

# Guide of Communication Class

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The “Communication Class” is an education system introduced based on the policy of Tokyo Metropolitan Special Needs Education. Although an institutional name is "Special Needs Class", in Adachi city, we name it "Communication Class." Based on this naming in principle, each elementary and junior high school are allowed to name of their own.

## **I Contents of instruction in the “Communication Class”**

### **1 Educational goals**

By providing instruction in response to difficulties in mental and physical development of each child, we will develop their basic abilities to build better human relationship and to participate with confidence in the group of their class, and will lead children/students to be able to spend a stable school life.

### **2 Aim of instruction**

We will plan a teaching goal according to each person's challenge.

We help children/students to know in what they are “good at” and in what “not good at”, and to enhance their "good at" and improve their "not good at".

## **Development of the basic lifestyle habits**

- ① At the learning time, let them understand the proper posture in standing and sitting, and develop an attitude to put into practice.
- ② Develop an attitude to listen and to pay attention to the speaker in the group.
- ③ Develop an attitude of spending daily life calmly by managing a schedule for the day.
- ④ Develop an attitude of trying to get personal matters organized in daily life.
- ⑤ Develop an attitude to act following the rules that are necessary in daily life.

## **Formation of human relationships and development of communication skills**

- ① Develop an attitude to keep relationship with friends, and to follow rules to play nicely with friends.
- ② Develop an attitude to act upon understanding thoughts and feelings of friends.
- ③ Develop an attitude of well observing the surrounding situation and act appropriately.
- ④ Develop an ability to express their own thoughts and feelings in words.
- ⑤ Develop an attitude of becoming aware of movement of own feeling, and adjusting behavior.
- ⑥ Develop an attitude of thinking and putting into practice by looking back on their own behavior objectively.

## **Growth of learning ability**

- ① Acquire the learning methods that are suitable to themselves especially for the contents that are difficult to understand so easily.
- ② Enhance sensory and perceptual functions.
- ③ Develop the basic exercise capacity according to state of each student.

## **Development of sociality**

- ① Develop an attitude to learn the words to use and the loudness of voice according to scene, and to use them appropriately.
- ② Develop an attitude of trying to achieve the goal in cooperation with friends.
- ③ Develop an attitude of willingness to do upon understanding own role in the group.
- ④ By understanding about dangerous acts, develop an attitude to live safely and an awareness of hygiene.

## **II Children/ students who are eligible for use**

Those who are enrolled in normal classes and have no delay in intellectual development but tend to be developmental disorders (High-functioning autism, Asperger's syndrome, Attention Deficit Hyperactivity Disorder—ADHD, Learning disorders, etc.) or Emotional disturbance, and who can duly participate in normal classes while getting special instruction partly.

## **III Instruction framework**

1 Circuit-visit by Instructors (Official teacher of Tokyo Metropolitan Government)

(1) They will instruct children/students in the communication class.

(2) They will observe behavior in the enrolled class and, as necessary provide on-site support and instruction.

(3) They will fully discuss the state of children/ students with homeroom-class teachers, etc. and work together to devise instruction methods.

2 Specialists for Special Needs Class (Tokyo Metropolitan Government fiscal year appointment staff) They will perform coordination and exchange of information with circuit-visit instructors, coordinators for special needs education, homeroom-class teachers, etc., and create teaching materials according to individual assignment, and observe and record the behavior of children/students.

3 Circuit-visit by clinical development psychologists

They will observe the behavior of children/students and grasp their condition, and give an advice on any consideration in instruction to the circuit -visit supervisors, homeroom-class teachers, etc.

The clinical development psychologist means a qualified holder of "clinical development psychologist", "educator of special needs education ", "school psychologist", or "public-certified psychologist", and will make a circuit- visit to each school about once a month.

## **IV Instruction style**

1 At the designated day and time (within 8 hours a week), children/students will attend and learn in the communication classroom in the school.

2 Day and time for instruction will be decided by discussions among school, guardian and circuit-visit instructor depending on the state of children/students.

3 We will give instruction in a way of the individual instruction or small group instruction depending on the state of children/students.

4 Schools, guardians, and circuit-visit instructors will work together to give instruction. (Example: exchange of contact book, three- parties' interview, etc.)

◆When instructing individuals◆

- Enhance abilities such as “Listen”, “See”, “Write”, “Infer”, “Operate (with fingertip)”, “Handle (tool)”, “Do ○○ while listening to”, “Do ○○ while watching”.
- Enhance abilities such as understanding the feelings of the characters in the story and thinking of desirable actions.
- Increase motivation for study by advancing in small steps according to the task and pace of children/students.
- Considering individual interests, we will prepare teaching materials suitable for children/ students so that they will be able to feel a sense of accomplishment and satisfaction.
- We will listen to children/students about what they are currently thinking and worrying, and will give them an appropriate advice to keep their emotions stable.

◆When instructing small groups◆

- Enhance attentiveness, language expressiveness and thinking ability through playing games or playing with words.
- Acquire self-control ability such as keeping order or observing rules, accepting wins and losses, and improve skills necessary for group living.
- Develop athletic ability by moving body and handling equipment, and overcome movements for which children/student have difficulties with.
- Put into practice through role-playing, and learn how to properly make relationships with other people.
- By developing relationships with friends and children/students of different grades, we will foster spirits of cooperation, mutual support, and compassion.

**V Usage procedure of Communication Class**

The application method and the flow of usage procedure are different between pre-school children who will enter an elementary school next year and children/students who are currently enrolled in elementary and junior high schools. For details, please see "School Attendance Consultation."

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**VI Termination and continuation of usage**

- 1 When the state has improved and the adaptation to the enrolled class has improved, they can begin preparations for the end of use. It will be discussed in the school committee after consultation with parents.
- 2 For each grade, we will grasp the state of improvement and the school committee will discuss whether the use to be ended or to be continued.
- 3 For the procedure of termination or continuation, the school where the children/students are enrolled shall apply to Children Support Center, Genki.

Inquiries about education system of special needs class

Special Support Class Subsection, Support Management Section, Child Support Center, Genki  
03-3852-2868

Inquiries about school attendance consultation

Special Support Subsection, Support Management Section, Child Support Center, Genki  
03-3852-2875