

REPORT ON THE SPECIFIC PRACTICUM

ON

MENTAL RETARDATION

By

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REPORT ON THE SPECIFIC PRACTICUM

SCHEDULE

<u>Date</u>	<u>Place</u>
October 31 --November 30	Special School attached to Tokyo Gakugei Univ.
December 3--December 5	National Institute for Special Education.
December 4	Yokosuka City Special School.
December 4	National Kurihama Special School for the children with Mental Retardation.

SPECIAL SCHOOL ATTACHED TO TOKYO GAKUGEI UNIV.

The school es placed in Higashikurume City, Tokyo. This school is divided in to four departments:

1. Kindergarten Dept: This department, work with toddlers and pre-schoolers children. In the Kindergarten department, every Wednesday morning the teachers have Portage meeting, in the afternoon the children will come for training. The teachers give the guidance to the mothers about the portage program, showing to the mothers how to develop skills with their own children after they make the evaluation together (mother-teacher), and set another task for the child.
2. Elementary school dept: This departament have three classes:
  - a. Lower grades class (下学年部), work with first and second graders children.
  - b. Intermediate class (中間学年部) works with third and fourth graders.
  - c. Upper Grade Class (上学年部) works with fith and sixth graders.
3. Lower Secondary Department: with three classes.
4. Upper Secondary Department: also has three classes.

The school premise is very big. It has a swimming pool used in the summer time. And two big pieces of grassland for play different kinds of sport. Every morning the children run around the grassland between one to twenty rounds, and do exercises. Also has a big space for sowing the sweet potatoes, some vegetables, and the food for the rabbits of the Kindergarten.

#### ELEMENTARY DEPARTMENT.

The elementary dept, develop work skills through the UNIT OF LIFE EXPERIENCE and with GUIDANCE IN DAILY ACTIVITIES.

#### UNIT OF LIFE EXPERIENCE FOR THIS YEAR.

New class  
Athletic meeting  
Boarding programme  
Swimming in a pool  
Athletic meeting  
Autumn Festival  
Marathon Day  
Exhibition Day  
Preparation for the New Class  
Graduation

#### GUIDANCE ON DAILY ACTIVITIES.

Commuting to school.  
Preparation class activities and going home.  
Marathon  
Morning meeting.  
School lunch.  
Cleaning.  
Toileting.  
Free Play.  
The Guidance is given whenever is necessary throughout the year

Also they have:

Group study: Children are divided in to groups and receive guidance mainly on language and numbers.

Learning how to play: Based on the groupin, children will learn how to play en a group, plays appropriate to the developing stages and disabilities.

Special activities: Such an entrance Ceremonies or starting

endig, new terms, and graduation ceremony.

Joint study: Once a week, they practice songs, rhythmic, games, etc.

"AQUIMATSURI or HAPPY AUTUMN FESTIVAL"

Was the name of the Unit life experience in the month of November.  
(Annex 1 )

This festival started in November 7, in Takegumi group, with an Open class under the observation of Professors of the Tokyo Univ. and coo-teachers of the same school, (different departments). The goals of the festival for the children were:

1. Be able to make things that can be sold.
  - a. Be able to use money.
2. Be able to buy and sell things.
3. Be able to enjoy the festival with friends.

For this festival the Takegumi students made a toy called "KOROKORO PACHINKO" The goals of the Korokoro Pachinko Production were:

1. Be able to know what they were going to make and have interest in the process.
2. Be able to know the fact that they are required to make many pieces.
3. Keep the concentration and be satisfied with his/her work (Annex 2 ).

MOTIVATION AIDS:

Evaluation Chart:

For each completed work, they put one sticker in the chart. The exigency level changed according to the level of each child. Some children had to:

- a. Nailing until 8 (10, 20, 30 ).
- b. Keep nailing until one Pachinko was completed.
- c. Draw objects in the piece of wood.

When the child reaches his goal, the teachers made them aware of their progress and set a new goal.

Rewards:

As rewards to some of the children who wanted work in their free time (time for play) the teachers gave some sweet food or candies.

### Chibi Maruko Chan Broach:

Each child received one for wear over the apron in the Aquimatsuri festival (Chibi Maruko Chan, is now the most popular cartoon in Japan among the children).

### Apron:

Each child wear a new apron for sold the products, These apron had the face of each child with his/her name.

### Posibility for choose first:

The day before the Festival the children bought a Korokoro Pachinko They choose one among all the production.

### Others activities:

As a practice of the "usage money", the students has been learning how to use money buying one of the dishes of the school lunch. Also the children has been practicing how to sold and buying Korokor Pachinkos. They were wearing their aprons, using real money and the same kind of plastic bags for the festival.

### Learning how to play:

Once a week the third graders have training in how to play different group games. In this way the children knows how to make best use of his/her free time.

### Commuting to the school:

Every day the mothers let their children in the station door, then they walk to school alone.

In the afternoon, the teachers walk with the children to the station and teach them which train they have to board; for going back to their homes at appropriate station; the mothers wait and take the children home. Also some children commute home using bus service or walking.

About my responsibility inside the class.

During my specific practice in Tokyo Gakugei , I was in charge of help to Maiko Chan in the following points:

Guidance in Daily Activities.

1. Changing the dress (kigaenasai)

Take off the exercise cloth and wear the school uniform.

Blouse

- a. Hold the end of sleeves and take it off
- b. fold the blouse in the right way
- c. Wear the blouse
- d. Buttoning in the right way

Skirt

- a. Hold the front part and put it on
- b. Buttoning in right way

Bloomer

- a. Take off the bloomer
- b. Fold the bloomer in two vertically

Wrapping cloth

- a. Hold the edge of the wrapping and tie them along the diagonal line.
- b. Look for her notebook
- c. Look for her hat
- d. Look for her knap sack
- e. Put in her wrapping cloth
- f. Put in her notebook
- g. Wear her jacket
- h. Sit down in her own chair

2. In the practice of Aquimatsuri:

In this practice we took the following points:

- a. She belong to A group
- b. She becomes customer first, then a shopkeeper.

Content of study.

- Welcome to the customer.
- Put the Pachinko in to a bag.
- Give the bag to the customer.

Check Points.

- \*Be able to stand at the designated place.
- \*Be able to put a Pachinko in a bag with help.
- \*Be able to board the head, said "arigato"

\*I was gave verbal guidance. Whenever she was successful  
I praised her.

Applicable knowledges.

Ways of Communication (home===school).

1. The Notebook. Used for the communication Home-School is a very important factor in the relation Parents-Teachers, because it gives the teacher the opportunity to go deeply in the behavior of his/her students, also the teacher can give advice to the parents how handle some behavior of their children at home. In this way, the education of the child can be suitable according to her/his own needs in his/her environment.

2. The Newsletter: Is another way of Communication school-home, through this the teacher inform to the parents the following aspects:

- a. How the student did the work in the week past
- b. Schedule of the coming week. "
- c. Special events that might take place in the coming week.

3. Techniques.

- a. Real meaning of the Life experience unit. How to teach through this unit, knowledges about independent life, mathematics, reading, writing, integration opportunity, etc.
- b. Like a part of the Aquimatsuri life experience unit, I gained new knowledge about teaching "usage of money".
- c. In the field of independent life, also I learned some keys for help the children to learn how to dress by him/her self.

NATIONAL INSTITUTE OF SPECIAL EDUCATION.

Date of establishment:

October 1, 1971 .

Description .

Size of site: 99,909.83 m<sup>2</sup>

The main building contains the Research Administration. Another building is for In-service training teachers and the dormitory for them.

The In-service training for teachers has 4 kinds of courses:

1. Long term training course.
2. Short term training course.
3. Workshop for training of Newly-appointed Principals and Vice-Principals of Special Schools.
4. Workshop for training of Educational Guidance Personnel of Special Education Centers.

Also they have House for Staff Training, House for Clients, Dining Hall. The School building has also dormitory for Children, and Staff Residence.

Purpose and functions of the institute.

1. To carry out researches from the point of view of sciences in such interdisciplinary areas as medicine, psychology, education, and technology, the findings of which is to be applied to the contents of education and teaching methods in special education.
2. To cooperate closely with the National Kurihama School for Handicapped children.
3. To provide advisory services for handicapped children and their parents, making comprehensive diagnosis and giving guidance and advice on the teaching method.

This Institute also provides Information Services about the research findings on special education, and providing and offering books and literatures necessary to promote researches on special education.

Staff

The Institute has 86 staff members.



THE NATIONAL KURIHAMA SCHOOL FOR HANDICAPPED CHILDREN.

Date of Establishment:

September 29, 1973.

Purpose and function of the school.

The National Kurihama School for Handicapped Children was established to provide educational treatment for severely and multiply handicapped children in cooperation with the Institute as facilities to promote practical research.

Number of Children admitted.

Now they have about 30 children. The children admitted here have a considerable degree of mental retardation, sensory impairment, physical handicap or emotional disturbance or a multiplicity of handicap.

Description.

This is the only one special school in Japan which enrolls brain-damaged and health impaired children, 90% of those children are suffering from seizure and epilepsy.

The school has thirty teachers, nurses, assistant nurses, a school nurse and part time medical doctors working within the context of a child's medical requirements.

Many of the children in this school have very poor health condition and unable to control their temperature, (their temperature is changing with the atmospheric temperature), this is the reason why always after they arrived to the school, they are taken their temperature and checked their health conditions in the school infirmary and after transferred the information from their homes to the school.

The teacher child ratio is 1:1.2 and individualized instruction is given. For the profoundly handicapped children the emphasis is placed in the basic life activities such as sleeping, eating or excreting .

The content of children's educational programmes is organized mainly on Educational Therapeutic Activities.

The four main points in educational programmes are:

- Improvement in Health
- Improvement of the motor skills
- Improvement of sensory functions for environmental awareness
- Improvement of communications skills.

## YOKOSUKA MUNICIPAL SPECIAL SCHOOL FOR THE HANDICAPPED.

Yokosuka Municipal School for the Handicapped founded in 1964, caters to multiple handicapped students. The staff of 43 include teachers, clerks, dietitian, cooks, janitors physical therapist and teacher aids. It has elementary (22 children, 13 teachers), and lower secondary department (13 children, 6 teachers). The school has an itinerant teacher program where in three students and two teachers are involved. Subject areas consist of Language, numbers, activities for daily living, sensory cognition, rhythmical exercise, educational therapeutic activities and moral education. Special activities include classroom assembly and club activity. A total of 980 hours is spent with one school hour consisting of 20 to 40 minutes.

### SUGGESTIONS

1. The assigned time for the specific practice is too short, because I think it's impossible to get enough knowledge when there have been only two or three hours per visit, so the time must be lengthened in order to achieve the whole specific practice.
2. I believe that it's very important to know before hand the suggested places to perform the specific practice in order to be more conscious and have better choice according to our needs.
3. There's a two month lapse between the ending of the Japanese language course and the start of the specific practice, during which all the knowledge of the language gets lost or forgotten and for all this, our communication ability, specially with children gets tougher an difficult. There is a very long gap between the Japanese language course and the specific practicum.

**\*\* ANNEX \*\***

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SCHEDULE FOR TAKEGUMI

Nov. 6 (Tue) Group Study (11:30)  
7 (Wed) Preparation for the "Happy Autumn Festival" (14:00)  
8 (Thu) Joint Study (13:00)  
9 (Fri) Group Study/ Free Play (14:00)  
10 (Sat) Free  
11 (Sun) "  
12 (Mon) "  
13 (Tue) Preparation for the "Happy Autumn Festival" (14:00)  
14 (Wed) " (14:30)  
15 (Thu) Joint Study (13:00)  
16 (Fri) Preparation for the "Happy Autumn Festival" (14:30)  
17 (Sat) Free  
18 (Sun) "  
19 (Mon) Preparation for the "Happy Autumn Festival" (14:00)  
20 (Tue) "  
21 (Wed) "Happy Autumn Festival" (14:30)  
22 (Thu) Meeting re: "Happy Autumn Festival" (13:00)  
23 (Fri) Free (National Holiday)  
24 (Sat) Free  
25 (Sun) "  
26 (Mon) Clay Work (14:30)  
27 (Tue) Group Study (14:00)  
28 (Wed) Outing (14:30)  
29 (Thu) Joint Study (13:00)  
30 (Fri) Bazaar (14:30)

Present condition and Individual goal of "Korokoro Pachinko"

No	Name/Sex/Grade	I Q	Present Condition	Individual Goal
A1	Mio/F/4th	46	Enjoy making Pachinko with interests as a toy. Understand how to nail and handle a hammer.	Able to set her own goal (numbers of boards to make) and nail them. Able to count the required number of nails
A2	Junko/F/4th	64	Enjoy making Pachinko knowing that she is making something to sell.	Able to set her own goal (numbers of boards to make) and nail them. Able to count the required number of nails
A3	Satoshi/M/3rd ru	2.11ys *	Enjoy making Pachinko with interests as a toy. Able to find the nails require more nailing down.	Able to move on to the next one after finishing one.
A4	Saki/F/3rd	36	Enjoy making Pachinko with interests as a toy. Able to find the nails require more nailing down.	Able to move on to the next one after nailing all down and checking them.
B1	Naotake/M/3rd (a)	1.55ys *	Show interest in nailing but work on it according to the mood of the moment. Don't want to support a nail with a hand.	Able to count a bunch (10 pieces) of nails. Able to nail with a hand support.
B2	Takatoshi/M/3rd	1.3 ys *	Though unable to connect the process of his work with the finished product, he is beginning to show interest in nailing. Positively place nails in holes.	Able to be ready for the nailing work without teacher's assistance. Able to recognize that he accomplished his work
B3	Maiko/F/3rd	1.75ys *	Show interest in nailing and have will to do. Don't want to support a nail with a hand.	Able to understand her work to finish all the nail in the tray. Able to nail with a hand's support.

(\* Age in the column of IQ is assessed by Tsumori method.)



Junko

she understood the time flow  
and her responsibility.  
Also she was good at joining the  
changes.

Mio

いざ、わい、と、い、え、じ、つ、い、し、う、  
she was good at saying these  
also she knew that she had to  
sell all.

Naotaka

He was positive / active in buying  
things. He used all his money.

Satoru

He was into selling pachinko.  
Saying "い、れ、い、" & "あ、あ、あ、"  
He <sup>even</sup> sometime put a pachinko before  
a customer chose one.

Taka

When a friend said "い、れ、い、い、"  
he was able to say "い、い、"  
He was relaxed & enjoyed the  
day.

Maiko

she was good at putting pachinko in a box,  
also good at smiling. She had all  
the wheel and enjoyed bolig in the afternoon.

Saki

she was good as a shopkeeper & said

GROUP TRAINING COURSE ON MENTAL RETARDATION

FINAL REPORT

By  
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12.14.90



After six months in this Country, visiting different places, facilities, and programs, I can summarize the principal knowledges I have learned which is useful in my work are as follows:

1. Formative rhythmics:

I can work with my students using the materials and ideas given to us by Mr. Tamano Sensei. Such materials for the moment can be used to fortify the perceptual motor development.

2. Music Therapy:

Some concepts can be taught through music. Also music can help us make our classes more interesting and at the same time may be useful in developing Communication skills in my students.

3. Different Ways of Communication (Home-School).

This is important, because the children can understand and be understood by teachers, parents and persons in close contact with the Mentally Retarded people. It will be enhance the development of skills and educational training in school and at home.

4. Planning and developing a life experience Unit with the respective motivation aids.

This kind of work gives a lot of experiences to the Mentally Retarded these experiences let the Children learn concepts in the normal environment.

In the future I want to deepen my knowledge in the field of Learning Disabilities, specially in the remedial plan for Social Disabilities. Also about the educational program using methods like: Formative Rhythmics, Portage Program, Sensory Integration Program, etc.

The priority of means which should be taken to develop the services for the Mentally Retarded in Costa Rica are:

1. Parent Training Program
2. In addition to our own early intervention program, we can make use of the Portage Program.
3. Promotion of the Transactional Program.

This course is very important to us people working directly with the handicapped. It deepens our knowledge in terms of educational program, pre-vocational training and independent living for handicapped people.

I would like to extend my thanks to JLMR and JICA for this training. It was indeed an enjoyable and unforgettable experience. I would also like to thank Matsura Sensei and Ogasawara Sensei of Special School attached to Tokyo Gakugei University for sharing with me their knowledge and experience.