

National Institute of Special Needs Education 2022



Message from the President

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

NISE celebrated its 50th anniversary in 2021, and this fiscal year marks the start of its 51st year.

In addition, since FY2021 we have entered the fifth medium-term objectives period of five years, and this fiscal year is its second year.

Based on the UN's Convention on the Rights of Persons with Disabilities ratified in January 2014, Japan has determined to take further steps to promote special needs education as the country moves toward development of an inclusive education system as advocated in the Convention. In the fifth period, we, at NISE, will continue to make an effort to further promote special needs education by conducting research activities, teacher training programs, and collecting and disseminating information, etc.

As for research activities, we will engage in priority issue research and disability-category-specific research, thereby contributing to solving important national policy issues and urgent issues in the field of education. Specifically, this includes research on the formulation, implementation, evaluation, and improvement of curriculums, as well as research on the utilization of ICT and the like, procedures for determining schools, career guidance in high schools, and considerations in instruction of subjects in mainstream classrooms.

In the teacher training programs, we will pursue more effective training methods by appropriately combining conventional in-person training and online training, while taking into consideration the impact of the novel coronavirus infection, and we will also work to improve the "NISE Learning Lab" that contributes to the improvement of teachers' quality.

With regard to the collection and dissemination of information, we will work to further promote understanding and awareness of special needs education in local communities in cooperation with boards of education, special needs education centers, and related organizations. To this end, we will issue leaflets and other materials, hold seminars, and utilize social media and other means.

In addition, the Center for Promoting Education for Persons with Developmental Disabilities will work to provide accurate information on developmental disabilities education through the Center's website, utilizing the results of the "Triangle" project that has been implemented to date.

The Center for Promoting Inclusive Education System will implement a collaborative project to solve local issues in which boards of education and NISE will work together to solve issues faced by 13 municipalities in building inclusive education systems suited to their respective circumstances.

To promote special needs education, it is important to make steady efforts on a daily basis. Therefore, we would like to enhance our various activities by working towards cooperation with related organizations.

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

May 2022

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

Kazushige Shishido

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- In this booklet, NISE stands for National Institute of Special Needs Education.
- Unless otherwise noted, the booklet includes information correct as of May 1, 2022.
- **The project may be unavoidably subject to cancellation or change due to social conditions or natural disasters.**

Mission of NISE*

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

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

Efforts to Achieve Mission

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

History

Oct. 1971

Commencement of the National Institute of Special Education.

Apr. 2001

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

Apr. 2004

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

May 2006

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

Apr. 2007

Renamed as the National Institute of Special Needs Education.

Apr. 2008

Department of Educational Support Research was renamed as Department of Educational Support.

Established Information Center of Education for the Persons with Developmental Disabilities. Introduced Research Unit System.

Apr. 2011

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

Apr. 2012

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

Apr. 2016

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

Apr. 2017

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

Apr. 2021

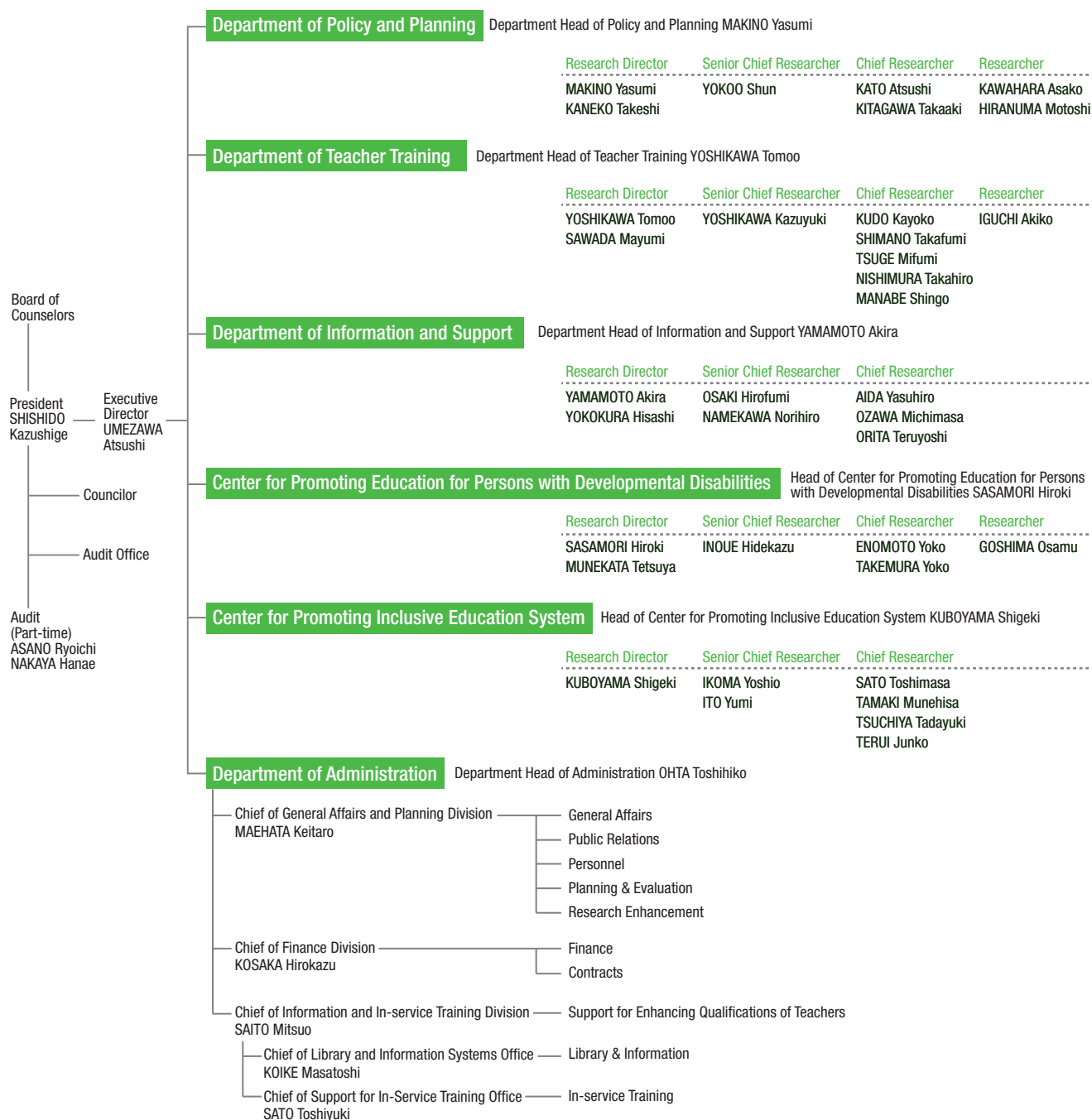
Established Hiroshima Office, West Japan Branch of NISE.

Oct. 2021

50th anniversary of foundation



Organization



Hiroshima Office, West Japan Branch of NISE

Number of Staff

| | |
|----------------------|--------------|
| Executive Staff | 2(2) |
| Research Staff | 36(1) |
| Administrative Staff | 32 |
| Total | 70(3) |

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

Department of Policy and Planning

This department is in charge of tasks such as overall planning and coordination of research activities at NISE, as well as information collection related to the policy of education for children with disabilities, and coordination and liaison with related ministries and agencies.

Its responsibilities also include formulating plans for evaluation of NISE's research activities.

Department of Teacher Training

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

Department of Information and Support

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

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

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

Center for Promoting Education for Persons with Developmental Disabilities

This Center communicates the latest information on developmental disabilities and national trends to teachers at kindergartens, elementary, lower secondary, upper secondary, and other schools, guardians, and the public at large, through websites and exhibition facilities. It promotes greater public understanding, and disseminates basic knowledge and information pertaining to instruction and support, needed at schools. The Center also works to improve practical instruction abilities related to education for persons with developmental disabilities through efforts including the dissemination of relevant research results on such education, hosting relevant seminars on educational practice, and collaboration with boards of education and other organizations to develop human resources.

Center for Promoting Inclusive Education System

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

Department of Administration

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

Research Staff

Department of Policy and Planning

| Name | Position | Specialized field | Keywords |
|--|---|--|---|
| Information that can be provided, etc. | | | |
| MAKINO Yasumi | (Jointly held) Department Head of Policy and Planning, Research Director | Hearing impairment /speech and language disorder, Communication disorder | Communication and language intervention, Language acquisition, Communicative relationship, Stuttering, Self-consciousness |
| | Function and role of "special support services in resource rooms for speech and language disorder", and specialty of teachers for those rooms Language function and its disorders Construction of communicative relationships between children and teachers Support for language development of children Support for self-esteem and resilience of children with stuttering | | |
| KANEKO Takeshi | Research Director | Visual impairments | Independence activities, Tactile educational materials, Support for infants |
| | Use of tactile senses and formation of spatial concepts in children with visual impairments Creation and use of tactile educational materials, such as 3D materials, using a 3D printer Creation and use of enlarged textbooks and enlarged educational materials for those with low vision Support for infants with visual impairment | | |
| YOKOO Shun | Senior Chief Researcher | Intellectual disabilities | Guidance and counseling, Intellectual disabilities and hearing impairment, System of SEN in England |
| | Theory of education for intellectual disabilities, Best approaches to learning evaluation in education for children with intellectual disabilities Process of consensus building with guardians and the system of SEN in England | | |
| KATO Atsushi | Chief Researcher | Deafblindness, multiple disabilities | Deafblindness education, Support for caregivers, Educational materials development |
| | Understanding and instruction/support of children with both visual and hearing impairments, i.e., deafblindness Support for guardians of infants/children with disabilities Development of educational materials that meet the needs of children | | |
| KITAGAWA Takaaki | Chief Researcher | Physical/motor disabilities | Independence activities, Research on learning-teaching process, Curriculum |
| | Research on instruction and classes for activities to promote independence, focusing on bodily movements System for creating individualized teaching plans Research on the teaching-learning process relating to instruction of subjects in accordance with physical/motor disability characteristics, and instruction of children with profound and multiple disabilities | | |
| KAWAHARA Asako | Researcher | Deafblindness | Communication, Employment, Support for obtaining information |
| | Interaction between deafblind children and others Support for work for deafblind students after graduation | | |
| HIRANUMA Motoshi | Researcher | Intellectual disabilities, Developmental disorder | Special needs classes, Physical education, Adapted sports |
| | Expertise of teachers for special needs classes Role of physical education and adapted sports | | |

Department of Teacher Training

| Name | Position | Specialized field | Keywords |
|--|--|--|--|
| Information that can be provided, etc. | | | |
| YOSHIKAWA Tomoo | (Jointly held) Department Head of Teacher Training, Research Director | Physical/motor disabilities, Communication disorders | Independence activities, Curriculums, Augmentative and alternative communication |
| | Evaluation and support for communication disorders of children with physical /motor disabilities, and severe and multiple disabilities Class improvement and creation of individualized teaching plans for independence activities | | |
| SAWADA Mayumi | Research Director | Visual impairments | Independence activities, Course instruction, Braille teaching |
| | All aspects of education for children with visual impairment Independence activities, Course instruction (Japanese), Braille teaching (including instruction for midlife visual impairment) Enlarged textbooks (creation of enlarged education educational materials), Digital textbooks | | |

| | | | |
|-----------------------|---|--|---|
| YOSHIKAWA Kazuyuki | Senior Chief Researcher | Developmental disabilities, Intellectual disabilities | Special needs education in early childhood, Inclusive childcare |
| | Individualized teaching plans for infants with disabilities, Childcare records, Childcare conferences Configuration and adjustment of the childcare environment to enable infants with disabilities to express themselves | | |
| SHIMANO Takafumi | Chief Researcher | Health impairments, Intellectual disabilities | Research on learning-teaching process, School attendance support |
| | Lesson design in education for children with health impairments and intellectual disabilities Education and support for children/students in special needs education schools | | |
| KUDO Kayoko | Chief Researcher | Multiple disabilities, Physical/ motor disabilities | Research on learning-teaching process, Teacher training |
| | Research on learning-teaching process on instructions for children/students with multiple disabilities Research/training for enhancing qualifications, abilities/expertise of teachers | | |
| TSUGE Mifumi | Chief Researcher | Autism, Developmental disabilities | Interaction, Picture diary, Joint attention, Expression of emotions |
| | Instructions on the expression of emotions of children with autism Understanding the actual situation of and providing educational support for children with autism and developmental disabilities Independence activities for children with autism | | |
| MANABE Shingo | Chief Researcher | Autism, Intellectual disabilities, Developmental disabilities | Independence activities, Research on learning-teaching process, In-school support systems |
| | Independence activities for children with autism Lesson design for special needs education schools (intellectual disabilities) Educational support for autistic children with intellectual disabilities who have behavioral disorders | | |
| NISHIMURA Takahiro | Chief Researcher | Ergonomics, Visual impairment | Human interfaces, Accessibility |
| | Usability of ICT devices Visual impairment, Information accessibility | | |
| IGUCHI Akiko | Researcher | Hearing impairment | Language acquisition, Communication, Sign language/fingerspelling |
| | Language development of babies and infants with hearing impairments (oral language, manual language) Support for children with hearing impairments studying in mainstream classrooms Information accessibility for people/children with hearing impairments | | |

Department of Information and Support

| Name | Position | Specialized field | Keywords |
|---------------------|--|--|---|
| | Information that can be provided, etc. | | |
| YAMAMOTO Akira | (Jointly held) Department Head of Information and Support, Research Director | Hearing impairment | Independence activities, Communication and language intervention, Study of teaching- learning |
| | Research on communication and language intervention, and noticing of emotions, by children with hearing impairment | | |
| YOKOKURA Hisashi | Research Director | Intellectual disabilities, Hearing impairment | School management, Curriculums, Learning evaluation, Lesson design |
| | Management of schools promoting special needs education Curriculum formulation, implementation, and evaluation in special needs education schools/special needs classes Instruction of subjects and lesson design that meet the educational needs of individuals Support for caregivers, Lifelong learning | | |
| OSAKI Hirofumi | Senior Chief Researcher | Health impairments, Intellectual disabilities, Physical/motor disabilities | Independence activities, Providing reasonable accommodation, Meta-cognition, Home/ hospital-bound education |
| | Research and development of a continuing education assurance program for high school students undergoing medical treatment Research on development of training programs in upper secondary schools for providing reasonable accommodation and promoting special needs education Instruction of independence activities in education for children with health impairments and intellectual disabilities, home/hospital-bound education | | |

| | | | |
|----------------------|--|---|---|
| NAMEKAWA Norihito | Senior Chief Researcher | Education for children with speech and language disorders | Improving education for children with speech and language disorders, Language classrooms, Lower secondary students with speech and language disorders |
| | Instruction and support for cultivating active learning by students who attend special support services in resource rooms for speech and language disorder Best approaches to instruction/guidance for lower secondary students with speech and language disorders, Creation of an in-school support system valuing each individual | | |
| AIDA Yasuhiro | Chief Researcher | Multiple disabilities | Career guidance, Career education |
| | Career guidance, Career education | | |
| OZAWA Michimasa | Chief Researcher | Multiple disabilities | Consultation, Social support system |
| | Education for children/students with multiple disabilities School consultation, School evaluation, School management Function as a resource center, School clusters | | |
| ORITA Teruyoshi | Chief Researcher | Physical /motor disabilities, ICT utilization | Accessibility, ICT utilization, Independence activities |
| | Utilization of ICT in education for children with physical/motor disabilities Utilization of assistive devices in education for children with physical/motor disabilities | | |

Center for Promoting Education for Persons with Developmental Disabilities

| Name | Position | Specialized field | Keywords |
|--|--|---|---|
| Information that can be provided, etc. | | | |
| SASAMORI Hiroki | (Jointly held) Head of Center for Promoting Education for Persons with Developmental Disabilities, Research Director | Developmental disabilities, Emotional disturbance | Resource rooms, LD/ADHD/High functioning autism, Support for schools and teachers |
| | Special needs services in resource rooms, Instruction and support for children with developmental disabilities in general classrooms Support for students with emotional disturbances such as school refusal School consultation, support for caregivers | | |
| MUNEKATA Tetsuya | Research Director | Educational technology | Assistive technology, Educational materials, Promoting informatization in education, International comparison |
| | ICT (including assistive technology devices and school information management systems) utilization in Special Needs Education International trends in implementation of the Convention on the Rights of Persons with Disabilities | | |
| INOUE Hidekazu | Senior Chief Researcher | Developmental disabilities, Hearing impairment | Upper secondary school education, Special needs services in a partial inclusion program, Community support system development |
| | Consideration in instruction of subjects for children with various educational needs in mainstream classrooms Implementing measures to promote special needs education in upper secondary schools, Special needs services in resource rooms in upper secondary schools | | |
| ENOMOTO Yoko | Chief Researcher | Developmental disabilities, Vocational rehabilitation | Support for work, Transition support, Career education |
| | Issues in employment and independence of people with developmental disabilities, etc., Collaboration with related organizations such as welfare, labor, etc. Support for transition from upper secondary school or university to employment Development of career education materials and experience-based programs suited to developmental stages ranging from later childhood to adolescence | | |
| TAKEMURA Yoko | Chief Researcher | Developmental disabilities, Intellectual disabilities | Teacher-student interactions, Teachers' evaluation of interactions with students, Support for teachers, Cooperation |
| | Education and support for children with developmental disabilities in general classrooms Special needs services in resource rooms, Teachers' Cooperation with parents and related institutions, etc. | | |
| GOSHIMA Osamu | Researcher | Health impairment, Educational technology | Education for children with health impairment, Chronic diseases, ICT utilization |
| | ICT utilization and lesson design in education for children with health impairment Educational support and development of learning environment based on ICT | | |

Center for Promoting Inclusive Education System

| Name | Position | Specialized field | Keywords |
|--|---|---|---|
| Information that can be provided, etc. | | | |
| KUBOYAMA Shigeki | (Jointly held) Head of Center for Promoting Inclusive Education System, Research Director | Communication disorder | Child care support, Kindergartens, certified child centers, and nursery schools, Community support systems |
| | Interaction of children with delayed language development Role of language classrooms, special needs education at kindergartens, certified child centers, and nursery schools. Support for guardians, Cooperation with guardians, Support systems in the community from an early stage Development counseling in health checkups for infants | | |
| IKOMA Yoshio | Senior Chief Researcher | Educational technology, Child health | Case survey, Co-occurrence analysis, Community resources, Function as a resource center, Support measure, Educational materials, Statistics by etiology |
| | School health Physical growth and motor development of children Education for children with disabilities in other countries | | |
| ITO Yumi | Senior Chief Researcher | Developmental disabilities, Emotional disturbance | Educational counseling, Psychological support |
| | Psychological support for children with developmental disabilities, Special needs services in resource rooms | | |
| SATO Toshimasa | Chief Researcher | Developmental disabilities, Emotional disturbance | Autism/ADHD, etc., Independence activities, Special needs services in a partial inclusion program |
| | Understanding the characteristics of children with developmental disabilities Special needs education in upper secondary schools | | |
| TAMAKI Munehisa | Chief Researcher | Developmental disabilities | LD/ADHD/autism, Learning difficulty, Cognitive function |
| | Learning and cognitive function of children with developmental disabilities such as LD, ADHD, or autism | | |
| TSUCHIYA Tadayuki | Chief Researcher | Health impairments | Mental disorders, Psychosomatic diseases, Chronic diseases, In-hospital education |
| | Theory of education for children with health impairments Theory of classes in education for children with health impairments Educational support for children/students with mental disorders or psychosomatic diseases (mental illness) | | |
| TERUI Junko | Chief Researcher | Hearing impairment | Function as a resource center, Independence activities, Communication and language intervention |
| | Support for children with hearing impairments studying in local schools, their guardians, and the schools Instruction of independence activities for children with hearing impairments | | |

Research Activities

● Research Structure

In FY2022, we will strategically and systematically conduct priority issue research, disability-category-specific research, basic research activities, etc.

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

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

● Priority Issue Research

Research Themes FY2022

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

● Disability-Category-Specific Research

Research Themes FY2022

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

● Basic Research Activities

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

Research Units FY2022

| | Research Unit | Leader | Sub Leader |
|---|--|--------------------|--|
| Theme-based research units | Research Unit on Use of ICT and Educational Materials in Special Needs Education (ICT Unit) | NISHIMURA Takahiro | TAMAKI Munehisa |
| | Research Unit on Career Education and Support for Work for Students with Disabilities (Career Unit) | ENOMOTO Yoko | ITO Yumi AIDA Yasuhiro |
| | Research Unit on Special Needs Education for Babies and Infants (Infant Unit) | KUBOYAMA Shigeki | YOSHIKAWA Kazuyuki SHIMANO Takafumi |
| | Research Unit on Special Needs Education for Children with Ties to Foreign Countries (Non-Japanese Unit) | SAWADA Mayumi | NAMEKAWA Norihiro |
| Research units responding to specialized issues for each type of disability | Research Unit on Special Needs Education for Children with Visual Impairments (Visual Impairments Unit) | KANEKO Takeshi | — |
| | Research Unit on Special Needs Education for Children that are Deaf and Hard of Hearing (Deaf and Hard of Hearing Unit) | YAMAMOTO Akira | — |
| | Research Unit on Special Needs Education for Children with Intellectual Disabilities (Intellectual Disabilities Unit) | YOKOKURA Hisashi | HIRANUMA Motoshi |
| | Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit) | KITAGAWA Takaaki | — |
| | Research Unit on Special Needs Education for Children with Health Impairments (Health Impairments Unit) | TSUCHIYA Tadayuki | OSAKI Hirofumi |
| | Research Unit on Special Needs Education for Children with Speech and Language Disorders (Speech and Language Disorders Unit) | NAMEKAWA Norihiro | KUBOYAMA Shigeki |
| | Research Unit on Special Needs Education for Children with Autism (Autism Unit) | TSUGE Mifumi | MANABE Shingo |
| | Research Unit on Special Needs Education for Children with Developmental Disabilities or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit) | INOUE Hidekazu | ITO Yumi |
| | Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit) | OZAWA Michimasa | KATO Atsushi |

For details,
click here →

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



● Externally Funded Research

Themes of research funded by Grants-in-Aid for Scientific Research (MEXT/JSPS KAKENHI grant) in FY2022 are as follows:

Research Themes Funded by MEXT/JSPS KAKENHI Grant FY2022

| Category | Research Title | Principal Researcher | Research Period |
|--|--|----------------------|-----------------|
| Scientific Research (B) | Development of a Training Program that Supports Career Decision-Making by Students with Developmental Disabilities based on Corporate Needs | ENOMOTO Yoko | FY 2020-2023 |
| Scientific Research (C) | Cooperation Between Regular Classes Teachers and Others: Development of a Measure of the Cooperation in Special Needs Education | TAKEMURA Yoko | FY 2017-2022 |
| | Research on Development of Classes Based on a Decision-Making Theory Approach in Special Needs Education Schools (Physical/Motor Disabilities) | KITAGAWA Takaaki | FY 2018-2022 |
| | Research on Support for Self-esteem of Children with Developmental Disabilities in Special Needs Services in Resource Rooms | ITO Yumi | FY 2018-2022 |
| | Research on the Role and Best Approaches for the Person in Charge of Language Classroom at Lower Secondary School - Preparation of a classroom management guidebook - | NAMEKAWA Norihiro | FY 2018-2022 |
| | Development of Training Programs in Upper Secondary Schools for Providing Reasonable Accommodation and Promoting Special Needs Education | OSAKI Hirofumi | FY 2018-2022 |
| | Proposal of Independence Activities for Students with Mental Illness (Including Secondary Disabilities of Adaptation Difficulties or Developmental Disabilities) | TSUCHIYA Tadayuki | FY 2019-2022 |
| | Role of Kindergartens as Places of Developing Leaders of Cohesive Society | KUBOYAMA Shigeki | FY 2019-2022 |
| | Development of an Interactive Educational Practices Program Aimed at Improving the Resilience of Children with Stuttering | MAKINO Yasumi | FY 2020-2022 |
| | Development of a New Learning Evaluation Method Using Eye Tracking to Teach Arithmetic | TAMAKI Munehisa | FY 2020-2022 |
| | Research on the current status of abstract word comprehension by children with hearing impairments and their developmental characteristics | YAMAMOTO Akira | FY 2021-2023 |
| | Practical research on instruction and support to foster independence of students with speech and language disorders attending language classrooms in lower secondary schools | NAMEKAWA Norihiro | FY 2021-2023 |
| | Research on implementing measures to promote special needs education in upper secondary schools | INOUE Hidekazu | FY 2021-2023 |
| | Longitudinal research on the practical knowledge of childcare practitioners who create inclusive early childhood education and care | YOSHIKAWA Kazuyuki | FY 2022-2025 |
| | Support for developmental disabilities in mainstream classrooms: Strategies for creating and utilizing individual syllabuses linked to a partial inclusion program | TAKEMURA Yoko | FY 2022-2025 |
| | Development of a continuing education assurance promotion program for high school students undergoing medical treatment who are willing to study | OSAKI Hirofumi | FY 2022-2024 |
| | Nationwide survey of actual conditions and research on solving constant problems for the promotion of ICT utilization in education for children with health impairments | GOSHIMA Osamu | FY 2022-2024 |
| Challenging Research (Emerging) | Development of family education programs to support the career development of children with developmental disabilities | ENOMOTO Yoko | FY 2020-2022 |
| Young Scientists | Basic Research on Elucidation of Expertise Based on Reflections of Teachers for Classes for Special Needs Education | HIRANUMA Motoshi | FY 2019-2022 |
| | Development of haptic perception training system for children who are blind to support active utilization of tablets | NISHIMURA Takahiro | FY 2021-2023 |
| Support for Starting Research Activities | Study on the Acquisition of Fingerspelling by Preschool Children Who are Deaf or Hard of Hearing during the Period of Manual/Oral Language Acquisition | IGUCHI Akiko | FY 2021-2022 |
| | Development of an autism education modular training program that includes content on dealing with behavioral disorders | MANABE Shingo | FY 2021-2022 |
| | Consideration of communication instruction approach for deafblind children | KAWAHARA Asako | FY 2021-2022 |

● Entrusted Researches

Entrusted research themes for FY2022 are as follows:

Research Themes FY2022 (Entrusted Research)

| Research Title | Entrusted Organization | Principal Researcher | Research Period |
|---|---------------------------|----------------------|-----------------|
| Research on Establishing a Support System for Deafblind Children/Students | Fast Retailing Foundation | — | FY 2020-2022 |

● Dissemination of Research Results, etc., through Publications

NISE compiles the results of the research it conducted in various forms, including research result reports, summaries, and guidebooks, all of which are posted on its website so that the latest research results can be communicated to educators as quickly as possible.

Research Result Reports, Books, Leaflets

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

In addition, NISE prepares a “Summary of Research Result Reports” which concisely summarizes the results, etc. of each research theme, and sends it out to education-related organizations throughout Japan as well as posts it on the NISE website.

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

| | | |
|-------------------------|--|---|
| Research Result Reports | Summary of Research Result Reports (themes finished in FY2020) May 2021 |  |
| | Comprehensive Research Related to the Development of Inclusive Education System in Japan - Proposal for (COMPASS) to support independent efforts in schools and local communities - March 2021 | |
| | Comprehensive Research on Special Needs Education Curriculums - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study - March 2021 | |
| | Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants - March 2021 | |
| | Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design - March 2021 | |
| | Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School March 2021 | |
| | Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the Nature of Instruction, Etc., Through a Partial Inclusion Program for the Prevention and Reduction of Secondary Disabilities - March 2021 | |
| | Research on Understanding and Raising Awareness of Inclusive Education System March 2021 | |
| Guidebooks | Research on Improving Joint Activities and Learning March 2021 |  |
| | Guidebook for Instruction in Special Needs Classes for Physical/Motor Disabilities - Basics and Fundamentals of Education for Children with Physical/Motor Disabilities Applied to Daily Instruction - Revised Edition March 2022 | |
| | Case Study Collection of the "Project for Improving the Education Assurance System for Hospitalized Children/Students and Others Concerned" July 2021 | |
| | Remote Education Q&A for Children/Students Who Need Support Due to Medical Treatment, Etc. July 2021 | |
| | Guidebook for Curriculum Development and Implementation for Special Needs Classes to Promote an Inclusive Education System - Focusing on Special Needs Classes for Intellectual Disabilities and Autism/Emotional Disturbances March 2021 | |
| | For the Growth and Learning of Children with Both Visual and Hearing Impairments, i.e., Deaf Blindness - To All Teachers, Guardians, and Other People Concerned - March 2021 |  |

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

Bulletin of the National Institute of Special Needs Education

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

◆ Contents of the Bulletin Vol. 49 (Issued in March 2022)

(1) Original Article

- A case study of social interactions between a child with deafblindness and peers in an academic class in a mainstream school

(2) Research Materials

- Characteristics of Classes for Special Needs Education for Students with Physical Disabilities in Elementary and Lower Secondary Schools: Through comparison with the results of a 2014 survey and 2019 survey

(3) Case Reports

- Examining the teaching expertise needed to design and implement lessons for special needs classes
 - A case study on an elementary school class for special needs students with intellectual disabilities –

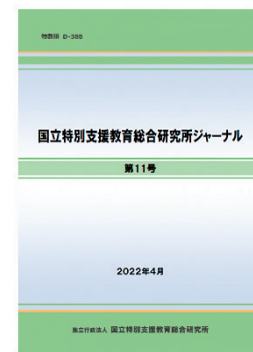


National Institute of Special Needs Education Journal

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

◆ Contents of the Journal Vol. 11 (Issued in April 2022)

- (1) Research Activity Report FY2021
 - List of Research Themes
 - Reports of Basic Research Activities
- (2) Project Reports
 - Report on Activities through Collaboration between Kanagawa Prefectural Board of Education and the National Institute of Special Needs Education
 - Initiatives on Enhancement and Promotion of the Use and Application of "NISE Learning Lab," Training Contents over the Internet
 - Aiming to Enhance Dissemination of Information on Special Needs Education
 - Initiatives on Cooperation and Collaboration between Education and Welfare to Support Persons with Developmental Disabilities
 - Project Report of the Center for Promoting Inclusive Education System
- (3) Trends in inclusive education system in foreign countries
- (4) NISE Topics

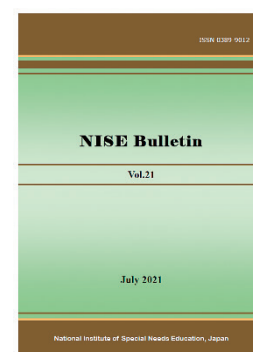


NISE Bulletin

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

◆ Contents of NISE Bulletin Vol. 21 (To be issued in July 2022)

- Research Activity Report FY2021
- Summary of Research Results FY2020
- NISE Topics
- Overview of Special Needs Education Materials
- Summary of “Bulletin of the National Institute of Special Needs Education Vol. 48 and Vol. 49”



The view from the rooftop

For details,
click here →

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



Teacher Training

● In-Service Teacher Training

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

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

Teacher Training Programs FY2022

| Name | | Term | Total fixed number |
|---|--|--|--|
| Programs for Specific Disability Categories | Term 1 | Courses for Intellectual Disabilities • Training Program for Intellectual Disabilities May 9 - July 8 , 2022 * Period of group/accommodation-based training: May 30 - June 17, 2022 | 70 |
| | Term 2 | Courses for Visual Impairments, Hearing Impairments, Physical/Motor Disabilities, and Health Impairments • Training Program for Visual Impairments • Training Program for Hearing Impairments • Training Program for Physical/Motor Disabilities • Training Program for Health Impairments Sept. 6 - Nov. 11, 2022 * Period of group/accommodation-based training: Oct. 3 - Oct. 21, 2022 | 70 |
| | Term 3 | Courses for Developmental Disabilities, Emotional Disturbances, and Speech and Language Disorders • Training Program for Developmental Disabilities and Emotional Disturbances • Training Program for Speech and Language Disorders Jan. 11 - Mar. 15, 2023 * Period of group/accommodation-based training: Jan. 30 - Feb. 17, 2023 | 70 |
| Workshops/ Seminars for Leaders Involved in the Enhancement of an Inclusive Education System | Workshop for Leaders Involved in ICT Utilization in Special Needs Education | | July 21 - July 22, 2022 70 |
| | Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools | | Sept. 1 - Sept. 2, 2022 70 |
| | Workshop for Leaders of Promoting Joint Activities and Learning | | Nov. 25, 2022 * Online implementation 70 |
| | Seminar on Educational Practices for Persons with Developmental Disabilities | | Jan. 26, 2023 * Online implementation About 70 |
| Collaborative Teacher Training | Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools | | Aug. 26, 2022 * Online implementation About 50 |

In addition to the above, “Regional Workshops for Building a Seamless Support System and for Promoting Further Support for Children Who are Deaf or Hard of Hearing” are scheduled to be held in the Hokkaido/Tohoku region, the Kansai region, and the Chugoku/Shikoku region.

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

NISE started providing teacher training programs immediately after its foundation in 1971. As of March 31, 2022, 10,038* participants in the Programs for Specific Disability Categories and 12,669 participants in other programs have completed training. These participants who have completed NISE’s teacher training programs are playing a leading role at schools, educational administration agencies and relevant institutions nationwide.

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

For details,
click here →

NISE Website > Teacher training
https://www.nise.go.jp/nc/training_seminar



● Extensive Support for Enhancing Qualifications of Teachers

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

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

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

Training contents are classified as follows, and a total of approximately 170 lecture contents are provided.

- General fundamental theories and comprehensive/cross-sectional content related to special needs education such as inclusive education system development
- Content (overviews, curriculums, teaching methods, etc.) related to expertise by type of disability
- Content relating to instruction suited to the learning difficulty in regular classes

All training lectures can be viewed for free from a computer, a tablet or a smartphone after registering for personal use. Also, boards of education, schools and other establishments that have registered for group use, can configure training programs to meet the needs of their trainees and then use the programs to train those teachers.

For details,
click here →

NISE Website > NISE Learning Lab

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



Online Accredited Courses for Teacher Certification

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

◆ FY2022 Course Overview

[First semester]

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

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

Training period: May 9 (Mon) - Aug. 19 (Fri), 2022

Credit certification exam date: Sept. 11 (Sun), 2022

Capacity: 200 people per course

[Second semester]

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

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

Training period: Oct. 3 (Mon), 2022 - Jan. 13 (Fri), 2023

Credit certification exam date: Feb. 5 (Sun), 2023

Capacity: 200 people per course



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

For details,
click here →

Comprehensive Information Website for Online
Accredited Courses for Teacher Certification

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



Information Services Dissemination of NISE

● Information Dissemination Through Seminars, Etc.

Seminars promoting special needs education

By dividing the nation into regional blocs, NISE holds seminars promoting special needs education three times a year in order to raise awareness and understanding of special needs education within each bloc.

In FY2022, the seminars will be held in the regional blocs of Kanto Koshinetsu, Tokai/Hokuriku, and Kinki. NISE provides useful information on special needs education, etc., by understanding the issues and information needed in each community and collaborating with related organizations, etc., to promote exchange and build relationships within each bloc.



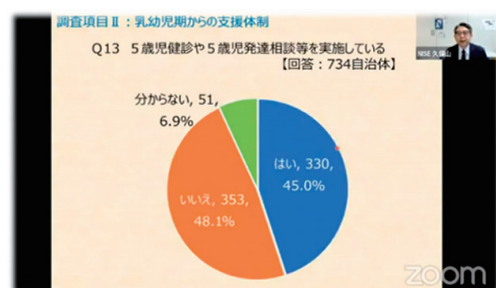
Seminars promoting special needs education
Online lecture (photo taken in 2021)

National Institute of Special Needs Education Seminars

Toward the advancement of inclusive education, NISE will report and lecture on the research conducted at NISE in FY2022 and important issues in special needs education.

Date: Mar. 4 (Sat), 2023

Venue: Hitotsubashi Hall, Hitotsubashi University
(Chiyoda Ward, Tokyo)



NISE Seminar sectional meeting (FY2021)



NISE Seminar opening ceremony (FY2021)

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

For details,
click here →

NISE Website > NISE Seminars

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



Projects Relating to World Autism Awareness Day

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

For details,
click here →

Official website for World Autism Awareness Day

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



● Information Dissemination Through the NISE Website

Through its websites, NISE provides various information including general information about special needs education, information related to the development of an inclusive education system, information related to developmental disabilities, and case studies on the use of educational materials and assistive devices in a way that caters to various needs. By doing this, NISE offers information not only to those involved in special needs education, but also to the general public.

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

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

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



Center for Promoting Education for Persons with Developmental Disabilities



Developmental Disabilities Navi Portal

For details,
click here →

Website of the Center for Promoting Education
for Persons with Developmental Disabilities
<http://cpedd.nise.go.jp/>



Developmental Disabilities Navi Portal
<https://hattatsu.go.jp/>



Website of the Center for Promoting Inclusive Education System

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

◆ Information Provided on the Website

- Basic knowledge of inclusive education systems
- Implementation reports by municipalities that participated in the community support project
- Latest information on other countries and international exchange
- Inclu-DB (e.g., practical application examples of reasonable accommodation) and how to utilize it



For details,
click here →

Website of the Center for Promoting Inclusive
Education System
https://www.nise.go.jp/nc/about_nise/inclusive_center



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

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

In response, NISE has been operating a “Portal Site for Special Needs Education Materials” since March 2015 for the purpose of more widely disseminating practical application examples and related information in the context of utilization of educational materials and assistive devices.



For details,
click here →

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



● Exhibition Room/Seminar Room of NISE

Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room

The Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room contains panel exhibits pertaining to basic understanding, response, and support for developmental disabilities and introduces educational materials, assistive tools, reference books, etc. with an aim to promote understanding of and proper response to developmental disabilities and to enhance support. There is also a section where visitors can experience and learn about the characteristics of developmental disabilities.



i-Library – An Exhibition Room Featuring Educational Support Devices and Other Educational Materials

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

i-Library provides information mainly on commercially available products that can be used in schools, in an easy-to-understand manner using explanatory panels and the like in a section for each disability category.



For details,
click here →

i-Library Website
<http://forum.nise.go.jp/ilibrary>



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

In the Tomorrow's Classroom (as it is commonly called as), participants can learn hands-on how to teach with ICT devices, including tablets provided by the GIGA School "One Student, One Tablet" Program, and how to provide reasonable accommodation in a classroom.

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



● Library

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

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

NISE Library is for everyone. Please contact us through the designated form on the website, e-mail or fax if you want to use our service.

E-mail: a-tosho@nise.go.jp

FAX: 046-839-6939



Special Archival Documents

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

For details,
click here →

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



● Open Day

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

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

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



Open Day (photo taken in Nov. 2019)



For details,
click here →

NISE Website > Open Day
https://www.nise.go.jp/nc/laboratory_release



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

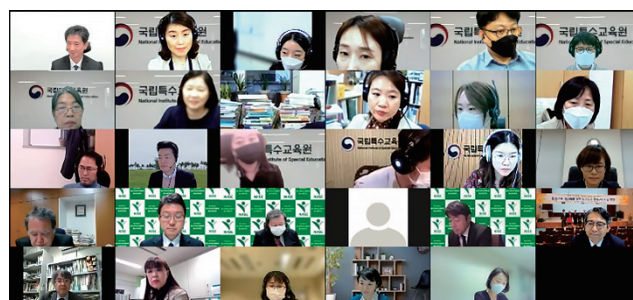
● Grasping the Newest Overseas Trends and Research with Overseas Organizations

Collection and Dissemination of Information Regarding the Newest Overseas Trends

As a national center of special needs education, NISE provides information to the world on efforts and research results regarding special needs education in Japan. It has organized the Nation Survey Unit, and collects information on policy pertaining to educational systems for children with disabilities in foreign countries with the cooperation of specially-appointed researchers. Survey results are publicized through NISE's website, the "NISE Journal," and other channels.

Interaction with Overseas Research Institutes

NISE has exchange agreements with foreign research institutes under which we dispatch research staff, invite researchers from overseas, and also exchange information and researchers relating to special needs education and inclusive education systems. In FY2022, we plan to participate in an international seminar organized by the Korea National Institute of Special Education, and to hold a conference on special needs education between NISE and the Korea National Institute of Special Education.



Japan-ROK Special Needs Education Conference with the National Institute of Special Education (ROK) (FY2021)

International Collaboration between Foreign Organizations

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

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

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

Dispatching Research Staff Overseas and Receiving Researchers from Overseas

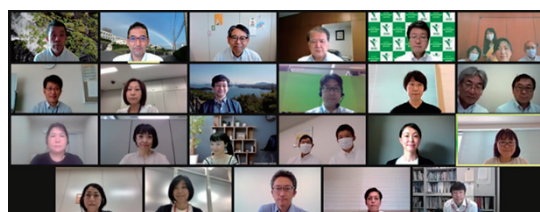
NISE promotes research exchange, by dispatching research staff to participate in and present research results at international academic conferences, or to investigate conditions relating to inclusive education systems. On the other hand, upon request by the Japan International Cooperation Agency (JICA),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



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

● Collaborative project to solve local issues

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



Information exchange via online (FY2021)

In FY2022, 13 local governments in 8 prefectures across Japan are participating in the project, undertaking various activities according to the issues and objectives of each local community, such as raising awareness and understanding of inclusive education systems, building local support systems, and promoting in-school training. The results of the project will be disseminated through efforts such as holding debriefing sessions in the local governments and producing leaflets, as well as by posting the project report, etc., on NISE's website.

● Collaborative Research Project on Practices in Local Communities Report

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

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

FY2020 Report



Research results of each municipality



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

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

◆ Contents of information provided through Inclu-DB

Database for Practical Examples of “Reasonable Accommodations”

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

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

As of April 2022, the site features 590 case studies (practical examples).

Examples of Training Utilizing Inclu-DB

Introducing proposed training programs, actually conducted training and teaching, etc., that utilized Inclu-DB.

Case Studies of Joint Activities and Learning Practice

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

Related Information

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



For details,
click here →

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



● Consultation Support on Development of an Inclusive Education System

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

Collaboration

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

NISE openly invites boards of education, special needs education centers, kindergartens, schools, etc., across the country to apply to cooperate with NISE and strives to facilitate practical research by collaborating with related organizations in theme-based research units. NISE strives to contribute to solving issues faced by schools and boards of education across the country through collaborative efforts with various organizations, as seen in, for example, the establishment of Hiroshima Office, West Japan Branch of NISE in April 2021 following the conclusion of a comprehensive collaboration agreement with Hiroshima University in March of the same year, or the conclusion of a collaboration and cooperation agreement with the Kanagawa Prefectural Board of Education in October of the same year.

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

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



Agreement signing ceremony held at Kanagawa Prefectural Government

● Support for Overseas Japanese Schools, Etc.

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

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

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

The National Kurihama School for Handicapped Children, the predecessor of the Special Needs Education School for Children with Autism, University of Tsukuba, was originally established in September 1973, in close cooperation with National Institute of Special Education (at that time), to provide educational services for children with profound and multiple disabilities. Based on the practice of the school at the time, the school was later re-established in April 2004 as the Kurihama School for Children with Autism, University of Tsukuba to provide education equivalent to kindergarten and elementary school for autistic children with intellectual disabilities, as well as to provide them with the knowledge and skills necessary to compensate for their disabilities. Then, the school was renamed the Special Needs Education School for Children with Autism, University of Tsukuba in 2007.

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

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

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



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

Budget and Facilities

● Budget and Account Settlement

Budget of Annual Expenditure (FY2022)

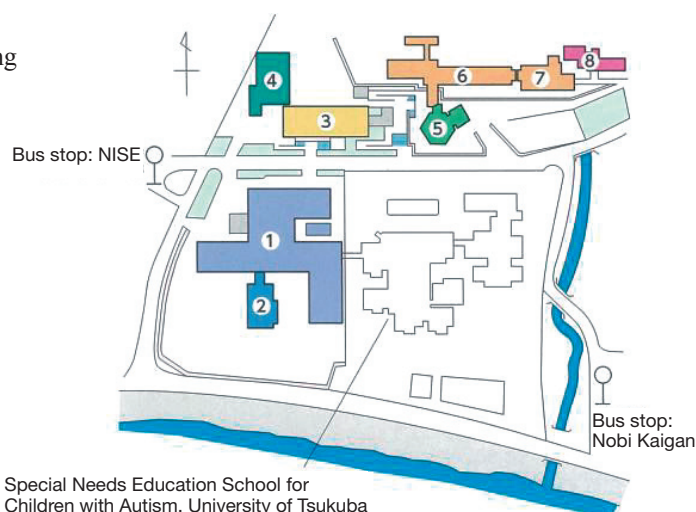
| Budget funds | Amount (thousands YEN) |
|---|---------------------------|
| Government funding for operating expenses | 1,084,169 |
| Grant for facilities improvement | 79,215 |
| Self-generated Income | 4,970 |
| Total | 1,168,354 |

Account Settlement (FY2020)

| Budget funds | | Amount (thousands YEN) |
|--|------------------------|---------------------------|
| Operational expenses | Personnel expenses | 794,582 |
| | Non-personnel expenses | 454,322 |
| Facilities improvement expenses | | 29,326 |
| Contribution | | 300 |
| Contracted projects, etc. (including indirect expenses) | | 16,722 |
| Total | | 1,295,252 |

● Site and Building

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



Contact / Access

● Contact Information

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

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

| | Phone number | Fax number | E-mail address |
|--|--------------|--------------|-------------------|
| General Affairs and Planning Division | 046(839)6803 | 046(839)6918 | a-somu@nise.go.jp |
| Finance Division | 046(839)6818 | 046(839)6916 | |
| Information and In-service Training Division | 046(839)6889 | 046(839)6915 | |

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

● Access

◆ Keihin Kyuko Line

From Keikyū Kurihama Station

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

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

or Take a taxi to NISE (about 8 minutes)

From YRP Nobī Station

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

◆ JR Yokosuka Line

From Kurihama Station

Take a bus bound for Nobī Kaigan (**Kurihama Route 8**) from the bus stop No. 2, and get off at the last bus stop (about 15 minutes from the station).

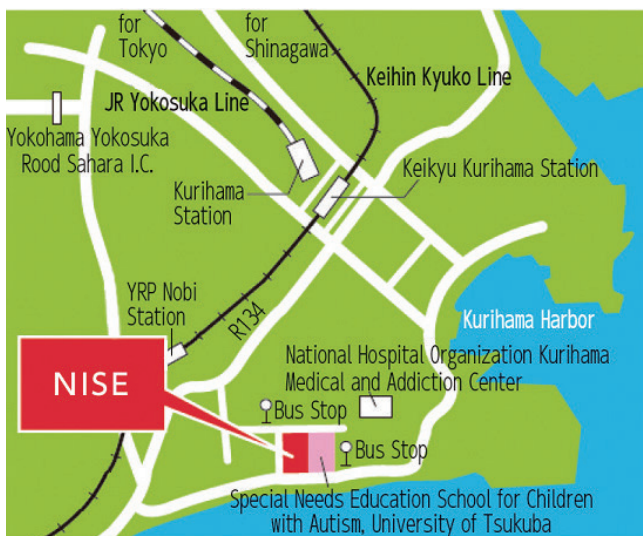
NISE is 300 meters from the bus stop.

or Take a taxi to NISE (about 10 minutes)

Wide Area Map



Area Map





NISE Logo Design

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



NISE Memorial Monument “Being along with a child”



独立行政法人

国立特別支援教育総合研究所

National Institute of Special Needs Education

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