AATJ/JFLA Webinar

日本語教室内における様々な発達障害のある学生への支援

April 2, 2022

Panelists: Takami Taylor, University of West Florida
William Matsuzaki, All Saints’ Episcopal School
Mariko Moroishi Wei, Purdue University

Facilitators: Kimiko Suzuki, Haverford College
Yoshiko Saito-Abbott, California State University, Monterey Bay
AATJ Professional Development Director
AATJ Membership

Membership registration: https://www.aatj.org/membership (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators’ association
- Teacher Awards
- Special Interest Groups
Japanese National Honor Society

The Japanese National Honor Society recognizes and encourages achievement and excellence in the study of the Japanese language. The American Association of Teachers of Japanese (AATJ) is pleased to assist teachers with a way to recognize their outstanding students, to encourage them to continue in the study of Japanese, and to promote activities that give students ways to use their language skills.

JUST GETTING STARTED? HERE IS AN OUTLINE OF THE JNHS PROGRAM.

JNHS Directors Kumi Kobayashi and Holly Ogren’s presentation on JNHS at the 2021 Fall Conference has been posted here. CLICK HERE TO WATCH THEIR PRESENTATION ON JNHS CHAPTER ACTIVITIES.

Nominate your students for induction into the Japanese National Honor Society.
AATJ Teachers award for K-12, Higher Ed

Deadline to nominate is 6/31  So...Start thinking now about a colleague to nominate

AATJ Teacher Awards

The AATJ Teacher Awards recognize outstanding teachers who demonstrate excellence in teaching, advocacy, and leadership in Japanese education both locally and regionally. AATJ customarily presents the awards to the recipients during the ACTFL Annual Convention each November.

Awards are given annually in two categories:
- K-12 Level Teacher Award
- Community College/College and University Level Teacher Award

ELIGIBILITY:
Candidates must have a minimum of three years' teaching experience at the level for which they are nominated, and also must hold a current membership in AATJ. Nominators may be anyone familiar with the nominee's teaching (e.g., a colleague, administrator, parent, or student). Nominators who are teachers of Japanese (language, literature, culture etc.) must be current members of AATJ. No current AATJ board member is eligible to receive one of these awards.

NOMINATION PROCESS:
The nominator completes a Nomination Form, assembles the required supporting documents, and submits all documents electronically to aatj@aatj.org. Please note: The nomination form may down load itself to your computer rather than popping open on your screen.

NOMINATION DEADLINE:
June 30.
EVENTS

**In-Person**

WORKSHOP & SCREENING: SAMURAI NIGHTS IN ARIZONA

**Virtual**

ON-DEMAND: BOOK CLUB CONVERSATION

**Art Exhibition**

Art Exhibition

**TANAGOKORO**

Alternative Crafts by 16 Japanese Contemporary Artists

**JF NIHONGO - SPRING 2022 ONLINE JAPANESE CLASSES**

JF NIHONGO ONLINE COURSE

みんなでにほんご、やってまーす！
Wellness Wednesdays
Live on FB every Wed. @ 12:30pm PST

JF E-Library
Coming later this spring!
- DVDs/Blu-Rays
- Textbooks
- Authentic reading materials
Protocols

● Please mute your mic.
● Please use the Chat Room for questions only.
● Feel free to respond to the question in Chat.
● There will be time for Q&A at the end.
● Please complete the evaluation and the PD survey after the webinar.
AATJ/JFLA Webinar

日本語教室内における様々な発達障害のある学生への支援

April 2, 2022

Panelists:  Takami Taylor, University of West Florida
William Matsuzaki, All Saints’ Episcopal School
Mariko Moroishi Wei, Purdue University

Facilitators:  Kimiko Suzuki, Haverford College
Yoshiko Saito-Abbott, California State University, Monterey Bay
AATJ Professional Development Director
日本語教室内における様々な発達障害のある学生への支援

Takami Taylor: University of West Florida (15 minutes)
William Matsuzaki: All Saints’ Episcopal School (15 minutes)
Mariko Moroishi Wei: Purdue University (15 minutes)
　“Teaching reading comprehension to JFL Learners with autism spectrum disorders: A pilot study”

Q and A (10 minutes)

Discussion: (20 minutes)
Takami Taylor: University of West Florida

Designing the First Step of a Function-Based Support Plan
Takami Taylor, M.A., BCBA

The Board Certified Behavior Analyst® (BCBA®) is a graduate-level certification in behavior analysis. Professionals certified at the BCBA level are independent practitioners who provide behavior-analytic services.

https://www.bacb.com/bcba/

BCBAとは、行動分析(ABA)のサービスを提供することが国際的に認定された者（認定行動分析士、Board Certified Behavior Analyst）。ABAの専門家としての一定の教育（大学院の授業）と専門的な実習の基準を満たし、テストに合格した者を行動分析士認定協会BACB®: Behavior Analyst Certification Board®）が認定。
応用行動分析とは
行為科学の1つで、人間の行動を個人とその人がいる環境の相互作用の枠組みの中で分析し、行動の基本原理を使って、実社会の諸問題解決に応用していく行ないをする学問。1960年代から始まり、50年以上にわたりその効果や応用に関する様々な研究がおこなわれている。

Applied Behavior Analysis (ABA) is the science human behavior and the application of behavior principles to change socially significant behavior to a meaningful degree (Cooper, Heron, & Heward, 2007) and its experimentation is used to identify the functional relationship between the environment and a particular behavior.
ABA
応用行動分析とは

「ABA」＝「応用行動分析学」とは、行動の流れを分析し、行動がおこる「きっかけ」と行動がおこった「結果」を操作することで、行動をかえていく手法
What is Behavior?
行動とは何か？

• An observable and measurable act that a person does.
• Behavior is the product or result when an organism interacts with its environment.

“If a dead man can do it, it ain’t behavior. And if a dead man can’t do it, then it is behavior” (Marlott & Trojan Suarez, 2004, p.9)
Function-Based Supports for Students with Problem Behavior

Diagram 1 BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

Setting Event → Antecedent → Problem Behavior → Maintaining Consequence → Function

Desired Behavior → Maintaining Consequence

Alternative Behavior

行動の機能: その行動の目的？

①獲得（何かを得たい）Access  ②逃避、回避（逃げたい、したくない）Escape
③注目（良くも悪くも）Attention  ④自己刺激（感覚的な気持ちよさ）Sensory
人が、同じ目的（行動機能）を達成するための方法（行動）は様々です。
何をきっかけに
きっかけ
（先行刺激）
(Antecedent)
何をして
行動
(Behavior)
何を得たか
結果
(Consequence)

アセスメント
Aどんな状況で
Bどんな行動が起き
Cどんな結果生じた
# ABC Checklist (Assessment)

**Aどんな状況で**
- Antecedent (先行刺激)
  - Demand (task)
  - Demand (wait, stop)
  - (activity) interrupted
  - Item/activity restricted
  - Attention divided or restricted
  - Unstructured time
  - Transition
  - New task/activity
  - Loud, noisy environment
  - schedule/routine change
  - Other

**Bどんな行動が起き**
- Behavior (行動)
  - Disrupting class
  - Refusal to follow directions
  - Leaving class
  - Negative statement about self
  - Negative statement about others/ class
  - class/task unrelated behavior
  - Verbal refusal/ threats
  - Other

**Cどんな結果生じた**
- Consequence (結果)
  - Kept demand on
  - Verbal redirection
  - Ignored problem behavior
  - Verbal reprimand
  - Removed from task/activity
  - Given another task/activity
  - Left alone/ isolated within class
  - Calming/ soothing
  - Peer remarks/ laugher
  - Given undivided attention
  - Escape from task/ activity
  - Other

## Function of behavior
- ①Access?
- ②Escape?
- ③Attention?
- ④Sensory?
It just happens out of the bl--

ALL BEHAVIOR SERVES A FUNCTION!!!
Function-based support

A: 先行条件

B-1: 望まれる行動

B-2: 許容できる行動

C: 望ましい結果

B: 改善が望まれる現在の行動

C: 現在の望ましくない結果

B, B-2, B-1 同じ機能(Function)
Facts About Developmental Disabilities

“Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person’s lifetime.” Centers for Disease Control and Prevention

https://tinyurl.com/yckkxsby
<table>
<thead>
<tr>
<th>Law type, Features</th>
<th>IDEA (Individuals with Disabilities Education Act)</th>
<th>ADA (Americans with Disabilities Act)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>法律の種類、特徴</strong></td>
<td>Education, entitlement 教育、権利</td>
<td>Civil rights legislation of equal access College doesn’t need to ensure students success Students may success and may fail like other students</td>
</tr>
<tr>
<td><strong>障害</strong></td>
<td>One of 13 categories 学校、州</td>
<td>Impairment in major life</td>
</tr>
<tr>
<td><strong>責任</strong></td>
<td>School, State (Parents) 学校、州</td>
<td>Student</td>
</tr>
<tr>
<td><strong>保障</strong></td>
<td>Success サクセス</td>
<td>Equal access 平等なアクセス</td>
</tr>
<tr>
<td><strong>サービス</strong></td>
<td>Evaluation, remediation, special accommodations</td>
<td>Reasonable accommodations Based on functional impairment and impairment in a major life activity</td>
</tr>
</tbody>
</table>

No special education after high school
Biopic of Temple Grandin, an autistic woman who overcame the limitations imposed on her by her condition to become a Ph.D. and expert in the field of animal husbandry. She loves animals! She developed an interest in cattle early in life while spending time at her Aunt and Uncle's ranch. She did not speak until age four and had difficulty right through high school, mostly in dealing with people. Her mother was very supportive as were some of her teachers. She is noted for creating her "hug box", widely recognized today as a way of relieving stress in autistic children, and her humane design for the treatment of cattle in processing plants, which have been the subject of several books and won an award from PETA. Today, she is a professor at Colorado State University and well-known speaker on autism and animal handling. https://www.imdb.com/title/tt1278469/
「マンガ」を通した発達障害の理解・啓発

ヒトはそれを『発達障害』と名づけました
William Matsuzaki: All Saints’ Episcopal School

How to recognize and support students with learning differences and ADD/ADHD in a K-12 setting
### Developmental Disabilities

1 in 5 children in the US have a learning and/or attention disability

<table>
<thead>
<tr>
<th>Learning Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
</tr>
<tr>
<td>Executive Functioning</td>
</tr>
</tbody>
</table>
**Dyslexia**

5 to 10% of the population

Affects a person's ability to read, spell, and write. They often read slowly and make mistakes.

Dyslexia does not mean a lack of intelligence. Many people thrive with it, including actors, elected officials, and entrepreneurs.

It is **NOT** a problem with reading letters backward or changing the order. That is a myth.

**May struggle with:**
- Sounding out written words
- Spelling
- Reading comprehension
- Word recognition, even with common words
- Learning a foreign language
- Solving mathematical word problems
- May struggle with phonemic and phonological awareness, which is the ability to hear, identify, and change the sound structure of a spoken word (for example, picking out words that rhyme or counting syllables)

---

**Dysgraphia**

5 to 20% of children

Affects a person's ability to write effectively. Impacts handwriting, typing, and spelling. Rooted in difficulty with memorizing and automatically retrieving letters and numbers.

**May struggle with:**
- Forming letters
- Writing with proper grammar
- Spacing letters correctly
- Writing in a straight line
- Holding and using a writing instrument effectively
- Messy handwriting
- Often associated with motor skill struggles
# Student Lens

<table>
<thead>
<tr>
<th>Issue</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too much information (Content vs. Skills)</td>
<td>It’s a marathon, not a sprint.</td>
</tr>
<tr>
<td>The material is not of interest to the students/age group</td>
<td>Predictability and support (consistency)</td>
</tr>
</tbody>
</table>
Apps to Support Students with Executive Functioning Issues

Many students have executive functioning challenges that can hamper their learning. These challenges are complex. Today’s mobile devices can be valuable tools to support their educational journey. While apps are not a solution to their problems, they can provide them with supports, strategies and tools to overcome many of the barriers they face. It is important to remember that all students learn differently and selecting apps should be based on the unique learning needs of the student.

This app list is only a sampling of apps available for each skill area. This is not, nor is it meant to be a definitive list. This list is intended to give you a starting place and a rationale for picking certain apps.

Developed by Mark Coppin December 2018

*Design based on the Padagogy Wheel designed by Allan Carrington and modified by Cherie Pickering*
Prairie Assistive Technology
www.prairieassistive.com

"Design based on the Padag
# Activities to Improve Executive Functioning

<table>
<thead>
<tr>
<th>5 to 7 Year Olds</th>
<th>7 to 12 Year Olds</th>
<th>Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Games and Board Games</td>
<td>Card Games and Board Games</td>
<td>Goal Setting, planning and monitoring</td>
</tr>
<tr>
<td>Physical Activities</td>
<td>Physical Activities</td>
<td>Tools for Self-monitoring</td>
</tr>
<tr>
<td>Movement/Song Games</td>
<td>Music/Singing/Dancing</td>
<td>Study Skills</td>
</tr>
<tr>
<td>Quiet Activities Requiring Strategy and Reflection</td>
<td>Brain Teasers</td>
<td>Activities outside of the “core classes”</td>
</tr>
</tbody>
</table>
## Five Core Beliefs of Differentiated Instruction

| Students differ in their readiness to learn | Students learn best with high expectations and support from adults | Students learn best when material is connected to their interests and experiences | Students learn best in a safe community | Schools must maximize every student’s capacity |

Adapted from Tomlinson & Maker (1982)
Case Example

What would you do?

It has become clear to you (in November) that several students in your 8th grade Japanese class are struggling with retaining the vocabulary and applying the grammar. Those students are also finding it difficult to focus and/or to organize their binder.
Teaching Reading Comprehension to JFL Learners with Autism Spectrum Disorders: A Pilot Study
Reading Comprehension Deficits in ASD

- **Hyperlexia:**
  - Exceptional word decoding ability and phonemic awareness, but no comprehension (e.g., Gilman, 2012; Minshew & Williams, 2007)

- **Delay in lexical development:**
  - Slower vocabulary growth and lower attainment-level (e.g., Charman et al., 2003; Weismer, et al., 2011)

- **Difficulty in integrating information:**
  - No integration of information from previous text (e.g., O’Conner & Klein, 2004)

- **Restricted interests:**
  - Extremely narrow range of topic interests (Mancil, 2008)
Reading Comprehension Deficits in ASD

- **Difficulties with abstract concepts:**
  - Difficult to understand abstract words, sarcasm, and metaphors (e.g., Eskes, Bryson, & McCormick, 1990)

- **Lack of schema usage and inference making:**
  - Difficulty with prototype and concept formation (e.g., Gastgeb, Strauss, & Minshew, 2006)

- **Working memory is underdeveloped:**
  - Lack of organization, planning, and maintenance of task-related focus (e.g., Barendse, et al., 2013; Kercoods, et al., 2014)
Pilot Study

Participants:

- Two adult JFL learners (1 male, 1 female)
  - Joe: 20-year-old male with ASD and anxiety disorder
  - Maika: 21-year-old female with ASD and ADHD
  - Both were NS of English
  - Enrolled in a directed study with the researcher (two hours/week x 15 weeks)
  - One-on-one interview at the end of the semester (20 - 30 minutes)
## Materials: Reading Texts

<table>
<thead>
<tr>
<th>Joe’s selections</th>
<th>Maika’s selections</th>
<th>Researcher’s selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>寝台特急北斗星</td>
<td>日本のホラー映画</td>
<td>20年後</td>
</tr>
<tr>
<td>ポケモンGo</td>
<td>日本の貧困</td>
<td>少女漫画</td>
</tr>
<tr>
<td>回転寿司</td>
<td>動物の親子</td>
<td>FIBAワールドカップ</td>
</tr>
<tr>
<td>日本で人気のお菓子</td>
<td>日本の英語教育</td>
<td>グレタ・トゥーンベリさん</td>
</tr>
</tbody>
</table>


Reading Instructions

1. Explicit vocabulary instruction with visual aids
2. Pre-reading questions
3. WH-questions (who, what, where, and when)
4. Sentence-by-sentence comprehension check
5. Graphic organizer
6. Identifying main ideas of stories
7. Story recall
8. Making inferences and predictions
Explicit Vocabulary Instruction (グレタ・トゥーンベリさん)

- 「砂漠」：砂や石がたくさんあって、雨がほとんど降らない所。
Pre-reading Questions (動物の親子）

1）動物は好きですか。ペットを飼ったことがありますか。
2）オーストラリア大陸でどんな動物を見ることができるですか。
3）カンガルーはどんな特徴がありますか。
4）カンガルーはお腹に何がありますか。そこに何を入れますか。
5）他の動物はどうやって赤ちゃんを運びますか。
Graphic Organizer (FIFA ワールドカップ)
「なんでもないよ、お巡りさん。友だちを待ってるだけだ。」
（Q:男は何をしてますか？）
「20年前の今日、おれはこのレストラン“ビッグ・ジョー”で大の親友ジミー・ウェルズと飯を食った。」
（Q:レストランの名前は何と言いますか？ジミーとは誰ですか？）
「おれは18、ジミーは20だった」
（Q:男は今、何才ですか。）
次の日の朝、おれは一山当てようと西部に出発した。
（Q:「一山当てる」とはどういう意味ですか。）
Exit Interviews: Joe’s comments

- “I just love small classes. I feel suffocated and distracted around many people.”
- “I don’t even like to read in English; I don’t like manga either. But this kind of special support sure helps me to read better in Japanese.”
- “I’m definitely a visual learner. The words with pictures rocked!”
- “More frequent breaks (during the class) would be nice. I’m such a slow reader, and reading’s exhausting.”
- “When I took Spanish, I had to read those stupid poems which didn’t make sense to me. Then they laughed at my interpretations.”
Exit Interviews: Maika’s comments

- “I appreciated I could choose my own readings. So much more fun and motivating!”
- “My least favorite (activity) was ‘finding the main ideas (of the story)’ because you can’t find it in texts, and there are no clear-cut answers.
- “Sometimes, I don’t even remember what I’ve just read. So I liked it when you often asked us lots of (comprehension) questions and kept us on track.”
- “I don’t like to make inferences, ’cause, you know, what’s the point of guessing? What if I guessed it wrong?”
- “I still remember the meanings of the words with the pictures.”
Discussion

- Colleges don’t fall under the Individuals with Disabilities Education Act.
- Different colleges offer different levels of support.
- More and more students with ASD entering colleges (Boyles, 2012)
- Students with ASD: More academic, social, and mental struggles than non-ASD students (Jackson, et al., 2019)
- 文部科学省(2019): 「個別最適な学びと協働的な学びの一致」
- A strong partnership between teachers and students with disabilities is essential for inclusive education.
Discussion (20 minutes)

- Please introduce each other (name and school name)
- Please write discussion summary on the Padelet

- Topic 1: Discuss the following case study from Matsuzaki sensei's talk. What would you do? Who would you talk to? (10 minutes)
  - It has become clear to you (in November) that several students in your 8th grade Japanese class are struggling with retaining the vocabulary and applying the grammar. Those students are also finding it difficult to focus and/or to organize their binder.

- Topic 2: Share your experiences on teaching students with ASD and/or learning disabilities. What worked well or didn’t work? What kind of support would have been beneficial? (10 minutes)

- Please return to the mainroom after your discussion at 4:28 p.m. (Pacific time)

- Evaluation in main room