

Shogai Gakusei Shien Center 障がい学生支援センター

Disability Support Center

http://www.aoyama.ac.jp/life/disabilities_supportcenter/

Purpose of Disability Support Center

The Disability Support Center is a general contact point for students who need assistance due to disability, illness or injury. To ensure that students who need assistance have the same educational and research opportunities as students with no obstacles, the Disabled Student Support Coordinator will be stationed from pre-admission to the transition to employment and full social participation. In collaboration with departments, organizations and institutions both within and outside the university, they provide comprehensive support.

The Center can introduce public assistance programs for the disabled and social resources outside the university, helping clients prepare a support system (including the attainment and use of support equipment) after graduation.

Getting the process started

The whole process begins with the student (client) approaching the Center for assistance. An intake is written at that point. If the student wishes for special consideration concerning his/her classes, it is necessary for them to submit certain documents (proof of a medical examination, expert opinion, card certifying that (s)he is a handicapped person with disabilities, etc) that objectively prove the necessity of special consideration.

As necessary, the Center will conduct assessments, such as psychological tests.

Preparation of support plans (the process)

Students and faculty members in undergraduate and graduate programs can contact the center for consultation about students they are concerned about and mutually decide what supports to learning (and special considerations) can be reasonably provided.

1) The Disability Support Center will create a "Support Policy Draft" along with the undergraduate or graduate school of the student.

2) The "Support Policy Draft" has to get approval from the dean of the department that the student belongs to.

3) The Chief of the Disability Support Center will settle the "Proposed Policy Proposal" and ask each department concerned for assistance in carrying it out.

4) The student affected must sign a "Confirmation of Consideration" document showing that (s)he understands and agrees to the plan.

5) Relevant teachers and staff members are informed about the special considerations for the student.

6) Even after the start of support, the Center will check the status of the support at any time and review the contents of their support as appropriate.

7) If the accommodations require a large-scale building project, the Disability Support Center will consult with the University's General Affairs Department.

Related to Grading

1) Be sure to be extra clear about evaluation methods to students with disabilities beforehand. Also, explain clearly any sort of accommodations that might be given regarding the way that the student will be evaluated.

2. Check in advance whether there is a disabled student and consider the extent to which the disability might require a change to the intrinsic purpose, content and function of the lesson. [This checking, apparently, is supposed to be done by full-time faculty but we are not always aware of disabilities that students have until they commence their classes.]

Related to Syllabi

Syllabi should clearly specify if the course is conducted lecture style, with group discussion or presentations, or with the heavy use of audiovisual materials. Remind students about this in the first lesson.

Related to the execution of lessons

Be sensitive to student feedback and try to make reasonable accommodations concerning the way lessons are carried out. Also, it is helpful to send course-related information in a digital format, so make use of Course Power or a LMS of your choice, such as Edmodo. [Students with visual impairments, for example, can enlarge digital data to their required level of magnification.]

Ways to help students with color blindness

- Write in black on a whiteboard instead of using colors (or use white chalk on the blackboard instead of colored chalk).
- Make copies of handouts with a high black/white contrast, and not on colored paper.
- Write out the names of colors if they are relevant to instruction (yellow sun, green frog, etc.)

Awareness issue: The Disability Support Center recommends that students in foreign language classes be addressed with (~san) or by their first names rather than Mr., Mrs., or Miss because there may be students with gender dysphoria in your classes.

Note: After the Student orientation, students who may require the services of the Disability Support Center should go there to fill in an application form. This should be completed by April 15th. Then, by the end of April, each affected teacher will be given an official letter about how to support the particular student(s) in his or her class(es).

For this system to function smoothly, students in need of support must come forward to ask for it. If you have a student who has not received assistance from the Center, but who is clearly in need of it, please inform Joseph Dias (giuseppedias@gmail.com) about it. We occasionally have students whose parents discourage their children from seeking the help they need in order to avoid stigmatization. In the past, we have been successful in calling such parents in for consultation so that they fully understand the sort of support we offer and know that their child will not be stigmatized.

