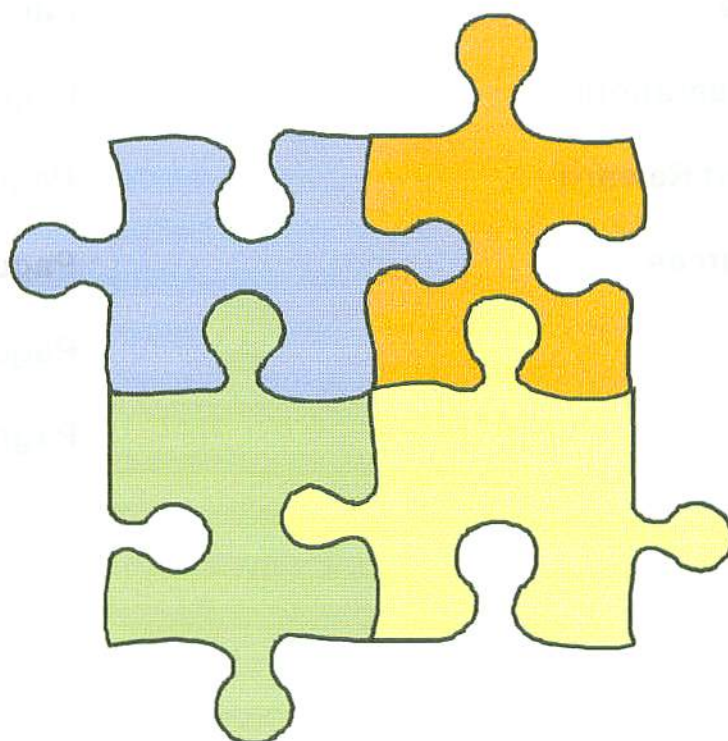


Miyagi Mid-Year Conference 2003-2004

Teaching to Students with Special Needs



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多賀城市教育委員会

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Workshop Outline

Introductions

Opening Q&A session

- **Warm-up Activity**

Limitations are not obstacles.
Information exchange activity in pairs.

Information Gathering

Preparation is vital.
When, where and from who can you gather information about your students in order to make your classes a success?

Group brainstorm

What are the roles of ALT, JTE, and HRT when teaching English to Special Needs students?

- **Activity**

Building a Pockey pen tower

Useful Considerations

Challenge and Reward

- **Activity**

Blind karuta *Go Fish*

Final Comments

About Special Needs Students.....

1) When and how are students in Japan selected for Special Needs Education?

- Pre-school Health checks and evaluation by a Family Doctor.

Children with difficulties may be placed into たんぽぽ (tanpopo), a Special Needs class within Elementary School.

- Evaluation at Elementary School Grades 4, 5 and 6.

After consultation with parents and JHS teachers a decision will be made as to which route is most appropriate for the child to take. There are essentially two options:-

Mainstream schools

特殊学級 (とくしゅ がっきゅう)

Light learning difficulties

Special Needs schools

養護学校 (ようご がっこう)

Moderate to severe learning difficulties

2) What are the goals of English teaching to Special Needs students?

It is widely agreed that Special Needs students are entitled to an education that equally balances that of students in the mainstream.

Due to key learning difficulties, however, Special Needs students cannot be expected to achieve a mainstream level of learning.

We therefore must adapt the goals of English teaching to the abilities of Special Needs students, and focus upon;-

- Real international awareness
- Basic communication skills
- Real world confidence

3) What are the difficulties experienced by Special Needs students within a learning environment

- **Mainstream JHS**

Students suffer from light learning difficulties which may include: -

- Poor hand-eye coordination
- Poor concentration and lack of focus
- Difficulties with memory recall
- Light behavioral dysfunction

*Epilepsy is particularly common within mainstream schools

- **Selective Special Needs Schools**

Students suffer from moderate to severe learning difficulties which may include all of the above, and the following:-

- Poor vision and/or hearing
- Total or partial inability to orally communicate
- Total or partial physical disablement

4) Where do Special Needs students progress to beyond Junior High School?

After graduating from Junior High School Special Needs students have three options depending upon their individual abilities and desires:-

- 1) Remain at home
- 2) Attend a special training center, *shisetsu* (しせつ)
- 3) Go to work

In reality very few Special Needs students go out into the working world. Some attend *shisetsu*, where they are taught the basics of everyday life in order to develop further independence, however many remain at home in the care of their parents.

Roles of the ALT, JTE and HRT in Special Needs Classes

How can we all work together and help each other to make our classes a success?

ALT

The ALT is a native speaker of English and as a foreigner is a useful resource in class.

The ALT can:-

- make English real for the students
- stimulate student interest
- Link students to the international community

JTE

The JTE is a native Japanese speaker who also speaks English, and has teaching experience.

The JTE can:-

- advise the ALT on lesson content
- Act as a liaison between the ALT/HRT
- translate for the ALT where necessary
- encourage and support students in Japanese

HRT

The HRT is a native speaker of Japanese who is responsible for the daily instruction of the Special Needs class.

The HRT can:-

- provide information on student abilities and previous learning
- guide lesson planning as appropriate
- support students during class

Model Programme of Study

The model programme of study below is taken from the Annual Study Programme for the Year 2004-2005 at Toho J.H.S.

術	身近なものを描く・彫塑	おまけのV・H・H・H 出品作品製作	身近で使うものをつくる			
英語	英語の歌, 名前を言う, あいさつ, 月, 曜日, 天気を言う	アルファベットを書く	自分の名前を書く	外国文化 (ビデオ)	新年のあいさつなど	外国文化を調べる

In short the plan outlines the basic content of English classes for each month from April to March:-

Apr-Jul

English songs
Stating your own name in English
English greetings
Days and Months
The weather

Aug-Oct

Writing the alphabet

Nov

Writing your own name

Dec

Watching a video about foreign culture

Jan

New Year Greetings

Feb-Mar

Finding out about foreign cultures

This plan is basic but, it is a start and can help you to plan essential review activities that will consolidate and build on prior learning.

Activity Ideas

- **Alphabet**

ABC Fill in the Blanks and Join the Dots, see Appendix.

- **Vocabulary**

BINGO

Bingo is a great activity to build vocabulary.

I find that students enjoy using pictures on the Bingo grid, and often copy pieces of clipart then have the students paste them down.

Karuta and Blind Karuta

Karuta is a good way to review previously learned vocabulary and can work with small and large groups.

If you have students with wide-ranging abilities why not turn the cards face down and play Blind karuta, giving everyone an equal chance.

- **Numbers and Counting**

Basketballs

This game can be prepared in minutes and incorporates an element of fun and competition.

Prepare a number of balls by scrunching up old paper, and use a large box, empty waste paper basket etc. as the goal

Have student throw balls at the target and count out those that score.

Pockey Pen tower

We all use Pockey colored pens in drawings but they do have another use.....Have students work in a group to build a tower of pens on their desk, counting out the number of pens as they go.

- **Question and Answer**

“Colorful Fishing” or “Go Fish”

See the next page for the outline and a photocopiable sheet for this activity.

If your students have trouble with hand/eye coordination, why not eliminate the fishing rods and play Blind Karuta to catch a fish before practicing the Q&A pattern: “What color is your fish?”

“My fish/It is (____).”

Q&A Fruit Basket

As Special Needs students may often have physical disabilities and/or trouble with coordination, why not alter the traditional Fruit Basket game?

Make large picture cards of the vocabulary that you are going to use (fruit, colors, animals etc.)

Place the cards at the center of the group, whether a standing circle or gathered around a desk.

Have students roll a die, the highest number wins.

The winning student then picks a card from the center, and asks the others:

“What (fruit) is this?”

The classmates then reply together:

“It’s a (____).”

- **Conversation**

Reporters

As Special Needs classes tend to be smaller than others, and can be only ¾ students, real Q&A and conversation can be limited by small numbers.

Encourage the HRT and JTE to help you to accompany students into the staff room where they can interview members of staff who are not in class, asking such questions as: “What is your name?”

Get students to collect a stamp sheet tally and award points later.

Useful Considerations

- **Class size**

How many students will there be in your class?

Design activities and games as appropriate to the class size.

- **Lesson length**

How long will your lesson take?

Often Special Needs student's period of concentration and focus is much shorter than the average student.

Discuss with the JTE and HRT and decide upon the length of your classes together. 20-30 min can be as, if not more effective than 45-50 min.

- **Wide-ranging levels in ability**

Try to accommodate differing levels in ability as best you can. Have more able students assist you and the JTE with demonstrations.

- **Repetition and Review**

Special Needs students need structured repetition and review of all material studied.

Plan classes well in advance if you can and talk with the HRT in order to accommodate review of prior lessons.

- **Confidence building**

Special Needs students have low levels of confidence due to their difficulties and so need support and guidance in each new area to be studied. Thorough repetition and review will allow students to see themselves making progress, and frequent praise will bolster their confidence in their own abilities.

- **Strategic Use of Japanese**

The use of Japanese is essential both to reassure students and to bolster their confidence.

Challenge and Reward

Finally, Special Needs students are just that "special". Whilst limited by their learning difficulties and a lack of confidence, the speed with which they absorb some material and their enthusiasm for learning may well produce some surprises.

When planning classes be aware that the students need to be challenged like everyone else. By talking with both your JTE and the HRT, you can carefully plan activities that will push the students without overwhelming them.

And, at all times remember that frequent praise and rewards upon completion of an activity or task will boost your student's confidence.

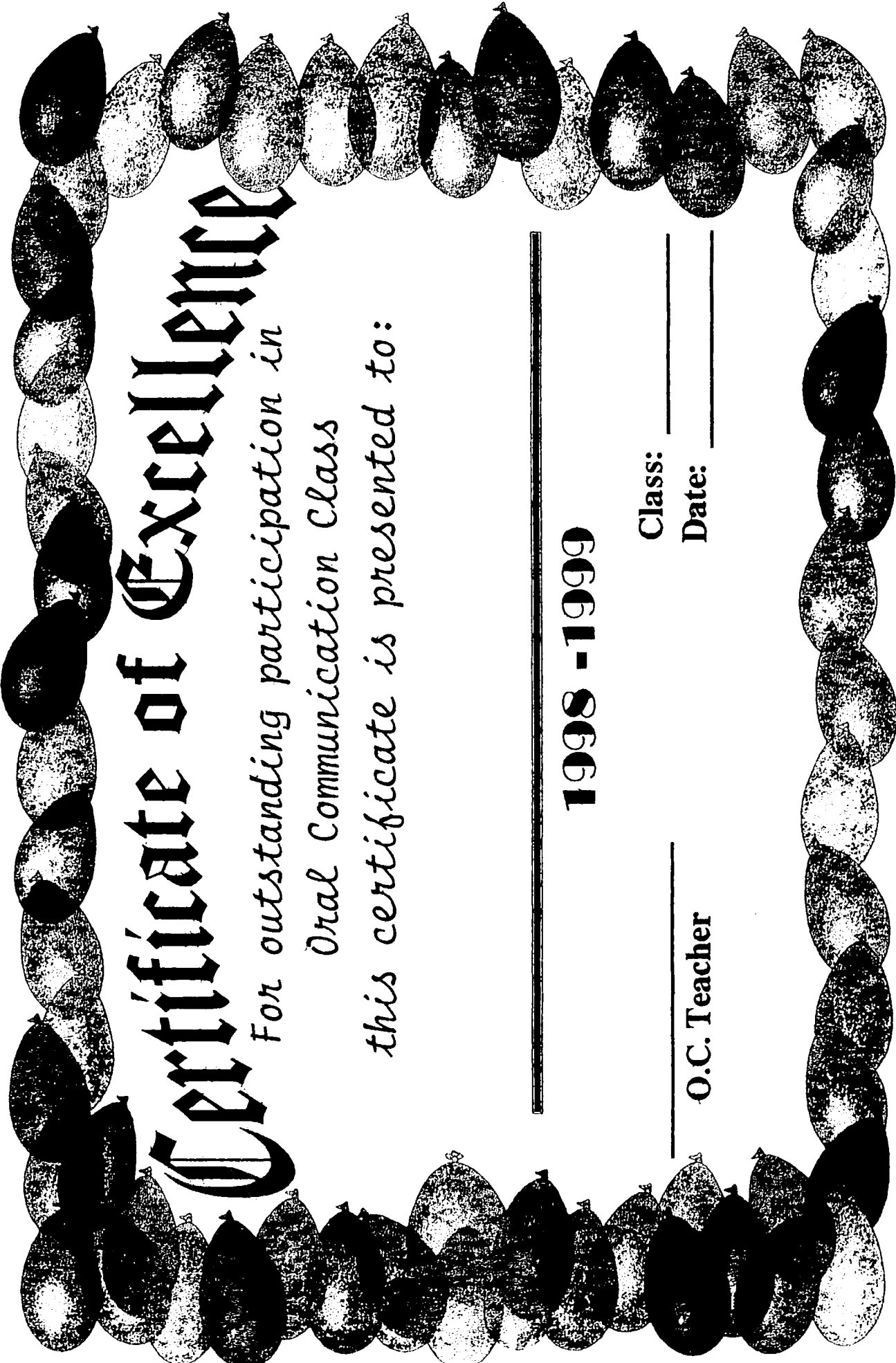
Rewards can be:-

- verbal praise (Good, Great etc.)
- stickers and magnets
- prepared certificates (see over page)
- personal family photographs
- Etc.....**

Remember

If things go wrong and an activity proves too difficult know when to call a stop and praise students for their efforts.
A mistake is not a failure.

Good luck!



Certificate of Excellence

*For outstanding participation in
Oral Communication Class
this certificate is presented to:*

1998 - 1999

O.C. Teacher

Class: _____

Date: _____

Useful Resources

- ELT News and Views, 'Helping Students with Special Learning Difficulties', Bibi Boarder, June 1999.

Found at:

<http://www.musicalenglishlessons.com/art-specialneeds.htm>

- 'Let's do something special...', an article devoted to the area of EFL teaching to students with Special Educational Needs

Found at:

<http://www.britishcouncil.org/>

- 'Teaching to Students with Special Needs', Warren Decker, ALT Educational Advisor

Email: wdecker200@yahoo.com

- 'Global Learning in the Special Needs Classroom', Nicole M. Meckley

The above is an exhaustive manual which gives advice and ideas to help with the teaching of Special Needs classes, particularly devoted to Special schools for the Deaf and Blind.

An excellent listing of books and Internet Resources relating to the teaching of Modern Foreign Languages to students with Special Needs can be found at;

<http://www.tomwilson.com/david/case/sen.html>

Glossary

tanpopo

Elementary school Special Needs class たんぽぽ

tokushyu gakyu

Mainstream JHS Special Needs class 特殊学級 (とくしゅ がっきゅう)

yogo gakko

Selective Special Needs schools 養護学校 (ようご がっこう)

shisetsu

Government training centres (しせつ)

Appendix (photocopies)

- ABC Fill in the Blanks and Join the Dots
- Colorful Fishing

Name: _____

Date: _____

ABC Handout

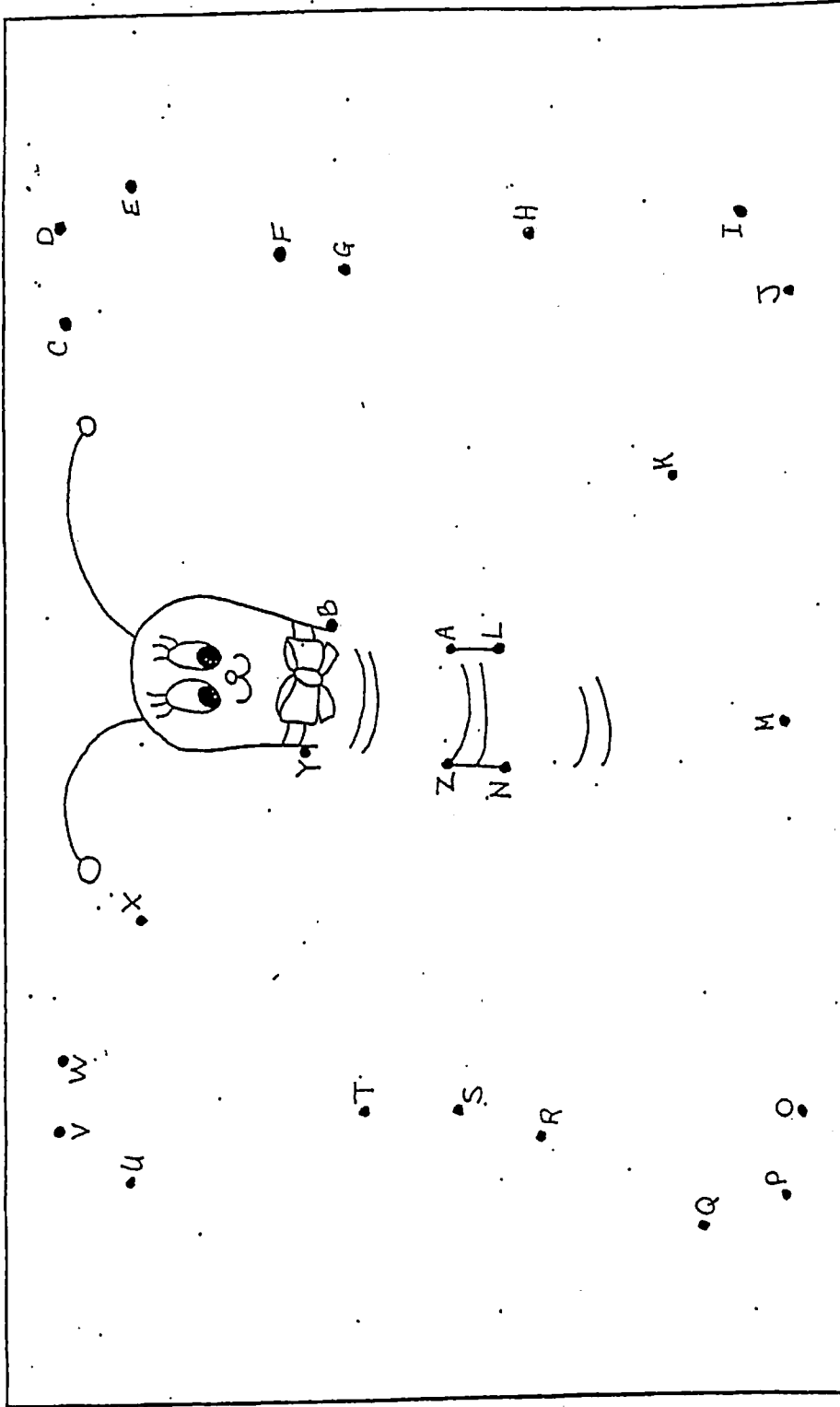
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_ _ R _ _ T U _ _ W _ _ Y _ _

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描きましょう！ A~Z



この虫はなんですか？

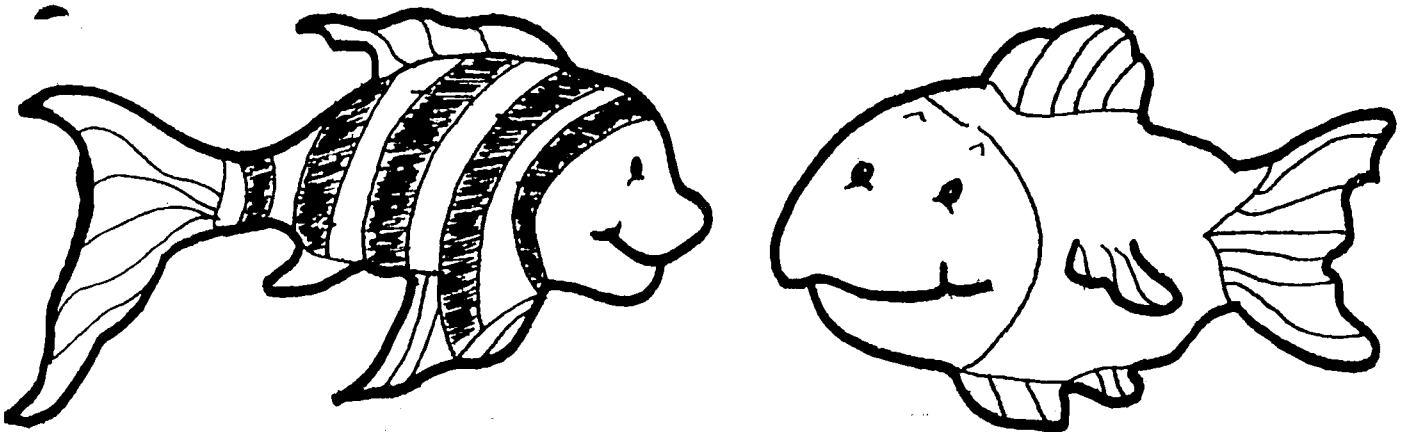
Colorful Fishing *by Ruth Craig & Nicole Meckley*

This is a fun little activity that you can do to practice or review colors. Draw a fish or use the example and photocopy it several times. Color each fish a different color or have the students do it. Cut each fish out and put a paper clip at the mouth. Make a fishing rod*. Spread all the fish out on the table or floor colored side up. With a little background music for effect, first demonstrate how to go fishing. Have the Japanese teacher say, "What color is your fish?" or simply "What color is it?" The person who caught the fish must say, "My fish is _____." or "It is _____." Give each student a chance to fish.

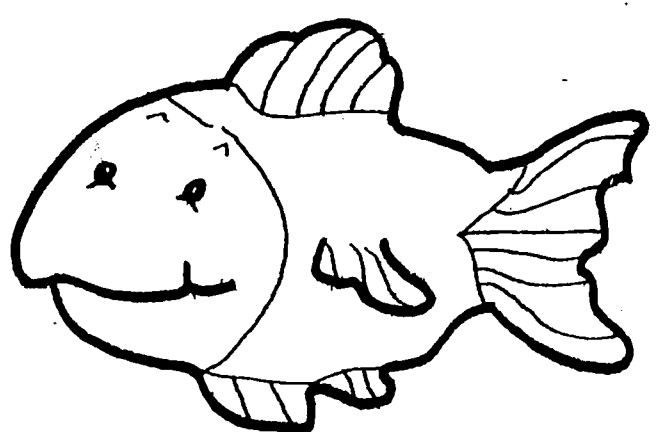
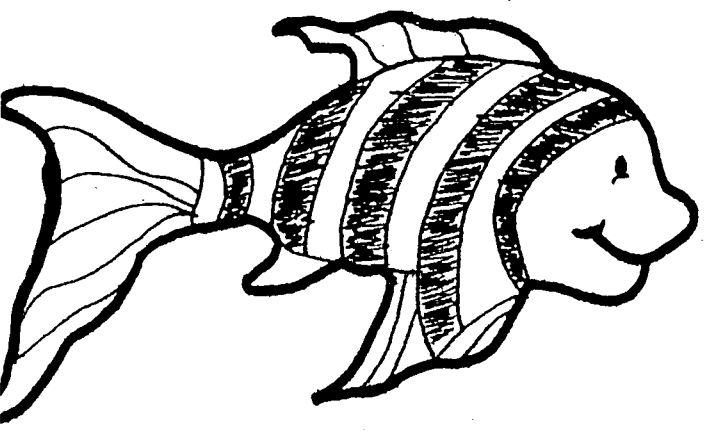
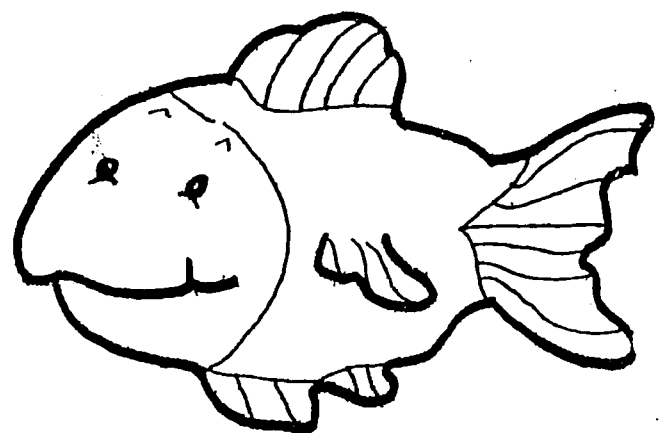
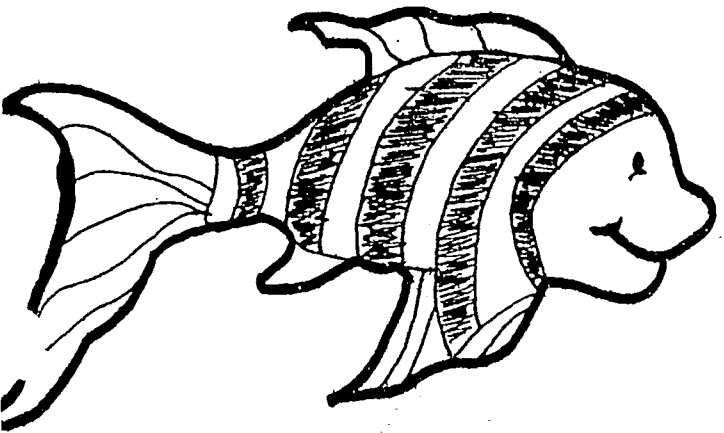
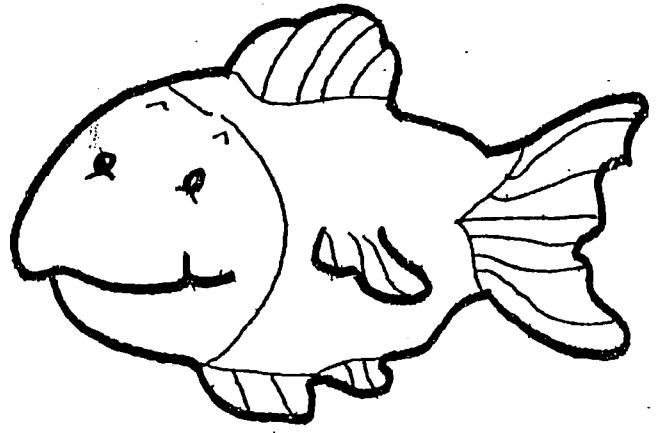
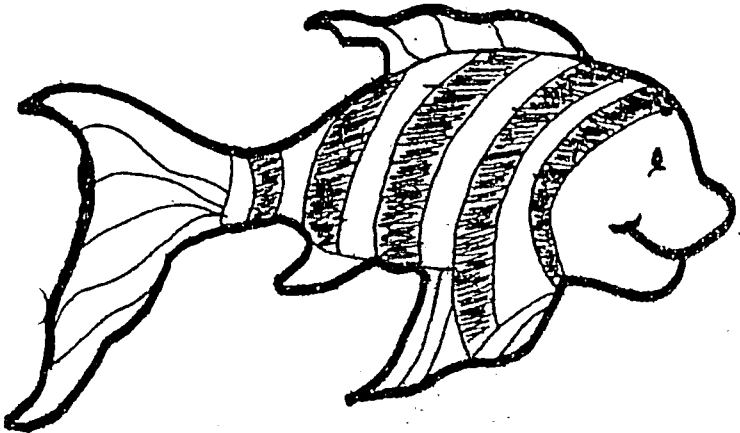
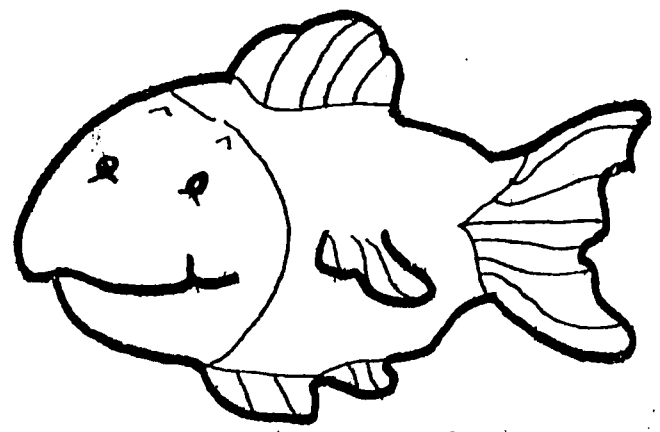
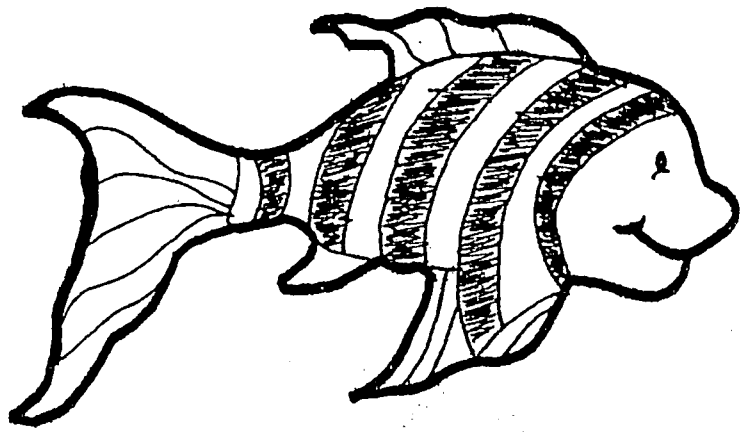
Editor's note: *For higher level students you can make each fish two or three colors. When the student answers he/she must use the word "and" in the sentence.*

Additional ideas:

- 1) To build on this lesson you can make a counting activity out of it using a variety of sea animals. Place the various animals on the floor and ask, "How many fish?", "How many starfish?", "How many shells?", etc. Allow a few students to fish. Then repeat the questions making sure they count the animals correctly. This activity worked well as a review of sea animals, colors and counting.
- 2) To make a game activity you could write commands on the backside of the fish. For example, "Sing the ABC song.", "Close (Open) the door.", "Hop on one foot.", etc. This worked really well for my third year high school students.



* **Editor's note:** *I made my fishing rods out of a pair of chopsticks I never used that come with my obento. I tied a shoelace around one end of the chopsticks. On the other end of the shoelace I tied a magnet. You could use just about anything, but at the time this was the best I could come up with.*



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