



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



The screenshot shows the AATJ website header with the logo and name in English and Japanese. The navigation menu includes links for About, Jobline, Prof. Development, Advocacy, Study in Japan, Student Activities, and JLPT. The main content area features a search bar, a breadcrumb trail (Home > Student Activities >), and the title "Japanese National Honor Society". The text describes the society's purpose and provides links to an overview, college chapter, and pre-college chapter. It also mentions a presentation by JNHS Directors Kumi Kobayashi and Holly Ogren at the 2021 Fall Conference and a nomination process for students.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE
全米日本語教育学会

Home Contact

About Jobline Prof. Development Advocacy Study in Japan Student Activities JLPT

search

Home > [Student Activities](#) >

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.

Overview

[Japanese National Honor Society](#)

[College Chapter](#)

[Pre-College Chapter](#)

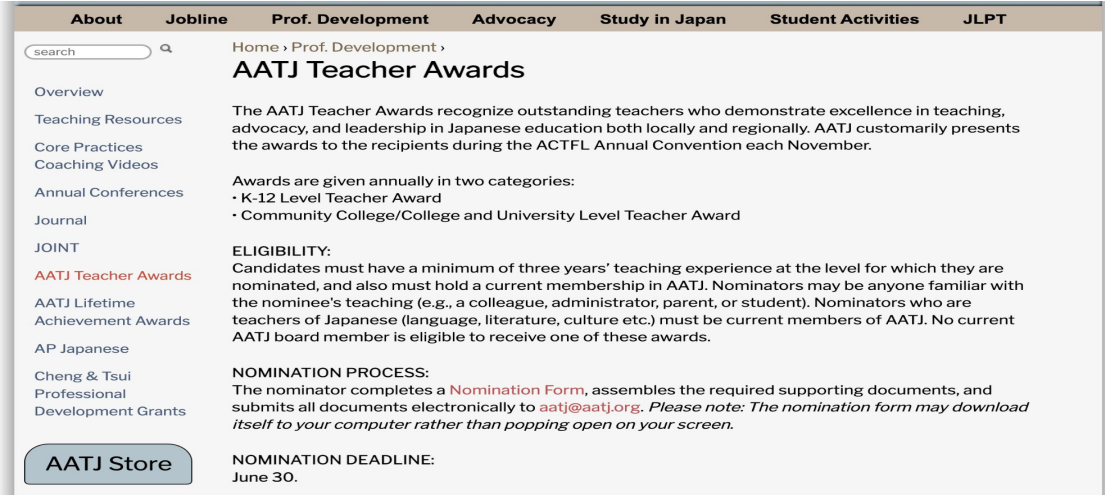
[Nengajo Contest](#)

[National Japanese Exam](#)



AATJ Teachers award for K-12, Higher Ed

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



The screenshot shows the AATJ website's navigation menu with options: About, Jobline, Prof. Development, Advocacy, Study in Japan, Student Activities, and JLPT. The main content area is titled "AATJ Teacher Awards" and includes the following text:

Home › Prof. Development ›
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 download itself to your computer rather than popping open on your screen.*

NOMINATION DEADLINE:
June 30.

The left sidebar contains a search bar and a list of navigation links: Overview, Teaching Resources, Core Practices, Coaching Videos, Annual Conferences, Journal, JOINT, **AATJ Teacher Awards**, AATJ Lifetime Achievement Awards, AP Japanese, Cheng & Tsui Professional Development Grants, and AATJ Store.

EVENTS

In-Person

Virtual

WORKSHOP & SCREENING: SAMURAI NIGHTS IN ARIZONA



ON-DEMAND: BOOK CLUB CONVERSATION

ART EXHIBITION

Art Exhibition

TANAGOKORO

Alternative Crafts by 16 Japanese Contemporary Artists

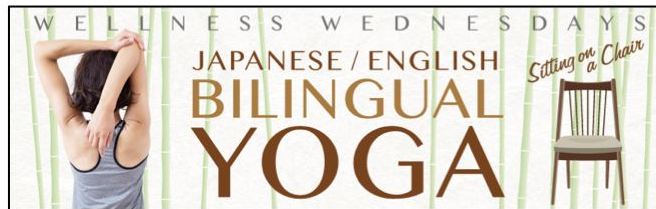
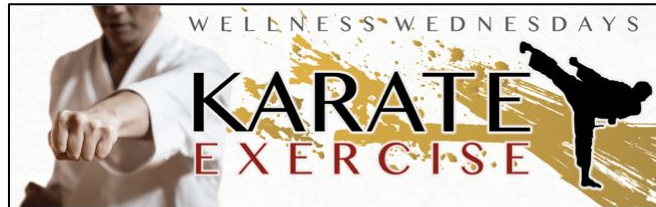
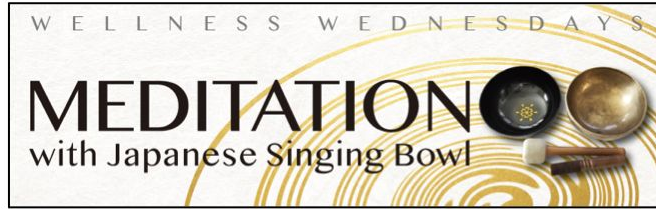
JF NIHONGO - SPRING 2022 ONLINE JAPANESE CLASSES

JF Nihongo ONLINE COURSE

みんなでにほんご ちゃってまーす!

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.**



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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。

Applied Behavior Analysis

ABA

応用行動分析とは

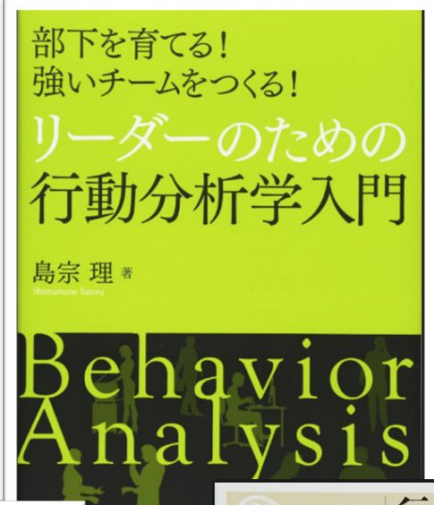
行動科学の1つで、人間の行動を個人とその人がいる環境の相互作用の枠組みの中で分析し、行動の基本原則を使って、実社会の諸問題解決に応用していこうとする学問。1960年代から始まり、50年以上にわたりその効果や応用に関する様々な研究がおこなわれている。

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



なぜ「行動問題」は起こるのか?
あなたが「怒鳴る」のはなぜか?

What is Behavior?

行動とは何か？

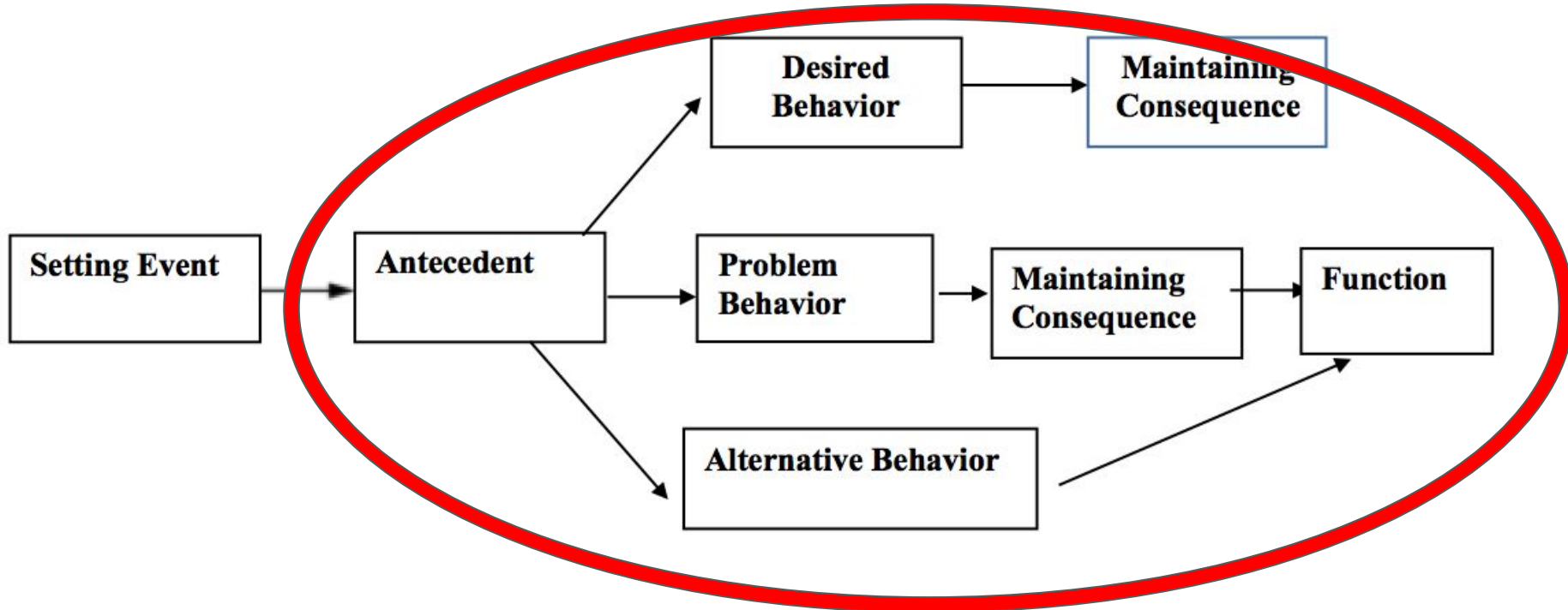
- An observable and measurable act that a person does.
- Behavior is the product or result when an organism interacts with its environment.



“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



Functions of Behavior 行動の機能



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



学校に通う時期

落ち着きがない
片付けや整理が苦手

人間関係
空気がよめない

https://kidsinfost.net/disorder/illust-study/neurodevelopmental_disorders/ 大人になると

仕事のミスが多く
長続きしない

家事や育児が
うまくこなせない

パートナーや子どもの
気持ちの理解が苦手...

https://tinyurl.com/yn57yh5w

- 1人遊びが好き (Likes playing alone)
- あれもこれもやりたい (Wants to do this and that)
- 好きなものへの気持ちは人一倍強い (Strong feelings for things they like, twice as strong as others)
- 新しい場所や活動は不安 (Anxious about new places or activities)
- 繰り返し勉強してもわからんものはわからん (Even after repeated study, things that are hard to understand remain hard to understand)
- 話したいことが上手く伝わらない (Things they want to say don't get across well)

- じっとしていることが苦手 (Struggling to sit still)
- 忘れ物が多い (Many forgetful items)
- 集中の持続が難しい (Difficult to sustain concentration)
- 目先の利益が目が行きやすい (Easy to be drawn to immediate benefits)
- 整理整頓が苦手 (Struggling with organization)

Response Class



ABC recording

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？

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)

Function of behavior

- ① Access? ② Escape?
- ③ Attention? ④ Sensory?

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

Antecedent(先行刺激)

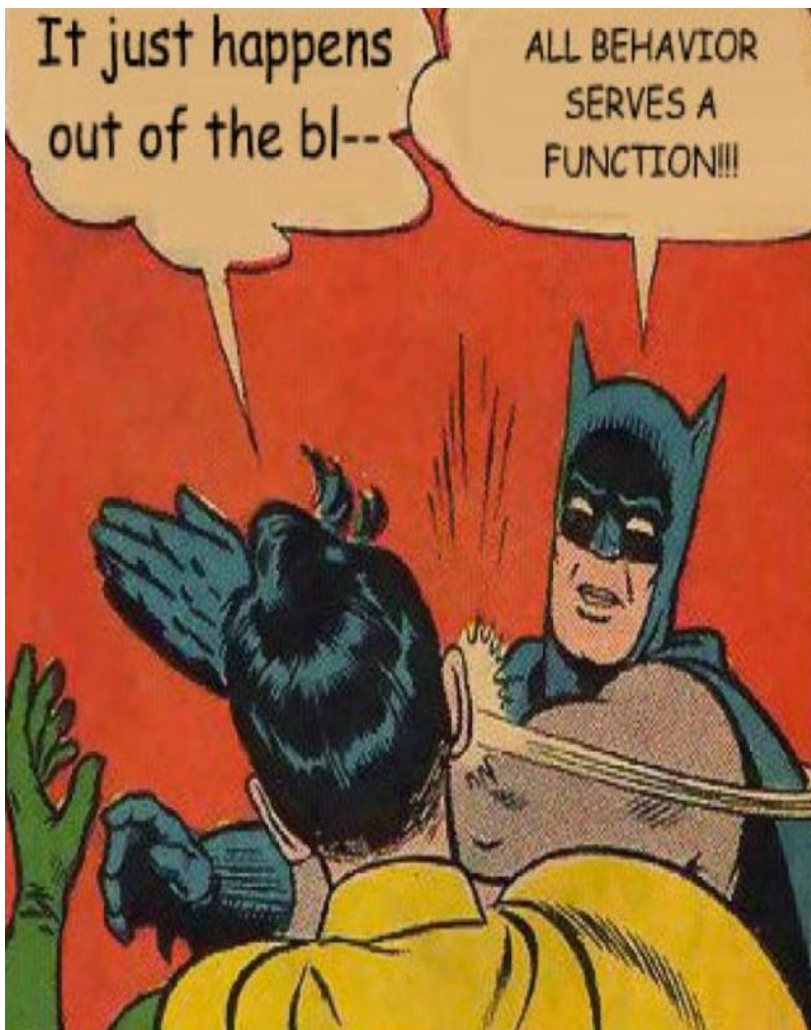
- Demand(task)
- Demand(wait, stop)
- (activity) interrupted
- Item/activity restricted
- Attention divided or restricted
- Unstructured time
- Transition
- New task/activity
- Loud, noisy environment
- schedule/routine change
- Other

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

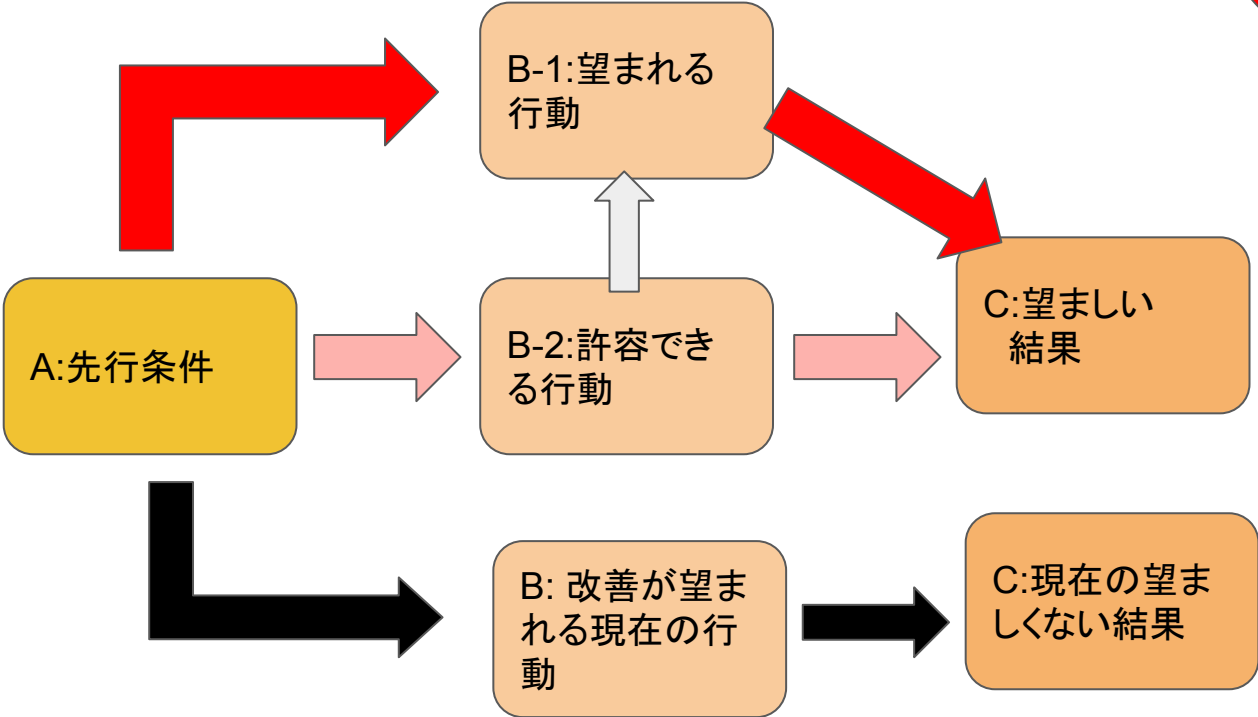
Consequence (結果)

- 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/ laughter
- Given undivided attention
- Escape from task/ activity
- Other



Function-based support

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>

No special education after high school

	IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act)
法律の種類、特徴	Education, entitlement 教育、権利	Civil rights legislation of equal access College doesn't need to ensure students success Students may success and may fail like other students
障害	One of 13 categories	Impairment in major life
責任	School, State (Parents) 学校、州	Student
保障	Success サクセス	Equal access 平等なアクセス
サービス	Evaluation, remediation, special accommodations	Reasonable accommodations Based on functional impairment and impairment in a major life activity



Temple Grandin

TV Movie (2010) TV-PG



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/>

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Temple Grandin

★★★★★ (6,820) 8.3 1 h 48 min 2010 X-Ray 13+

[HBO] HD. An autistic woman becomes an unlikely hero to America's cattle industry—and to autistic people everywhere—in this fact-based story.

Directors Mick Jackson
Starring Claire Danes, Catherine O'Hara, Julia Ormond
Genres Drama
Subtitles English [CC]
Audio languages English

🕒 Rentals include 30 days to start watching this video and 24 hours to finish once started.

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「マンガ」を通じた発達障害の理解・啓発

<https://tinyurl.com/2p932kv9>

<https://tinyurl.com/5n78rh99>

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

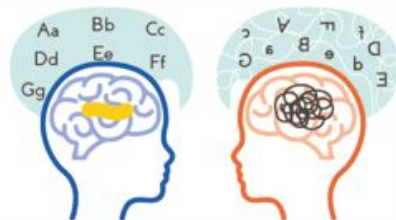
Learning Disability

ADD/ADHD

Executive Functioning

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



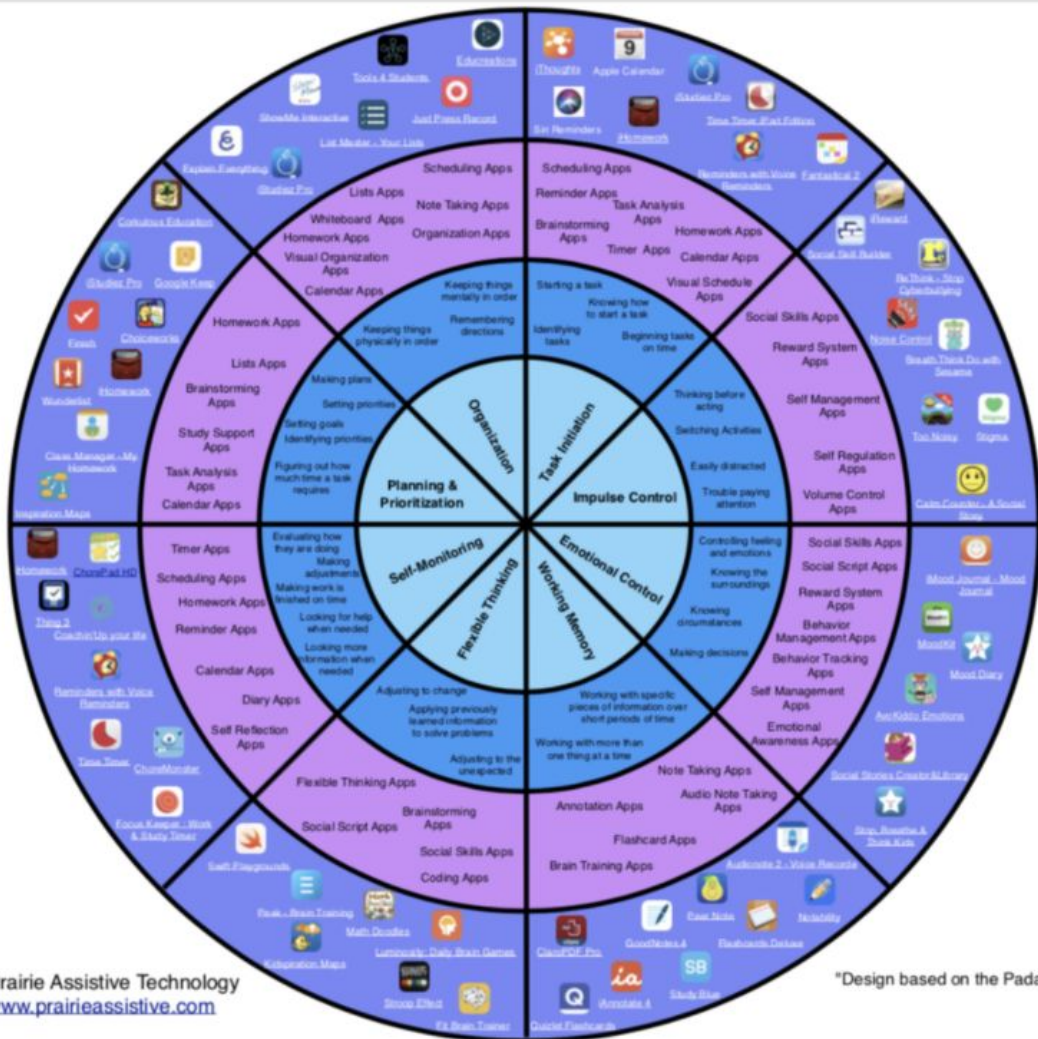
Student Lens

Too much information (Content vs. Skills)	It's a marathon, not a sprint.
The material is not of interest to the students/age group	Predictability and support (consistency)

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.

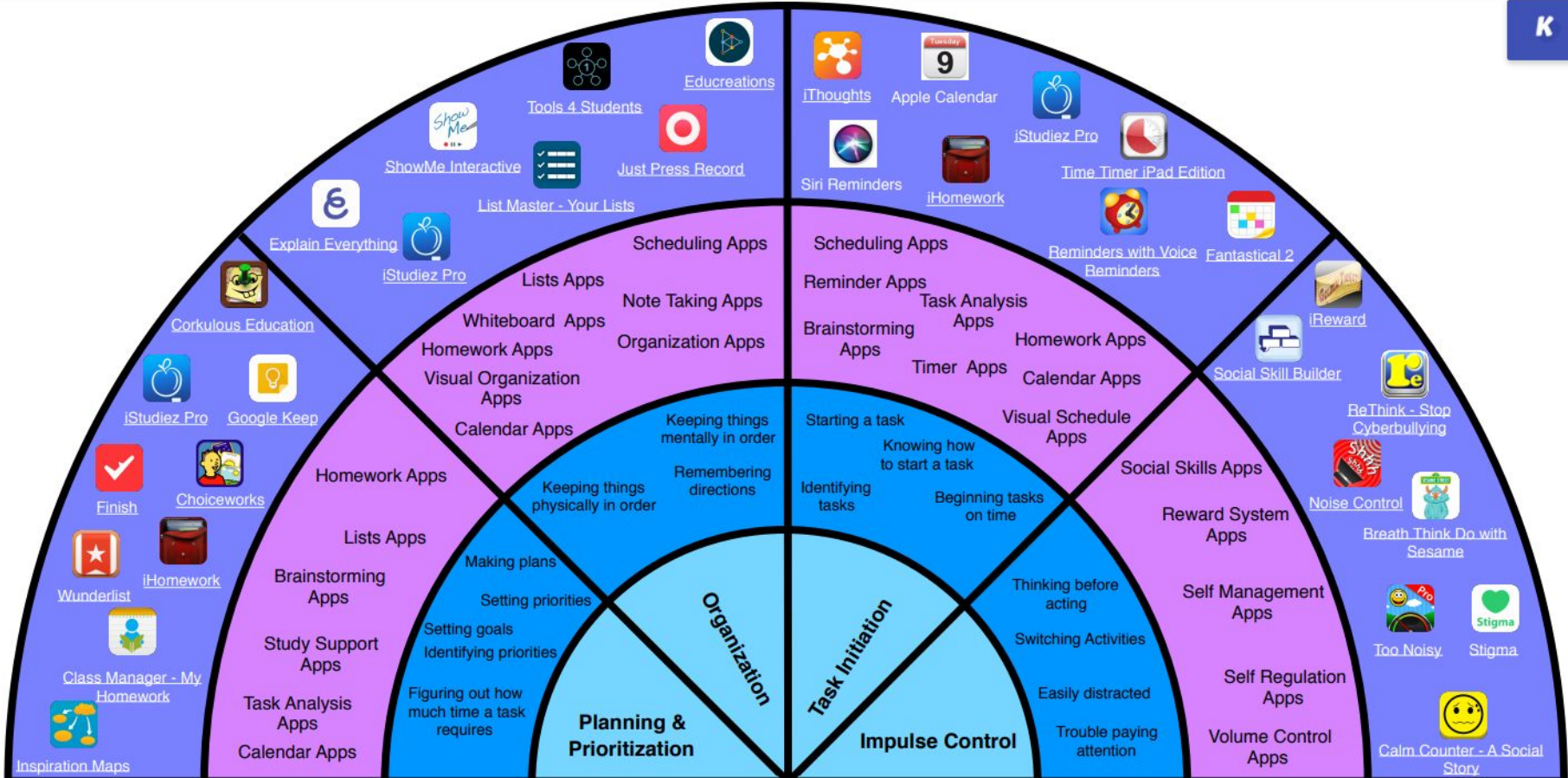


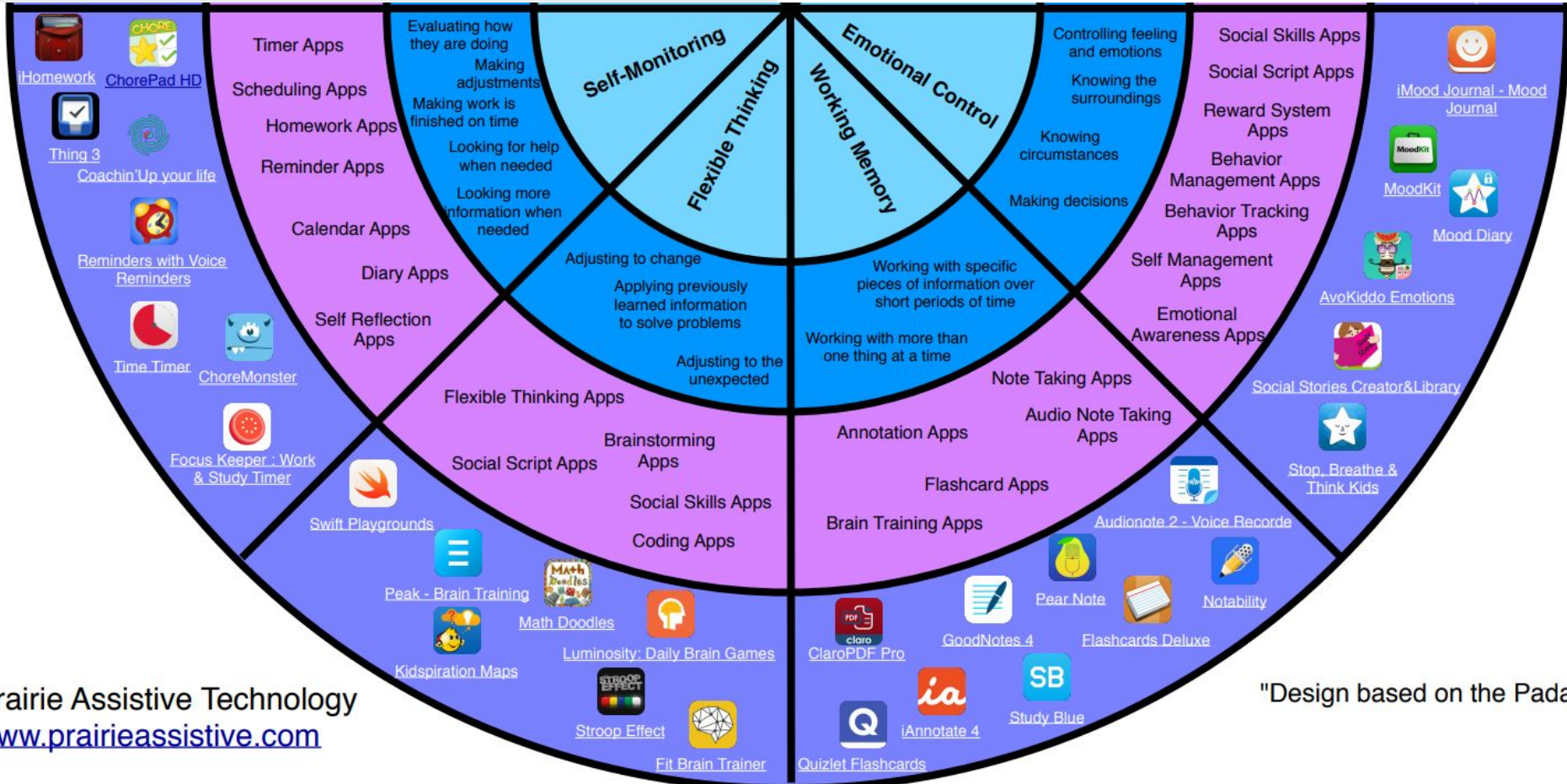
- Executive Functioning Skills
- Executive Functioning Issues
- App Categories
- Apps

Developed by Mark Coppin December 2018

Design based on the Pedagogy Wheel designed by Allan Carrington and modified by Cherie Pickering

© Mark Coppin 2018







Activities to Improve Executive Functioning

5 to 7 Year Olds	7 to 12 Year Olds	Adolescents
Card Games and Board Games	Card Games and Board Games	Goal Setting, planning and monitoring
Physical Activities	Physical Activities	Tools for Self-monitoring
Movement/Song Games	Music/Singing/Dancing	Study Skills
Quiet Activities Requiring Strategy and Reflection	Brain Teasers	Activities outside of the “core classes”

Five Core Beliefs of Differentiated Instruction



Adapted from Tomlinson & Maker (1982)

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



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.



Mariko Moroishi Wei: Purdue University

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, & Minschew, 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

Joe's selections

- 寝台特急北斗星
- ポケモンGo
- 回転寿司
- 日本で人気のお菓子

Maika's selections

- 日本のホラー映画
- 日本の貧困
- 動物の親子
- 日本の英語教育

Researcher's selections

- 20年後
- 少女漫画
- FIBAワールドカップ
- グレタ・トゥーンベリさん



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。

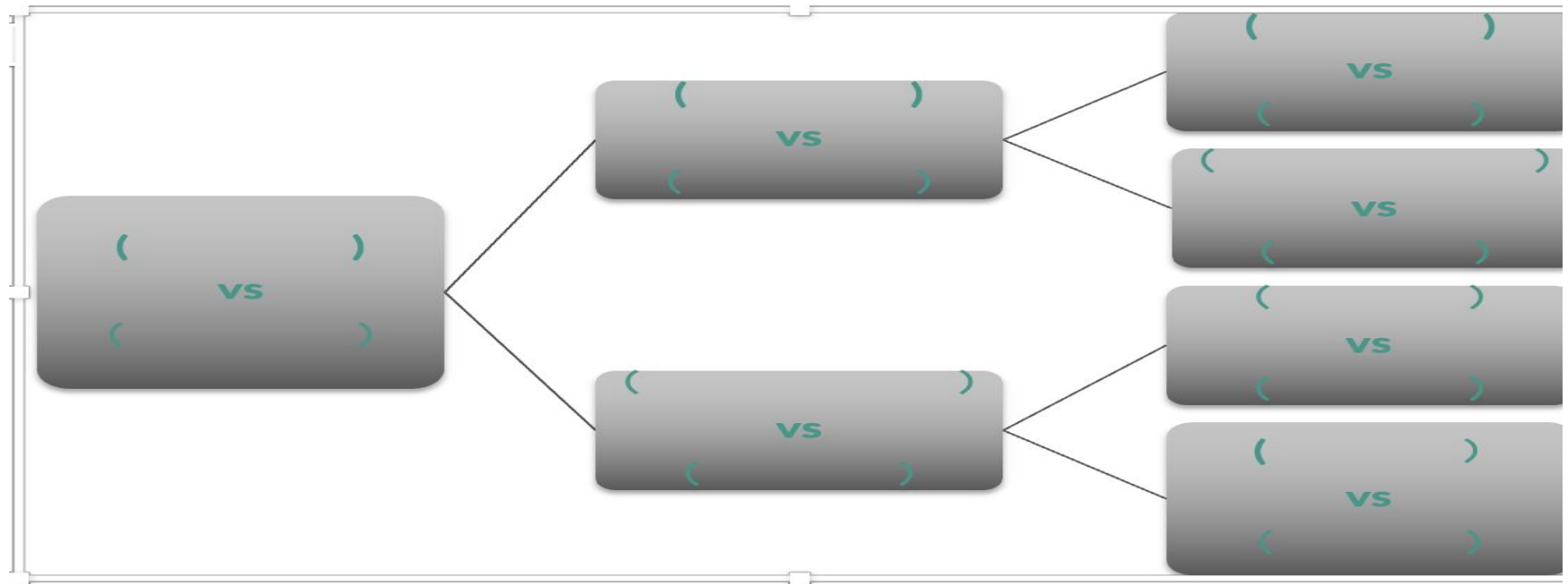




Pre-reading Questions (動物の親子)

- 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ますか。
- 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)





Sentence-by-sentence comprehension check (20年後)

- 「なんでもないよ、お巡りさん。友だちを待ってるだけだ。」
(Q:男は何をしていますか?)
- 「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