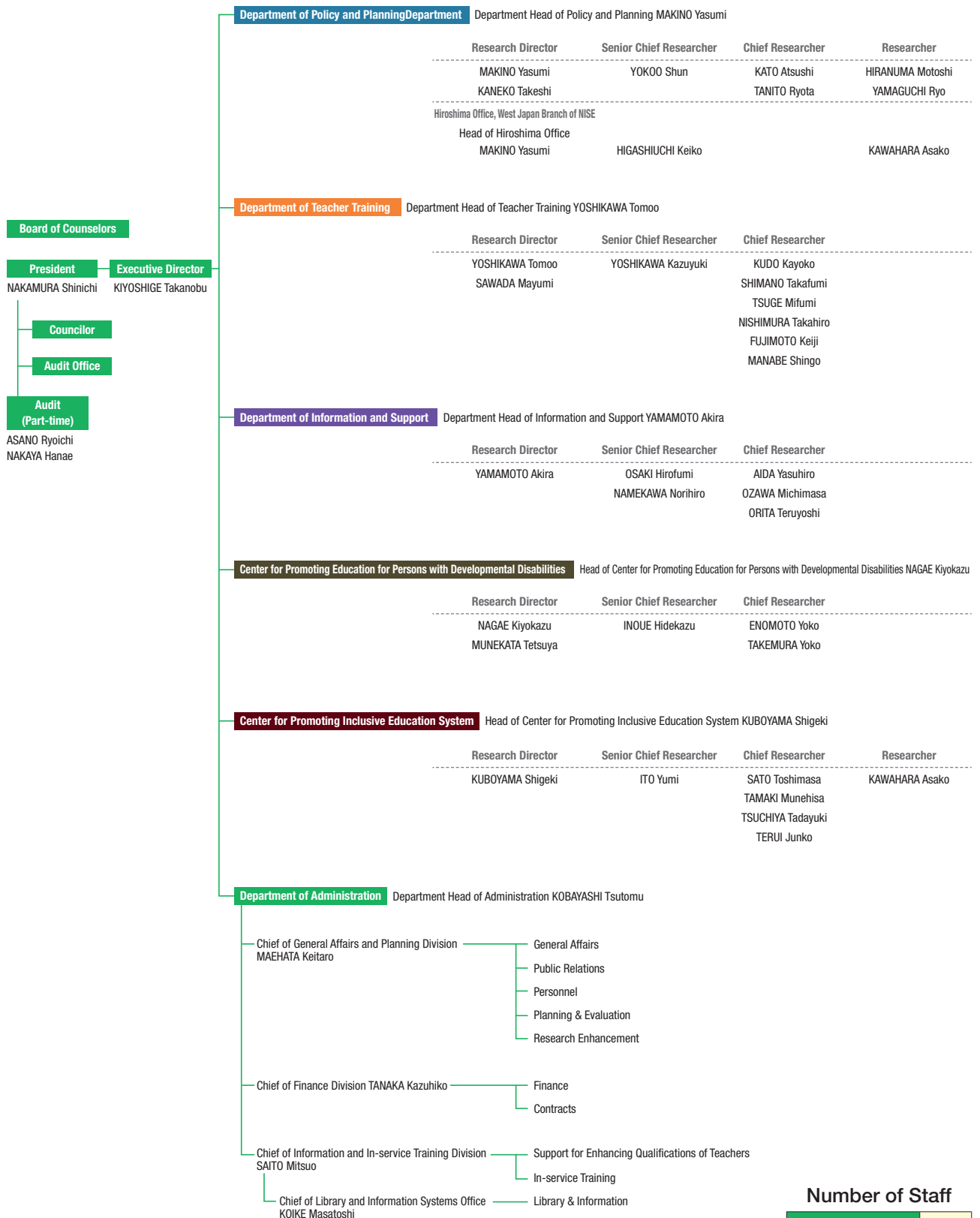
Established Hiroshima Office, West Japan Branch of NISE.

**Oct. 2021**

50th anniversary of foundation



# Organization



## Number of Staff

Executive Staff	2(2)
Research Staff	35(1)
Administrative Staff	32
Total	69(3)

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

## **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 the evaluation of NISE's research activities.

## **Department of Teacher Training**

This department is responsible for planning teacher training projects conducted by NISE; developing training programs; 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.

In addition, 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 as well.

The department is also responsible for planning and implementing the NISE seminar and seminars promoting special needs education 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 and national trends to teachers at kindergartens, elementary, lower secondary, upper secondary, and other schools, guardians, and the public at large, through websites 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 improve practical instruction abilities related to education for persons with developmental disabilities through efforts including the dissemination of relevant research results on such education, hosting relevant seminars on educational practice, and collaboration with boards of education and other organizations to develop human resources.

## **Center for Promoting Inclusive Education System**

This Center works toward the promotion of an inclusive education system by carrying out services including "community support projects" implemented through cooperation between NISE and prefectural and municipal boards of education which participate to resolve issues which prefectures and municipalities face; "international projects" that collect the latest information on international trends and foreign countries and carry out research exchange with overseas research institutions; and "information dissemination" employing the Database for Supporting Development of Inclusive Education System (Inclu-DB).

## **Department of Administration**

This department is responsible for the formulation of NISE's medium-term and annual plans, public relations, personnel affairs, research support, training support, library operation, information system management, budgets and account settlement, facilities management, and support for operations conducted by other departments.

# Research Staff

## Department of Policy and Planning

Name	Position	Specialized field	Keywords
Information that can be provided, etc.			
MAKINO Yasumi	Research Director (Jointly held) Department Head of Policy and Planning, Research Director (Jointly held) Head of Hiroshima Office, West Japan Branch of NISE	Hearing impairment /speech and language disorder, Communication disorder	Communication and language intervention, Language acquisition, Communicative relationship, Stuttering, Self-consciousness
	Function and role of "special support services in resource rooms for speech and language disorder", and specialty of teachers for those rooms 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	Independence activities, 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		
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	Deafblindness, multiple disabilities	Deafblindness education, Support for caregivers, Educational materials development
	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		
TANITO Ryota	Chief Researcher	Childcare and early childhood education, Education for children with speech and language disorders	Preschool special needs education, Language and communication
	Matters related to childcare, early childhood education, and special needs education in kindergartens, certified child centers, and nursery schools Support and interaction with preschool children with speech and language disorders		
HIRANUMA Motoshi	Researcher	Intellectual disabilities, Developmental disorder	Special needs classes, Physical education, Adapted sports
	Expertise of teachers for special needs classes Role of physical education and adapted sports		
YAMAGUCHI Ryo	Researcher	Intellectual disabilities, Developmental disorder	Assessment, Intellectual functioning, Down syndrome, Individual syllabuses
	Characteristics of intellectual functioning and adaptive behavior of children with intellectual disabilities and Educational support Assessment development research Assessment in the development of individual syllabuses Collaboration with guardians		

## Hiroshima Office, West Japan Branch of NISE

HIGASHIUCHI Keiko	Senior Chief Researcher (Jointly held) Supervisor for Promotion of Regional Collaboration	Hearing impairment	Hearing impairment education, Peripatetic consultation, Curriculum
	Hearing impairment education, function as a resource center, and curriculums of education for children with intellectual disabilities		
KAWAHARA Asako	Researcher (Jointly held) Researcher of Center for Promoting Inclusive Education System	Deafblindness, multiple disabilities	Communicating with children with deafblindness, Employment of people with deafblindness
	Interaction between deafblind children and others Support for work for deafblind students after graduation		

## Department of Teacher Training

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
YOSHIKAWA Tomoo	Research Director (Jointly held) Department Head of Teacher Training	Physical/motor disabilities, Communication disorders	Independence activities, Curriculums, 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 independence activities		
SAWADA Mayumi	Research Director	Visual impairments	Independence activities, Course instruction, Braille teaching
	All aspects of education for children with visual impairment Independence activities, Course instruction (Japanese), Braille teaching (including instruction for midlife visual impairment) Enlarged textbooks (creation of enlarged education educational materials), Digital textbooks		
YOSHIKAWA Kazuyuki	Senior 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 Practical knowledge of childcare practitioners who create inclusive early childhood education and care		
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 Assessment for use in guidance and support		
SHIMANO Takafumi	Chief Researcher	Health impairments, Intellectual disabilities	Research on learning-teaching process, School attendance support
	Lesson design in education for children with health impairments and intellectual disabilities Education and support for children/students in special needs education schools		
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 Independence activities for children with autism		
NISHIMURA Takahiro	Chief Researcher	Ergonomics, Visual impairment	Human interfaces, Accessibility
	Usability of ICT devices Visual impairment, Information accessibility		
FUJIMOTO Keiji	Chief Researcher	Physical/motor disabilities	Independence activities, ICT utilization
	Assessment and instruction of posture, exercise, and movement, and instruction of independence activities Utilization of ICT in education for children with physical/motor disabilities		
MANABE Shingo	Chief Researcher	Autism, Intellectual disabilities, Developmental disabilities	Independence activities, Research on learning-teaching process, In-school support systems
	Independence activities for children with autism Lesson design for special needs education schools (intellectual disabilities) Educational support for behavioral problems in autistic children with intellectual disabilities		

## Department of Information and Support

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
YAMAMOTO Akira	Research Director (Jointly held) Department Head of Information and Support, Research Director	Hearing impairment	Independence activities, Communication and language intervention, Study of teaching-learning
	Research on communication and language intervention, and noticing of emotions, by children with hearing impairment		
OSAKI Hirofumi	Senior Chief Researcher	Health impairments, Intellectual disabilities, Physical/motor disabilities	Independence activities, Providing reasonable accommodation, Meta-cognition, Home/hospital-bound education
	Research and development of a continuing education assurance program for high school students undergoing medical treatment Research on development of training programs in upper secondary schools for providing reasonable accommodation and promoting special needs education Instruction of independence activities in education for children with health impairments and intellectual disabilities, home/hospital-bound education		
NAMEKAWA Norihito	Senior Chief Researcher	Education for children with speech and language disorders	Improving education for children with speech and language disorders, Language classrooms, Lower secondary students with speech and language disorders
	Instruction and support for cultivating active learning by students who attend special support services in resource rooms for speech and language disorder Best approaches to instruction/guidance for lower secondary students with speech and language disorders, Creation of an in-school support system valuing each individual		
AIDA Yasuhiro	Chief Researcher	Multiple disabilities, Career guidance, Career education	Career counseling, School educational goals, School evaluation
	Career education and career guidance, school management		
OZAWA Michimasa	Chief Researcher	Multiple disabilities	Consultation, Social support system
	Education for children/students with multiple disabilities School consultation, School evaluation, School management Function as a resource center, School clusters		
ORITA Teruyoshi	Chief Researcher	Physical/motor disabilities, ICT utilization	Accessibility, ICT utilization, Independence activities
	Utilization of ICT in education for children with physical/motor disabilities Utilization of assistive devices in education for children with physical/motor disabilities		

## Center for Promoting Education for Persons with Developmental Disabilities

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
NAGAE Kiyokazu	Research Director (Jointly held) Head of Center for Promoting Education for Persons with Developmental Disabilities	Developmental disabilities, Intellectual disabilities	Intellectual disabilities, Autism/developmental disabilities, Universal design of classes, Joint activities and learning, Professional development of teaching staff
	Curriculums and teaching methods for schools and classes for special needs education, universal design of classes, inclusive education (joint activities and learning), professional development of teaching staff (development of training programs)		
MUNEKATA Tetsuya	Research Director	Educational technology	Assistive technology, Educational materials, ICTs in education, Special needs education in foreign countries
	ICT (including assistive technology devices and school information management systems) utilization in special needs education International trends in implementation of the Convention on the Rights of Persons with Disabilities		
INOUE Hidekazu	Senior Chief Researcher	Developmental disabilities	Special needs education in upper secondary schools, Considerations in instruction of subjects Implementing measures, Learning opportunities
	Research on enhancing learning opportunities for children with diverse educational needs Consideration in instruction of subjects for children with various educational needs in mainstream classrooms Implementing measures to promote special needs education in upper secondary schools		

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-student interactions, Teachers' evaluation of interactions with students, Support for teachers, Cooperation
	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.		

## Center for Promoting Inclusive Education System

Name	Position	Specialized field	Keywords
	Information that can be provided, etc.		
KUBOYAMA Shigeki	Research Director (Jointly held) Head of Center for Promoting Inclusive Education System	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 health checkups for infants		
ITO Yumi	Senior Chief Researcher	Developmental disabilities, Emotional disturbance	Educational counseling, Psychological support
	Psychological support for children with developmental disabilities, Special needs services in resource rooms		
SATO Toshimasa	Chief Researcher	Developmental disabilities, Emotional disturbance	Developmental disabilities, Independence activities, Special needs services in a partial inclusion program
	Understanding the characteristics of children with developmental disabilities Special needs education in upper secondary schools		
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		
TSUCHIYA Tadayuki	Chief Researcher	Health impairments	Mental disorders, Psychosomatic diseases (mental illness), Chronic diseases (physical illness), In-hospital education
	Theory of education for children with health impairments Theory of classes in education for children with health impairments Educational support for children/students with mental disorders or psychosomatic diseases (mental illness)		
TERUI Junko	Chief Researcher	Hearing impairment	Function as a resource center, Independence activities, Communication and language intervention
	Support for children with hearing impairments studying in local schools, their guardians, and the schools Lesson design in hearing impairment education Instruction of independence activities for children with hearing impairments		

# Research Activities

## // Research Structure //

In FY2023, 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
	Advanced and Leading-edge Research	Research conducted aiming at presenting materials for consideration of future educational policy and options for educational practice
	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 research in response to government requests and joint research.

## // Priority Issue Research //

### Research Themes FY2023

Research Type	Research Title	Research Team	Principal Researcher	Co-Principal Researcher	Research Period
Research on curriculums	Research on Curriculum Standards for Special Needs Education	Education Curriculum Team	MAKINO Yasumi	KANEKO Takeshi MANABE Shingo	FY 2023-2025
Research on the enhancement of seamless support	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	ENOMOTO Yoko OZAWA Michimasa	FY 2021-2023
	Research on enrichment of learning environment for children with various educational needs	Learning Opportunities Team	INOUE Hidekazu	TERUI Junko NAMEKAWA Norihiro	FY 2023-2025
	Research on education to nurture bearers of cohesive society, focusing on the examination of education for understanding disabilities	Cohesive Society Team	KUBOYAMA Shigeki	SHIMANO Takafumi HIRANUMA Motoshi	FY 2023-2025

## // Disability-Category-Specific Research //

### Research Themes FY2023

Research Title	Research Team	Principal Researcher	Co-Principal Researcher	Research Period
Research on the utilization of ICT in education for children with physical/motor disabilities	Physical/motor disabilities ICT Team	YOSHIKAWA Tomoo	MUNEKATA Tetsuya NISHIMURA Takahiro	FY 2023-2024

## // Basic Research Activities //

Basic 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 FY2023

Research Unit		Leader	Sub Leader
Theme-based research units	Research Unit on Use of ICT and Educational Materials in Special Needs Education (ICT Unit)	NISHIMURA Takahiro	TAMAKI Munehisa
	Research Unit on Career Education and Support for Work for Students with Disabilities (Career Unit)	ENOMOTO Yoko	AIDA Yasuhiro
	Research Unit on Special Needs Education for Babies and Infants (Infant Unit)	KUBOYAMA Shigeki	—
	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	—
	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)	YOKOO Shun	HIRANUMA Motoshi
	Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit)	YOSHIKAWA Tomoo	KUDO Kayoko
	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	TANITO Ryota
	Research Unit on Special Needs Education for Children with Autism (Autism Unit)	TSUGE Mifumi	MANABE Shingo
	Research Unit on Special Needs Education for Children with Developmental Disabilities or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit)	INOUE Hidekazu	ITO Yumi
	Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit)	OZAWA Michimasa	KATO Atsushi

## // Advanced and Leading-edge Research //

### Research Themes FY2023

Research Title	Research Team	Principal Researcher	Research Period
Leading-edge research for the promotion of systematic programming education for students with intellectual disabilities	Intellectual Programming Team	ORITA Teruyoshi	FY 2023-2024

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 FY2023 are as follows:

### Research Themes Funded by MEXT/JSPS KAKENHI Grant FY2023

Category	Research Title	Principal Researcher	Research Period
Scientific Research (B)	Development of a Training Program that Supports Career Decision-Making by Students with Developmental Disabilities based on Corporate Needs	ENOMOTO Yoko	FY 2020-2023
Scientific Research (C)	Research on Support for Self-esteem of Children with Developmental Disabilities in Special Needs Services in Resource Rooms	ITO Yumi	FY 2018-2023
	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 2018-2023
	Development of Training Programs in Upper Secondary Schools for Providing Reasonable Accommodation and Promoting Special Needs Education	OSAKI Hirofumi	FY 2018-2023
	Proposal of Independence Activities for Students with Mental Illness (Including Secondary Disabilities of Adaptation Difficulties or Developmental Disabilities)	TSUCHIYA Tadayuki	FY 2019-2023
	Role of Kindergartens as Places of Developing Leaders of Cohesive Society	KUBOYAMA Shigeki	FY 2019-2023
	Development of an Interactive Educational Practices Program Aimed at Improving the Resilience of Children with Stuttering	MAKINO Yasumi	FY 2020-2023
	Development of a New Learning Evaluation Method Using Eye Tracking to Teach Arithmetic	TAMAKI Munehisa	FY 2020-2023
	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
	Longitudinal research on the practical knowledge of childcare practitioners who create inclusive early childhood education and care	YOSHIKAWA Kazuyuki	FY 2022-2025
	Support for developmental disabilities in mainstream classrooms: Strategies for creating and utilizing individual syllabuses linked to a partial inclusion program	TAKEMURA Yoko	FY 2022-2025
	Development of a continuing education assurance promotion program for high school students undergoing medical treatment who are willing to study	OSAKI Hirofumi	FY 2022-2024
	Nationwide survey on ICT equipment and assistive devices in special needs schools and research to promote their utilization	ORITA Teruyoshi	FY 2023-2025
Challenging Research (Emerging)	Development of family education programs to support the career development of children with developmental disabilities	ENOMOTO Yoko	FY 2020-2023
Young Scientists	Basic Research on Elucidation of Expertise Based on Reflections of Teachers for Classes for Special Needs Education	HIRANUMA Motoshi	FY 2019-2023
	Development of haptic perception training system for children who are blind in order to support their active utilization of tablets	NISHIMURA Takahiro	FY 2021-2023
	What do people who could become socially vulnerable ("vulnerable people") seek in studying history?	TATARA Yusuke	FY 2023-2027
	Inheriting the perspective of the teachers in charge of children with deafblindness to understand the actual situation - With a focus on the hands of children with deafblindness -	KAWAHARA Asako	FY 2023-2025
Support for Starting Research Activities	Development of an autism education modular training program that includes content on dealing with behavioral disorders	MANABE Shingo	FY 2021-2023
	Consideration of communication instruction approach for deafblind children	KAWAHARA Asako	FY 2021-2023

## // Entrusted Researches //

Entrusted research themes for FY2023 are as follows:

### Research Themes FY2023 (Entrusted Research)

Research Title	Entrusted Organization	Research Period
Developmental Research on a Support System for Deafblind Children/Students - Training and support for teachers of children with deafblindness using online and other resources -	Fast Retailing Foundation	FY 2020-2023

## // Dissemination of Research Results, etc., through Publications //

NISE compiles the results of the research it conducted in various forms, including research result reports, summaries, and guidebooks, all of which are posted on its website for download so that the latest research results can be communicated to educators as quickly 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, NISE prepares a “Summary of Research Result Reports” which concisely summarizes the results, etc. of each research theme, and sends it out to education-related organizations throughout Japan as well as posts it on the NISE website.

Furthermore, the output from our research, which is expected to be directly helpful for teaching and support, is produced as leaflets, guidebooks, case studies, investigative reports and commercially available books for easy use by educators.

Research Result Reports	Summary of Research Result Reports (themes finished in FY2022) July 2023 (scheduled)	
	Research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study July 2023 (scheduled)	
	Research on instruction and support for students with disabilities using ICT, etc. July 2023 (scheduled)	
	Research on procedures of determining school for enrollment for children with disabilities July 2023 (scheduled)	
	Research on consideration in instruction of subjects for students with various educational needs in regular classes July 2023 (scheduled)	
Guidebooks	Guidebook for Instruction in Special Needs Classes for Physical/Motor Disabilities - Basics and Fundamentals of Education for Children with Physical/Motor Disabilities Applied to Daily Instruction - Revised Edition March 2022	
	Case Study Collection of the "Project for Improving the Education Assurance System for Hospitalized Children/Students and Others Concerned" July 2021	
	Remote Education Q&A for Children/Students Who Need Support Due to Medical Treatment, Etc. July 2021	
	Guidebook for Curriculum Development and Implementation for Special Needs Classes to Promote an Inclusive Education System - Focusing on Special Needs Classes for Intellectual Disabilities and Autism/Emotional Disturbances March 2021	
	For the Growth and Learning of Children with Both Visual and Hearing Impairments, i.e., Deaf Blindness - To All Teachers, Guardians, and Other People Concerned - March 2021	
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, Case Studies, and Investigative Reports	Special Needs Education Leaves Vol.1 - Vol.5	 
	For Lesson Design in Special Needs Classes for Children with Intellectual Disabilities, "Sukett" Helps! July 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	
	To All Teachers Involved in the Education of Children with Developmental Disabilities Maybe it's Creating a Secondary Disability? March 2021	
	Status of Instruction in Classes for Special Needs Education (Physical/Motor Disability) at Elementary and Lower Secondary Schools in Japan 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 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.

### ◆ Contents of the Bulletin Vol. 50 (Issued in March 2023)

#### (1) Original Article

- Hearing and support measures for hearing development in children with autism spectrum disorders and learning difficulties

#### (2) Research Materials

- A Study on the CRPD General Comment No 4 of Article 24: The right to inclusive education – Key amendments between the draft version and the final one –

#### (3) Contribution

- Expectations for the Bulletin of the National Institute of Special Needs Education in the future

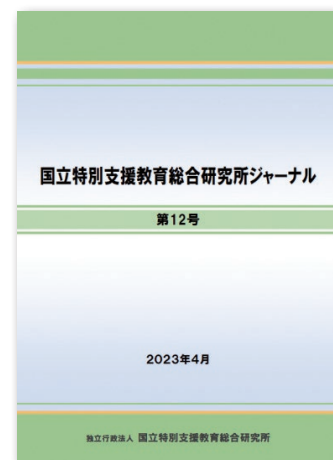


## National Institute of Special Needs Education Journal

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.

### ◆ Contents of the Journal Vol. 12 (Issued in April 2023)

- (1) Research Activity Report FY2022
  - List of Research Themes
  - Reports of Basic Research Activities
- (2) Reports on International Conferences, Foreign Surveys, Etc.
  - Report on Participation in the 28th International Seminar of the National Institute of Special Education (ROK)
- (3) Project Reports
  - Planning and Formulation of Research at the National Institute of Special Needs Education
  - To Improve the Quality of Core Leaders (School Leaders) in Each Prefecture
  - Report by the Department of Information and Support: Aiming to Enhance Information Dissemination on Special Needs Education
  - Efforts to Improve the Provision of Information on Developmental Disabilities Education in Mainstream Classrooms
  - Project Report of the Center for Promoting Inclusive Education System
- (4) Trends in Inclusive Education System in Foreign Countries
- (5) NISE Topics

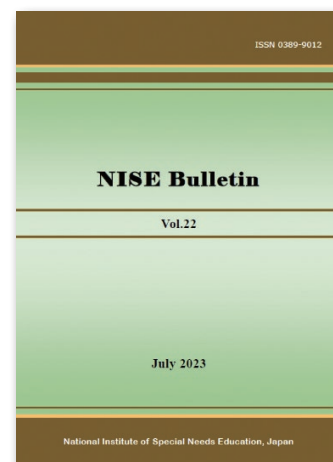


## NISE Bulletin

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.

### ◆ Contents of NISE Bulletin Vol. 22 (To be issued in July 2023)

- Research Activity Report FY2022
- Summary of Research Results FY2022
- NISE Topics
- Overview of Special Needs Education Materials
- Summary of “Bulletin of the National Institute of Special Needs Education Vol. 50”



The view from the rooftop

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

## // Training for the purpose of developing leaders in prefectures, etc. //

For the enhancement of an inclusive education system, NISE is planning and doing teacher training aimed at the development of leaders 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 FY2023

Name			Term	Total fixed number
Programs for Specific Disability Categories	Term 1	Courses for Visual Impairments, Hearing Impairments, Physical/Motor Disabilities, and Health Impairments • Training Program for Visual Impairments • Training Program for Hearing Impairments • Training Program for Physical/Motor Disabilities • Training Program for Health Impairments	May 8 - July 7, 2023 *Period of group/accommodation-based training: May 29 - June 16, 2023	70
	Term 2	Courses for Developmental Disabilities, Emotional Disturbances, and Speech and Language Disorders, • Training Program for Developmental Disabilities and Emotional Disturbances • Training Program for Speech and Language Disorders	Sept. 6 - Nov. 10, 2023 *Period of group/accommodation-based training: Oct. 2 - Oct. 20, 2023	70
	Term 3	Courses for Intellectual Disabilities • Training Program for Intellectual Disabilities	Jan. 10 - Mar. 14, 2024 *Period of group/accommodation-based training: Jan. 29 - Feb. 16, 2024	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		.July 27 - July 28, 2023	70
	Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools		.Aug. 31 - Sept. 1, 2023	70
	Workshop for Leaders of Promoting Joint Activities and Learning		Nov. 22, 2023 *Online implementation	80
	Seminar on Educational Practices for Persons with Developmental Disabilities		Jan. 25, 2024 *Online implementation	About 70
Collaborative Teacher Training	Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools		Aug. 22, 2023 *Online implementation	60

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, 2023, 10,227 participants in the Programs for Specific Disability Categories and 12,976 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.

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 over the internet in order to support independent efforts to improve the qualifications of various teachers including teachers engaged in education of children/students with disabilities and others concerned in prefectures and other institutions.

Training contents are classified as follows, and a total of approximately 170 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, a tablet or a smartphone after registering for personal use. Also, boards of education, schools and other establishments that have registered for group use, can configure training programs to meet the needs of their trainees and then use the programs to train those teachers.

For more on available training content, see the Training Provided “NISE Learning Lab” Contents List on NISE Website.

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 special needs education schools, NISE offers online accredited courses for teacher certification through internet for the subjects listed in Column 2 of the table provided in Article 7 of the Ordinance for Enforcement of Education Personnel Certification Act for the education fields of children with visual impairments and children with hearing impairments, for which there is an especially low rate of license acquisition. The courses are free of charge.

#### ◆ FY2023 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 8 (Mon) - Aug. 18 (Fri), 2023

Credit certification exam date: Sept. 10 (Sun), 2023

Capacity: 200 people per course

[Second semester]

Course: Psychology, physiology, and pathology of children with visual impairments (1 unit)

Psychology, physiology, and pathology of children with hearing impairments (1 unit)

Training period: Oct. 2 (Mon), 2023 - Jan. 12 (Fri), 2024

Credit certification exam date: Feb. 4 (Sun), 2024

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 →

Comprehensive Information Website for Online Accredited Courses for Teacher Certification

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



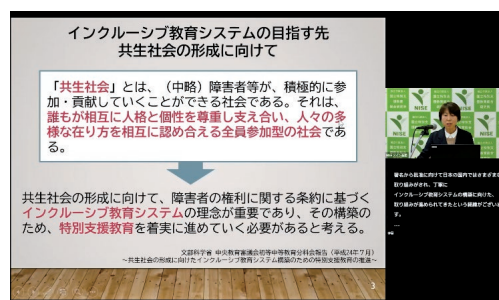
# Information Services Dissemination of NISE

## // Information Dissemination Through Seminars, Etc. //

### Seminars promoting special needs education

We hold seminars promoting special needs education with the aim of promoting understanding and awareness of special needs education in local communities in cooperation with boards of education, special needs education centers, related organizations, and universities.

In FY2023, we plan to hold this event for the Hokkaido/Tohoku block, the Chugoku/Shikoku block, and the Kyushu block. 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., to promote exchange and build relationships within each block.



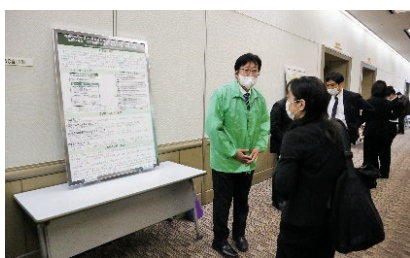
Seminars promoting special needs education  
Online lecture (photo taken in 2022)

### National Institute of Special Needs Education Seminars

Toward the advancement of inclusive education, NISE will provide administrative briefings and lectures on the research conducted at NISE in FY2023 and important issues in special needs education.

Date: March 2024

Venue: National Center of Sciences Building (Chiyoda Ward, Tokyo)



NISE Seminar poster presentation (FY2022)



NISE Seminar opening ceremony (FY2022)

\*Date, venue, and method of the event may be subject to change.

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 Dissemination Through the NISE Website //

Through its websites, NISE provides various information including general information about 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. By doing this, NISE offers information not only to those involved in special needs education, but also to the general public.

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

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

In addition, the Center jointly operates the “Developmental Disabilities Navi Portal” with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Health, Labor and Welfare, and the Developmental Disabilities Information and Support Center of the National Rehabilitation Center for Persons with Disabilities. This portal site is a national website that provides information for individuals with developmental disabilities and their families, as well as information in the fields of education, medical care, health, welfare, and labor that support their lives.



Center for Promoting Education for Persons with Developmental Disabilities



Developmental Disabilities Navi Portal

For details, click here →

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

<http://cpedd.nise.go.jp/>

**Developmental Disabilities Navi Portal**

<http://hattatsu.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
- Implementation reports by municipalities that participated in the community support project
- Latest information on other countries and international exchange
- Inclu-DB (e.g., practical application examples of reasonable accommodation) and how to utilize it



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 Educational Materials Portal Site)

In August 2013, a report from the “Committee on Enhancing the Use of Teaching Materials for Children/Students with Disabilities” set up by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) showed “the creation of a database for the purpose of nationwide information exchange relating to items including education materials, assistive devices, instructional methods, and practical application examples in response to the situation and special characteristics of disabilities,” as a role of the national government and other institutions.

In response, NISE has been operating a “Portal Site for Special Needs Education Materials” since March 2015 for the purpose of more widely disseminating practical application examples and related information in the context of utilization of educational 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 mainly on 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 [(Commonly Called) Tomorrow's Classroom]

In the Tomorrow's Classroom (as it is commonly called as), participants can learn hands-on how to teach with ICT devices, including tablets provided by the GIGA School "One Student, One Tablet" Program, 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. NISE organizes and disseminates the knowledge gained through this experience-based learning, and the classroom also functions as a research facility for basic research activities useful for special needs education.



## // Library //

NISE Library collects, maintains and preserves books and materials concerning special needs education, and also provides services such as browsing, lending, and copying.

NISE Library holds around 80,000 books primarily on special needs education and around 2,000 kinds of journals and serial publications. In addition, NISE Library collects around 20,000 materials such as research results and practice reports developed by schools, boards of education and related institutions and organizations in Japan. A catalog of these collections is available on the Internet.



### Special Collections

Name	Contents
Trainee's Reports	Participants taking teacher training programs offered by NISE submit trainee's reports upon completion, and NISE binds and preserves these reports, which have been archived since the founding of NISE.
Publications of Organizations Involved with Special Needs Education	NISE widely collects and preserves publications that are not commercially available, such as research results and practice reports developed by schools, boards of education and related institutions and organizations in Japan.
Tsujimura Collection	Among the collection previously owned by the late TSUJIMURA Yasuo, the first director of NISE, approximately 500 books and materials concerning special needs education were donated by his family. These donated books and materials are separately held in the library.

For details, click here →

**NISE Website > Library**

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



## // Open Day //

Visitors can tour the NISE's facilities for disseminating information.

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

Venue: National Institute of Special Needs Education (Yokosuka City, Kanagawa)



Open Day (photo taken in Nov. 2022)

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

### 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. We have deepened exchanges with the Korea National Institute of Special Education by holding the "Japan-Korea Special Needs Education Conference" alternately in Japan and Korea, and by sending our research staff to international seminars hosted by 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)



Japan-Korea Special Needs Education Conference held at NISE (FY2022)

### 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. On the other hand, 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.



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

## // 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 including the "collaborative research on practices in local communities" conducted during the fourth medium-term objectives period.

In FY2023, 16 local governments in 11 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 through efforts such as holding debriefing sessions in each municipality and producing leaflets, as well as by posting the "Report on the Collaborative Project to Solve Local Issues" that summarizes the initiatives of all participating municipalities on NISE's website.



Program to promote the collaborative project to solve local issues  
(Conducted in person and online in August 2022)

"FY2022 Report on the Collaborative Project to Solve Local Issues"



## // 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 NISE’s website.

In addition, the research results of each municipality are compiled in leaflets and other materials and posted on NISE's website.



FY2020 Report



Research results of each municipality



## // 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 (MEXT), which are the “Model Projects for Inclusive Education System Development” and “Reasonable Accommodation Research Project to Meet Diverse Characteristics of Children/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 2023, the site features 590 case studies (practical examples).

[Examples of Training Utilizing Inclu-DB]

Introducing proposed training programs, actually conducted training and teaching, etc., that utilized 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 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 strives to contribute to solving issues faced by schools and boards of education across the country through collaborative efforts with various organizations, as seen in, for example, the establishment of Hiroshima Office, West Japan Branch of NISE in April 2021 following the conclusion of a comprehensive collaboration agreement with Hiroshima University in March 2021, or the conclusion of a collaboration and cooperation agreement with the Kanagawa Prefectural Board of Education in October 2021 and with the Yokohama City Board of Education in July 2022.



Agreement signing ceremony held at  
Yokohama City Hall

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 (MEXT).

In addition, NISE collaborates with the National Center for Special Needs Education Conference which is comprised of education centers run by prefectures or government ordinance-designated cities, and holds an annual workshop for improving the functions of each center.

## // Support for Overseas Japanese Schools, Etc. //

NISE provides overseas Japanese schools, etc. with leaflets, etc., containing information on NISE's research results and video content related to special needs education, about 15 times a year through the "Special Needs Education Support Newsletter" and "Tokusoken Dayori," etc. Through the Japanese school, NISE also provides consultation and support to teachers and parents.

In addition, NISE conducts surveys on the status of special needs education in overseas Japanese schools in cooperation with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and provides the findings at training sessions for teachers who will be posted to overseas educational facilities and other sessions.

## // 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 Education 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 Children with Autism, 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 Education 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.

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

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



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

# Budget and Facilities of NISE

## // Budget and Account Settlement //

Budget of Annual Expenditure (FY2023)

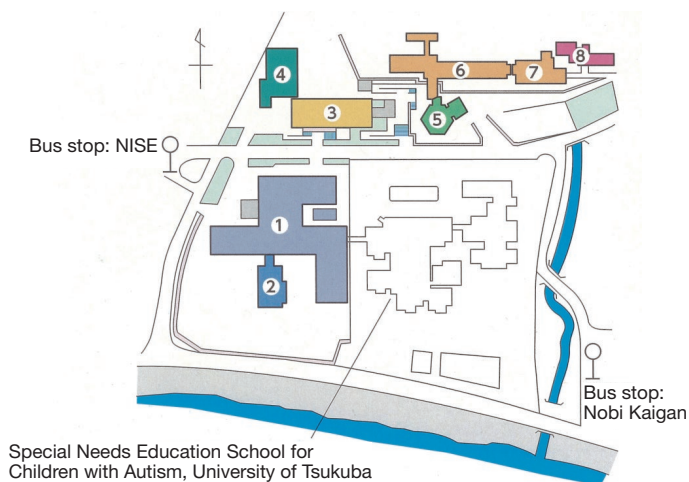
Budget funds	Amount (thousands YEN)
Government funding for operating expenses	1,057,851
Grant for facilities improvement	78,064
Self-generated Income	5,020
Total	1,140,935

Account Settlement (FY2021)

Budget funds		Amount (thousands YEN)
Operational expenses	Personnel expenses	736,113
	Non-personnel expenses	262,125
Facilities improvement expenses		34,000
Contribution		432
Contracted projects, etc. (including indirect expenses)		12,167
Total		1,044,837

## // 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

## // 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 Nobu Kaigan (Kurihama Route 8) from the 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.

or Take a taxi to NISE (about 8 minutes)

From YRP Nobu Station

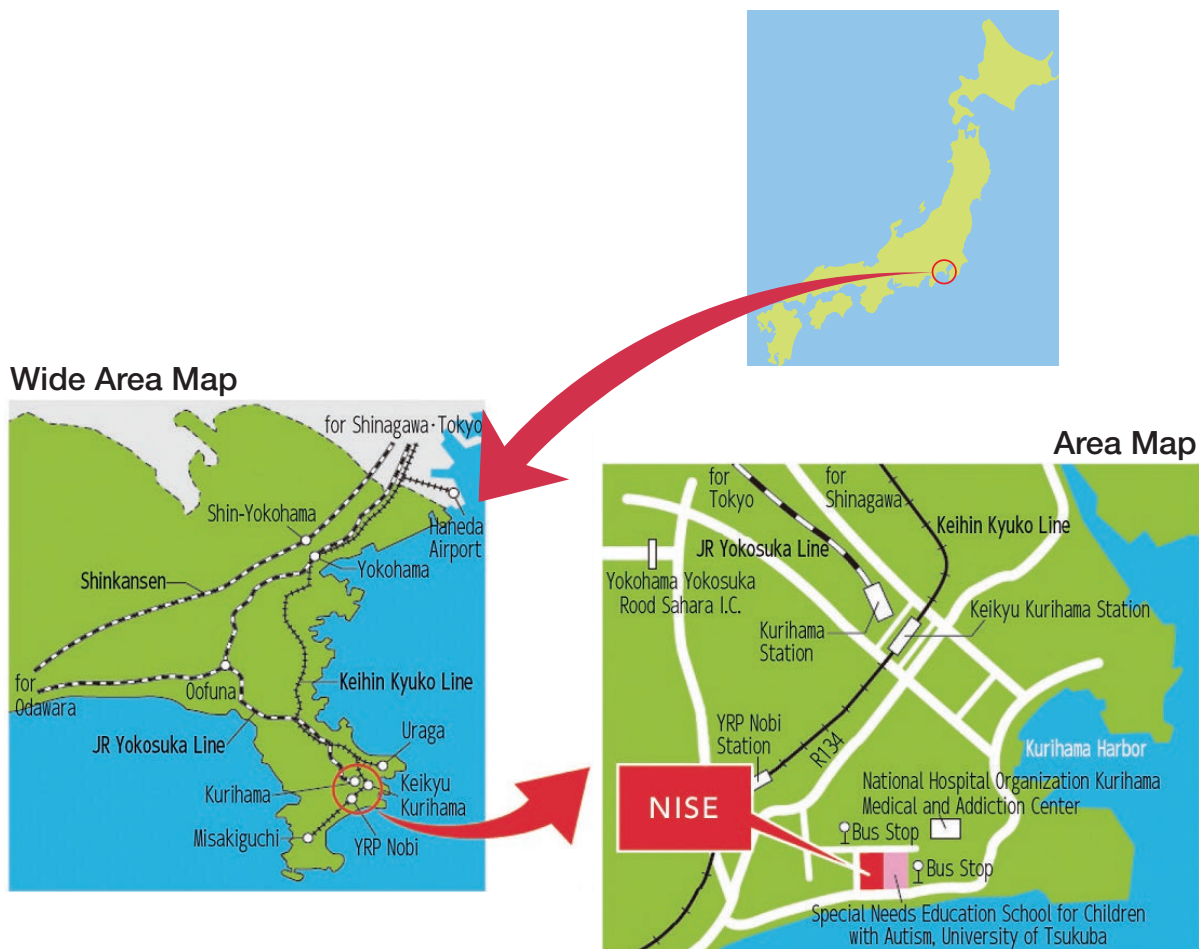
20-minute walk, or about 5 minutes by taxi.

### ◇ JR Yokosuka Line

From Kurihama Station

Take a bus bound for Nobu Kaigan (Kurihama Route 8) from the 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.

or Take a taxi to NISE (about 10 minutes)





## 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.



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



NISE Memorial Monument “Being along with a child”



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You can search for detailed information on the research reports introduced in this handbook, the online training contents provided on "NISE Learning Lab," the National Institute of Special Needs Education Journal, the website of the Center for Promoting Education for Persons with Developmental Disabilities, the Open Day, the NISE seminar, the Inclu-DB, and more, all in one place at [NISE](#)!