

**Collection of Teaching Learning Aids
for Students with Special Needs**

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Introduction

Teaching students with special needs is a rewarding but also quite challenging task. Some of the challenges that teachers must address on a daily basis include accommodating different ages and ability levels, identifying individual strengths and weaknesses, supporting the development of life skills and social skills, and managing behavioral issues. Some students struggle with recognizing letters and words, reading, counting, or expressing themselves. Despite these many challenges, teachers are devoted to providing the best possible education to all their students and work tirelessly to ensure everyone is included in the lessons and can thrive in the classroom.

Teachers have been using teaching learning aids (TLAs) in classes for students with special needs. Here, it is important to consider how to support students in learning on their own, using TLAs that are appropriate for their level, rather than having them study uniformly with ready-made TLAs. TLAs are to help them learn proactively and to develop their potential to the maximum level by providing them with a structured learning experience that is customized to their individual needs. In other words, teachers are required to select proper TLAs for individual students considering the conditions and levels of each one of them.

The TLAs listed here were developed with the ingenuity of those involved in the "Project on Strengthening Education for Children with Special Needs through an Inclusive Education Approach (REACH-SS)", jointly implemented by the Ministry of Education (MoE) and the Japan International Cooperation Agency, and were actually used in the classroom. Some of the TLAs were developed referring to *the Database of Teaching Materials and Methods for Special Needs Education*¹, which contains a wide range of TLAs extracted from the practices in five special needs schools affiliated with the University of Tsukuba.

It should be noted that there is no must-have items for teaching students with special needs because each child has unique needs. Therefore, it is expected that you find some ideas here for your own practice in your classroom and give it a try!

¹ Feel free to refer to the database in English (<https://gakko.rdy.jp/kdb/en/>). You can search many ideas with keywords, disability type etc.

1. Tying shoes



1) Difficulties	Tying shoelaces, manipulating objects, distractive, poor eye-hand coordination
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 5-8
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) practice tying his/her own shoelaces. (2) develop fine motor skills. (3) develop manual dexterity. <p>As a first practice, it is easier to tie with this teaching learning aid than with actual shoes because it is larger.</p>
4) How to use	<ul style="list-style-type: none"> • Let a student begin practicing by himself/herself. • If possible, then challenge a student to see if he/she can tie the string. • Try other ways to thread and tie a string. <p>A teacher needs to be aware that there are various methods.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cord • Hole drill • Saw • Wood

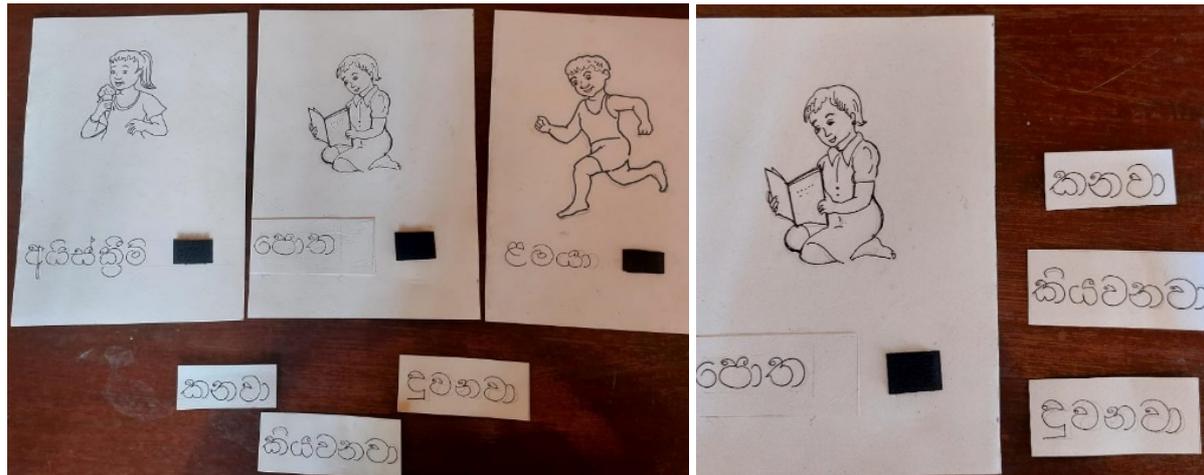
Reference : Piliyandala Education Zone

2. Let's brush our teeth



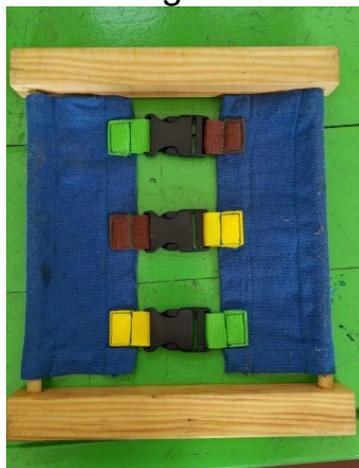
1) Difficulties	Brushing teeth correctly, manipulating objects, poor eye-hand coordination
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) learn how to brush teeth. (4) develop manual dexterity. <p>As a first practice, it is easier to brush with this teaching learning aid than practicing with actual because it is more interesting.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with a printed or hand-drawn picture of the teeth. • Then, a teacher uses felt pen over a polythene cover, and marks adhesive/stains on the teeth. • Provide a student with a toothbrush and tell him/her to remove adhesive/stains. • Help him/her remove adhesive/stains from the teeth systematically. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • A4 paper • A4 size cardboard • Felt pen (red and black) • Glue • Polythene cover • Print out-of-the-mouth (teeth) picture • Toothbrush <p>Laminated cards are preferred for repeated use.</p>

3. Let's use action-words



1) Difficulties	Students who can read and write letters, but speak only single words.
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • Intellectual disability • Age 3-17
3) Expected effects and results	<p>To enable a student to:</p> <p>(1) learn two-word phrases. (2) improve communication skills.</p> <p>By using action-word picture cards, he/she can learn in a variety of ways.</p>
4) How to use	<ul style="list-style-type: none"> • A teacher prepares picture cards with a word, and put a Velcro patch in the empty space. • First, the teacher shows a picture card to a student, affix an appropriate action-word card, and read aloud the full phrase. • Then, encourage the student to do as the teacher did. • If he/she is able to complete the task, the teacher places several picture cards side by side, and ask him/her to select an appropriate action-word card and affix it in the proper place. <p>The teacher can also provide a picture card with choices of action-word cards. From them, he/she can select an appropriate action-word card and affix it to a picture card.</p> <p>Laminated cards are preferred for repeated use.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard, 30cmx20 cm • Color pens • Velcro • Scissors

4. Clothing kit



1) Difficulties	Dressing alone, toileting, holding pens
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • Intellectual disability • Age 3-6
3) Expected effects and results	<p>To enable a student to:</p> <p>(1) button up and off</p> <p>(2) dress by oneself</p> <p>By using a clothing kit, he/she can learn how to wear clothes as well as fine motor skills.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with the kit one by one. • Tell him/her to button/buckle up and off. • Appreciate his/her efforts after finishing them. • When he/she can do with the wood frame kit, try the vest. <p>The vest is with multiple functions such as zip and strings. After he/she gets used to doing this with the kit, try the real clothes. The skill of toileting is closely connected with the dressing skill. When there is a student who is unable to toilet by him/herself, try this kit and find where his/her challenge is.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Planed square edge timber • Scraps of fabric • Buttons • Plastic buckles

Reference: Piliyandala education zone

5. Communication card



1) Difficulties	Expressing one's intention using two-word sentences, asking others for things, speaking words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Speech delay • Age 3-15
3) Expected effects and results	<p>To enable a student to:</p> <p>(1) express his/her needs and feelings correctly to others (especially with support persons).</p> <p>(2) communicate with others independently.</p> <p>The use of illustrations helps a student communicate with others even when he/she is not able to speak clearly.</p>
4) How to use	<ul style="list-style-type: none"> • Get a student used to requesting it when they need it, and express he/her feelings with picture cards (communication cards). Ex. "I want to go to toilet," or "I can't understand." • The number of cards can be added as he/her develops. • Finally, encourage him/her to express his/her needs and feelings without them.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm cardboard • Color pens • Scissors

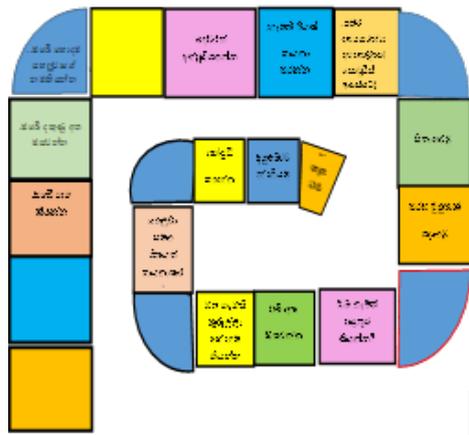
6. Which one would you like?



1) Difficulties	Communicate with classmates, self-choice, self-determination, wait their turn
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 3–15
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) express his/her likes to others (his/her support person). (2) increase vocabulary and likes that he/she can tell others about. (3) make his/her own choices. (4) communicate with others independently. <p>While some students may not be familiar with the ideas presented on the cards, they may be able to learn from others, and this will be an opportunity to become better acquainted with each other.</p>
4) How to use	<ul style="list-style-type: none"> • First, have students take their seat in a comfortable spot. • Tell a student to choose one card from the pile. • Ask he/she which picture he/she likes out of the two on the card. • Ask why he/she likes it. It doesn't matter what method he/she uses; it may be through words, pointing with a finger, or looking at someone. • Then ask him/her to explain why he/she likes it and why he/she chose it. It may allow him/her to think about himself/herself. But there's no need to force him/her to answer. • In case he/she can't answer, he/she can say, "Pass!" • Then, the next student is allowed to choose his/her card, and the same steps are repeated. <p>This game can be played with picture cards of foods, fruits, vegetables, activities, games, and so on. Adults can join the group.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 10cm x 20cm cardboard • Color papers • Color pens • Scissors

Reference: <https://www.hyakuchomori.co.jp/toy/p/TB002.html>

7. Let's play together



ഒരു കളി കളയാൻ കഴിവുള്ളവർക്ക് Development of social skill



1) Difficulties	Doing activities in group, making friends, waiting their turn, practice actions, words, and phrases in their everyday vocabulary
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 3–15
3) Expected effects and results	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) develop communication skills. (2) understand the importance of taking turns. (2) create interpersonal relationships among them. (3) learn the art of making friends. <p>These skills are not only essential for their academic success but also for their personal growth and development.</p>
4) How to use	<ul style="list-style-type: none"> • First, have students take a seat in a comfortable spot. • Give them a set of dice, a board of activities, and some buttons. • Explain how to place a button on the corresponding number on the activity board after rolling the dice. • Then, instruct them to perform the activity at the location where they placed the button. Activities on the board could include singing songs, naming friends, naming favorite fruits, and so on. • Then, the next student will roll the dice, and the same steps are repeated.
5) Materials and Tools	<ul style="list-style-type: none"> • Buttons • Colored paper • Colored pens • Dice • Glue • Scissors

Reference: <https://kyozaisupport.com/socialskill/>

8. Memory Games



1) Difficulties	Low working memory, doing activities in group, making friends, developing vocabulary, waiting their turn
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) develop vocabulary. (2) create interpersonal relationships among students. (3) understand the importance of taking turns. (4) develop memory (5) learn the art of making friends.
4) How to use	<ul style="list-style-type: none"> • First, have students take their seat in a comfortable spot. • Place all the cards facing down and spread them out. • Then, each takes turns flipping over two cards to try and find a matching pair. • If a student gets a matching pair, they are kept and he/she takes another turn. However, if the two cards do not match, they are returned to their original position, facing down, and the next student will take his/her turn. • The game continues until all the cards have been matched. • The player with the most pairs at the end of the game is the winner. <p>Shapes, vegetables, letters, words, etc. can also be used for this game.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard • Color pens • Glue • Picture • Scissors <p>Laminated cards are preferred for repeated use.</p>

9. Let's identify the color



1) Difficulties	Recognizing colors, distractive, holding a pencil
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) improve attention. (3) develop eye-hand coordination. (4) develop pencil grip. (5) match and recognize color. (6) develop manual dexterity.
4) How to use	<ul style="list-style-type: none"> • Provide a student with clothes pins and a two-color box. • Tell him/her to separate clothes pins according to color. • Tell him/her to attach the clothes pins to the matching color. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard box • Color papers • Cloth pins • Glue • Scissors

10. Let's Match the colors



1) Difficulties	Recognizing colors, distractive
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) match and recognize color. (5) develop pencil grip.
4) How to use	<ul style="list-style-type: none"> • Provide bottle caps and the board to a student. • Tell him/her to place the bottle cap according to the appropriate color. • Repeat this exercise until he/she recognizes the color. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • 40cm x 40cm thick cardboard • 5 basic color papers • 4 color bottle caps • Glue • Paper cutter • Scissors

11. Let's separate the color buttons



1) Difficulties	Recognizing colors, color differentiation, distractive
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Intellectual disability • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) match and recognize color. (5) develop pencil grip.
4) How to use	<ul style="list-style-type: none"> • Provide a student with buttons and plastic containers. • Tell him/her to place buttons in compatible-colored containers. • If he/she is unable to select the correct container, assist him/her in selecting the correct relevant container. • Appreciate his/her efforts. <p>In the beginning, better using only 2 basic colors.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 4 basic color buttons • 4 basic color containers • Cutter

12. Play with Paper Cup



1) Difficulties	Distractive, poor eye-hand coordination
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 3-6
3) Expected effects and results	To enable a student to: <ol style="list-style-type: none"> (1) development fine motor skills (2) develop eye-hand coordination (3) improve attention. (4) strengthen fingers and hand.
4) How to use	<ul style="list-style-type: none"> • Tell a student to pile up paper cups. • Ask him/her to stack the top and bottom of the paper cups alternately. • Encourage him/her how many cups can be piled up. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • Paper cups or plastic cups

Reference: Life Skill Development Through Playful Activities=Hiromichi Yuki, 2nd KCCP Training May 2023

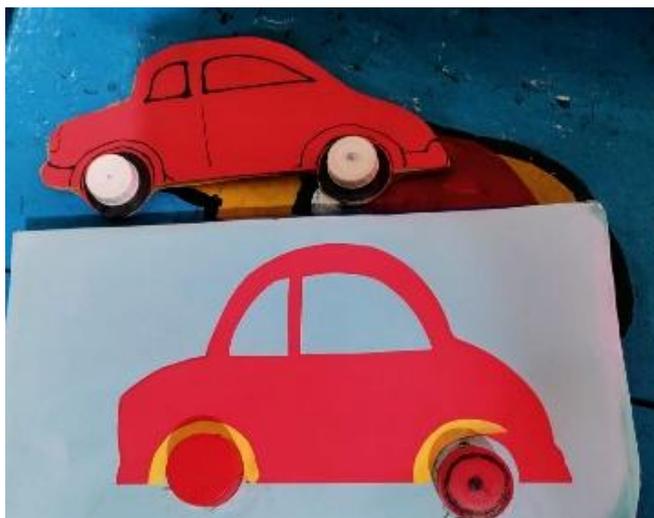
13. Let's play with plastic spoon



1) Difficulties	Distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) development fine motor skills. (2) development eye-hand coordination. (3) improve attention. (4) develop pencil grip (5) development manual dexterity
4) How to use	<ul style="list-style-type: none"> • Provide a student with a plastic bottle and plastic spoons. • Encourage him/her to practice inserting one plastic spoon at a time through the hole in the bottle's lid. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to work alone.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Knife (to make a hole in the bottle cap) • Plastic bottle • Plastic container • Plastic yogurt spoons

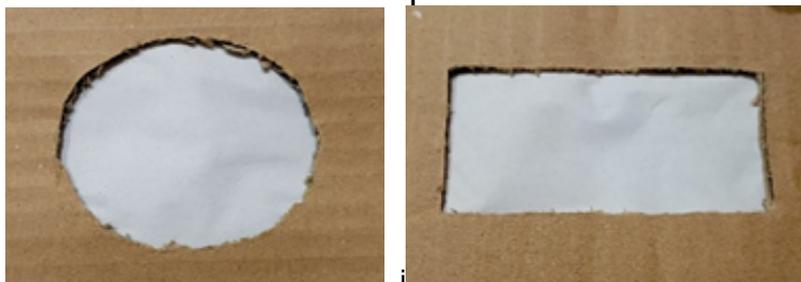
Reference: Piliyandala Education Zone

14. Let's fix the wheels to the car



1) Difficulties	Distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • CP • Developmental delay • Intellectual disability <ul style="list-style-type: none"> • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) development fine motor skills. (2) development eye-hand coordination. (3) improve attention. (4) develop pencil grip (5) development manual dexterity
4) How to use	<ul style="list-style-type: none"> • Provide a student with a car picture and plastic caps. • Encourage him/her to spin the wheel and fix it. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to work alone.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Color papers • Glue • Plastic bottle caps • Paper cutter • Rough Cardboard • Scissors

15. Coloring within the limit of the shape



1) Difficulties	Difficult to color within the limit, distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • CP • Developmental delay • Intellectual disability • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) exercise coloring within the limit of a shape. (5) develop pencil grip
4) How to use	<ul style="list-style-type: none"> • Place a hole-punched card on a piece of paper and secure it with cloth or paper pins. • Provide a student with a colored stick in his/her favorite color. • Ask the student to color within the gap • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to color correctly within the limits.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Crayons or color pencil • Paper cutter • Rough cardboard with different shapes

16. Writing letters on the sandboard



1) Difficulties	Holding a pencil, learning & writing letters
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 4-7
3) Expected effects and results	To enable a student to: <ol style="list-style-type: none"> (1) enhance tactile perception. (2) become familiar with the shapes of letters. (3) develop insight into the learning of letters
4) How to use	<ul style="list-style-type: none"> • Tell a student to write letters on the sand in the box. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to write letters on the sand.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 4 strips of wood: 2 pieces of 12"x2" and 2 pieces of 8" x 2" • thin wooden board • 1/2" nails • Hammer • Saw <p>Make the box using the planks of wood provided. Spread sand to a thickness of about 1/4 inch in the prepared box.</p>

Reference: Piliyandala Education Zone

17. Let's learn words



1) Difficulties	Students who can recognize letters but have difficulty in forming words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders <ul style="list-style-type: none"> • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) recognize letters. (2) recognize and read words. (3) build vocabulary <p>This is a fun and interesting way to encourage him/her to develop letter recognition and reading skills.</p>
4) How to use	<ul style="list-style-type: none"> • A student/teacher demonstrates how to use two paper cups. • Then motivate another student to identify letters by rotating the cups. • Appreciate his/her efforts. <p>By rotating the cups, he/she can build words and read them.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 2 paper cups or plastic cups • Color pen • Glue • Paper cutter or scissors • White paper

18. Let's make words with rocket



1) Difficulties	Students who can recognize letters but have difficulty in forming words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) recognize letters. (2) recognize and read words. (3) build vocabulary <p>This fun activity can help him/her remember letters more easily.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with a card with a word and a rocket. • Then ask him/her to find the letters that match the word by using the rocket. • Help him/her move the rocket to the corresponding letter. • Repeat this activity until he/she is familiar with the letters and words. • Appreciate his/her effort. <p>Can modify words on the card to practice different letters and words.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Glue • Pen or pencil • Scissors or paper cutter

19. Let's read the pictures/words on the Television screen



1) Difficulties	Recognizing pictures and words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) recognize pictures (2) recognize words and read them (3) build vocabulary <p>This is a fun and interesting way for him/her to identify pictures and words.</p>
4) How to use	<ul style="list-style-type: none"> • Demonstrate a student how to use a screen to read pictures and words. • Then motivate him/her to rotate the top bar to identify pictures and words, and read them. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • 50cm x 30cm empty box • 60cm long two rods/ bar • Color pens • Glue tape • Paper cutter or scissors • Paper role

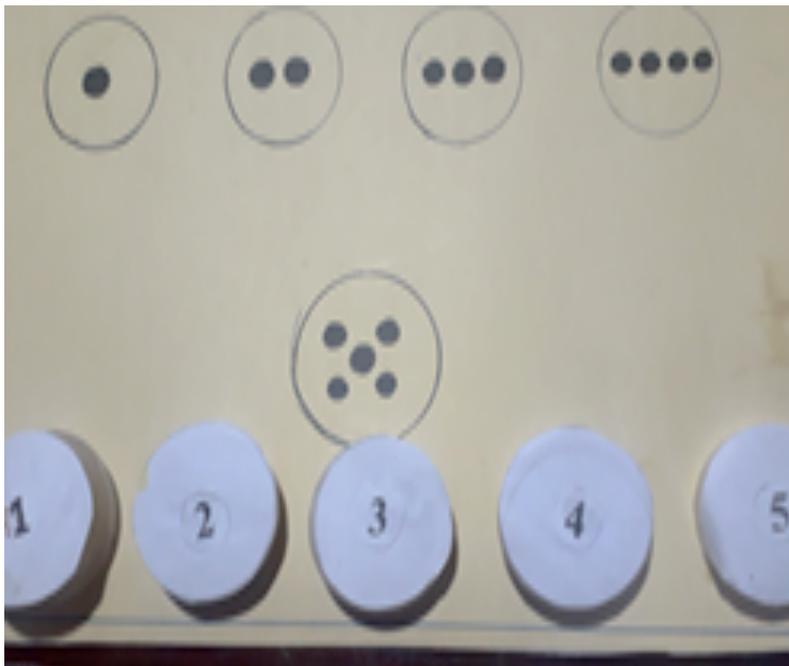
Reference: Kurunegala Education Zone

20. Let's make a number tower



1) Difficulties	Counting, recognizing the sequence of numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	To enable a student to: (1) improve concentration. (2) recognize numbers. (3) improve counting skills
4) How to use	<ul style="list-style-type: none"> • Provide a student with paper cups that have numbers on them. • Tell him/her to stack the cups in numerical order to create a tower. • Then encourage him/her to count numbers on each cup. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • Color pens • Paper cups or plastic cups

21. Let's match the number



1) Difficulties	Grasping the concept of numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	To enable a student to: (1) improve concentration. (2) recognize numbers and number concepts.
4) How to use	<ul style="list-style-type: none"> • Provide a student with a number concept board and a set of number caps. • Assist him/her in matching mathematical concepts with respective numbers. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Glue • Scissors • Yogurt cups or bottle caps

22. Let's identify the number and write it



1) Difficulties	Grasping the concept of numbers, writing numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-6
3) Expected effects and results	To enable a student to: (1) identify the number concept from 1 to 3 (2) get used to writing the number from 1 to 3
4) How to use	<ul style="list-style-type: none"> • Provide a student with a prepared number board and sticks. • Tell him/her to match sticks corresponding to the given number. If he/she is unable to match them, help him/her. • Then, assist him/her in writing numbers. • Appreciate his/her effort. <p>When he/she becomes able to write up to 3, prepare a new one for more numbers (ex. 4 to 6).</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 30cm thick cardboard. • 3 cardboard rolls (empty toilet cardboard rolls) • Cello tape • Color sticks • Glue • Paper cutter • Popsicle sticks • Scissors

23. Let's count the raindrops



1) Difficulties	Grasping the concept of numbers, matching numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) improve concentration. (3) develop eye-hand coordination. (4) recognize the number concept. (5) improve counting skills. <p>This teaching learning aid is good for teaching the number concept from 1 to 20 or even more.</p>
4) How to use	<ul style="list-style-type: none"> • Explain a picture to a student. • Ask him/her to put cotton buds (raindrops) corresponding to the number below. • Change the number below, and encourage him/her to put cotton buds according to the new number. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Cotton buds • Glue • Scissors

24. Let's count and add the numbers



1) Difficulties	Number concepts, Simple addition
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	To enable a student to: (1) recognize numbers and number concepts. (2) learn simple addition.
4) How to use	<ul style="list-style-type: none"> • Provide a student with a prepared board. • Tell him/her to organize the number concept according to the number written on the left side of the board. • Once he/she has a good understanding of the numerical concept, the board can also be used as a tool for practicing addition. • Write numbers on the board and guide him/her to add them together.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper (two colors) • Color pens • Double tape • Glue • Scissors or paper cutter

25. Let's write A's memo



1) Difficulties	Expressing and sharing his/her feelings and experiences with teachers and parents through words or actions
2) Target (Disability category, Age)	<ul style="list-style-type: none"> Students with special needs integrated into mainstream classes. Age 7-14
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) confirm personal activity schedule for the day. (2) express and share own feelings and experiences with teachers/parents through words or actions. (3) help his/her oral communication and avoid miscommunication. <p>Parents, teachers and ISAs can understand his/her progress and challenges. Accordingly, this report can assist teachers in monitoring, planning, and preparing for his/her future.</p>
4) How to use	<ul style="list-style-type: none"> Ask a student to check the class schedule (timetable). Then, encourage him/her to write his/her efforts and events during the day in a short sentence. If he/she have difficulty in writing words, he/she can use graphic symbols. Tell him/her to bring his/her note home and share it with his/her parents. The teacher checks the note regularly.
5) Materials and Tools	<ul style="list-style-type: none"> A4 letter file A4 paper Notebook Pen

Reference: <http://www.human.tsukuba.ac.jp/snerc/kdb/index.htm>

26. Visual timetable



1) Difficulties	Anxiety about upcoming events, afraid of first/unfamiliar activities, troubles in transition activities
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 5-15
3) Expected effects and results	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) get a glimpse of the structure of the day (2) focus on educational activities. (3) smoothly switch from one activity to another. (4) manage own schedule (what to do and where to go). (5) cultivate self-independence.
4) How to use	<ul style="list-style-type: none"> • First, a teacher determines the number of activities to be included in one day. • The teacher selects an appropriate communication method (pictures/ words/ both) that students can easily understand. • Accustom them to remove a relevant picture/word and place it in the pocket marked as finished at the end of each activity. <p>A visual timetable can be used both for an individual student or a group of students.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard • Color paper/cloth • Color pens • Glue • Polythene • Scissors • Velcro tapes or magnets