

Asian Resource Center
Asian Federation on Mental Retardation

Star Raft Award

星槎賞

The winners

Mr. Masaru Yada and Seibu Junior High School, Hamamatsu, Japan

“The Study of the Special Support Education for All the Students of the Regular School and Classroom by the Management of the Support Rooms, which are Open to All the Students.”

**Bradbury Centre and Hostel at Tin King of Wai Ji Christian Service,
Hong Kong**

“Voluntary Task Force Team”

Taipei School of Special Education, Taiwan

“Special Education-The First Disabled Multi-Sensory Stimulation room in Taiwan”

19th, Nov, 2007



What does “Seisa/ Star Raft”?

There is an old Chinese story. A young man in a period under strict national isolation dared to go out and see the world. When he returned he saved his country with the knowledge and experience he gained abroad. It is said that his raft arose from the sea and traveled across the sky. A raft of logs of different lengths tied together with a strong rope. The word “Seisa” is composed of two Chinese characters, “Sei” is the “Star” character. “Sa” is the “raft” character.

It is hope of Seisa Group to be your Raft with the spirit of “Living Together”.

Mr. Masaru Yada and Seibu Junior High School, Hamamatsu, Japan

“The Study of the Special Support Education for All the Students of the Regular School and Classroom by the Management of the Support Rooms, which are Open to All the Students.”

The Approach of Strategy “Mugwort in Hemp.”

To Educate the Students to Fit into Society According to their Differences.

Activity

1. Before setting up “The contact room” -It didn’t decrease the number of non-attendance students even after overcoming the “rough”-

Seibu Junior High School is in the urban area in Hamamatsu city, Shizuoka Japan. In 1998, some students interrupted their lessons, confronted with teachers and vandalized properties of the school. In the following year, teachers tried to establish rules to encourage students to study in a proper manner with a good school life. Although they were successful in restoring the order in the school, there was no improvement in the number of non-attendance at school.

2. The course of start “The contact room” -Take the hopes of the non-attendance students & their parents-

In 2000, one of the students was found to be unable to attend school as she could not follow the class after hospitalization for treating asthma. We started the support room which is named “The contact room” to supply studies with study volunteers and with advices from the school counselors.

3. Replying to hail to all the students -The students who gathered in “the contact room” by twos and threes-

The contact room(as an Open room)” is a room to facilitate students to talk to teachers without reserve, study, and also instead, play card games and relax. This facility is open for all the students who find difficulties with their studies, school life, friend relationships. The students of non-attendance at school, achievement depression, LD, ADHD, Asperger’s disorder, and who want to grow up and learn how to avoid bullying started to come by twos and threes.

4. The breadth of teacher’s cooperation & the support from their parents and the people in the area

-Cooperation & support began to stir from the small success experiences-

It was effective in calling to the other teachers’ cooperation for the class by the managers. After 2002, more than 10 teachers including the managers joined the support room to teach every year. Each teacher had a hard time to plan suitable lessons for each student but still they enjoyed devising the substance of the lessons.

5. The result and the development of the daily activities

-The steady result made many teachers’ understanding & actual experience deepened-

In 2002, they developed the activities of the support room as far as it has 6 lessons a day, 9 subjects, from Monday to Friday for the time table. Every year, some non-attendance students could go back to their regular class with using the support room for 1 or 2 years.

6. The occurrence and the measure of the class collapse

-The approach of the strategy “Mugwort in hemp” at the whole school-

We drew up and excused the plan “Mugwort in hemp” as a policy of the special support education at the school on the previous experiences of the support education and the class management. The word of Hsun-tzu (Junshi) from ancient China “Even if it is a weak mugwort, it imitates hemp and recovers without help when it’s in hemp which grow upright” agrees with that the essence of the support education is the support for social independence. Teachers supported the characteristics of those students who especially need consideration after making the class “hemp farm” which means “the best environment” for the students after having school training to improve the environment, the lessons, and the guidance.

Bradbury Centre and Hostel at Tin King of Wai Ji Christian Service, Hong Kong

“Voluntary Task Force Team”

Activity

What do you think about "20,000" in three years?

In terms of volunteer service hours, it is not only an amazing figure, but also, more importantly, the representation of "friendship" developed between the volunteers and people with mental retardation.

Development of Voluntary Task Force Team

In 2003, Wai Ji Christian Service Bradbury Center and Hostel at Tin King (“TK” mentioned following) cooperated with Police Force Volunteer Team to establish a volunteer program called "Voluntary Task Force Team". The purpose of the project was to provide different kinds of outdoor activities to people with mental handicap so as to enrich their quality of life, promote their physical and mental health, facilitate their self-development, and build up friendship and integration between the abled bodied and the disabled. During the three years between 2003 to 2006, over 400 police-volunteers incessantly served and accumulated over 20,000 volunteer service hours in over 80 attractive and challenging outdoor activities, including ship adventures, overseas activities, hiking and so on, with a participation of more than 1,000 person-times. In 2005, the police volunteers proceeded to act as leaders and models in student volunteer training programmes of the unit to help foster the spirit of voluntary service in the students of over 10 primary and secondary schools. In light of the outstanding performance, the story of "Voluntary Task Force Team" was consecutively reported by different local newspapers so that the concept of social inclusion could be further spread and promoted to the whole society.

Strategies of Voluntary Task Force Team

You may be curious about how TK managed such an enormous and sustainable volunteer networking. Our strategy was using 4Ps (Promotion, Place, Product and Price) from Marketing Principle plus an additional 2Ps (Person-centered and Power).
Person-Centered: It is the most important of the 6Ps. How to promote the well-being of people with mental handicap is our primary concern. Therefore, we devoted to promote social, mental and physical health through volunteer programs, which was well accepted and appreciated by most volunteers.

Product: We established a unique selling point (promoting friendship between the abled and the disabled) and our story was consecutively reported by mass media.

Promotion: We liaised with the key persons in different police stations so that the publicity could be operated smoothly and effectively.

Place: The places where the activities were held were attractive and diversified.

Price: Owing to the sustainable and successful performance of our service, we were consecutively supported by different local fundings. Thus, we could have much flexibility in setting the charge of the activities according to the financial ability of the participants.

Power: We gradually empowered the police volunteers to be the leaders of volunteers in our service and to be members of our local advisory organizations to speak for the interests of people with mental handicap.

Conclusion

"Friendship" is one of the treasured values in our society. Everyone needs it. However, people with mental handicap, especially severe grade mental handicap, was greatly deprived of it. Volunteer program is one of the effective ways to facilitate it. Actually, we did it and we must keep doing it!

Taipei School of Special Education, Taiwan

“Special Education-The First Disabled Multi-Sensory Stimulation room in Taiwan”

Activity

Taipei School of Special Education, located in northern part of Taiwan, was founded in 1989. It has admitted primarily students with severely mental retardation and multiple disabilities. Ever since the school was opened, it has always emphasized on the needs of its students, the design of its curriculum, and the innovative idea for all its facilities. The newly introduced "Multi-sensory stimulation room" has been tremendously benefiting many of our students. Taipei School of Special Education is highly recommended.

The First Disabled Multi-Sensory Stimulation Room started to use in Taipei School of Special Education in October 24th 2005. The multi-sensory room was modeled after the 'Snoezelen rooms' first developed in Europe for adults with developmental disabilities. In an effort to have the best multi-sensory room possible we have also assimilated sensory integration concepts and equipment in our room. The primary sensory experience our multi-sensory room provides includes auditory, visual, tactile and vestibular stimulation. This multi-sensory stimulation room will facilitate students' exploration in the environment. Teachers can communicate with their students, enhance their understanding of each other, and build trust in their relationship in this environment with variegated equipments.

The multi-sensory room creates a captivating, stimulating and relaxing environment for students with special needs. LED Panels and Tubes produce a variety of colors which providing visual stimulation for students with visual impairment. In addition, the color of light will change with the music. Fiber Optic Bundle Cables and a Multicolored Stationary Mirror Ball in this room provide teachers a different teaching environment. Multi-sensory room also assists in decreasing aggression, self-stimulatory behaviors, and self-abusive behaviors by using music waterbed, sensory motor activities and rocking cloud chair. An individualized educational plan is also emphasized when teaching students in this modern and innovative environment.

This facility is the first modified teaching environment in Taiwan, which facilitates self-initiation and motivates students to interact with people and their environment positively. Through this intervention, we can expect to further students' autonomy and independence.