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However, Tai was still willing to accept him, and planned to utilise a special creative method to teach him the abacus mental arithmetic. He considered it an experimental teaching case for potential development. He only asked the child's mother to accompany and assist her son while he was learning, as a way of her learning how to teach her son at home.

Tai designed 20 lessons for the boy and taught one-on-one two times a week, two hours each time. In order to design the course, Tai often had to look for any kind of teaching tools. Besides the big abacus, he also picked other types of tools, such as stuffed toys, a ball, a variety of and colourful objects.

Tai would also record down his conversation with the child and ask his parents to replay them at home for the child to listen, in order to stimulate his sense of hearing. Tai would also hold the boy's hands to instruct him to play, roll, sense and listen to voices, smell and stimulate his sense of touch. Tai also guided him to perform eye contact while having a conversation with others. He also guided the boy to talk and express himself.

At the beginning, the boy didn't want to talk to with others. Slowly, he was willing to talk and interact with others. Then Tai started to instructed him to touch the abacus, to see how the beads roll and listen to the sound of the beads. At the beginning, the boy's mood was very unstable. He refused to do any action. Tai tried to comfort him and communicate with him with patience. Finally, the boy was willing to smile. Sometimes he even kissed Tai, which meant he really liked Tai. Tai told his mother to allow him to learn, and try to come into contact with other people. If the boy loses the chance to contact other people, he will then lose the opportunity to learn to grow. His mother said, "I brought my son to attend many classes, but there had been no teacher like Tai who taught my son so much within just two hours."

She understood that if she could apply the method that Tai provided, it would be very helpful for the child.

Tai believed this kind of children needed parents and teachers to spend much more time with them. Even if they only have a little bit progress, teachers and parents still have to encourage them. The most important part is that parents needed to teach the children how to learn to take care of themselves, such as cleaning the dining table and room, etc. Parents couldn't just provide food and housing, but have to help them learn how to survive in society.

Tai believes, through learning abacus mental arithmetic, the brain is developed and stimulated. He also believed the mentally challenged child might have some parts of the brain that has yet to develop. Moreover, learning the abacus mental arithmetic stimulates functionality of the brain. The child's brain is stimulated to arouse the functioning of the "five senses" through various kinds of innovative teaching methods. For example, in Japan, there was a one-on-one class for learning of abacus mental arithmetic specifically designed for treatment of Alzheimer's disease.

Africans were also crazy about CMA

In January 2009, Tai received a letter from the agent, Cheng Aimei, from Malaysia. She said in the mail that an African e-mailed to ask about the courses and training of CMA, and showed interest in joining the franchise system.