

## ◆ Examples of children who join the weekly lesson.

Children who enrolled in the usual class and whom needed in faces of emotion.

Specifically

- \* The child who does not like using words to express feeling.
- \* The child who get stressed when experiencing something for the first time in a different environment.
- \* The child who randomly gets up and walks around the class with no apparent purpose.
- \* The child for who is easily distracted from trivial things.
- \* The child who is overly focused on one things.
- \* The child who does not like to interact with groups, will often leave the group.
- \* The child who is weak at intricate manual work or whole body movement.
- \* The child who is disorganized/messy.
- \* The child who often forgets things at home.
- \* The child who is extremely weak at a specific subject.
- \* The child who has selective mutism or habitude of a neurosis (tics and sucking fingers, etc.)
- \* The child who is anxious about new things which may lead to truancy.

## ◆ How to join the weekly lesson.

① **Interview with a classroom teacher and a guardian**  
The school wants to confirm that the guardian wishes for the child to join the special education weekly lesson.

② **Create the documents for the school based enrollment meeting**

The class teacher prepare some documents for the school based enrollment meeting. A developmental test score is required for this documentation.

③ **Enrollment meeting in school**

When it is judge necessary in school based enrollment meeting, the special education coordinator and guardian prepar the necessary documents and it is forward to the Special Education committee in Edogawa-ku.

④ **Enrollment meeting in the Special Education Committee in Edogawa-ku**

The Special Education committee in Edogawa-ku will make the final decision whether the child is accepted to the program. After this decision, the school will be informed of the result.

⑤ **Get ready to start weekly lessons**

The class teacher will inform the guardian about the results of the meeting of the special education committee. If accepted into the program, the class teacher inform the guardian more details, starting schedules, etc.

※Basically, this class finished in one year.

## ◆ Consultation and question.

If you would like further this information, please contact the special support coordinator or the principal in your child' s school.

# Special Education Weekly lesson **TABUNOKI** —Guide—



【Our base school】

Seishin futaba elementary school  
TEL. 03-3878-3621

【Our covering schools】

Dainana-Kasai elementary school  
TEL. 03-3688-4891  
Nishi-kasai elementary school  
TEL. 03-3686-7640  
Shinden elementary school  
TEL. 03-3675-4681  
Seishin-daichi elementary school  
TEL. 03-3878-1271  
Rinkai elementary school  
TEL. 03-5674-2761

## ◆What we aim for our weekly lesson.

We evaluate each child according to their specific needs based on our findings. We create learning materials, which motivate a positive learning environment for the child.

## ◆What is TABUNOKI weekly lesson?

\* Tabunoki teachers go around 5 schools (Dai7 Kasai elementary school, Rinkai elementary School, Shin-den elementary school, Seishin-dai1 elementary school, Nishi-kasai elementary school) from Seishin-futaba elementary school (our base) daily and we teach.

\* Children are taught at the same school they attend. Children are taken from their regular class and taught in a special room. (Guardians do not need to drop off and pick up the child.)

## ◆Weekly communication.

\* Each lesson is 45minutes. We have 1~2 lessons per week.

\* Lesson are taught one on one. As we do some pair/group lessons as needed.

\* It will be taught in Japanese. Children who can communicate in Japanese are assumed.

## ◆Child needs.

【Autism Spectrum Disorder (ASD)】

- \* Difficulty in making social relationship with others.
- \* Difficulty in communication.
- \* The interest is narrow and very particular about the specific things.

【Learning disability (LD)】

- \* Difficulty in the following areas: "Speaking," "Listening," "Reading," "Writing," "Calculating," "Infering".
- \* There is no intellectual delay.

【Attention deficit hyperactivity disorder (ADHD)】

- \* Can't turn attention to an appropriate place.
- \* Difficulty in being careful.
- \* Hyperactive.
- \* Too much talking.
- \* Difficulty in controlling impulsive desire.

【Emotional disorder】

- \* Feeling which don't match the situation continuously and cause improper behavior.
- \* Difficulty in controlling improper behavior and feelings.

☆Our lessons are intended for those who do not have intellectual delay and expect to improve the difficulty in school life with 1 or 2 hours of weekly lessons.

☆A developmental test score is required to join the program. Diagnosis is optional. (Please ask for details.)

## ◆What we value in our lesson.

\*Develop what the children are interested in and motivate them in what they are good at. We try to gain children's confidence by their strengths.

\*We teach children to control their emotions and actions by reviewing themselves objectively.

\*We teach children to improve from the own challenges.

\*Children are able to feel the achievement by our weekly lesson.

\*We share the information about effective methods for each child in cooperation with guardians, class-teachers, and related organizations.

\*Every child has individual needs. Each child learns in different ways. We specialize in addressing those needs and helping your child grow.

