

FINAL REPORT ON  
TRAINING COURSE IN  
MENTAL RETARDATION  
FROM 13th SEPTEMBER TO 11TH DECEMBER  
YEAR : 1994  
PRESENTED BY  
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#### ACKNOWLEDGEMENT

Before setting off with my final report, I would like to take this opportunity to thank one and all who have assisted me in many ways throughout my stay here in Japan.

I am greatly indebted to JICA organization which has sponsored me for this training and to Ms. Chiyoko Numata who made sure that everything went well with me.

To all the Co-ordinators, especially Ms. Atsuku Ando (who was with us most of the time) and who translated all the information for without their help I would not have been able to compile this final report.

To all the lecturers who provided me with the information needed to accomplish my training, I am very grateful to them all.

My sincere thanks also go to the Principals and Vice Principals and all the staff members and students of Special Schools where I visited and practised, especially the Special School attached to Tokyo Gakugei University and "Hello Kids" Child Development Center.

Last but not least, I wish to extend my gratitude to all the staff members and students of Special Schools, vocational centers, workshops, institutions, half-way houses, group homes and other places I visited during my stay in Japan.

Through all your collective knowledge, ideas, skills, diligent work, patience, understanding and co-operation, I have been able to fulfill my training here in Japan and rest assured that, your valuable time spent with me was not in vain and to prove it, you just have to read through my final report.

THANK YOU

SPECIAL SCHOOL ATTACHED TO GAKUGEI UNIVERSITY.

On the 7th of November 1994, I carried out my first practice at the Special School Attached to the Gakugei University in Higashi Karume City with Ms. Kazuko Yamaguchi as my co-ordinator. The school possesses a rich and natural environment in the sense that it is surrounded by trees thus affording the students the opportunity for nature study.

This public Special School consists of a Kindergarten Department, an Elementary Department and a Secondary Department.

KINDERGARTEN DEPARTMENT: It consists of two classes, one for the toddlers of four years old and the other one for five years old pre-schoolers.

There are seven children attending this Department, among whom four are Down Syndrome, one with chromosome abnormality, one epileptic and one autistic child. Some of these children have speech problems while others can not speak at all. The instructors are four full time and one part time workers.

In this Department, children are taught basic help skills such as toilet training, changing of clothing etc...Where daily activities are concerned they all join together. Rhythm in the everyday life of these children is very crucial for good habit formation and therefore similar activities are repeated daily.

The activities are divided into two groups mainly for cultivating the habit of everyday life through free play and secondly structured play e.g. digging up potatoes and bake to assist them in daily living

Most children like music and this is no exception to the kindergarten children of the above mentioned school. In the morning, the teacher plays the piano and together they sing the morning greeting song with mimic movements or with other toy noise makers.

Teaching at this level is geared towards fostering the attitude of taking care of oneself through changing of clothing, toileting, eating and other self-help skills. By playing to enhance the relationship between human beings and nature, to develop one's physical strength and to develop in them the sense of appreciation in such aspects as music, rhythms, arts and crafts, arithmetics, and to build up fundamental abilities of speech and counting through meaningful situations.

ELEMENTARY DEPARTMENT: It is divided into three sections.

-LOWER SECTION: Here the children are scheduled to change their clothes, fold them and tuck them away. Also included among other activities are toileting, eating and children's awareness of hygiene etc., with the main purpose of developing self help skills. The main points that are emphasized here are greetings, response and expression of oneself. At this level, the children need a lot of help from the teachers.

At this stage, the emphasis is placed on the acquisition of self help skills, habit formation of skills and to build a healthy body. Among other activities available are arts, crafts, rhythms and physical exercises to develop sentiments and motor functions through play.

-INTERMEDIATE SECTION: They are involved in more different activities with the teacher's help. Activities to be carried out are disposal of waste, writing the day and date on the board, be in charge of setting the table for lunch, announcement of menu and calling the roll etc... Here the children require less help from the teachers.

Instructions here is to develop the understanding of the rudiments of group life and to cultivate the necessary attitude for group life and also to assist them in the acquisition process of basic skills, attitude and habit formation necessary for self help. Japanese language, mathematics, arts and crafts, music and physical condition are taught according to the individual's ability through activities such as structured play, unit of life experience, group learning etc.

-UPPER SECTION: There the children are requested to do the activities almost by themselves while the teachers help the less abled ones and supervise them.

The main objectives are geared towards the consolidation of basic skills and attitudes required for independency, to promote the ability for participating in group activities and to increase physical strength. The teaching of subjects are carried out through structured play, unit of life experience, group learning and so on. Instruction is also directed toward the development of initiative through daily routine activities in the performance of the daily class duties.

SECONDARY DEPARTMENT: It is divided into a Lower and Upper Sections. The students mostly do pre-vocational training in pottery, baking, agriculture and sewing. The students of the Upper Secondary go on the job training twice a year for four weeks depending on the individual work and besides they also have pre-vocational training.

-LOWER SECONDARY SECTION: The instruction at this level is to help them in the acquisition of Basic Daily Living Skills as well as to inculcate attitudes needed for participation in Group Lives through guidance on life experience, special activities and guidance in Daily Routine Activities.

To cultivate the basic understanding, appropriate manners and the ability to work which are pre-requisites of pre-vocational training.

To provide the mastery of basic knowledge, skills and attitudes required for social life through subjects such as Japanese language, mathematics, music, arts and crafts and physical education, paying careful attention to the individual child.

To enable them develop energetically and increase their physical strength throughout the entire school life.

-UPPER SECONDARY: The aims of the instructions are to promote fundamental physical strength, improving motor abilities and a body building fit to work.

To develop the capacity for purpose full living in full vitality through learning of Unit of Life-Experience, studies according to tasks and Daily Routine Activities.

Through work training, students develop the fundamental ability to work while on the job training directed at promoting their ability to work through experience in society.

Music and arts is directed toward helping each students in self expression and develop sentiments through appreciation of music and arts.

To summarize it, the GAKUGEI SPECIAL SCHOOL admits children at the age of 4 to 5 years and it is only the children graduated from the School's kindergarten who are entitled to enter the LOWER and SECONDARY DEPARTMENTS.

The criteria used are that the children should be able to walk to school, because the teachers expect them to attend school on their own in the future. The students must be mildly retarded.-

#### KYOSEI SPECIAL SCHOOL.

On Thursday the 10th November 1994, the students of the Gakugei Special School went to Kyose Special School for the Marathon meeting and I had the opportunity to attend.

In Tokyo Metropolitan Special School, there are 204 students and the number of teachers are 100. The method of teaching is also based on Unit of life experience and twice or thrice annually, the students have to stay overnight, The main purpose of this staying overnight is to help the students acquire everyday life skills and to allow the teachers to observe them at night. The school has two big rooms, fully equipped to cater for 6 boys and 6 girls on their overnight stay.

While I was touring the classes, some of the upper secondary students were being taught how to care for a baby by using a doll. Another group with mild mental retardation<sup>ation</sup> was being taught Japanese language through word processor system. Among the group, some students were from the special classes of the ordinary school. The purpose of this activity is to enable them to do a similar job in the open employment after leaving school.

Students attending the above special school differ in the degree of mental retardation and they come from various parts of Japan.

#### SUGI-NO-KO GAKUEN FUKUSHI SAGYOSHO.

On the 14th November 1994, I visited the Sugi-No-Ko Gakuen Fukushi Sagyosho. The number of people with mental retardation attending the above workshop is 20 with an age range of 19 to 54 years. The number of people who was once in open employment but quitted their jobs and are now attending the workshop are 8. Among the daily activities are physical exercises, conversation, work, recording the day's work and cleaning the room.

#### CONTENTS OF THEIR WORK.

Usually they make paper bags. On Mondays they fold the newsletters published by the local government and distribute them in housing complex area. Three days a month, they collect old newspapers, magazines and used carton boxes and sell them. By doing so they get money from the local government for reducing the amount of waste.

A young lady with mild mental retardation is working in an open employment at Skylark and she is employed by the HQ of the company on a one year contract. The lady's contract can be renewed even if there are some minor problems. In her case, training in school days were very useful for open employment.

HELLO KIDS CHILD DEVELOPMENT CENTER.

On the 21st of November 1994, I started my second part of the practice in "Hello Kids" Child Development Center. This Day Care Center caters for young children between the ages 2 to 6 years with any type of disabilities and degrees. Presently, there are 39 children attending this Day Care Center of 5 classes. The main aim of the "Hello Kids" Center is to develop in each child the basic self-help skills and their learning potential to the maximum.

The staff of the Day Care Center includes a Director, 2 Secretaries - one a full time one and a part time one, 17 teachers and nursery mothers, 1 physical therapist, 2 cooks, 1 part time pediatrician, 1 part time psychologist, 1 part time physical therapist and 2 drivers.

The center offers a diversity of services and its network coverage approximates 300 children. Among the various services offered by the Day Care Center are the Early Treatment (Unit) which opens twice weekly for children between the ages 0 to 3 years old and attending this unit are 30 children mainly with motor development delay and physical disabilities. (mainly Cerebral Palsy)

A Mother and Child Counselling Unit whereby 30 children mainly with speech delay and behavioral disorders are attending. This service is held thrice a week.

The Center also offers a Community Service Unit. Visits to public health centers are carried out with the aim of assisting the community programs for children with disabilities and sometimes visiting the children's homes. This community service serves a total of 12 public health centers with 200 children.

Among other services provided by the Center are monthly medical counselling by a pediatrician, a toy library providing a lending service of toys and instructions on how to play to the general public.

On Tuesday the 22nd, I attended the Early Treatment program whereby the children were weighed after which they participated in some activities with the mothers and teachers. Among the activities were tearing of paper, towel play, and outdoor games. These games help the children to develop sensory stimulation, to promote their sense of balance, to release tension of muscles especially in cerebral palsied children and to enable them to feel and touch different parts of their body.

The Center also offers an integration program twice a month whereby mentally retarded children accompanied by their mothers and teachers spend half day at a regular nursery school. The purpose of this integration is to assist the mentally retarded children develop speech through mixing with ordinary children of the same age group; to enable them to adapt to the environment as a pre-requisite to their future life in the community and therefore parents are requested to be present on the integration day in order to observe their children and regain their confidence.

On Friday the 25th, I had the opportunity to witness the group training for high risk children and their mothers at Hidaka Municipal Public Health Center. This class opens 48 times a year - thrice monthly. The babies were from 1.6 to 6 years. Some children registered at Hidaka Health Center are also registered in kindergarten or in nursery school.

The staff conducting the class comprised of 1 co-ordinator from Hello Kids Center, 2 counsellors, 1 assistant teacher and 2 health nurses.

Among the activities that took place were stickers that the children had to place beside their name, educational games and the famous towel play. The main topic for that day was shopping and the children were accompanied to the supermarket by the teachers and their parents. The main purpose of shopping was to help children start to make their own decision while still very young and to get use to the shopping environment. After the session was over, the staff had a discussion on the individual child and they recorded their weak and strong points. The observation was based on child's ability to decide, his or her general behavior, his progress since he was last seen, child's relationship to other people and whether he walked by himself to the shopping center etc..

#### FATHER'S VISIT.

Sunday the 27th of November, father's visit was held at the "Hello Kids" Center. Father's day is usually held three times a year and mother's meeting once a month. On that day, the fathers participate in games with their children, learned the different games they can enjoy with their children at home. The turn out was satisfactory. Usually, the fathers in Japan are "work-holic", in the sense that they are always away from home on business. As a result, misunderstanding of the children's situation occurs, they lack the knowledge of developmental stages of their children and do not know how to treat them or how to play with them. "Hello Kids" Center, through the introduction of father's visit, attempts to promote father-child relationship and increase their participation in the early intervention programs. They became for a while the teachers of their own children because they had to do what the teachers usually perform with their children. They had to play with them, be firm to them when they need to, carry them, hold them and praise when necessary.

Mr. S. Sato, the Director of the Center, delivered a speech in which he stressed the importance of father's role in the family and in the community. He informed them that the residential services in Japan are gradually changing to community services based on normalization. That living in facilities is not normal because a community is composed of disabled persons, non-disabled and the elderly people. He continued by saying that disabled people need to live an individual life but in a residential facility they live in a group. The advice given to them was that they should act more like fathers to their



children and not only as businessmen, to be active members of the community and to give their children the support required to live in the community. The day ended with a "get together" at a restaurant where they could exchange different points of view with one another knowing that they have something in common.

PEER-HAIMU OR FRIEND'S HOME

On Monday the 28th November, I went to visit the above mentioned group home. This group home consists of 5 residents and they are all working. They are mild to moderate mentally retarded and are independent of daily living skills. They commute to their place of work by themselves. Some can manage their money while others cannot and they are unable to do shopping with a big sum of money.

Those who do not work attend the Day Center where they grow vegetable, bake pancakes and produce bamboo chopsticks.

The Peer Haimu Group Home is connected to the Social Welfare Donation and Hello Kids Center, Respite Service and Adult Day Care Center are all connected to this private organization.

WELFARE OF CITY OFFICE

On Tuesday the 29th November, I visited the Welfare of City Office at Higashi Matsuyama City. The main project of the Social Welfare Office is aiming to provide social services to the aged people because they are facing the problems of aging in the society. The central government ordered every prefecture to make a new plan for the aged people - Gold Plan. This Gold Plan is nationwide and the City Welfare would like to realise the plan this year but there are many <sup>problems</sup> to be solved first.

This organization deals with other services as well such as disabled children, protection of fund for poverty, insurance, pension for the aged and handicapped people.

The City office is divided into three parts namely (1) Living Zone (2) Community (3) Park (sports).

New facilities will become the base for providing new services for the aged and the City Office is planning to include some services for the handicapped people as well.

SERVICES FOR THE HANDICAPPED PEOPLE :- The population of handicapped people in the city is 2,100. Among them, 1,800 are physically disabled and 300 mentally retarded.

New services that are being planned for them are Day Care Services for those living in the community with their families in the form of recreation.

The development of employment for the severely handicapped through establishment of more sheltered workshops. ; to plan new projects as countermeasure for handicapped people and to provide opportunity for integration through activities with the normal people e.g. in athletic.

SERVICES FOR MENTALLY RETARDED: To provide financial support in the sense that parents of such children can enjoy free income tax, free car tax. At present, MR. children are receiving taxi free support once a week and medical visit is free of charge.

PUBLIC HEALTH CENTER : There are 24 public health centers in Saitama Prefecture. Most municipal Government have their own public health centers providing the same services. Municipal Health Centers carry out mass screening examination for children. The public health center has a part time speech therapist, a psychologist for Child Guidance Center and a pediatrician for diagnosis. Besides, a pediatrician comes once a month for consultation of children with disabilities and other diseases.

THE Center has a secondary health screening. After health examination some children are found to be at risk. These children attend the center for consultation and also for pediatrical problems.

There are three series of health examination mainly for 3 months old babies, 1.6 years old and 3 years old. These health examinations are managed by municipal government.

The target groups are mental retardation and heart disease and the borderline babies. They are introduced to get better medical treatment such as prevention, consultation, early treatment.

There are about 2,000 new born every year and an average of 3% displays problem though mild.

### CHILD GUIDANCE CENTER.

On Tuesday afternoon, 29th November 1994, I visited the Child Guidance Center. There are 6 more of these centers around the area manned by prefectural government under Child Welfare Law. The above Child Guidance Center consists of 40 staff among whom are child welfare officers, child psychologists, consultants, doctors and other specialists.

The main purposes of the Child Guidance Center are to provide counter-measures for children with various needs. The center is also responsible for placement of children in residential institutions. Recently, the center was dealing with prevention and teaching mothers on how to rear their children. The target group services of this center are under 18 years old.

The population coverage of the center is one million; 225,000 among which belong to the young population.

The total number of counselling carried out by the center as at 1993 is 1,475 annually, 64% of consultation are concerned with disabilities and 300 cases of diagnosis and education. The center provides handbooks for the mentally retarded and an allowance. The parents must first attend the center for evaluation.

The child guidance officers go to the community and to the municipal public health centers for giving out lectures. Members of staff are also dispatched to attend health examinations at the public health centers and advise the children and the parents. They co-operate in many ways with the public health nurses and other people in the community.

Members of staff at the Child Guidance Center visit the children in the institutions twice or thrice annually. If the children are facing problems, they investigate the situations and try to rectify their problems accordingly.

The child guidance officers also go to cities and towns to train children with speech delay and in mental development. If their development is not satisfactory, the staff refers them to the Day Care Centers such as "Hello Kids".

Parents are also recommended to attend professional hospitals where they can get assistance from speech therapists because they are not available at the center.

PERSONAL VIEWS AND COMMENTS:

Speaking from my experience, I would say that educational placement for handicapped children are of crucial importance in the development of a nation whose aim is to provide equal opportunities for all. Mentally retarded people are no exception to the rule and therefore they have the right to enjoy the most appropriate education in the least restrictive environment.

In Japan, special education is made available for severely handicapped children in special schools, while special classes in the elementary and lower secondary schools at the normal schools exist for the mild to moderate retarded children.

The Special School attached to Tokyo Gakugei University is a school for children with mild retardation. I would say that it is a good idea for such a school to be a complete one, in other words, it consists of a kindergarten, elementary and secondary departments. This system facilitates the teacher's job and on the children's part, it permits easy emotional stability.

The method of instruction used is very effective in the sense that it concentrates on the skills needed in our everyday life. The Unit Of Life Experience covers a wide range of subjects and with careful planning and development, the students will be able to live a satisfying and productive life within their community and in society in general.

Learning usually takes place in a pleasant atmosphere with songs and music.

The teachers are very professional because with assistance, even the very weak children could produce something which brings great satisfaction to them.

Teacher-parent relationship is very good at the school in the sense that when there is an activity of which they are asked to attend, they do so and participate actively with their children e.g. in cooking or in helping their children to buy things at the autumn festival.

Parents are also informed of the school's educational policy so that what the children learn at school can be further developed at home.

The idea of 3 teachers in a class of 7 to 8 children is favorable in the sense that the teachers can give them the special individual attention.

PERSONAL VIEWS AND COMMENTS:

"Hello Kids" Child Development Center, although small, is an ideal Day Care Center for children with different types of disabilities. This center is more interested in early diagnosis and early treatment of young children with disabilities. I fully support the center's point of view in the sense that early diagnosis and intervention can alleviate some of the barriers imposed by disabilities on both the young child and his family.

As we are all aware, health examinations and follow-ups of babies and infants with disabilities and high risk babies are of primary importance if we want to assist them in their overall development.

The outstanding characteristic of "Hello Kids" is the diversity of the services provided herein, all geared towards helping the disabled children from 0 to 6 years because these formative years are very crucial in the lives of these infants and children. The earlier the treatment the better will be the end result. A lot of enjoyable activities are carried daily at the center and the school climate is pleasant in the sense that the teachers, parents, and children are active and co-operative. Most teachers working at the center are very young but yet they are very devoted to the children under their care. They appear to be the real parents of these children. They are leading the children through all the steps of their formative years, slowly but surely.

Visiting public health centers and assisting the community program is very good but more trained personnels should be produced to carry out the work in the appropriate centers.

Mother and child counselling service is also vital and this service helps the mothers to overcome their anxiety and fear and to regain their confidence. In so doing, they become more helpful and co-operative towards their children's development. Mothers are made to participate with their children.

The above mentioned Day Care Center emphasize 6 main points in their services which I consider very important and these are:

The development of emotional stability whereby parents are taught and advised to play joyfully with their children in order to establish or develop a good parent-child relationship conducive for further development.

To guide their children in their actual life situations e.g. time of getting up, time to play, time to eat etc...

Play is important to these children, and so the children are provided with a variety of toys and games which help in the development of their sensory stimulation.

Providing children with rich experiences aid in the development of their senses. Therefore, stories are related through miming and the use of visual aids to promote listening skills, looking skills, and concentration skill which are the basic to speech development.

Among other sensory developmental activities are baking, whereby the children help in the breaking of eggs, mixing flour whisking tasting etc..

Visiting the zoo so that they can see the real animal, touch them also help in vocabulary development.

Training of their articulatory organs are included among the many activities at the center. Children have sipping exercises, sucking, blowing, swallowing, chewing, and biting. Most activities are based on receptive language which precedes expressive language.

Training at the center takes the form of joyful and meaningful play, through music and songs.

While playing with the children, the teachers emphasize on eye contact.

Rhythmic exercises are carried out whereby the children can develop their senses; some children do not like to touch anything and this activity help them to touch and feel.

The "Hello Kids" Center do not have a special method of teaching the children. They have been learning about the different methods and they have devised their own by combining parts of different methods which they think are suitable to them.

## SERVICES IN GENERAL

Japan is a highly developed country with a major economic power. The country provides a diversity of services of high quality due to its modern technologies. Among the many significant services offered are the Child Welfare Services which has been carried out on the basis of the Child Welfare Law and other related laws. As the population is rapidly aging and the decline in birth rate, it is an important national responsibility to rear physically and mentally healthy children who will bear the responsibilities of the next generation. In order to accomplish this task, the central and prefectural governments together with individual parents are working in co-operation to improve the quality of child welfare.

Among the many principles of Child Welfare Law are that all the people shall endeavor to enable children to be born and to grow up with healthy minds and bodies. Every child shall have equal opportunity for security and care. The responsibility for healthy growth of children lies on the central and local governments as well as the guardians. These principles guarantee the welfare of children in Japan.

Service program for the child and family welfare are available under Child Welfare Services e.g. there are programs for maternal and child health for assuring health of mothers and healthy growth of children by regular health check-ups.

Day Care Centers to enhance the well-being of children in need of nursery care. Programs for healthy and wholesome growth of children ; to encourage wholesome growth of urban children in their homes and in the community and to promote the well-being of children in need of shelter and care. (Children's homes, foster care)

Programs for the children with physically and or mentally disabled for promoting the well-being of such children in their homes and in facilities. This program includes the benefit of Special Child Rearing Allowance.

Programs for fatherless families are also available under this system. Child Welfare Service in Japan are not restricted to normal children only but takes into account the handicapped children as well. The most important thing to me is that the services provided are very effective and somehow almost complete. The Child Welfare Services entail a lot and I think it is firmly rooted in the Japanese society.

Special education is provided for handicapped children in special schools and in special classes in ordinary elementary and lower secondary schools in Japan and each handicapped child is offered the most appropriate education for the type and degree of his/her handicap. Teachers are well trained and the schools are well equipped.

The system of guidance on educational placement of handicapped

children is very well organized because there are different specialists working together, deciding what is best for the child.

The introduction of pre-vocational and vocational education at the secondary departments is something favorable to me, because I think that at this level, the students feel that they can accomplish something almost on their own. I also think that good preparation beforehand helps them to stick to a job for a longer period of time.

There exist vocational rehabilitation centers for the handicapped children all geared toward providing vocational evaluation, preparation and training.

Employers in Japan are required to employ a set ratio of persons with disabilities including the mentally retarded. Private firms 1.6% while public institutions must employ 1.9% to 2%.

Sheltered workshops, both private and public are available for the handicapped people after graduation from schools.

Mentally retarded people can find shelter in residential facilities. These institutions are very well equipped and staffed to suit their special needs.

Among the residential facilities are the Half-way Houses and the Group Homes. These residential facilities are community based welfare services for mentally retarded people. The main purpose of Half Way Houses are to help the mentally retarded people to become independent, to establish working habits and to adapt to their jobs. The above people work in the sheltered workshops. Basically, the residents spend three years after which they should be able to care for themselves, have sufficient financial control of their salary. Among the other purposes are to learn to be sociable and establishing good interpersonal relationship. They are also trained to use their leisure hours constructively. The number of residents differ from one house to the other and the standard capacity is 20 to 30. The residents have to pay for their food, while the staff and the instructors' salaries are paid by Tokyo Metropolitan Government and Central Government,

#### GROUP HOMES

Group homes are somehow smaller in size than Half-Way Houses and the capacity is 6 to 6. Most residents in group homes work in competitive employment. If they are unable to work, they can continue to stay in as long as they want provided that they pay the room and food fees. If they are too old to work, and to contribute towards the expenses, they get Governmental assistance.

There are three different group homes - National Group Homes - Prefecture Metropolitan Group Homes and City Group Homes. The National Group Homes get the least financial support from Government. Prefectural " " get a little more than National. City Group Homes receive more financial support. The residents have to pay for electricity, rent, food etc...



The residents get the help from caretakers in preparing meal, looking after their basic health condition, advice in financial matters and in some daily chores depending on the individual residents.

The mentally retarded people are being supported by the Tokyo Advocacy Support Center in the protection of their rights. Consultation services concerning protection of their rights include legal consultation which consists of succession, property management, contract and marriage etc...

Daily lives consultation which consists of all aspects of daily lives, such as deception, abuse, discrimination and bullying etc...

Such legislation is crucial for the dependent persons to lead a stable life in the community or in facilities, using one's own property and managing one's daily life independently or with appropriate help where necessary. Problems of these people are solved according to the case brought forward. Sometimes counselling by one person is enough at other times legal or daily live consultants are called upon. I feel that these kind of support is very crucial for the mentally retarded people because very often and in many countries, their rights are violated due to the very fact that they have difficulties in decision making.

## APPLICATION OF SERVICES AND IDEAS

One of the fundamental services that interest and impress me most is the famous Child Welfare Services. This to me is of prime importance in the sense that this service is the core around which other related services develop. Setting up a Child Guidance Center almost like the ones in operation here in Japan, will be a very good start, but I will need the help of many professionals. It is not easy for me to put this idea into practice right away, but by convincing its role and effectiveness to the personnels concerned, may be at the Ministry of Education level, a lot could be done to alleviate some of the problems facing the M.R. people of the Seychelles.

The establishment of a Child Guidance Center at Governmental level, will require the amalgamation of efforts from many different ministries.

THE EARLY INTERVENTION PROGRAM is among one of the services I would like to introduce in the Seychelles and Hello:Kids Center has provided me with a collection of useful ideas on activities that can be carried out. For this program, I would need a lot of assistance from the Public Health Nurses who are in direct contact with the community at large. With the approval from the Ministry of Education, this service can also be extended to include the outlying islanders. With the increase in the number of teachers, it will be a good idea to open a Day Care Center at the present special school for children with different type and degree of handicap.

SPECIAL CLASSES attached to the ordinary elementary schools could be established at home for the mildly MR children whereby they could receive the same education as the ordinary children but with special attention. This would also allow integration to take place. By introducing special classes, more space will be available at the special school for the more severely handicapped children.

PORTAGE GUIDE in itself is not a bad idea to be introduced and for this we will require more trained personnels in this field.

In the past, I have always thought that working with severely MR was worthless and a waste of money. Now I know that I was wrong because I have seen that provided with appropriate training, even the most severe MR child can be an independent and a productive member of the society.

UNIT OF LIFE EXPERIENCE will be considered in the content of the curriculum.

EMPLOYMENT: Concerning employment, the quota rate system or something of the sort will be discussed and may be in the long run, it will be put into practice.

With the introduction of the new constitution of the Seychelles, a board of committee will be set up to consider the right of the handicapped

people. I hope that through such a committee, the public awareness of the situation would be enlightened and they would help to promote the protection of rights for handicapped children in the Seychelles especially the MR.

Through the amalgamation of different ministries, through careful planning and effective application, the lives of the MR. in the Seychelles could be changed for the betterment of their families, the community and society in general.

#### COMMENTS ON THE COURSE PROGRAM ITSELF

The program itself is very much involved and the depth and breadth of its coverage is satisfactory.

The allocation of time to each subject was well planned but the only inconvenience is that we need more time in writing out the final report. It is difficult to concentrate on the practice and at the same time to write out the final report. We need at least three days off in advance to prepare the final report in a much more detailed way.

THANK YOU.