

National Institute of Special Needs Education



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

2017

Message from the President

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

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

In January 2014, Japan ratified the Convention on the Rights of Persons with Disabilities, and the country is working to further special needs education toward the construction of an inclusive education system as advanced in the Convention.

This fiscal year, NISE enters the second year of the fourth midterm phase that began in FY 2016. In addition to aiming to further enhance its existing research activities, teacher training, and information dissemination activities, NISE has reorganized the Information Center of Education for Persons with Developmental Disabilities into the new Center for Promoting Education for Persons with Developmental Disabilities, and is also working in other ways to respond to national policy and urgent tasks facing schools themselves.

At the Center for Promoting Inclusive Education System newly established last fiscal year, we will establish a short-term dispatch system in addition to the long-term dispatch system, and create closer cooperative relationships with district, designated cities, and others, working together toward the resolution of issues facing local regions and schools.

Meanwhile, the Center for Promoting Education for Persons with Developmental Disabilities will hold seminars and other activities promoting understanding of and providing support for education for persons with developmental disabilities, work to collect and communicate information on instruction via resource rooms in upper secondary schools through a program beginning in FY 2018, and otherwise work to be able to rapidly contribute to the resolution of issues toward building a consistent support system.

Moreover, in addition to teacher training, NISE will continue from last year in expanding its accredited online education program. As part of our information dissemination activities, we also plan to renovate our website this fiscal year, improving it to be easier for ordinary people to use.

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

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

May 2017

Kazushige Shishido

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

Contents

Message from the President.....	1	Teacher Training	17
Mission of NISE	2	Collection and Dissemination of Information.....	19
Vision of NISE.....	2	Support for Development of an Inclusive Education System ...	27
History	2	Collaboration	32
Organization	3	Budget and Facilities	33
Research Staff.....	5	Contact and Access	34
Research Activities	7		

- In this booklet, NISE stands for National Institute of Special Needs Education.
- Unless otherwise noted, the booklet includes information correct as of August 1, 2017.

Mission of NISE

For the development of an inclusive education system, NISE will contribute to realizing an education that meets special needs of individual children with disabilities, by operating a flexible and prompt action to address the national policy issues and the issues facing educational institutions also based on changes in conditions surrounding special needs education which occur both in Japan and overseas, while collaborating with the national and local governments, as the only national center for special needs education in Japan.

Vision of NISE (Direction toward achieving the Mission)

1. Research Activities

To conduct research studies that contribute to the making and promotion of national policies on special needs education and also disseminate research results extensively.

2. Teacher Training

To provide teacher training to contribute to the promotion of the special needs education policies of each prefecture and actual implementation of special needs education, support related to the improvement of teacher quality, etc.

3. Collection and Dissemination of Information • Promotion of understanding

To promote broad understanding among related parties and share information efficiently and effectively in cooperation with related organizations while enhancing information gathering/provision related to special needs education.

4. Contribution to building an Inclusive Education System

To establish a center which unifies inclusive education system research resources in order to contribute to solving issues directly faced by prefectures and municipalities, and carry out other efforts.

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

History

Oct. 1971

Commencement of the National Institute of Special Education.

Apr. 2001

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

Apr. 2004

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

May 2006

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

Apr. 2007

Renamed to the National Institute of Special Needs Education.

Apr. 2008

Department of Educational Support Research was renamed to 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 to establish Department of Policy and Planning, Department of Teacher Training, Department of Information and Support, and Center for Promoting Inclusive Education System.

Apr. 2017

Reorganized to establish Center for Promoting Education for Persons with Developmental Disabilities



Organization

Executive Staff



President
SHISHIDO
Kazushige



Executive
Director
SASAI
Hiroyuki



Auditor
ASANO
Ryoichi



Auditor
NAKAYA
Hanae



Department
Head of Policy
and Planning
MUNEKATA
Tetsuya



Department
Head of Teacher
Training
MEIKAN
Shigeru



Department Head
of Information
and Support
NIIHIRA
Shizuhiro



Head of Center for promoting
Education for Persons with
Developmental Disabilities
SASAMORI
Hiroki



Head of Center for
promoting Inclusive
Education System
HARADA
Kimihito



Department Head
of Administration
HAGI
Akira

Department Head

Board of Counselors

President
SHISHIDO
Kazushige

Executive Director
SASAI
Hiroyuki

Internal Control Promotion Office

Audit Office

Auditors
ASANO Ryoichi
NAKAYA Hanae

Department of Policy and Planning

Department Head MUNEKATA Tetsuya

General Planning and Coordination

Research Director

MUNEKATA Tetsuya

General Planning and Coordination

Senior Chief Researcher

YAMAMOTO Akira

Chief Researcher
DOI Kouki

Evaluation

Research Director

MUNEKATA Tetsuya

Evaluation

Senior Chief Researcher

KANEKO Takeshi

Chief Researcher
KAIZU Akiko

Visiting Researcher ATSUMI Yoshikata, OOUCHI Susumu, Tsuge Masayoshi

Department of Teacher Training

Department Head MEIKAN Shigeru

In-service Teacher Training

Research Director

MAKINO Yasumi

In-service Teacher Training

Senior Chief Researcher

SADAOKA Koji

Chief Researcher

SHIMIZU Jun

Chief Researcher
YOSHIKAWA Tomoo

Support for Enhancing Qualifications of Teachers

Research Director

MEIKAN Shigeru

Support for Enhancing Qualifications of Teachers

Senior Chief Researcher

SAITO Yumiko

Chief Researcher

WAKABAYASHI Kazusa

Chief Researcher

OZAWA Michimasa

Researcher

KAMIYAMA Tsutomu

Department of Information and Support

Department Head NIIHIRA Shizuhiro

Information Strategy

Research Director

NIIHIRA Shizuhiro

Information Strategy

Chief Researcher

ARAYA Yosuke

Chief Researcher

MATSUI Yuko

Chief Researcher

SUGIURA Toru

Educational Support and Cooperation with School

Research Director

SAWADA Mayumi

Senior Chief Researcher

TAKEDOMI Hirofumi

Chief Researcher

ITO Yumi

Chief Researcher

KITAGAWA Takaaki

Chief Researcher

NAMEKAWA Norihiro

Visiting Researcher FUKUMOTO Toru

Center for Promoting Education for Persons with Developmental Disabilities

Head of the Center SASAMORI Hiroki

Disseminating information

Research Director

SASAMORI Hiroki

Disseminating information

Senior Chief Researcher

KOUDA Ryoichi

Chief Researcher

TAKEMURA Yoko

Researcher

NISHIMURA Takahiro

Raising awareness

Research Director

SASAMORI Hiroki

Raising awareness

Senior Chief Researcher

YOKOYAMA Koichi

Chief Researcher

TAMAKI Munehisa

Researcher

HANDA Ken

Center for Promoting Inclusive Education System

Head of the Center HARADA Kimihito

Collaborative Research Project on Practices in Local Communities

Research Director

HOSHI Yuko

Collaborative Research Project on Practices in Local Communities

Senior Chief Researcher

KUBOYAMA Shigeki

Chief Researcher

FUKAKUSA Tamayo

Chief Researcher

MURAI Keitaro

Chief Researcher

TSUCHIYA Tadaaki

International Research and Co-operation

Research Director

HARADA Kimihito

Senior Chief Researcher

IKOMA Yoshio

Chief Researcher

WAKUI Megumi

Chief Researcher

YANAGISAWA Akiko

Researcher

LEE Heebok

Provision of information, Support for Counseling and Consultation

Research Director

HARADA Kimihito

Senior Chief Researcher

OSAKI Hirofumi

Chief Researcher

YOKOO Shun

Visiting Researcher YOSHITOSHI Munehisa, YAMANAKA Saeko, KORENAGA Kanako, CHUNG Inho

Department of Administration

Department Head HAGI Akira

Chief of General Affairs And Planning Division

ARAKI Masami

General Clerk&Public Relations

Personnel

Planning and Evaluation Group

SUZUKI Kazuo

Finance Division

TAMURA Kouzou

Finance

Contract

Chief of Information and In-Service Training Division

SAITO Mitsuo

Support for Enhancing Qualifications of Teachers

Library & Information

Section Chief of Support for In-Service Training

SATO Toshiyuki

In-Service Training

Number of Staff (As of April 1, 2017)

Executive Staff	4 (2)
Research Staff	50 (8)
Administrative Staff	26
Total	80 (10)

() shows the number of part-time staff included.

■ Department of Policy and Planning

The department is in charge of planning and coordinating research activities overall in NISE as well as conducting surveys on policy issues and cooperative activities with government offices and other Universities and research institutions relevant.

It's responsibilities also include planning and conducting the evaluation of NISE's activities including research projects and survey studies.

■ Department of Teacher Training

The 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; creating and providing training contents over the internet; supporting teacher training activities in local areas; and online accredited courses for teacher certification.

■ Department of Information and Support

The department is responsible for collecting, storing and providing information on special needs education; conducting activities (excluding those undertaken by other departments) to build understanding and raise awareness of special needs education; collecting and providing the information and materials on teaching materials and educational assistive devices for special needs education, providing assessment and use of them, and supporting those concerned.

As support for school education, the department is responsible for building understanding and raising awareness on special needs education; cooperating and coordinating with school principals' associations and concerned bodies; supporting and cooperating with schools for special needs education, kindergartens, elementary schools, lower and upper secondary schools and other educational institutions; cooperating with prefectural education centers and centers for special needs education.

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

■ Center for Promoting Education for Persons with Developmental Disabilities

The latest information on education for persons with developmental disabilities is communicated to teachers and guardians at elementary, lower secondary, upper secondary, and other schools, as well as broadly to the Japanese people through the Center's website, exhibition rooms, etc. This serves to further promote public understanding in addition to providing basic knowledge and specific information pertaining to instruction and support necessary at schools. The Center also works to promote understanding about education for persons with developmental disabilities and improve practical instructional ability through the spread of relevant research results on such education, hosting relevant seminars on educational practice, and working with other educational centers and other organizations to jointly host projects promoting public understanding locally.

■ Center for Promoting Inclusive Education System

The Center works toward the establishment of inclusive education system by setting its research themes as problems faced by local communities and schools: Research centers and local communities cooperate on "Research on Practices in Local Communities"; "International projects" that collect the latest information on international trends and foreign countries, as well as conduct research exchange with foreign countries; and "Information distribution and consultation support projects" through databases and other tools supporting the establishment of inclusive education systems.

■ Department of Administration

The department is responsible for formulating of the medium-term and annual plans for NISE, public relations, personnel affairs, budgets and account settlements, 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
MUNEKATA Tetsuya	Department Head of Policy and Planning Research Director (General Planning and Coordination) (Evaluation)	Educational technology	Assistive technology, Educational materials, International comparison
YAMAMOTO Akira	Senior Chief Researcher (General Planning and Coordination)	Deaf and hard of hearing	Activities to promote independence, Communication and language intervention, Study of teaching-learning
KANEKO Takeshi	Senior Chief Researcher (Evaluation)	Visual impairments	Activities to promote independence, Tactile educational materials, Support for infants
DOI Kouki	Chief Researcher (General Planning and Coordination)	Human information technology	Human interface, Accessible design, Information support
KAIZU Akiko	Chief Researcher (Evaluation)	LD (Learning disabilities)	Assessment, RTI (Response To Intervention), Individualized education plan

■ Department of Teacher Training

Name	Position	Specialized field	Keywords
MEIKAN Shigeru	Department Head of Teacher Training Research Director (Support for Enhancing Qualifications of Teachers)	Intellectual disabilities	School management, Curriculum, Course instruction
MAKINO Yasumi	Research Director (In-service Teacher Training)	Speech and hearing impairments	Communication and language intervention, Language acquisition, Communication disorder
SADAOA Koji	Senior Chief Researcher (In-service Teacher Training)	Autism, Intellectual disabilities	Support for work, Career education, Vocational education
SAITO Yumiko	Senior Chief Researcher (Support for Enhancing Qualifications of Teachers)	Profound and multiple disabilities	Early childhood special needs education, Self-determination, Person-centered planning
SHIMIZU Jun	Chief Researcher (In-service Teacher Training)	Intellectual disabilities	Curriculum, Study of teaching-learning, Career education
YOSHIKAWA Tomoo	Chief Researcher (In-service Teacher Training)	Physical/motor disabilities	Activities to promote independence, Profound and multiple disabilities, Communication disorder
WAKABAYASHI Kazusa	Chief Researcher (Support for Enhancing Qualifications of Teachers)	Developmental disabilities, Intellectual disabilities	School consultation, Transition support, Curriculum
OZAWA Michimasa	Chief Researcher (Support for Enhancing Qualifications of Teachers)	Profound and multiple disabilities	Consultation, Social support system
KAMIYAMA Tsutomu	Researcher (Support for Enhancing Qualifications of Teachers)	Intellectual disabilities	Behavior analysis, Family support, Social support

■ Department of Information and Support

Name	Position	Specialized field	Keywords
NIIHIRA Shizuhiro	Department Head of Information and Support Research Director (Information Strategy)	Pediatrics	Child health, Development and chronic diseases in childhood
SAWADA Mayumi	Research Director (Educational Support and Cooperation with School)	Visual impairments	Activities to promote independence, Course instruction, Braille teaching
TAKEDOMI Hirofumi	Senior Chief Researcher (Educational Support and Cooperation with School)	Intellectual disabilities	School management, Individualized education support plan, Evaluation of learning activity
ARAYA Yosuke	Chief Researcher (Information Strategy)	Educational technology	ICT / Information ethics, Deaf and hard of hearing, Physical/motor disabilities
MATSUI Yuko	Chief Researcher (Information Strategy)	Intellectual disabilities, Vocational rehabilitation	Employment of the disabled, Special subsidiary company, Intellectual disabilities
SUGIURA Toru	Chief Researcher (Information Strategy)	Physical/motor disabilities	Assistive technology, Educational materials
KITAGAWA Takaaki	Chief Researcher (Educational Support and Cooperation with School)	Physical/motor disabilities	Activities to promote independence, Study of teaching-learning, Curriculum
ITO Yumi	Chief Researcher (Educational Support and Cooperation with School)	Developmental disabilities, Emotional disturbance	Self-esteem, Guidance and counseling
NAMEKAWA Norihiro	Chief Researcher (Educational Support and Cooperation with School)	Speech impairments	Communication and language intervention, Internal school support

■ Center for Promoting Education for Persons with Developmental Disabilities

Name	Position	Specialized field	Keywords
SASAMORI Hiroki	Head of Center for Promoting Education for Persons with Developmental Disabilities Research Director (Disseminating information) (Raising awareness)	Developmental disabilities, Emotional disturbance	Resource rooms, LD/ADHD/High functioning autism, Support for schools and teachers
KOUDA Ryoichi	Senior Chief Researcher(Disseminating information)	Developmental disabilities, Communication disorder	Resource rooms ,LD/ADHD/high-functioning autism, Support for Parents and community
YOKOYAMA Koichi	Senior Chief Researcher (Raising awareness)	Developmental disabilities	Education of junior high school, Course instruction (Math), Social support system
TAKEMURA Yoko	Chief Researcher (Disseminating information)	Developmental disabilities, Intellectual disabilities	General Classrooms, Teacher-student interactions, Cooperation between teachers and otehrs
TAMAKI Munehisa	Chief Researcher (Raising awareness)	Autism	LD, ADHD
NISHIMURA Takahiro	Researcher (Disseminating information)	Human factors	Human interface, Human centered design
HANDA Ken	Researcher (Raising awareness)	Developmental disabilities, Intellectual disabilities	Applied behavior analysis, Social skills training, Self-monitoring

■ Center for Promoting Inclusive Education System

Name	Position	Specialized field	Keywords
HARADA Kimihito	Head of Center for promoting Inclusive Education System Research Director (International Research and Co-operation) (Provision of information, Support for Counseling and Consultation)	Deaf and hard of hearing	Early intervention, Cochlear implant, Hearing aid
HOSHI Yuko	Research Director (Collaborative Research Project on Practices in Local Communities)	Multiple disabilities	Deafblind education, Guidance and counseling, Family support
KUBOYAMA Shigeki	Senior Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Communication disorder	Child care support, Kindergartens and nursery schools, Social support system
IKOMA Yoshio	Senior Chief Researcher (International Research and Co-operation)	Educational technology	Case survey, Support measure, Educational materials
OSAKI Hirofumi	Senior Chief Researcher (Provision of information, Support for Counseling and Consultation)	Profound and multiple disabilities	Home/hospital-bound education, Medical care, Development of child's senses (Snoezelen)
MURAI Keitaro	Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Intellectual disabilities	Physical education, Exercises for releasing the body and mind,Activities to promote independence , Class creation
FUKAKUSA Tamayo	Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Health impairments	Activities to promote independence, Practica local needs and issues
TSUCHIYA Tadayuki	Chief Researcher (Collaborative Research Project on Practices in Local Communities)	Health impairments	Education for health impairments, support for children with chronic diseases, and internal hospital education
WAKUI Megumi	Chief Researcher (International Research and Co-operation)	Developmental disabilities, Intellectual disabilities	Cooperative learning, Social skills training, Universal design for learning
YANAGISAWA Akiko	Chief Researcher (International Research and Co-operation)	Autism	Support for siblings living persons with disabilities, Family support, Cooperation with familie
YOKOO Shun	Chief Researcher (Provision of information, Support for Counseling and Consultation)	Intellectual disabilities	Guidance and counseling, Intellectual disabilities and hearing impairment, System of SEN
LEE Heebok	Researcher (International Research and Co-operation)	Autism, Developmental disabilities	Understanding of Self and Others, Narrative

■ Visiting Researcher

Name	Position	Specialized field	Keywords
ATSUMI Yoshikata	Visiting Researcher	Developmental disabilities	Emotional disturbance, Child and adolescent psychiatry, Neuroscience
OOUCHI Susumu	Visiting Researcher	Visual impairments	Educational guidance for blind children, Studies of Braille and haptic perception, Education in Italy
Tsuge Masayoshi	Visiting Researcher	Developmental disabilities, Intellectual disabilities, Autism	Psychology of children with disabilities, Teaching/ Instruction in classes, Education policy
FUKUMOTO Toru	Visiting Researcher	Educational technology	Education of information technology, Caliber and capability, Hospital-bound education
YOSHITOSHI Munehisa	Visiting Researcher	Special Needs Education System	Inclusive education, education policy, Education in the United States
YAMANAKA Saeko	Visiting Researcher	Comparative Education, Australian Education	transition from school to society in Australia Inclusive education in Australia
KORENAGA Kanako	Visiting Researcher	Intellectual Disabilities, Developmental Disorder	Nordic countries, School educational system, History
CHUNG Inho	Visiting Researcher	Studies on the Deaf and hard of Hearing	Psychology of language and cognitive development on the people who are deaf and hard of hearing, Special Needs Education in the world.

Research Activities

Basic Plan for Research

NISE is advancing research on essential issues in national policy making and implementation of special needs education, and practical research addressing imminent education issues, in order to contribute to realizing the education that meets special needs of the children with disabilities individually, as the national center for special needs education.

NISE has formulated the basic research plan in order to conduct research activities systematically with medium to long-term perspectives. It is revised in a timely manner to reflect the current trend of national policies and other factors.

Types of Research Projects

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

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

Process of Research Activities: Planning, Implementation and Evaluation

The following is the approximate flow of the process of our research activities, from planning, implementation, evaluation to dissemination. The process aims to reflect accurately the needs of actual educational fields in terms of planning and implementation. The evaluation shall be a leverage in improving the quality of the research projects.

【 Designing of Research Plan and Planning of Their Implementation 】

Based on the Basic Plan for Research and other resources such as outcomes of past research needs surveys, each research unit is to discuss and investigate the theme of the project, design and create a research plan. During the process NISE is to gather and send out the research outline and invite comments from prefectural education boards and other interested groups (Research Needs Surveys). The units will then review the plans as necessary incorporating the feedback from the survey.

【 Implementation of Research Projects and Their Evaluation During the Research Period 】

The research activities are then carried out based on the research plans. The research duration is, in principle, 2years. An interim internal evaluation and an interim external evaluation carried out by external evaluators commissioned by the institute are conducted to each project, assessing the progress on the middle of the period.

【 Compiling Research Results and Completing Their Evaluation 】

The results of the study will be presented as a Research Results Report. The research project will be given final internal evaluation as well as final external evaluation by the external evaluators commissioned by the institute, in the same way as the interim evaluation.

Research System

NISE has set the "research units" designing the annual research plan and managing the progress of research projects, in order to conduct research activities systematically. There are 15 research units according to research subjects as shown below:

Composition of Research Units FY2017

	Research Unit	Leader	Sub Leader
Research units on important national policy issues through the study of each type of disabilities	Research Unit on Inclusive Education System (Inclusive Education System Research Unit)	HARADA Kimihito	KANEKO Takeshi HOSHI Yuko
	Research Unit on Special Needs Education Curriculum (Education Curriculum Unit)	SAWADA Mayumi	SASAMORI Hiroki KOUDA Ryoichi
Research units on specialized issues in each type of disabilities	Research Unit on Special Needs Education for Children with Visual Impairments (Visual Impairments Unit)	KANEKO Takeshi	DOI Kouki
	Research Unit on Special Needs Education for Children with Deaf and Hard of Hearing (Deaf and Hard of Hearing Unit)	HARADA Kimihito	SADAOKA Koji
	Research Unit on Special Needs Education for Children with Intellectual Disabilities (Intellectual Disabilities Unit)	MEIKAN Shigeru	WAKUI Megumi
	Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit)	KITAGAWA Takaaki	IKOMA Yoshio
	Research Unit on Special Needs Education for Children with Health Impairments (Health Impairments Unit)	NIHIRA Shizuhiro	MORIYAMA Takashi
	Research Unit on Special Needs Education for Children with Speech and Language Disorders (Speech and Language Disorders Unit)	MAKINO Yasumi	KUBOYAMA Shigeki
	Research Unit on Special Needs Education for Children with Autism (Autism Unit)	YANAGISAWA Akiko	MURAI Keitaro
	Research Unit on Special Needs Education for Children with Developmental Disabilities (LD, ADHD, High Functioning Autism (HFA), etc.) or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit)	KOUDA Ryoichi	ITO Yumi
	Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit)	SAITO Yumiko	HOSHI Yuko
Research units on issues directly faced by local communities and schools for the development of an inclusive education system	Research Unit on the Development of an Inclusive Education System in Local Communities (Local Community Inclusive Education System Unit)	MAKINO Yasumi	WAKUI Megumi
	Research Unit on Training Aimed at the Development of an Inclusive Education System (Training Unit)	KUBOYAMA Shigeki	ITO Yumi
	Research Unit on the Promotion of Joint Activity and Learning (Joint Activity and Learning Unit)	SADAOKA Koji	SAITO Yumiko
	Research Unit on the Utilization and Evaluation of Educational Materials (Educational Materials Unit)	ARAYA Yosuke	YOKOO Shun

Research Themes

Research themes for FY2017 are as follows:

Research Themes FY2017 (Core Research)

Category	Research Title	Research Unit	Principal Researcher	Research Period
Cross-sectional Research	Comprehensive Research Related to the Development of Inclusive Education System in Japan - Creating an assessment scale (draft) for building an inclusive education system -	Inclusive Education System Unit	HARADA Kimihito	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education - Focusing on the continuity of learning through regular classes and special support service in resource rooms -	Education Curriculum Unit	SAWADA Mayumi	FY 2016-2020
Research on Specific Disability Categories	Research on instruction for students with multiple disabilities including visual impairment - Focusing especially on instruction in schools for special needs education (visual impairment) -	Visual Impairments Unit	KANEKO Takeshi	FY 2017-2018
	Research on educational support and accommodations for students with mental disorders or psychosomatic diseases	Health Impairments Unit	FUKAKUSA Tamayo	FY 2017-2018
	Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction - Consideration of instruction focused on the links between objectives -	Autism Unit	YANAGISAWA Akiko	FY 2016-2017
	Research on the proper state of instruction suited to the actual state of students with developmental disorders in resource rooms of upper secondary schools - Consideration of issues at the implementation stage -	Developmental Disabilities and Emotional Disturbances Unit	SASAMORI Hiroki	FY 2016-2017

In addition to the above, there is also preliminary research focused on particular disability types: “Studies on strengthening schools’ function as a resource center for the education for people with hearing impairments” and “Research on instruction for lower secondary school students with speech and language impairment.”



Workshop with Organizations Cooperating in Research



Research Results Meeting in the Lounge of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Core Research (Cross-sectional Research)

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

- Creating an assessment scale (draft) for building an inclusive education system -

Research Unit: Inclusive Education System Unit

Principal Researcher: HARADA Kimihito

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

Research Period: FY2016-FY2020

Abstract:

Based on the ratification of the Convention of the Rights of Persons with Disabilities and enactment of the Act for Eliminating Discrimination against Persons with Disabilities, development of inclusive education system is an important national policy issue. During the fourth medium-term objectives period, it is necessary to conduct research which supports the steady promotion of efforts aimed at the development of inclusive education system in local communities and educational settings. Therefore, this research will be conducted for a period of five years under the main theme “Comprehensive Research Related to the Development of Inclusive Education System in Japan.” This research will contribute to promoting the development of a future inclusive education in Japan by showing remaining issues and future outlooks at the time an inclusive education system is developed in Japan while creating an assessment scale which allows for the visualization of results and issues related to local community based inclusive education system development, and use the assessment scale to verification purposes.

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

Comprehensive Research Related to Education Curriculums on Special Needs Education

- Focusing on the continuity of learning through regular classes and special support service in resource rooms

Research Unit: Education Curriculum Unit

Principal Researcher: SAWADA Mayumi

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

Research Period: FY2016-FY2020

Abstract:

At the December 21, 2016, meeting of the Central Council for Education, a report was compiled on “Necessary policies and improvements to Courses of Study for kindergartens, elementary schools, lower and upper secondary schools, and schools for special needs education.” On March 31, 2017, the elementary and lower secondary school Courses of Study were announced. In the future, after a transitional period that ends FY 2020, curriculums based on these Courses of Study will be fully implemented. Supporting the smooth implementation of the Courses of Study in the next phase is an important role of NISE. Therefore, this research will be conducted for a period of five years (FY 2016 - 2020) under the main theme “Comprehensive Research on Education Curriculums for Special Needs Education.”

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

Core Research (Research by Disability)

Research on instruction for students with multiple disabilities including visual impairment - Focusing especially on instruction in schools for special needs education (visual impairment) -

Research Unit: Visual Impairments Unit

Principal Researcher: KANEKO Takeshi

Co-researchers: DOI Koki, SAWADA Mayumi, NISHIMURA Takahiro, OOUCHI Susumu

Research Period: FY2017-FY2018

Abstract:

In instruction at schools for special needs education (visual impairment), from a “visual impairment” perspective it is important to make use of the visual and tactile senses based on assessments of the visual and tactile functions. There is a need to clarify the current state and issues of instruction at schools for special needs education (visual impairment), as well as for necessary curriculum content and instruction methods to be provided at such schools. This sort of research can provide useful findings not just for schools for special needs education (visual impairment), but also for such schools for other types of disabilities that include students with multiple disabilities including visual impairment.

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

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

Research Unit: Health Impairments Unit

Principal Researcher: FUKAKUSA Tamayo

Co-researchers: TSUCHIYA tadayuki(Sub-leader), NIIHIRA Shizuhiro

Research Period: FY2017-FY2018

Abstract:

According to a national survey (joint survey of the Research Federation for Education of Children with Health Impairments and NISE) on the rate of illnesses among children learning at schools for special needs education or special classes (health impairments), the most common illnesses now are mental diseases (including secondary disease stemming from developmental disabilities) or psychosomatic diseases. Highly specialized schools for special needs education (health impairments) have a lot of students enrolled, and educational needs and support to children with mental disease or psychosomatic diseases are very individualized, so a high level of expertise is required to the teachers at such schools. Some regions have a low number of students, which is considered to create the problem of a lack of sufficient expertise, information and guides regarding specific support and accommodations for students with mental disease or psychosomatic disease are demanded by the schools and classrooms themselves.

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

This core research provides aggregation and analysis of specific examples of support and accommodations for “educational needs” already studied in preliminary research. These examples are drawn from the practices of highly specialized teachers at schools for special needs education, and they are presented after analysis such that they can be utilized effectively in actual schools. The results of this research are thought to be useful not only in enhancing schools for special needs education, but also in regular classes and resource room instruction at elementary, lower secondary, and upper secondary schools, as well as in instruction and support in classes for special needs education.

Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction

- Consideration of instruction focused on the links between objectives -

Research Unit: Autism Unit

Principal Researcher: YANAGISAWA Akiko

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

Research Period: FY2016-FY2017

Abstract:

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

Additionally, one-off lessons or lessons with unclear aims to achieve lasting learning don’t effect well-established learning to children with autism who are difficult to generalize. Therefore, it is important for them to build up multiple lessons with a focus on a clear goal. In this light, the second objective of this research is to clarify how teachers set and maintain awareness of connections between the goals (objectives) of individualized education support plans, individual teaching plans, and daily lessons during their practice at cooperating research institutions, as well as to clarify the perspectives and intentions of teachers regarding this goal-setting (objective-setting).

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

Research on the proper state of instruction suited to the actual state of students with developmental disorders in resource rooms of upper secondary schools

- Consideration of issues at the implementation stage -

Research Unit: Developmental Disabilities and Emotional Disturbances Unit

Principal Researcher: SASAMORI Hiroki

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

Research Period: FY2016-FY2017

Abstract:

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

With the implementation of instruction using resource rooms in upper secondary schools, this research will study the role of such instruction, creative methods of implementation in local regions, creative methods of utilizing such instruction within schools, and other system-building topics, in addition to studying the proper state of instructional content and methods of activities to promote independence, suited to the actual conditions of students requiring special aid (for developmental disabilities, etc.) and the characteristics of their disabilities.

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

Collaborative Research on Practices in Local Communities

The Collaborative Research on Practices in Local Communities is a new type of research started in FY2017.

Research themes are selected based on issues directly faced by local communities and schools which we aim to solve working together with researchers made up of NISE researchers, outside experts, and board of education members.

Research themes for FY2017 Collaborative Research on Practices in Local Communities are as follows, for detailed information on each research theme, please see “Collaborative Research on Practices in Local Communities” on page.

Research Themes FY2017 (Collaborative Research on Practices in Local Communities)

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

Sub Theme	Research Unit	Principal Researcher	Research Period
Research on the Development of an Inclusive Education System in Local Communities	Local Community Inclusive Education System Unit	MAKINO Yasumi	FY 2016-2017
Research on Training Aimed at the Development of an Inclusive Education System	Training Unit	KUBOYAMA Shigeki	FY 2016-2017

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

Sub Theme	Research Unit	Principal Researcher	Research Period
Research on Joint Activity and Learning Promotion	Joint Activity and Learning Unit	SADAOKA Koji	FY 2016-2017
Research on Utilization and Evaluation of Educational Materials	Educational Materials Unit	ARAYA Yosuke	FY 2016-2017



FY2017 Researchers of the Collaborative Research on Practices in Local Communities



Joint meeting of the Collaborative Research Project on Practices in Local Communities

Collaborative Researches

Research Themes For FY2017 (Collaborative Research)

Research Themes For FY2017 (Collaborative Research)

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

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

Collaborative Organization: Kochi University, Tsuda College

Principal Researcher: MEIKAN Shigeru

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

Research Period: FY2016-2017

Abstract:

Although the development of an inclusive education system is an urgent issue in the current world of education, knowledge is still lacking about effective teaching methods in inclusive education settings, where children with and without disabilities learn together, and group formation.

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

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

Externally Funded Research

Research Themes Funded by MEXT/JSPS* KAKENHI Grant in FY2017

Research Themes Funded by MEXT/JSPS* KAKENHI Grant FY2017

Category	Research Title	Principal Researcher	Research Period
Scientific Research (A)	Cooperative Local Community Support Towards a Multi-Layered Teaching Model that Incorporates the Diversity of Children and Teachers in Regular Classes	KAIZU Akiko	FY 2017-2019
Scientific Research (B)	Versatility and Sustainability of Effects of District-wide Preventative Support for Learning Disabilities Using Multi-layered Teaching Model	KAIZU Akiko	FY 2013-2017
	Investigation of Appropriate Shapes and Sizes of Tactile Symbol for Joint Use by both Sighted and Visually Impaired Persons Based on Concept of Accessible Design	DOI Kouki	FY 2015-2017
	Development of Cooperative Universal Design Teaching Practice in the Regular Classes	WAKUI Megumi	FY 2015-2018
Scientific Research (C)	Development and Results Evaluation of a Early State Support Program for Families of Children with Autism using Mentoring	YANAGISAWA Akiko	FY 2016-2019
	Development of an Education Support Program Related to the Improvement of the Resilience of Children with Stuttering	MAKINO Yasumi	FY 2016-2018
	Research on the Consensus Building Process in an Inclusive Education System	YOKOO Shun	FY 2016-2018
	Research on the Way Resource Rooms in Lower Secondary Schools are Conducted in an Inclusive Education System	SASAMORI Hiroki	FY 2016-2018
	Development of an Implementation-Rating and Function-Rating Scale Suitable for Use in Learning Assistance Applications	TAMAKI Munehisa	FY 2014-2017
	A Study of the Community-based Management of Special Needs Schools for the Formation of School Clusters	OZAWA Michimasa	FY 2014-2017
	Empirical Study on Improving the Functionality of Special Needs Education Coordinators Aiming for Intervention Consistency	WAKABAYASHI Kazusa	FY 2017-2019
	Development and Testing of Consumer Educational Materials for a Digitalizing Society for Children Needing Special Accommodations	ARAYA Yosuke	FY 2017-2019
	Research on Coordination Between Regular Classroom Teachers and Others: Development of Coordination Measures for Special Needs Education	TAKEMURA Yoko	FY 2017-2019
Challenging Exploratory Research	Proposals of New Ultraviolet Cured Type Braille Production Method as Alternative Mechanism to the Existing Production Method and Evaluation of Easily Readable Braille Size for Beginner Braille Readers	DOI Kouki	FY 2015-2017
Young Scientists (B)	Psychological Guidance Support for Promoting Understanding of Self and Others for Children with Developmental Disorders and Neurotypical Children in Joint Learning Settings	LEE Heebok	FY 2016-2019
	Examination of the Effectiveness and Variables of Self Monitoring for Generalization and Maintenance of the Social Skills of Children with Autism	HANDA Ken	FY 2016-2018

*The Ministry of Education, Culture, Sports, Science and Technology (MEXT) / Japan Society for the Promotion of Science (JSPS)

Entrusted Researches

Research Themes For FY2017 (Entrusted Research)

Research Themes For FY2017 (Entrusted Research)

Research Title	Entrusted Organization	Principal Researcher	Research
Developmental Research towards Building Support Systems for deafblind Students - Workshop for Teachers of deafblind Students -	Period	HOSHI Yuko	FY 2016-2017

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

Entrusted Organization: Yanai Tadashi Foundation

Principal Researcher: HOSHI Yuko

Research Period: FY2016-2017

Abstract:

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

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

Dissemination of Research Results

While research results are provided to the government in order to contribute to national policy planning, policy promotion, etc. related to special needs education, the results are also widely shared with the general public in addition to prefectural and ordinance-designated municipal boards of education, special needs education centers, schools, and similar institutions.

In addition to research results reports, summaries, leaflets, teaching documents, practical case study documents, various types of guides, and other materials are created for the effective dissemination of research results. Research results reports given at each NISE Seminar, research results report meetings held in local communities, reports given during training projects conducted by NISE, and information posted on the NISE website are various efforts and information tools used to disseminate research results.

Teacher Training

Teacher Training Policy

Issues facing special needs education include seriousness and overlapping and diversification of disabilities, increase in the number of students enrolled in schools for special needs education and classes for special needs education, and enrichment of teaching and support for children with developmental disabilities. There is also a strong demand for the improvement of the expertise of teachers who are involved in special needs education. In order to proactively contribute to solving these issues, NISE conducts training designed to improve the expertise of teachers. When these training activities are conducted, a “Teacher Training Policy” is formulated which clarifies training background, necessity, basic policies and overview of the teacher training, implementation system conducted by NISE, which the training is based on.

In-Service Teacher Training

Aimed at the development of an inclusive education system, NISE provides teacher training programs designed to develop leaders who will promote the measures, research and practices in special needs education at the prefectural level. The following programs serve as (1) specialized/skill development training for teachers who play a central roll in the education of students with each types of disabilities in prefecture, and (2) specialized/skill development training which responds to urgent issues related to both policy of special needs education and educational settings for a teacher who is in a leadership position in prefecture.

Teacher Training Programs FY2017

Program Name			Term	Total fixed number
Programs for Specific Disability Categories	Term 1	Courses for Visual Impairments and Deaf and Hard of Hearing, Physical/Motor Disabilities and Health Impairments Training Program for Visual Impairments Training Program for Deaf and Hard of Hearing Training Program for Physical/Motor Disabilities Training Program for Health Impairments	May 15 - Jul.14, 2017	70
	Term 2	Courses for Emotional Disturbances, Speech and Language Disorders and Developmental Disabilities Training Program for Developmental Disabilities and Emotional Disturbances Training Program for Speech and Language Disorders	Sep.4 - Nov.8, 2017	70
	Term 3	Courses for Intellectual Disabilities Training Program for Intellectual Disabilities	Jan.16 - Mar.20, 2018	70
Workshops for Leaders Involved in the Enhancement of an Inclusive Education System	1 st	Workshop for leaders involved in special needs services in resource rooms at upper secondary schools	May 8 - 9, 2017	105
	2 nd		Aug.28 - 29, 2017	
	3 rd		Jan.9 - 10, 2018	
	Workshop for Leaders Involved in ICT Utilization in Special Needs Education		Jul.20 - 21, 2017	70
	Workshop for Leaders of Promoting Joint Activities and Learning		Nov.16 - 17, 2017	70
Other teacher training	Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education		Jul.27, 2017	50
	Seminar on educational practices for persons with developmental disabilities		Jul.28, 2017	200
	Workshop for leaders of sports and physical education practices at schools for special needs education		Aug.18, 2017	60

NISE started providing teacher training programs immediately after its foundation in 1971. As of March 31, 2017, 9,158* participants in the Programs for Specific Disability Categories and 11,349 participants in other programs have completed each program. 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 former program “Training Programs for Special Education intended for mid-career.

Extensive Support for Enhancing Qualifications and Ability of Teachers

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

■ Providing Training Contents over the Internet

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

Training contents are classified either as comprehensive and cross-sectional content related to special needs education (fundamental theories on special needs education, inclusive education system development, etc.) or content (overviews curriculums, teaching methods, etc.) related to education on each type of disabilities. A total of more than 100 lecture content are provided. In addition, for this lecture content it is possible to select school type as well as disability type and search for lectures to watch which can also be viewed using a smartphone or tablet device.

In order to enable persons involved in special needs education to learn independently and of their own volition, NISE recommend provides teacher training programs that combine broadcasted lecture content on the basis of purpose and use.

Individual registration is required for those who want to view training content over the Internet.

■ Online Accredited Courses for Teacher Certification

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

◆ FY2017 Course Overview

[First semester]

- Course: Curriculums and teaching methods for children with visual impairment (1 unit)
Curriculums and teaching methods for children with hearing impairment (1 unit)
- Training period: April 10 (Mon.) – July 21 (Fri.), 2017
- Credit certification exam date: August 12, 2017 (Sat.)
- Total fixed number: 200 people per course

[Second semester]

Psychology, physiology, and pathology of children with visual impairment (1 unit)

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

- Training period: October 2 (Mon.) ,2017– January 12 (Fri.), 2018
- Credit certification exam date: February 3, 2018 (Sat.)
- Total fixed number: 200 people per course



Video lecture

Collection and Dissemination of Information

Public Relations Strategy

For the development of an inclusive education system leading to the creation of a cohesive society, it is imperative that both understanding and supports for special needs education are widely available at all schools, related organizations, and a wide range of citizens.

NISE has formulated the “Public Relations Strategy” comprised of basic policies and specific measures in order to promote information collection related to special needs education, information dissemination, activities that promote understanding and raise awareness, and public relations activities in a unified and strategic manner.

Information Dissemination Through the NISE Website

NISE provides a website set up in a way that caters to various types of needs, starting with information related to general special needs education and including 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 support devices. In addition to those involved in special needs education, information is also provided to the general public.

Website of the National Institute of Special Needs Education

NISE website provides comprehensive related information on special needs education in general, such as research outcomes of NISE and informs activities that will be conducted by NISE

On the NISE web browsing, “a list of information for special needs education” and “a list of information by types of users” in order to make it easier to search. In addition, the voice output function and the function to change the size and color of letters have been improved to be easier for those with disabilities to use.



NISE website
<http://www.nise.go.jp/>

◆ Main composition of the NISE Website

【Research】

Information on the details of studies conducted by NISE and researchers involved in these studies is provided.

【Training Programs/Seminars】

Information on training programs and seminars conducted by NISE is provided.

【Reports/Materials】

Various kinds of contents such as publications of reports and other documents on findings of studies conducted by NISE and special needs education are provided.

■ Center for Promoting Education for Persons with Developmental Disabilities (<http://icedd.nise.go.jp>)

The Center for Promoting Education for Persons with Developmental Disabilities investigates, collects and organizes various kinds of information on developmental disabilities. Its effort is also focused on communicating collected information widely through the website. The Center builds cooperative relations and promotes coordination with relevant organizations, such as nationwide education-related organizations and the Developmental Disabilities Information Center established within the National Rehabilitation Center for Persons with Disabilities under the Ministry of Health, Labor and Welfare.

New information which will be updated regularly is available on the website of the Center.

It provides information in the following items;

◆ Information Provided on the Website

<for the children with developmental disabilities>

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

* Some content is also available on YouTube.



◆ The following is the website of the Center for Promoting Education for Persons with Developmental Disabilities:

Entrances by user type: Contents are organized according to types of users.

Latest information: The most updated information is displayed, which is useful to check the latest information.

Accessibility: Fonts and colors are changeable to make letters and characters easier to read.

Topics: Information on events and workshops organized and/or sponsored by public organizations and guidebooks is provided.

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

The Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room contains panel exhibits and reference books pertaining to basic understanding, response, and providing support for developmental disabilities, and it exhibits teaching materials, teaching tools, and assistive devices described on the Center's website.



Exhibition Room

◆ Promoting understanding of developmental disabilities in local communities

The Center pursues public understanding promotion activities in communities, aiming to collaborate with prefectural and municipal boards of education, education centers, and other organizations to provide the latest information to the public and to promote public understanding for the purpose of promoting and enhancing the education of children with developmental disabilities.



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

In a report by the “Planning Conference concerning repletion of teaching materials for children with disabilities”, dated August 2013, the Ministry of Education, Culture, Sports, Science and Technology indicated “the creation of a database for the purpose of information exchange relating to teaching materials, support equipment, guidance methods, and practical application examples in response to the situation and special characteristics of disabilities” in terms of the role played by the nation.

Upon receipt of this, in March 2015, the NISE established a “Portal Site for Special Needs Education Materials” (Assistive Materials Portal Site) for the purpose of broad provision of practical application examples and related information in the context of utilization of teaching materials and assistive devices. As of April 1, 2017, the site features 745 informational items about teaching materials and assistive devices, and 87 case studies (practical examples).



Web site on Assistive Materials Portal Site

◆ Contents of Assistive Materials Portal Site

- Database on Teaching Materials and Assistive Devices
- Database of Case Reports
“Database on Teaching Materials and Assistive Devices” and “Database of Case Reports” are linked each other for reference.
- Publications and other Information on Teaching Materials and Assistive Devices
- Events and other Information on In-service Training and Exhibition

■ Email Newsletter

NISE delivers its e-mail newsletter on a regular basis in order to widely provide timely information on its activities and special needs education. Register your e-mail address on the following website for subscribe or via the below QR code.

<http://www.nise.go.jp/magazine/>

Notice: This e-mail newsletter is delivered only Japanese version.

◆ Major contents of the Newsletter

- Information on outcomes of research projects conducted by NISE
- Information on teacher training programs and NISE sponsored events
- Topics on special needs education either in Japan or abroad
- Information on special needs education provided by MEXT
- Contribution articles by teachers or education staff who completed the NISE's trainings



国立特別支援教育総合研究所（NISE）メールマガジン
第 122 号（平成 29 年 5 月号）

■ 目次

【お知らせ】

- ・発達障害教育実践セミナーの開催について
- ・世界自閉症啓発デー2017 シンポジウムについて（終了報告）
- ・「フラインドサッカー体験会 in NISE」の開催について（終了報告）

【NISE トピックス】

- ・業務部の活動紹介（1）研究企画部の活動について

【海外情報の紹介】

- ・米国におけるインクルーシブ教育システムの情報収集に関する報告

【特総研ジャーナルの紹介】

【NISE ダイアリー】

【特別支援教育関連情報】

【研修員だより】

【編集後記】

Reading seats

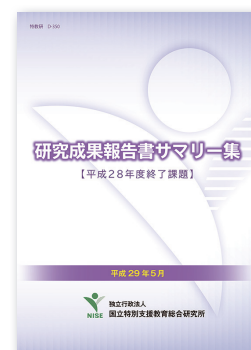
Dissemination of Research Results, etc. through Publications

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

■ Research Result Report of the National Institute of Special Needs Education

From the point in time when NISE completes practical application research themes, it creates “Research Result Report of the National Institute of Special Needs Education” which summarizes the results for each of research themes, and provides them on its website.

In addition, in order to make the NISE report results known and more easily understood, a “Summary of Research Results of the National Institute of Special Needs Education” which summarizes the results of each research themes is produced every fiscal year, and it is both sent out to education related organizations throughout Japan and provided on the NISE website. Further, NISE publishes books for sale on the market in the form of a guidebook and manual that summarize in an easy-to-use manner the parts of reports that can be put to immediate use in guidance and support on the education scene.



■ Bulletin of the National Institute of Special Needs Education

NISE solicits from internal sources unpublished theses concerning special needs education, and carries out content investigations of them and publishes them annually as the “Bulletin of the National Institute of Special Needs Education”. Research bulletins are both sent to the education related organizations throughout Japan, and posted on the NISE website.

◆ Main contents of the Bulletin Vol.44 (Issued on March, 2017)

(1) Original Article

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

(2) Case Report

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

(3) Current Research Trend

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

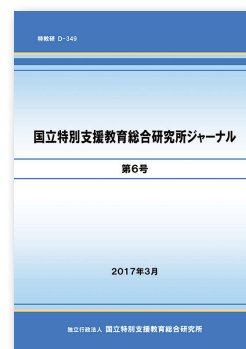
(4) Brief Report

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

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

■ 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 researches and provides it on its website.

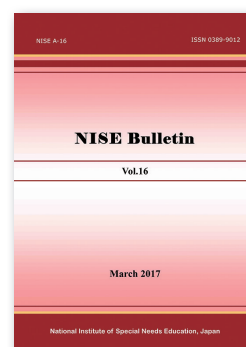


◆ Main contents of the Journal Vol. 6 (Issued on March, 2017)

- (1) List of 2016 research themes
- (2) Summary of 2016 research results
- (3) Study report
 - ・ Report on the education of senior secondary school students with pediatric cancer
 - ・ Epidemiological study of the education of children with mental diseases or psychosomatic diseases in Japan.
 - ・ FY 2016 report on seminars using research results from the Health Impairments Unit.
 - ・ Initiatives regarding autism education and enrollment of students with autism in schools for special education (intellectual disabilities)
 - ・ Survey report on medical care at schools for special education
- (4) Education for children with disabilities in the various overseas countries
- (5) Reports of international conventions and overseas investigations
- (6) Participation reports of learned societies
- (7) Project reports

■ NISE Bulletin

“NISE Bulletin” is issued on annual basis in order to disseminate information on policy and status of special needs education in Japan, NISE’s research results and various activities on the website in English.



◆ Main contents of NISE Bulletin Vol. 16 (Issued on March, 2017)

- ・ Outlines of research projects FY2016
- ・ Summary of research results FY2015
- ・ Annual report
- ・ Recent policy and status on special needs education in Japan (Special Needs Education Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology)
- ・ Summary of “Bulletin of the National Institute of Special Needs Education Vol.43”

Activities for Information Dissemination and Promoting Understanding and Raising Awareness

NISE holds annual seminars, symposiums, and other events for the purpose of disseminating research results and collected information. In addition, NISE holds events together with related organizations, schools, and other entities aimed at promoting understanding and awareness-raising of education for children with disabilities.

■ National Institute of Special Needs Education Seminars

NISE presents National Institute of Special Needs Education Seminars on annual basis in order to spread information on outcomes of research projects conducted by NISE, improve the quality of its research activities and share information with schools and relevant institutions.

◆ Consists of NISE seminar

- session 1: Speech and symposium on special needs education
- session 2: Presentation for outcomes of research projects
- session 3: Information on issues about special needs education and activities of NISE



Opening ceremony of NISE seminar

◆ NISE seminar 2017

Term: Feb. 16-17, 2018

Venue: National Olympic Memorial Youth Center

■ Symposium

NISE holds an annual international symposium related to special needs education to which it invites researchers from overseas research institutions and universities to give lectures for the purpose of examining ways to solve issues looked at which are common to countries by looking at special needs education policy trends overseas and acquiring relevant knowledge.

In addition, in line with the theme of the World Autism Awareness Day, NISE participates in the World Autism Awareness Day Symposium as a joint sponsor which has been held since 2009, and, in cooperation with Special Needs Education School for Children with Autism, University of Tsukuba (page 32) which provides bilateral cooperation in local communities, has organized the World Autism Awareness Day in Yokosuka since FY 2010.

The World Autism Awareness Day website

<http://www.nise.go.jp/waad/>

◆ NISE International Symposium on Special Needs Education 2017

Term: Jan. 20, 2018

Venue: Hitotsubashi Hall, Tokyo



At the NISE International Symposium on Special Needs Education



At the World Autism Awareness Day in Yokosuka

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

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

◆ FY2017 Local Community Exhibition Schedule

The Education Center of Oita

The Comprehensive Education Center of Shizuoka Prefecture

The General Education Center of Iwate

Aomori Prefectural School Education Center



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

■ Open Day

NISE is open to the public annually in order to introduce NISE's research results and activities in an easy-to-understand way to school staff, students aiming to be teachers and people in communities looking to deepen their understanding about special needs education

◆ Major Contents of Open Day

- Information on development of an inclusive education system
- Display and demonstration for teaching materials and assistive technology devices
- Experiential exhibitions by research teams by types of disabilities
(Experience with Research Unit for Natural Living Environment, Snoezelen Room and wheelchairs)
- Panel exhibition of latest research results conducted by NISE

◆ Open Day 2017

Term: Nov. 11, 2017

Venue: NISE



Introduction of devices for familiarity considerations and support in the daily life environment



massage therapy experience

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

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

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

i-Library provides information on educational support devices, materials and software products that have been developed by NISE or jointly developed between NISE and other organizations as well as commercially available products displaying by individual category of disabilities.



i-Library

Library

As the national center of special needs education, the NISE's Library collects and stores books and materials related to special needs education. The library also makes the books and materials available for browsing and provides services such as reference and document copying.

As of April 1, 2017, the library houses approx. 27,000 kinds of materials including proceedings and reports published by universities and schools for special needs education nationwide, in addition to 70,917 books including 13,535 books* about special needs education, and 2,519 kinds of periodicals and other serial publications.

The library provides new information, preparing the retrieval database to accumulate data as shown below.

* Books categorized as “378: education for children with disabilities” of Nippon Decimal Classification



Reading seats

Retrieval Database

Name	Contents	the Number of records Covered period
Bibliographies related to special needs education	List of titles, authors, and issue dates of literatures (theses, etc.) regarding special needs education, and names of publications in which the literature is presented	102,485 January, 1964 -
Practical research themes regarding special needs education	Abstract including titles and contents of practical research themes at schools for special needs education, etc. in Japan	55,273 April, 1980 -
Library catalog of NISE	Catalog of titles, authors, and date of publications, etc. of books, periodicals, and other materials stored by NISE	81,247 October, 1971 -

Support for Development of an Inclusive Education System

Center for Promoting Inclusive Education System

The Center for Promoting Inclusive Education System was established in April 2016 for the purpose of supporting practices in the region and the educational fields towards the construction of inclusive education system.

This center promotes research which responds to issues directly faced by local communities (Practical Research Responding to Local Needs and Issues), grasps international trends, conducts research exchange, develops a database which supports the development of an inclusive education system, and consults with and supports the local practices by using the database.



Center for Promoting Inclusive Education System opening ceremony

Practical Research Responding to Local Needs and Issues

Research themes are selected based on issues directly faced by local communities and schools which we aim to solve working together with researchers of NISE researchers and regional practice researchers dispatched by boards of education. In addition to long-term dispatched researchers, a system for short-term dispatched researchers has also been in place since FY 2017 to create closer cooperative relationships with local communities, working together on problem-solving. This system also serves to promulgate research results and the latest information about inclusive education systems, promoting understanding in local communities.

Research Themes to be Applied for Practical Research Responding to Local Needs and Issues

Main Theme	Sub Theme	Resarch Period
Research on System Establishment Aimed at the Development of an Inclusive Education System	Research on the Development of Inclusive Education Systems in Local Communities	FY2016-2017
	Research on Training Leading to the Development of an Inclusive Education System	FY2016-2017
	Research on Educational Consultation and Determining School for Enrollment	FY2018-2019
	Research on Understanding and Raising Awareness	FY2018-2019
Practical Research on Schools for Special Needs Education Aimed at the Development of an Inclusive Education System	Research on Joint Activities and Learning	FY2018-2019
	Research on the Utilization and Evaluation of Educational Materials	FY2016-2017
	Research on School Creation and Improvement of Teaching	FY2018-2019
	Research on Reasonable Accommodation and Fundamental Environment Establishment	FY2018-2019

* The subthemes for FY 2018-2019 are only plans.

Collaborative Research on Practices in Local Communities

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

Research on the Development of an Inclusive Education System in Local Communities

Research Unit: Local Community Inclusive Education System Unit

Principal Researcher: MAKINO Yasumi

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

Researcher of Collaborative Research on Practices in Local Communities:

TAKAMI Shozo, INOUE Wakako, OTA Rie, YAMANAKA Tomoko

Research Period: FY2016-2017

Abstract:

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

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

Research on Training Aimed at the Development of an Inclusive Education System

Research Unit: Training Unit

Principal Researcher: KUBOYAMA Shigeki

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

Researcher of Collaborative Research on Practices in Local Communities:

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

Research Period: FY2016-2017

Abstract:

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

Building on five years of medium-term special project research, NISE has presented an image of the model school for inclusive education system ("This is the school we would like to achieve") and presented guidelines (draft) for what systems to create at schools. This research will propose a more specific and feasible version of this image of the model school, in a form that is easier for schools to pursue. This research will also clarify the teacher training and methods necessary to achieve the model school, proposing these in a way that is usable for teacher-oriented training and internal school training. This research will also clarify the roles of the boards of education and schools for special needs education in executing this training.

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

Research on Joint Activity and Learning Promotion

Research Unit: Joint Activity and Learning Unit

Principal Researcher: SADAOKA Koji

Co-researchers: SAITO Yumiko (Sub-leader), NIIHIRA Shizuhiro, OZAWA Michimasa, NISHIMURA Takahiro
Researcher of Collaborative Research on Practices in Local Communities:

ENDO Maiko, NISHIUCHI Kazuhiro

Research Period: FY2016-2017

Abstract:

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

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

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

Research Unit: Educational Materials Unit

Principal Researcher: ARAYA Yosuke

Co-researchers: YOKOO Shun(Sub-leader), MUNEKATA Tetsuya, SUGIURA Toru, KAMIYAMA Tsutomu
Researcher of Collaborative Research on Practices in Local Communities: NIMURA Shun

Research Period: FY2016-2017

Abstract:

In order to promote inclusive education system, it is necessary to take reasonable accommodations suited to the actual situations of students requiring assistance who are enrolled in elementary and lower secondary schools. It is also necessary to enhance learning using teaching materials and tools suited to students' actual situations. Among such measures, much can be expected of the effectiveness of assistive tools such as tablets and other ICT devices. However, the concrete reality of support for students that require ICT device-assisted accommodations is that such support is not provided sufficiently for primary and lower secondary schools.

As a solution to this problem, this research focused on the community support of schools for special needs education. Specifically, from the ICT device-related support demanded by elementary and lower secondary schools, this research will consider the policies required for schools for special needs education to respond to those ICT device-related support needs in their role as local centers for special needs education, and create a guide for the purpose.

Grasping the Newest Overseas Trends and Research with Overseas Organizations

As a national center of special needs education, NISE globally provides information on efforts for and research results regarding special needs education in Japan, has organized the Nation Survey Unit, and collects information on foreign educational systems for children with disabilities in a planned and systematic manner. Information on research findings is provided through the website

NISE promotes international exchange regarding special needs education study through concluding exchange agreements with foreign universities and research institutes, sending researchers overseas, and hosting foreign researchers in Japan.

◆ Collaboration with Foreign University and Research Institute

NISE has exchange agreements with foreign universities and research institutes under which we have done research workshops, information sharing on special needs education, and exchange activities of researchers. (International Collaboration between Foreign Organizations)

- Korea National Institute of Special Education (since November, 1995)
- 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)

◆ Conducting Research Abroad

NISE promotes research exchange, research abroad to participate in and present research results at international academic conferences, or to investigate the status quo in foreign countries.

In addition, starting in FY2016, we decided to establish researcher dispatch program research institutions overseas for the first time for long-term stays in order to collect information locally about the newest trends related to the development of inclusive education systems in foreign countries

The number of NISE researchers sent to foreign countries in FY2016: 13 in total

◆ Receiving foreign researchers

NISE receives foreign researchers for research exchange. For example, upon request by 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.

The number of researchers and guests who came from foreign countries in FY2016: 112 in total



Signing Ceremony for exchange agreement with the INS-HEA



Lecture meeting of a research group from the U.S



Receiving a person's autism welfare organizations of China



Hosting JICA trainees from foreign countries

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

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

In response to this, since November 2013, NISE operates its “Database for Supporting Development of Inclusive Education System (Inclu-DB), in which various information on development of the inclusive education system is available.



Inclu-DB website

◆ Contents of information provided through Inclu-DB

【 Database for Practical Examples of Reasonable Accommodations 】

This database contained individual cases of “Model Project for Inclusive Education System Development” conducted by MEXT

【 Consulting service about promoting inclusive education system 】

NISE provide the consulting service about reasonable accommodation.

【 Related Information 】

- Responding to “Convention on the Rights of Persons with Disabilities”
- Relevant laws, regulations and measures
- Explanation of relevant terms
- Q & A
- Others

Counseling and Consultation Support through Database Utilization

In order to provide support for solving issues directly faced by prefectures, municipalities, and schools in order to lead to the development of an inclusive education system, NISE has established a Counseling and Consultation Information Service System which stores various types of information necessary for the inclusive education system development database (Inclusive DB) and for conducting educational counseling and consultations, and provides information to educational organizations and the general public.

In addition, while providing support for counseling and consultations with prefectures, municipalities related to the development of an inclusive education system, we send lecturers to workshops and other events when necessary.

◆ Main Contents of “Counseling and Consultation Information Service System”



Counseling and Consultation Information Service System

About Educational Counseling and Consultation

- Educational counseling Q&A
- List of documents related to educational counseling
- Basic concept of special needs education
- Database for information on national educational counseling agencies
- Case examples of educational counseling (Web browsing is restricted to relevant institutions)
- Materials of teachers training for educational counseling (Web browsing is restricted to relevant institutions)

Collaboration

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

NISE solicits its collaborators publicly from education boards, education centers, and those involved in school education, and exchanges information and documents for its research projects, provide instruction and advice, cooperate in joint development and research, use developed teaching methods and trial materials in actual teaching settings, and cooperate in developing teaching materials, with the aim of facilitating practical research.

NISE also cooperates with relevant school principals' associations in conducting survey research. In addition, NISE cooperates with the National Special Needs Education Promotion Association, a federation consisting more than 20 associations, in organizing National Special Needs Education Promotion Council meetings co-hosted by 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, and holds annual workshops in the fields of educational counseling, teacher training, survey based research, and management for improving the functions of each center.



National Center for Special Needs Education Conference

Counseling and Consultation Support for Overseas Japanese Schools

NISE regularly provides information on special needs education to Japanese schools outside of Japan, and provides educational consultations and support for teachers at Japanese schools outside Japan and for guardians of children attending those schools while disseminating information to guardians and other relevant parties. In addition, NISE collaborates with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and provides information at workshops for educators involved in education management reassigned to Japanese schools and other education institutions outside of Japan.

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

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

As well as conducting education based on mainstream school curriculum, the school has conducted education for improving difficulty from disability and the school cooperates with University of Tsukuba in promotion of research on education for children with disabilities and implementation of teaching practice by the student teachers. In July 2004, University of Tsukuba concluded agreement on educational research with NISE, and Special Needs Education School for Children with Autism, University of Tsukuba and NISE have promoted various efforts under the mutual cooperation as before.



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

Budget and Facilities

Budget and Account Settlement

Budget of Annual Expenditure (FY2017)

Budget funds	Total(Unit1000yen)
Government funding for operating expenses	1,049,000
Grant for facilities improvement	39,935
Self-generated Income	4,729
Total	1,093,664

※Equivalent subsidy for facilities improvement is included in Management Expenses Grants

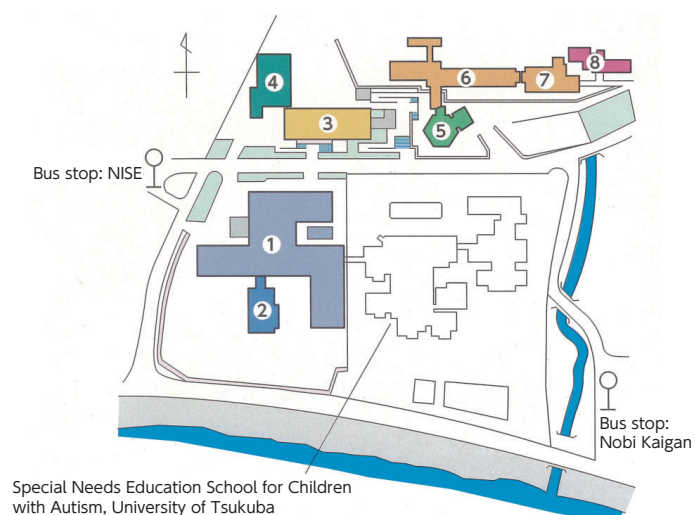
Account Settlement (FY2015)

Itemization		Total(Unit1000yen)
Operational expenses	Personnel expenses	669,423
	Others	407,428
Grant for facilities improvement		51,732
Contribution		3,440
Overhead costs of Grant-in-Aid for Scientific Research		7,182
Total		1,139,205

※Labor cost is included in both operating expense and general and administrative expense

Site and Building

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



Administration Building



Building for In-service Training



Dormitory for In-service Trainees and Canteen

Contact and Access

Contact

Organization Name: National Institute of Special Needs Education

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

	Phone	FAX	E-mail
General Affairs and Planning Division	046 (839) 6803	046 (839) 6918 046 (839) 6919	somu@nise.go.jp
Finance and Accounting Division	046 (839) 6818	046 (839) 6916	
Information and In-service Training Division	046 (839) 6827	046 (839) 6915	

Access

● Keihin Kyuko Line

From Keikyu Kurihama Station

- Take a bus bound for the Kurihama Medical and Addiction Center (Kurihama Route3) from the bus stop NO.2, and get off at the “NISE” bus stop (about 15minutes from the station). You will find NISE in front of the bus stop.
- Take a bus bound for Nobi Kaigan (Kurihama Route8) from bus stop NO.2, and get off at the last bus stop (about 20minutes from the station). NISE is 300meters from the bus stop.
- Take a taxi to NISE (about 8minutes)

● JR Yokosuka Line

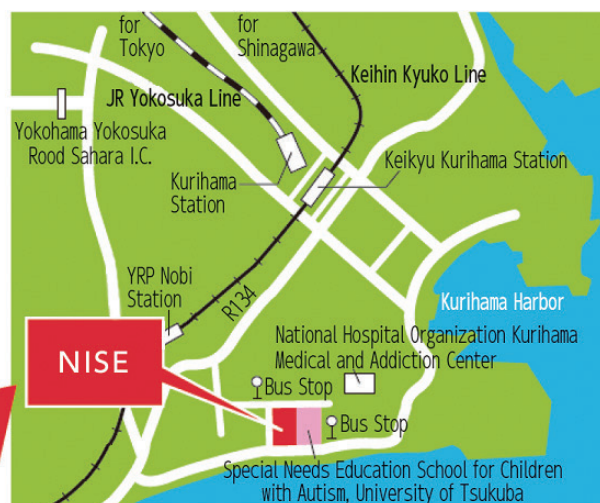
From Kurihama Station

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

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 +81-46-839-6803 FAX +81-46-839-6918

URL <http://www.nise.go.jp/>