

News Letter



August, 2023

Since-1999

<http://bdp.org.bd>

Yuu Ishikawa - A Man With A Mission....



Dear Bangladeshi Friends, Greetings from Japan. I know you are having fun and learning hard every day at school. The sight of you learning a lot from your teachers gives me a lot of energy. So I am grateful to you. By the way, what is your dream? Dreams expand the world of your mind and become the power to move forward in life. Many Japanese friends are rooting for you. Please remember us and do your best to make your dreams come true. And please come visit Japan someday. May God bless and protect you.

I was born in March 4th, 1968. Since 1990, working as a director at the Tokyo Young Men's Christian Association (Tokyo YMCA), and since 2001, working at Akishima Kindergarten. Currently engaged in early childhood education as the principal of Akishima Kindergarten. Chairman of Minatomonokai since 2016. Minatomonokai since its founding in March 1994, the organization has been supporting the Hear Project and Vocational Schools for 30 years. After graduating from BDP schools (Grade V), the students need to admit into grade VI in a public or private schools which are very far from their houses.

Continued to the next column

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For More Information about BDP Vocational School Visit
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Continued from previous column - A Man With A Mission....

These schools are not free of cost like BDP school. They need to spend a good amount of money for their education. The parents of these students mostly small farmers. They are not affording to carry out all the educational expenses. As a result, most of them are bound to stop their education. Many of them go to the paddy field to help their fathers and some of them sell labors elsewhere. Most of girls get early marriage. BDP has very limited resources and its budget does not allow to send these drop out students to other school for higher study. After having field survey and evaluation, we decided BDP will establish vocational education for these drop out students so that they can enter the job market as a skilled/resource person rather than daily laborers. BDP started 4 vocational schools with 4 trades.

These are: A. Electrical, B. Auto Mechanics cum car driving C. Computer education D. Sewing. Both girls and boys can have equal opportunity to admit into these vocational schools. These schools are not limited for the BDP graduates only, the door is open for everybody specially for the unemployed youth of the society. We have many success stories. Many of our former students are now well established.

Vocational education is very expensive program. BDP do not have enough resources to run these schools but BDP things it is very much essentials to change our children lives. On behalf of BDP I would like to invite all of you to come forward and take active part in changing lives. They need your help.

What Is Down Syndrome? - Khadija Khanam (The End)

Facts about Down Syndrome

- What is Down Syndrome?
- Types of Down Syndrome -(Causes and Risk Factors)
- Diagnosis
- Screening Tests
- Diagnostic Tests
- Other Health Problems
- Treatments



Also sometimes called Mongolism

Other Resources:
<https://www.dsrf.org/>
<https://www.globaldownsyndrome.org/>
<https://ndss.org/>



http://bdp.org.bd/program_hearprogram.html

Source Internet: <https://www.cdc.gov>

HEALTH EDUCATION AUTISM & REHABILITATION

Hear program has been working with some special problem children in the society- Mainly the activities of the Hear Project are to help children aged 2-15 years old who cannot speak due to hearing loss. At first checked their hearing level, then they are given hearing aids. Language development is provided by teachers trained in special education for hearing impaired children. Besides, they are given general education. Teachers have no use sign language with hearing impaired children totally auditory oral education. Weekly and monthly meetings are held with the parents of students who are learning the language at the hearing School. Because of how to talk to their children, and how long to use hearing aids. Teachers always have to use real materials to teach the hearing impaired students language development, but it depends on children's listening level and intelligence. HEAR project aims to send language teaching to the general schools in three years. But it depends on children's hearing level and their intelligence. Our 7 tips for communicating teacher's with hearing loss student's :

1. Always face a deaf student's. Make eye contact and keep it while you are talking. Try not to look away or cover your mouth as many deaf people rely on lip reading to help them understand you.
2. Check noise and lighting. Turn off or move away from background noise. Make sure your face is not in shadow and there are no strong lights or sunshine in their eyes.
3. Keep your distance. Stand a meter or two away from the deaf student's. This is important for hearing-aid users, lip-readers and signers.
4. Speak clearly, slowly and steadily. Don't mumble, shout or exaggerate – it distorts your lip patterns.
5. Take turns. If there is more than one person in a conversation take turns to talk.
6. Repeat and re-phrase/ sentences if necessary. Trying to say the same thing in a different way might help.
7. Write it down. Don't be afraid to write or draw to help understanding. And arguably one of the most important points to remember is to keep trying – even if a deaf person does not understand what you're saying the first few times. Hear Project currently works with hearing impaired children as well as children with Down syndrome and autism at the request of some parents.

Consequences of Bullying in Schools - Ken Rigby, PhD

Research Designs and Modes of Analysis - Part - II - Cross-Sectional Surveys

These have been the principal means of establishing connections between bully-victim problems and health conditions. The findings from such studies provide evidence of correlations or associations rather than direct evidence of causation. For example, a significant association between low self-esteem and being victimized may exist because people with low-esteem "invite" bullying or, alternatively, because being bullied lowers self-esteem. The latter is often assumed because being bullied is seen as a stressful and humiliating experience. However, it is possible that the effects are bidirectional: children with low self-esteem may attract bullies, and the resultant bullying may further reduce their self-esteem. Strictly speaking, cross-sectional studies demonstrate association between variables at a specific time; relations may be causal, but the temporal sequence of victimization and health conditions cannot be disentangled.

Retrospective Surveys

These compare data collected from individuals who have been involved in bully-victim problems with data collected from those who have not. Unlike more adequate research designs, no measures prior to the experience of interest are available, and it therefore remains uncertain what degree of change (if any) has occurred. The validity of retrospective studies also depends upon the reliability of people's memories. Memories may be influenced and distorted by the respondent's mood: feeling sad or angry may give rise to such unpleasant memories as being bullied and may result in a spurious correlation between being victimized and suffering from depression (10). (Can J Psychiatry 2003;48:583-590)



letter Corner: Your Queries & Answers...

Query From Nasima Akther- Bhairab.

I read out your every news letter. You are doing very excellent job specially working with disable children. Do you have any plan to extend your work in other districts?

BDP

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Continued from Previous Column HEAR

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Children Corner

Gram Bangla - Moonsoon

Drawn by Sumaiya Akther, Grade: 4, Chamuddha, Pubail. BDP Primary School.



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親愛なるバングラデシュのみんなへ、日本から挨拶します。BDPの生徒の皆さんは毎日楽しんで、またお勉強を頑張っていますね。皆さんが学校で先生方からたくさん学んでいる様子は私にたくさんの元気をくれます。皆さんの存在に心から感謝です。皆さんの将来の夢はなんですか？夢というのは皆さんの視野を広げて、人生を前に進むための力となります。日本のたくさんの人々が、皆さんを応援しています。ぜひ私たちのことも覚えて、皆さんの夢を実現させてください。また機会があればぜひ日本にもきてください。神様の守りと祝福が皆さんの上にありますように。

私は1968年3月4日に生まれました。そして1990年より東京YMCAのディレクターとして働いてまいりました。2001年より昭島幼稚園にて働き、現在では園長として子どもの教育に関わる仕事に携わっています。2016年よりミナ友の会の理事長として働いています。ミナ友の会は、1994年の創立よりヒアプロジェクトと職業訓練校を30年間支援しています。BDP小学校を5年生で卒業してから、生徒たちは公立または私立の学校に進学する必要がありますが、多くの場合これらの学校は家からとても遠い場所にあるのです。

Continued to the next column

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また、これらの学校はBDP小学校のように無償ではありません。教育を受けるためにたくさんの学費を用意する必要があります。また、これらの生徒たちの親の多くは農家であるため学費を支払うことが困難です。小学校を終えた生徒の多くは親の畑仕事を手伝うことになる、または遠くへ働きに出ることもよくあります。多くの女子生徒は早く結婚します。現在BDPはとても限られた資源で活動しているため、ドロップアウトしてしまった生徒の進学をサポートするための十分な資金がありません。

このような状況に対応するため現場調査を実施した結果、BDPは職業訓練校を設置する対応をとることにしました。この職業訓練校を通してドロップアウトしてしまった生徒たちが手に職をつけ、日雇いではなく、プロフェッショナルとして仕事をするのが目的です。BDPでは現在A. 電気基礎科、B. 自動車機械科、C. コンピューター科、D. 縫製科の4つのスキルを職業訓練校で訓練しています。これらの学校はBDP卒業生だけでなく、全ての人に、特に無職の若者を対象としています。

BDPの職業訓練校を卒業した多くが現在ではしっかりと自立した生活を送ることができています。

職業訓練校はとてもお金のかかるプログラムです。現在BDPでは十分な職業訓練校を運営するための資金が十分に足りていない状況です。BDPがこれからも子どもたちの人生を変えていけるように、どうか皆さまもこの運動に積極的に参加し、ご支援くださるようお願いいたします。

カディジャ・カナム ダウン症とは? (最終回)

ダウン症に関する情報

ダウン症の診断?
スクリーニング検査
診断テスト
健康上の問題
治療法など
その他の情報について

Other Resources:
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健康教育 自閉症とリハビリテーション

Hear プログラムは、社会で特別な問題を抱えた子供たちと協力してきました。Hear プロジェクトの主な活動は、難聴により話すことができない 2 ~ 15 歳の子供たちを支援することです。まず聴力レベルを検査し、補聴器を与えます。言語発達は、聴覚障害のある子供のための特殊教育の訓練を受けた教師によって提供されます。さらに、一般教養も受けられます。教師は聴覚障害のある子供たちに手話はまったく役に立たず、完全に聴覚による口頭教育を行っています。聴覚学校で言語を学んでいる生徒の保護者との毎週および毎月のミーティングが開催されます。それは、子供たちへの話し方や補聴器の使用期間などです。教師は聴覚障害のある生徒に言語発達を教えるために常に本物の教材を使用する必要がありますが、それは子供のリスニングレベルと知能によって異なります。HEAR プロジェクトは、3 年間で一般学校に語学教育を派遣することを目指しています。しかし、それは子供の聴力レベルと知能によって異なります。教師と難聴の生徒とのコミュニケーションに関する 7 つのヒント

1. 常に聴覚障害のある生徒の側を向いてください。話している間はアイコンタクトを取り、それを保ちましょう。聴覚障害者の多くは、あなたの話を理解するために読唇術に頼っているため、目をそらしたり口を覆わないように注意してください。
2. 騒音と照明を確認します。電源を切るか、周囲の騒音から離れてください。あなたの顔に影が入らないようにし、強い光や日光が相手の目に当たらないようにしてください。
3. 距離を保ちます。聴覚障害のある生徒から 1 ~ 2 メートル離れたところに立ってください。これは、補聴器ユーザー、読唇術者、手話者にとって重要です。
4. ゆっくりと着実に、はっきりと話します。つぶやいたり、叫んだり、誇張したりしないでください。唇のパターンが歪んでしまいます。
5. 交代します。会話に複数の人がいる場合は、順番に話します。
6. 必要に応じて、文章を繰り返して、言い換えます。同じことを別の言い方で言ってみると役立つかもしれません。
7. それを書き留めます。理解を助けるために書くことや絵を描くことを恐れないでください。そしておそらく、覚えておくべき最も重要なポイントの 1 つは、たとえ聴覚障害者が最初の数回はあなたの言っていることが理解できなかったとしても、努力し続けることです。Hear プロジェクトは現在、一部の保護者の要請に応じて、聴覚障害のある子供たちだけでなく、ダウン症や自閉症の子供たちにも取り組んでいます。

ケン・リグビー博士 学校におけるいじめの影響

研究デザインと分析モード - II - 横断的調査
これらはいじめの側と被害者の間の関係性や、いじめによる問題と健康状態のつながりを理解するために使用された手法です。調査結果として、直接的な影響よりも相関関係や因果関係があることがわかりました。たとえば、自尊心の低さといじめの関係性について、いじめの被害者だから自尊心が低くなると同時に、自尊心が低いからいじめに遭うという相関関係が見られるのです。いじめられることはストレスがかかり屈辱的な経験であるとされている



であるとされているため、自尊心が低くなると考えられることが多いですが、実際、双方向に影響を及ぼしている可能性があるのです。

自尊心の低い子どもはいじめっ子を引き寄せ、その結果として生じるいじめによってさらに自尊心が低下する可能性があります。しかし、厳密に言えばこのような横断研究は特定の時点での変数間の関連性を実証しているため、実際はいじめの被害と健康状態の複雑な関係性を切り離して考えるのは難しいことです。

遡及調査
この調査方法は、いじめ被害者問題に関与したことがある個人から収集したデータと、関与していない個人から収集したデータを比較する手法です。しかし、先述の研究デザインとは異なり、対象となる経験の前の情報は入手できないため、(もしあったとしても) 実際どの程度の変化が起こったのかは不明確なままになってしまいます。また、遡及調査は人々の記憶の信頼性にも依存している調査法です。人々の記憶は回答者の気分などに影響され、歪められる可能性があります。悲しみや怒りを感じると、いじめられたなどの不愉快な記憶が生じ、被害と鬱病の間に誤った相関関係が生じる可能性があるのです。

(Can J Psychiatry 2003;48:583-590)



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