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Recommendation of Ms. Yuko Kadonaka

My name is Kumi Fujita. I am going to state the relationship with Ms. Yuko Kadonaka, and introduce her career and personality.

-Self-introduction and the relationship with Ms. Yuko Kadonaka-

I was working as a schoolteacher at the elementary school after graduate from the university. After that, i experienced counseling for the autistic children and their mothers, especially for preschool children, at the psychiatric clinic in the City of Yamaguchi. And now, I am teaching *Welfare Volunteer and Welfare Education at the Faculty of Social Welfare* at the Yamaguchi Prefecturai University, and also had a seminar for Field Instruction. Outside of the university , I am volunteering at the Yamaguchi Autism Support Center with my students. In this center, we advice mothers, organize day-care system, and

1 Recommendation for Ms. Yuko Kadonaka

My name is Kumi Fujita. I am pleased to recommend Ms. Yuko Kadonaka for the TEACCH program. The following will introduce Ms. Kadonaka to you, outline her career, and explain our professional relationship.

2 Introduction and Relationship

After graduating from the university I worked as a teacher at the elementary level. I then had experience in counseling for autistic children, especially preschool children, and their mothers at the psychiatric clinic in the City of Yamaguchi. Presently, I am teaching Social Service Volunteer, Social Service Education, and a seminar for Field Instruction, at the Faculty of Social Welfare at the Yamaguchi-Prefectural University. Outside the university, I volunteer at the Yamaguchi Autism Support Center with my students. At this center, we advise mothers, organize day care systems, and support recreation activities.

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support recreation activities.

The first time I met Ms. Kadonaka eleven years ago, she was a chief teacher of the special class. I was a new teacher of her class and learned a lot from her. Since then, we were associating with autistic children and their families together, and sharing pleasures or troubles. I am proud of being her friend and colleague.

We were working for autistic children together right before she left for North Carolina to study TEACCH program last year. During these ten years, while she was working as a teacher, she organized and managed the Yamaguchi TEACCH association, and made an effort to encourage volunteers who support autistic children and their families. I would like to introduce her as visualizing her face.

-The qualities for an educator-

In 1993, I worked at the Hirakawa elementary school with her. In the special class in this school, which was just set up, there were four first grade students: one cerebral paralysis, one mental retardation and two autistics. Though their

I first met Ms. Kadonaka eleven years ago, when she was the lead teacher of a special education class. I was a new teacher in her class and learned a great deal from her. Since then we have continued to work with autistic children and their families together, sharing pleasures and difficulties. I am proud to be her friend and colleague.

We were working together immediately before Ms. Kadonaka left for North Carolina to study with the TEACCH program. During the ten years of her teaching career, she organized and managed the Yamaguchi TEACCH Association and encouraged the efforts if volunteers who support autistic children and their families. Next, I would like to introduce her through some examples.

3 Qualities as an Educator

In 1993, Ms. Kadonaka and I worked together at the Hirakawa Elementary School. In the special education class at this school, which had just been set up, there were four, first grade students: one with cerebral

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characteristics were quite different, she considered the developmental aspect and the characteristic of their disorder as listening to family wishes, and organized an educational program. She was the teacher who had a skill to assess students' developmental aspects and home environment systematically. This skill was based on an experience that she worked as a counselor at the Hachiohji City Education center before she became a teacher. Furthermore, she also had a skill to evaluate her own work objectively. She taught these children with passion and affection. I was impressed with her zeal and flexibility while working with her.

She had a lot of abilities and was full of practical ideas. Once she found her subject or problem on teaching them, she tried to learn until she was satisfied. Especially she exercised her ability in music. She arranged many pieces of music for fun of our students, and enjoyed singing and dancing with students. Besides, she was a woman of great mental and physical vigor, and planned and implemented many kinds of recreation activities such as swimming, hiking, field trip and outdoor cooking. The hiking program was an enjoyable activity for both students and families.

palsy, one developmentally disabled child, and two children who were autistic. Though their characteristics were quite divergent, she considered the developmental aspects and the characteristics of the disorders of each, and listening to the wishes of the families, organized an educational program. She had the skills to assess the developmental aspects of the students and their home environments systematically.

This skill was enhanced by her experience as a counselor at the Hachiohji City Education Center before she became a teacher. Furthermore, she was also skilled at objectively evaluating her own work. She taught these students with passion and affection. While working with her, I was impressed with her zeal and flexibility.

Ms. Kadonaka had many abilities and was full of practical ideas. When she encountered a problem in teaching this class, she studied solutions until she was satisfied. She was especially skilled in using music to address the needs of the class. She arranged many pieces of music for the enjoyment of the class and enjoyed singing and dancing with the students. Being

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She arranged her classroom in order that these unique students lived together, and made a lot of teaching materials. After school was over, she always worked on studying and making teaching materials. It was amazing to me that she made picture puzzles, swing or peg board of needless boards.

Not only a classroom, she tried to change a whole school environment in order that it would be comfortable for our students. When this special class was established, only a few teachers in the school were interested in and understood handicapped children. However, she changed this atmosphere gradually with her zeal and humorous personality. She gave them information about handicapped children and explained her teaching method. It made the principle and colleague teachers interested in the special class, and their cognition also changed regular class students' understanding and their parents'. She did not take the way that persuaded them with professional words and speech, instead, she gained supporters with mild and gradual way. Therefore, our students and their families felt comfortable for the classroom and the school.

a woman of great mental and physical vigor, she also planned and implemented a variety of recreational activities such as swimming, hiking, field trips, and outdoor cooking. The hiking program was an especially enjoyable activity for both students and families.

She arranged her classroom so that these unique students lived together comfortably, and also made a lot of teaching materials herself. After the school day was over, she was always planning and making teaching materials. It was amazing to me how she could make picture puzzles, swings, and peg boards out of discarded materials.

Ms. Kadonaka worked hard to change the whole school environment in order that it would be comfortable for our students. When this special education class was established, only a few teachers in the school were interested in and understood handicapped children. However, she gradually changed this atmosphere with her zeal and humorous personality. She shared information about the problems handicapped students have, and explained her teaching methods. This

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captured the interest of the principal and her colleagues in the special education class, and this also affected the understanding of the other students and that of their parents. She gained supporters for her program not with professional words and speeches, but with mild and gradual persuasion.

-The attitude about autistic children-
Eleven years ago, although there was no school adopted TEACCH idea or method, she studied TEACCH program by herself and tried to introduce structured teaching method. Among four students, there was an autistic named S. O. He was a serious autistic child who was hyperactive and had very few expressive and receptive communication skills. In addition, since he was hypersensitive, he often got into panic and self-injured in responding to environmental change or particular foods. However, she noticed that he could understand a little what a picture or photograph indicated, and that he was clever with his hands. After she noticed his strong area and week one, she weeded out the useless materials from the classroom and physically arranged the classroom. And also she introduced schedule and developed many educational materials that focused on his motivation and

4 Attitude Towards Autistic Children

Eleven years ago, although there was no school adopted TEACCH program or method with a similar idea, Ms. Kadonaka studied the TEACCH program by herself and introduced the structured teaching method. Among the four students, there was one named S. O.. He was a seriously autistic child who was hyperactive and had very few expressive and receptive communication skills. In addition, he was hypersensitive and often got into a panic and self-injured in response to environmental change or particular foods. However, Ms. Kadonaka noticed that he could understand a little what a picture or photograph indicated, and that he was clever with his hands. After she noted his strong and weak areas,

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development. Though he was affected by the small environmental changes and often got into panic in spite of her efforts, she did not give up trying to help him. In trial and error, she evaluated her work and improved it. And she continued supporting his mother and cooperating with her in helping him.

S. O. was the first autistic she taught, and her zeal and idea for supporting him and his family was so excellent that I could not imagine more appropriate way. However, she strictly evaluated her job, and even after S. O. graduated from the elementary school, she always said, "If I could help him better," and kept thinking about her treatment that what was wrong. This encounter with S.O. prompted her to understand autistic more and to study TEACCH program.

In 1999, she was transferred from Hirakawa elementary school to Yamaguchi Prefectural School for Handicapped Children, which was going to be opened in 2000, because her experience and ability was highly esteemed. It goes without saying that she turned her efforts to studying TEACCH program and to supporting autistics and their families.

After she moved to the special school for

she weeded out the inappropriate materials from the classroom and rearranged it. She introduced a schedule and developed many educational materials that focused on his motivation and development. Although he was affected by the small environmental changes and often panicked despite her efforts, she persevered. With trial and error, she evaluated and improved her work. She continuously supported and cooperated with his mother in her efforts to help S. O..

S. O. was the first autistic child she had taught. Her enthusiasm and ideas for supporting him and his family were so excellent that I cannot imagine a more appropriate way of working with this child. However, Ms. Kadonaka strictly evaluated her own performance, and even after S. O. had graduated from the elementary school, she often commented that there were still more ways she could have helped him. This encounter prompted her to learn more about autistic children, and to study the TEACCH program.

In 1999, Ms. Kadonaka was transferred from Hirakawa Elementary School to Yamaguchi Prefectural School for Handicapped Children, which was to open in 2000,

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handicapped children, Ms. Kadonaka actively joined to Autism Society in Yamaguchi and gave all her energies to make a partnership with doctor, clinical psychologist, teacher, and local government official who engaged in Autism support. Furthermore, she joined to TEACCH workshop held in other prefectures, and made a partnership with professionals who practiced TEACCH program.

In this circumstance, she decided to establish "The Yamaguchi TEACCH Association" in 2001. I remembered well that everybody admired her ability to design and practice. she tried to establish right understanding and support of autism through this workshop, and gained many partners. Now, the Yamaguchi TEACCH workshop studies in cooperation with "Oshima colony in Hakodate," "Higashi-Yamata kobo in Yokohama," and "Asahi-yama Gakuen in Daga." All these relationships were that she started. After she left Yamaguchi, her long years colleague Mr. Okamura took over this workshop from her, which has over two hundred members, and hold regular meeting every month. Mr. Okamura is one of the members who visited Division TEACCH with Sr. Sasaki and participated in your short-term workshop in 2003.

It has been three years since the Yamaguchi

because her experience and ability were highly esteemed. It goes without saying that she turned her efforts toward studying the TEACCH program and supporting autistic children and their families.

After moving to the new school, Ms. Kadonaka joined the Autism Society in Yamaguchi, and devoted her energies to developing a partnership among doctors, clinical psychologists, teachers, and local government officials to engage in support services related to autism. She also worked with TEACCH workshops held in other prefectures, and created partnerships with professionals who practiced the TEACCH program.

This led her to establish the Yamaguchi TEACCH Association in 2001. I remember well how widely admired were her program design and practice. Ms. Kadonaka worked to establish a correct understanding of autism through workshops and gained many partners. Now, the Yamaguchi TEACCH Association studies in cooperation with Oshima Colony in Hakodate, Higashi-Yamata Kobo in Yokohama, and Asahi-yama Gakuen in Saga. All these relationships were established by Ms. Kadonaka. After she left Yamaguchi, her longtime partner Mr. Okamura took

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TEACCH Workshop was organized, and right understanding of autism has been gradually expanding. Ms. Kadonaka is the very woman who laid the foundation of our workshop.

the leadership of the organization, which has over two hundred members, and holds monthly meetings. Mr. Okamura is one of the members who visited Division TEACCH with Dr. Sasaki and participated in your short term workshop in 2003.

It has been three years since the Yamaguchi TEACCH Association was organized, and the understanding of autism has gradually expanded. Ms. Kadonaka is the woman who is responsible for this.

-The likelihood of her achieving the training goal-
As her career and episode show, since she has an excellent ability and achievement in following points, she is likely to achieve your training goal.

5 Likelihood of Achieving Training Goal

As her career and these anecdotes demonstrate, Ms. Kadonaka is highly gifted and experienced in this field. She is highly likely to fulfill the goals of this training.

1. An achievement as a professional of special education, especially an achievement as a teacher for autistic children.

1. Achievements as a special education professional specializing in autism.

2. An achievement of studying TEACCH program and practice, especially an achievement of total structural education in school.

2. Achievements using and studying the TEACCH program, especially in the area of total structural education in schools.

3. The high motivation for communication in English.

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She is studying English at Interlink Language School at UNCG.

4. The unfailing eager for progress, a sensibility for other people's mind, a mental and physical vigor, an amazing agressiveness, and a sense of humor.

3. Outstanding motivation for communication in English. Currently a student of English at Interlink School at UNCG.

4. Unfailing enthusiasm for progress, sensitivity to others, mental and physical vigor, assertiveness and positive attitude, and sense of humor.