

REPORT

ON

SPECIFIC PRACTICUM

By

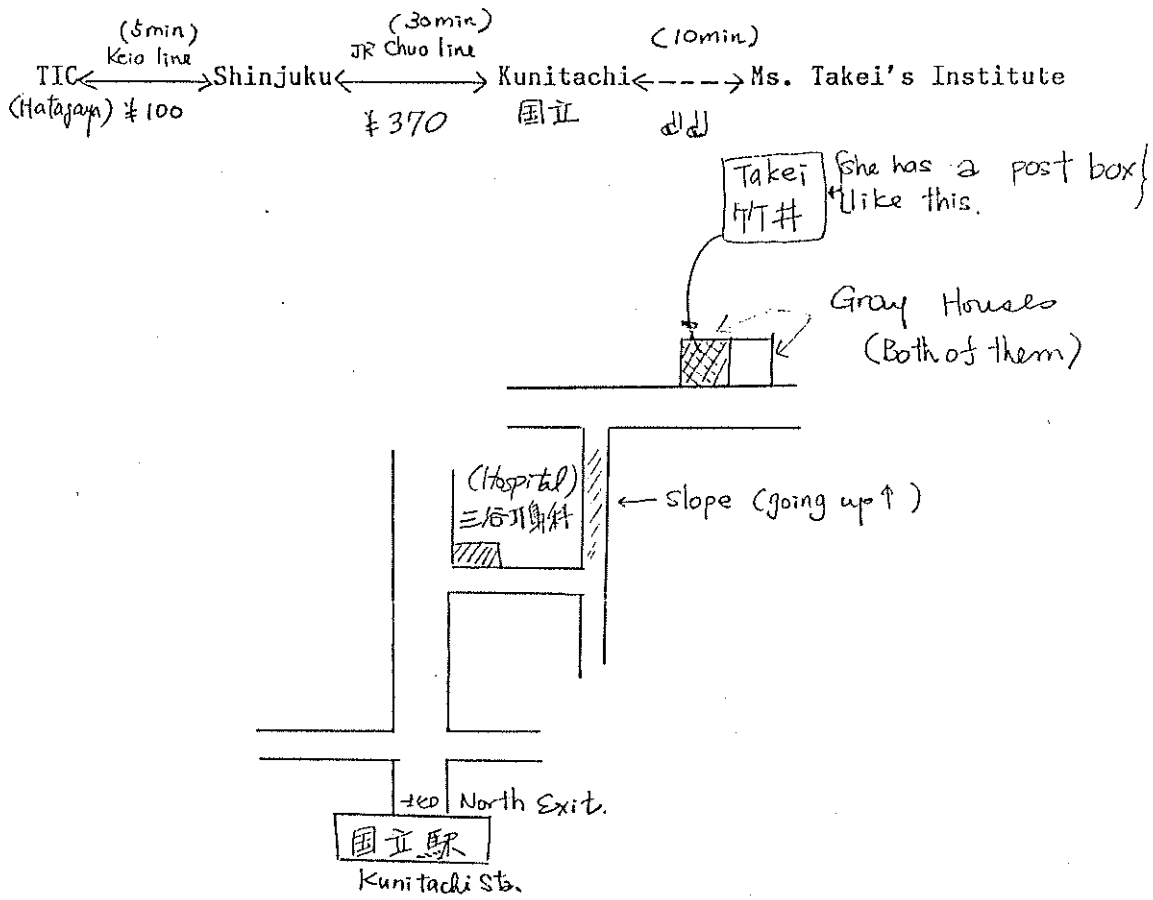
PUTTIPORN PHURISAT - THAILAND

SCHEDULE

DATE	a.m.	p.m.	Memo
Oct.31(Wed.) 10月33日	Tama Elem. School 10:00.....1:00 KUNITACHI	Inagi Day Care Center 2:10.....4:10 lecture.	
Nov.06(Tue.)	I Yurikago Nursery School(Takao,Kazuhisa) 9:30.....12:00 (1:00~2:30 Lecture)		
→ Nov.07(Wed.)	Special school for Portage Program. 9:00 3:00		Special School.
Nov.08(Thu.)	Kunitachi(Daimi,Minami,Takeshi) 9:30.....4:00		
Nov.09(Fri.)	Kunitachi(Ryosuke,Atsushi,Motoji,Ai,Mayumi M) 9:30.....4:00		
Nov.14(Wed.)	Kunitachi(Haruki,Daimi,Kazuhisa,Yasuo,Takeshi) 9:30.....4:00		
Nov.15(Thu.)	Kunitachi(Takao,Miki,Satomi,Yoshiko) 9:30.....4:00		
Nov.16(Fri.)	Kunitachi(Ryosuke,Atsushi,Motoji,Ai,Mayumi M) 9:30.....4:00		
Nov.19(Mon.)	Kunitachi(Haruki,Yumi,Mayumi K,Shota,Yunosuke) 9:30.....4:00		
Nov.20(Tue.)	I Yurikago Nursery School(Takao,Kazuhisa) 9:30.....12:00 (1:00~2:30 Lecture)		
Nov.21(Wed.)	Chou Aijien (Day care center) 10:00 3:30		
Nov.22(Tue.)	II Yurikago Nursery School(Naoyuki,Keiko,Atsushi) 9:30.....12:30 (1:30~2:30 Lecture)		
Nov.26(Mon.)	Kunitachi(Megumi,Risa) Gunma University 9:30.....11:30 2:40.....5:50		
Nov.27(Tue.)	Home-Visit: Yokohama (Kana,Yuta,Kazumasa) 9:00.....2:30		
Nov.28(Wed.)	Kunitachi(Haruki,Daimi,Kazuhisa,Yasuo,Takeshi) 9:30.....4:00		
Nov.29(Thu.)	Tama. Elem. School , Inagi Day Care Center 10:00 1:00 2:10 4:10		
Nov.30(Fri.)	Kunitachi(Ryosuke,Atsushi,Motoji,Ai,Mayumi M) 9:30.....4:00		

Dec.03(Mon.)	Kunitachi (Risa, Yumi, Mayumi K, Shota, Yunosuke) 9:30.....4:00	
Dec.04(Tue.)	1 Yurikago Nursery School (Takao, Kazuhisa) 9:30.....12:00 (1:00~2:30 Lecture)	
Dec.05(Wed.)	Chuo Aijien (Day Care Center) Home-Visit: Toyochō 10:00.....3:30 4:00...5:00	

TAKEI RESEARCH INSTITUTE OF DEVELOPMENT PSYCHOLOGY



TAKEI RESEARCH INSTITUTE

This institute, a private institute, was settled in 1983 by Takei Sensei.

It's located in Kunitachi town. Looking from outside this institute seems like an ordinary house but when you get into this house, at the first floor

you can see :- The sitting room for talking and exchange idea with the parents and for PT therapy.

- The play room for gross motor and observe how the children play.

- The dining room for my lunch with sensei.

and at the second floor you can see :

- The individual teaching room with computer teaching game.

- The toys and teaching materials room.

- The audio room.

- The office and small library.

At the beginning, there are only 2 children came but now 44 children come and to teach these children Takei sensei uses the University of Washinton's program as a teaching program and uses the portage checklist as a checklist.

This institute divides into 2 semesters the first from January to June and the second from July to December.

Some children come to this institute once or twice a month and some Takei sensei herself visits and teaches at home which depends on the parents and children. The age of the children is from birth to six years with an exception for some children above six years who go to school and need special extra training after school.

At this institute Takei sensei teaches all children by herself and gives advice and counseling to all parents how to take care and teach their own children and also one PT come once a week for the specific training and problem.

It is one of the best institute I had visited, well organization, good program to teach the children and the two senseis work hard with all children. I myself learn a lot from this place which is:-

- How to give individual teaching to the children
- How to make cheap, easy and effective teaching material
- How to give advice and how to work with the parents.
- How to give information and lecture to the person who work with these children.
- How to teach children at home.
- How to keep data record and give assignment to the parents
- How to do the placement for each children. etc.

And I can bring, adapt and use all experience and knowledge here back to my country and help my lovely children.

SPECIAL SCHOOL

In the morning on this observation day I had an opportunity to observe one classroom from this I learn :-

- how to make a plan for each children
- how to hold "group class"
- how to evaluate the class

In the afternoon I went to see "the portage program". I had only two hours for observation how to teach the parents to use portage program at home but here I learn one important thing which is how to follow-up the children.

It's a good program because the parents can teach their own children at home and the staffs can follow-up the progress and give more advice by appointment the parents and their children to this place once a month or more. So I try to adapt this program when I go back to my country.

Suggestion.....

At takei place I learn a lot but it muse be better if I have co-ordinator with me because all advices to the parents and all lecture is in Japanese. which I can understand some but not all and if I can understand all by co-ordinator it must be "the excellent" practicum.

OPEN CLASS

Date: Nov. 7 (Wed)
Time: 10:00-11:20
Class: Takegumi (3rd & 4th graders)

Theme: Happy Autumn Festival

On Nov. 21, the Special School will hold "Happy Autumn Festival".

The aims of the festival are:

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

Takegumi students are going to make "Korokoro Pachinko" and learn "Usage of Money" through the festival. As for the "Usage of Money", the students have been learning how to use money in the actual shopping practice. Also, they are asked to buy one of the dishes of their school lunch. Through these daily practices, they are getting accustomed to money.

"Korokoro Pachinko"

The aims of the production of pachinko are:

- (1) Be able to know what they are going to make and have interests in the process.
- (2) Be able to know the fact that they are required to make many pieces, keep concentration and be satisfied with his/her completed works.

Today's Aims

A Group: Be able to have interests in "Korokoro Pachinko", keep concentration and be satisfied with his completed works.

B Group: Be able to know what they are making and have interests in nailing.

PROGRAMME

- (1) Set the desks in order for today's activity and sit down.
- (2) Learn what they are going to do today.
 - a) Have discussion on today's lesson. (The teachers explain by showing a completed pachinko)
 - b) Learn the contents of today's lesson from VTR.
- (3) The students receive tools and materials required.
- (4) A Group
 - a) Keep nailing until one wood piece is completed.
 - b) Check : all nails are well placed.
 - c) Check : all nails have the required height.
 - d) Put the completed piece at the designated place.
 - e) Put a seal on the Ganbari-hyo(check table).
 - f) Receive another set of materials. (Repeat the process of a-f)

B Group

 - a) Nail down 10 nails.
 - b) Put a seal on the Ganbari-hyo, showing he/she has done 10 nails.
 - c) Receive another set of 10 nails.
(Keep doing a-c until one wood is completed)
 - d) Put the completed piece at the designated place.
- (5) Clean up the tools and materials.
- (6) Evaluate the works.
- (7) Set the desks.

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	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	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.)

FINAL REPORT

By

PUTTIPORN PHURISAT - THAILAND

CONTENTS

- Principle, knowledge, skill acquired in the group training course which are helpful for my work for the MR in my country.
- The priority of means (principle, knowledge, skill) which should be taken to develop the welfare service for the MR in my country.
- Comments on the group training course at large.

FINAL REPORT

At first I want to talk briefly about my work. I'm working with children aged from 1 to 6 years and as the leader of the group, I must know how to assess, set and how to evaluate the progression of the program, and also how to do the placement for the children. Besides I also give advice to the parents on how to teach their own children at home. I have another responsibility of giving information to my team members.

The "LECTURES" were divided into 3 categories: i.e. social-welfare, medical related and community care.

1. "Social-welfare" from the social-welfare topics' the lecture is about for instance the laws, welfare-services, administration and management of the facilities etc.

Comparing this lecture to my work it's not concern much but I can apply some idea for my work.

2. "Medical related" from the medical topics' from this course I gained a lot of knowledge and skills regarding autism, cerebral palsy, epilepsy, learning disability and behavior disorder which I feel will help me in knowing how to work with such children. Such knowledge will

enable me to take care and teach them more effectively.

Furthermore during my work I can apply the knowledge from "music therapy" and "formative rhythmic therapy" sessions in teaching and playing with the children.

From music therapy session I learnt many techniques on how to use the drum and the bell. In situations where instruments are not available we can use our voices in teaching the children how to sing during music session.

Furthermore during formative rhythmic therapy session I learnt some advanced technology that can help in teaching the children. However although we don't have any computers that we can use in teaching the children; I learnt a lot from the lecture on formative rhythmic therapy as regards teaching the children particularly on using fast-slow rhythms and also how to draw pictures following the rhythm of music.

Also on "teaching speech and language to the people with MR" the lecture was very useful because at the hospital where I work we have only one speech therapist. My acquisition of such knowledge will make me work hand in hand with our one and only speech therapist and this will be beneficial to the children.

3. "Community care" from the community care topics' I can apply some principle and knowledge on how to give the community service

The "specific practicum" all of the knowledge and experiences are useful for my work the same as I had explained in my practicum report.

About knowledge and experience which should be taken to develop the welfare-services for MR in my country.

From the observation I was very much impressed by group home and sheltered workshop. In my country sheltered workshops are easy to start and I had opportunity to see various kind of workshops, which are applicable in my country. After this if the MR have their own job and can live by themselves so that we can start group home.

The group training course at large.

1. The people who or-ordinated the observation tour at each facilities have done their best to arrange the program so that I was able to visit various places and discuss with several people.
 2. The total program was not too tight. I have had opportunities to observe the way of living as well as culture of Japanese people in addition to the visits to those facilities.
 3. The assigned training co-ordinator was excellent. She was well-prepared, very cooperative and helpful in every way. Her English is advanced for this type of work. Her cooperation and pleasant personality have contributed towards enjoyable as well as informative training program.
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