Students with Disabilities Support Guidebook for Faculty and Staff

RIKKYO UNIVERSITY
Persons with Disabilities (Students, Faculty, and Staff) Support Network
Students with Disabilities Support Office
To All Persons at Rikkyo University,

Rikkyo University provides support for improving the accessibility to learning for students with disabilities and to help them have equal educational opportunities. We offer consultation services for students with disabilities and learning difficulties. Please feel free to consult with the Students with Disabilities Support Office. Also, if you are a student who wishes to support students with disabilities or a faculty or staff member who works with students who require special considerations in class or elsewhere and you have questions or need more information, please feel free to ask the Students with Disabilities Support Office.

The Students with Disabilities Support Guidebook is designed to deepen your understanding of Rikkyo University’s support systems and other details. It is very important for all members of Rikkyo University to feel the desire to support and help others in daily life. We hope that we can work together to create an open campus where we learn from and support each other regardless of our abilities.

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Rikkyo University Students with Disabilities Support Policy

1. Basic outlook of support for Rikkyo University students with disabilities

The educational principle of freedom for a Liberal Academy on which Rikkyo University was founded is intended to comprehensively help students to nurture their inherent qualities and allow them to fully blossom, instead of succumbing to stereotypes. With these principles in mind, our university strives to be an open university to students with disabilities.

It is our basic outlook to provide support to enhance learning accessibility for students with disabilities, and to achieve the right to an education equal to one experienced by students without disabilities.

Our students with disabilities do not receive unilateral support where one side gives support and the other side receives support. It is an interactive experience where both sides learn from each other. We provide support so that all of the students involved with support, regardless of their abilities, will learn from each other by interacting with diverse students, faculty, and staff, and will develop into talented people who can live together in society. Through these initiatives to support students with disabilities, we will contribute to the improvement of the skills of our faculty and staff who are involved with the support as well as the entire university to educate and students.

2. Rikkyo University Students with Disabilities Support Policy

Rikkyo University actively provides support so that students with disabilities can have an active student life and can look ahead to an independent life after graduation. We have established a support system and other details for this purpose that is easy to use for students with disabilities. We are also working on improving accessibility from the perspective of our learning facilities and other equipment, and strive to create an open campus where students can learn from and support each other regardless of their abilities.

1. Policy on support details and system

We establish a support system and other details that are easy to use for students with disabilities. We provide an environment where they work together with support students to learn from, and support each other, and thereby develop the ability to live an independent social life after graduation.

2. Policy on development of facilities and equipment

We strive to create a new campus and learning environment where students can learn from and support each other regardless of their abilities anywhere on campus.

3. Policy on promotion of understanding in school and dissemination of information

We strive to increase the understanding of all members of Rikkyo University, and create a campus that is open to students with disabilities.

December 2011, Rikkyo University
Consultation about Support

The Students with Disabilities Support Office provides consultation services on any issue for students with disabilities and learning difficulties. Based on the details of the consultation, we can provide more information, introduce a specialist, or collaborate with relevant faculty and staff to guide these students on receiving support (using the support system).

Let’s start with a consultation. The first step is talking about your difficulties.

For example, we received these requests during our consultations:

I have a hearing problem, so I request a guarantee of accessibility to information during lectures.

When the number of assignments, such as reports, increase, I have a problem with making a plan and submitting them.

Consultation

Use of the Support System

Students with Disabilities Support Office
E-Mail sien@rikkyo.ac.jp
First floor, Building No.12, Ikebukuro Campus
TEL:03-3985-4818
FAX:03-3985-4821

Second floor, Building No. 7, Niiza Campus
TEL:048-471-7072
FAX:048-471-7312

Consideration for Taking an Entrance Exam

If you have any disability and need special considerations when taking an entrance exam, we advise you to contact the Admissions Center by the due date specified in the Entrance Exam Guidelines before applying and submit the Application Form for Considerations for Taking Exams for the entrance exam. When deciding on considerations for taking exams, issues about learning and detailed support will be discussed at the College and the Graduate School. Applicants will also be offered an interview with the College, the Graduate School, and the Admissions Center, if necessary. The details of the application form will be reviewed and the needs to be considered for entrance exams will be decided according to the standards of our university. The applicants will be informed of the results of the decision in writing by the Admissions Center (College Office in the case of a transfer to Graduate School or junior year).

Examples of Considerations for Exams:

- Extension of exam time
- Carrying and using hearing aids
- Taking exams in Braille
- Magnifying question and answer sheets on exam papers

Use of the Support System

Please feel free to describe your problems and concerns to the Students with Disabilities Support Office.

An interview will be held with a Students with Disabilities Support Coordinator or other staff. A detailed explanation of learning support and student life support will be given, and the use of a support system will be confirmed. After the use of a support system starts, routine interviews will be held every semester and the details of the support will be reviewed.

Application for Support

Fill out the support application form and submit it to the Students with Disabilities Support Office. Support will be provided through collaboration with the relevant faculty and staff on campus in the Rikkyo University support system. This way there will be several supporters who understand your situation and can support you on campus.

Decision on Detailed Support

Detailed support is considered based on the interview and details of the application for support. It will be reviewed and decided together.

Start of Support

After detailed support has been decided, the Students with Disabilities Support Coordinator will arrange the support and its implementation.
**Persons with Disabilities (Students, Faculty, and Staff)**

**Support Network**

This support organization is designed to contact and coordinate with students, faculty, and staff on campus in order to reduce barriers in learning, student life or operations for students with disabilities, faculty and staff.

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**Student Counseling Center**
Support through a psychological approach and counseling.

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**Health Center**
Supports health and wellness.

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**Library and Media Center**
Develops the learning and educational environment.

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**Faculty in Charge of College and Graduate School**
Discuss and coordinate individual support in each College and Graduate School, and report to the Support Network Meeting, etc.

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**Academic Affairs Division**
Coordinate classrooms and take into consideration other academic affairs and request considerations during a class (request consideration for documentation to the faculty member who teaches the subject and apply for special considerations during final exams).

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**Student Affairs Division**
Provides financial support (scholarships for students with disabilities). Applications for on campus parking permits. Considers and coordinates student life, including extracurricular activities (on campus).

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**Career Center**
Provides consultation services about job searching and information about career support, career paths, employment, and support programs.

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**General Affairs Division**
Develops facilities and environment and creates barrier free maps.

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**Section of Service Learning, Student Volunteering and Community Engagement, President’s Office**
Cooperates in support activities and provides volunteering information.

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**Chaplains’ Office**
Promotes understanding of disabilities on campus.

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**Organization for Global Initiatives**
Supports student exchange and international students.

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**Human Resources Division**
Promotes understanding of disabilities for faculty and staff.

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**Students with Disabilities Support Office**
Provides consultation services and coordinates support for students with disabilities. Offers consultation services for faculty and staff. Develops skills of support students. Contributes support for faculty and staff with disabilities. Promotes an understanding of disabilities on campus.
If you have a disability and also need to use a car for attending school, you are advised to apply for special parking permits. Please apply for the permit and use it.

Use of the Library

The libraries at the Ikebukuro Campus and the Niiza Campus offer priority seats for persons with disabilities and learning spaces where they can use support equipment, such as magnifying readers. In addition, these libraries provide a variety of services such as retrieval services if students have difficulties reaching a book from a bookshelf. Mainly for blind students, if students have difficulties reading books, we provide a service that offers the text data. Please consult with the service counter on each floor for use of these services.

Career Path and Employment Advising Programs

We provide a personal advising service focusing on career paths and employment. When students have disability certificates, we can provide employment information according to the Act for Promotion of Employment of Persons with Disabilities and encourage these students to use specialized external organizations*. We also introduce internship programs and actively invite students with disabilities to participate. Furthermore, we hold exclusive programs for students with disabilities on campus. These programs enable students to listen directly to speakers about job searching activities within the framework of the employment of persons with disabilities and how graduates demonstrate their abilities at the workplace. Disability certificates are not required to attend.

Financial Support, Special Parking Permits

In addition to the financial support type of scholarship with periodic applications in the spring (application to start in mid- to late-February for students, early April for new students), we provide the following scholarships for all students to encourage students with disabilities, illnesses, and other conditions to learn.

<table>
<thead>
<tr>
<th>Name of scholarship</th>
<th>Scholarship amount</th>
<th>Who is eligible</th>
<th>Application period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons with Disabilities Academic Merit Scholarship</td>
<td>200,000 yen per year</td>
<td>- Persons with physical disabilities grade 1 to 3&lt;br&gt;- Persons with a Certificate of the Mentally Disabled grade 1 to 3&lt;br&gt;- Persons equivalent to the above (refer to the application guidelines)</td>
<td>- June to September (spring)</td>
</tr>
</tbody>
</table>
Request for Reasonable Consideration

When a request for the consideration of difficulties due to disabilities (elimination of social barriers) is made by a student with disabilities and when there are no excessive burdens on implementation, we request that you make an effort to take the necessary and reasonable considerations. Reasonable consideration means anything needed to take opportunities equivalent to those of students without disabilities. This does not essentially mean to change the purposes, contents, and functions of operations. This corresponds to an obligation to make efforts which should be observed by incorporated educational institutions or enterprises, as stipulated in the Act on the Elimination of Discrimination against Persons with Disabilities, which was enforced on April 1, 2016. Universities are required to consider students with disabilities and provide support in line with the guidelines to respond to their needs and to promote the elimination of discrimination against persons with disabilities in the business fields within the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology, which was developed following this Act.

Document on Requests for Consideration in Class

For faculty who teach classes for students with disabilities, when requests are made by the persons and a consideration in the class is required, a notice concerning the consideration (Requests for Specific Consideration in Class) will be provided individually in writing. This document officially describes the name of the student who requested consideration, the detailed disabilities, and the points for consideration. Please be sure to read it thoroughly. This document will be issued around the time when the subjects to be studied are determined and classes start (this may not apply when a request for consideration is made by a person in the middle of the semester). We request that you take this into consideration to the fullest extent possible during the first class. If you have questions regarding the implementation of a consideration specifically by reading the document, or if you need more detailed information, please visit or contact the Students with Disabilities Support Office.

Response in Case of Disaster

When there are persons with disabilities nearby during class or on campus during cases of emergency, such as a disaster, please call out them to ensure safety. To evacuate, we request you to help students to move safely, particularly persons with physical disabilities and visually impaired persons. Students with disabilities who have difficulties in evacuating on their own will carry a disaster emergency manual which explains evacuation support methods for them. We ask you to cooperate for immediate evacuation based on the detailed requests from the persons, using this manual as a reference. If you have a problem, please contact the Students with Disabilities Support Office. Securing safety is the most important thing during an unpredictable emergency. We ask for your cooperation in this matter.

[Reference Material] Example of the notice concerning consideration in a class

To persons in charge of the class

Requests (About Consideration for Students with Disabilities)

There is a student with a hearing disability who will attend our class. I request that you take into consideration the following points. We would also appreciate it if you would refer to the Students with Disabilities Support GUIDE BOOK on the Rikkyo University website.

Description

1. Student: [Name] in the X year, Department of YY, College of ZZ (Student ID Number: XXXXXXXXX)

2. Regarding Class Operation, Exams, etc.

We request that you take into consideration the following points to the fullest extent possible. If you plan to conduct an omnibus lecture, please inform other faculty members.

With regard to special measures for regular exams, the persons in charge of exams and academic performance will contact you separately.

[Requested details to be taken into consideration]

- The student has a hearing disability (hearing impairment), and he or she can recognize that there is sound when other people speak loudly, but can barely understand the words (main communication method is sign language or writing). Please be aware that one or two note takers or PC takers/transcribers (a transcriber who records the contents of your lecture or what is happening on a notebook or on a PC to convey it to the student) may accompany the student to class.

- Please avoid writing on the board while talking.

- Please turn to the front and speak slowly in a loud voice if possible. Speaking slowly makes it possible for note takers or PC takers/transcribers to accurately record the contents of your lecture.

- Because the student attends class by reading notes or the PC, he or she will take the lecture by watching the screen or reading the faculty’s lips or hand gestures simultaneously. If you use handouts or PowerPoint during the class, please distribute the data or materials to the student and the Students with Disabilities Support Office by email or on paper in advance.

PC email address: XXXXXXXX@rikkyo.ac.jp

- Please clarify to where you are referring when you explain materials (pictures, photos, maps, etc.).

- When you use visual aids such as videos, please use ones with captions. If captioning is not available for the materials, the Students with Disabilities Support Office will carry out the work to convert the sound into text. When the use is determined, please inform the Students with Disabilities Support Office (XX campus: Tel: XXXX) as soon as possible.

3. In Case Support is Needed in an Emergency During Class

In case of an emergency, including a disaster, we request that you confirm the location of the student, and if an evacuation is needed, help the student move safely, as necessary. Some students who have difficulties evacuating on their own carry a manual which explains evacuation support methods for them. Please use it as a reference. Securing safety is the most important thing during an unpredictable emergency. We ask for your cooperation in this matter.

If you have any questions, please contact the following persons in charge.

For academic affairs:
- Person in charge: XXX; Tel: , Academic Affairs Center
- For other affairs:
- Person in charge: XXX; Tel: , Students with Disabilities Support Office.
**Main Support Concerning Classes**

Detailed support is decided in the interview with all parties, including staff of the Students with Disabilities Support Office, Colleges, and related offices. Rikkyo University mainly provides the following support.

**(Converting course materials into text data)**

Converts materials such as textbooks to be used for classes and resumes into text data (character data only).

**(Magnifying course materials)**

Magnifies text books and resumes to be used during class.

**(Voice guide)**

Provides a range of support; for example, a person who sits at the same table during the class and describes the board, explains visual course materials such as videos and PowerPoint, and writes documents for submission for a student with disabilities.

**(Moving support)**

Provides support for moving to the next classroom during a break.

**(Use of support equipment and suchlike)**

It is possible to use magnifying readers, PCs with voice reading software, and other equipment as needed.

**Consideration for Course Materials**

Visual disabilities are roughly classified into two categories depending on the degree of eyesight: blindness, and weak eyesight.

Blind persons are those who cannot receive visual information, or receive it in a limited manner. Most use Braille characters to read and write, and use white canes and guide dogs when they move about.

Persons with weak eyesight live using their eyesight, for instance, they read characters using magnification with monoculars or magnifying readers and by using enlarged copies of printed matters. The eyesight of persons with weak eyesight is roughly defined as below 0.3. However, in addition to weak eyesight, various factors are involved with eyesight, such as difficulties adjusting to brightness and narrow vision. Their vision differs from person to person.

**What Surrounding People Should Know**

**What are visual disabilities**

Visual disabilities are roughly classified into two categories depending on the degree of eyesight: blindness, and weak eyesight.

**Be the first greet students**

When you greet students with visual disabilities, you are advised to say their names and your name; for example, “Hello, XXX, I am YYY.” If you just say “Hello,” students will not know if you are addressing them, making them feel uneasy. It is essential for surrounding people to speak first.

**Explain the situation orally**

Students with visual disabilities sometimes do not know what is currently happening, and feel uneasy or inadequate. Explaining the situation briefly often helps them feel secure and adjust to the atmosphere. If you explain where and who is attending the meeting, they will be able to participate in the discussion and conversation smoothly.

**If you see them having problems**

If you see students with visual disabilities lost or in trouble, call out to them by asking, “Is there anything I can do for you?” or “Do you have any problems?” If necessary, please take the initiative to help them, for instance, by helping them move. If they carry white canes, ask them to hold your arm with the hand which does not hold the canes. Then they will feel secure to walk a half step behind the caregiver.

**Considerations during a class**

1. If there are handouts or PowerPoint materials to be distributed during class, please give them to the students with text data in advance, if possible. Depending on the disability situation (weak eyesight, narrow vision, etc.), please give them enlarged worksheets, etc.

2. Please avoid using demonstrative pronouns, such as here or there, and explain so that they can understand what you are referring to specifically.

3. When using the board, please write while reading out loud, or read out loud after.

4. If the video course materials, such as DVDs, contain many captions or contents that is difficult to understand solely by listening, please take some measures into consideration; for instance, preparing worksheets which summarize the contents, or lending media to the students.

5. Please explain the charts and diagrams in as much detail as possible.

**Requests for Faculty and Staff**

1. Be sure to greet students in advance by email. Particularly in the case of totally blind students, it is desirable to create or convert them into Word or text (.txt) format. If you are unsure how to do it, please consult with the Students with Disabilities Support Office.

2. When sending the data to the student in advance by email, please consult with the Students with Disabilities Support Office. For handouts containing charts and diagrams, it is possible to create three-dimensional copies of the charts and diagrams. Please consult with the Students with Disabilities Support Office.

3. Translates them into Braille, converts them into text data, magnifies them, etc. Because this takes time, please specify the need for them early, and inform the students and the Students with Disabilities Support Office about the names of the specified reference books.

4. Please send the data to the student in advance by email. Particularly in the case of totally blind students, it is desirable to convert them into Word or text (.txt) format. If you are unsure how to do it, please consult with the Students with Disabilities Support Office.

5. Please send the data to the student in advance by email. Particularly in the case of totally blind students, it is desirable to convert them into Word or text (.txt) format. If you are unsure how to do it, please consult with the Students with Disabilities Support Office.

6. If students have difficulty with handwriting when writing reports or taking notes during class, depending on the degree of disability, please take alternative measures, such as the submission of data by email, upon consultation with the students.

7. Be sure to greet students in advance by email. Particularly in the case of totally blind students, it is desirable to create or convert them into Word or text (.txt) format. If you are unsure how to do it, please consult with the Students with Disabilities Support Office.
Main Support Concerning Classes

Notetaking
Handwrites the details of the lecture and what is going on (sound information in the classroom, etc.).

Notetaking with a PC
- Types the details of the lecture and what is going on (sound information in the classroom, etc.) with a PC. Usually two support students work together to take notes on a laptop, and a student with disabilities reads the input data on a tablet.

Transcribing video course materials
- Transcribes the voices of video course materials, such as DVDs, to be used in class.

Use of support equipment, etc.
- PCs for communication by entering characters, tools for conversation by writing, etc. can be used as needed.

Arrangement of sign language interpreters
- Requests arrangement of sign language interpreters to the outside agencies (in some classes where sign language interpretation is deemed suitable.)

What Surrounding People Should Know

What are hearing disabilities
Hearing disabilities mean a condition where there are some problems with the manner of hearing or feeling sound, and these people cannot hear a conversation or surrounding sound, or have difficulties hearing them. Because students with hearing disabilities often have difficulties understanding spoken languages, they have problems understanding professor during class. The hearing condition differs depending on the student, and it is difficult to understand the level of difficulty solely based on the degree of hearing disabilities. However, generally, the more serious the level of hearing disabilities becomes, the more important visual clues are. Even if the level of disabilities is relatively minor, it may still be hard to hear, depending on the type of sound or voice. It is important to talk while confirming understanding.

Communication using visual information
To communicate with students with hearing disabilities, there are various methods, such as sign language, conversation by means of writing, and lip reading. While many people tend to think of sign language in general terms, some students with hearing disabilities converse by means of writing, mainly without using sign language. It is important to actively communicate with them using visual information, for example, writing words. Even if there are no writing instruments on hand, there are many other ways to communicate, such as using text input on a smartphone or cellular phone. It is most important to have the attitude of active communication.

Ingenuities required for discussion
If several people speak simultaneously, students with hearing disabilities will have more difficulty understanding the details of the speech or who is talking. It is necessary to take this into consideration to help them visually understand who is talking; for example, by raising a hand before talking. Keep it in mind to speak slowly and clearly to convey the information.

Hearing Disabilities

Requests for Faculty and Staff

Considerations during a class
1. Please take it into consideration to assign a seat in the front and secure a seat for support staff members as well.

2. Provide as much visual information as possible; for example, distributing materials and increasing the use of a board. Be sure to inform students about important information, such as exams and grades, by distributing materials and using the board.

3. When you use video course materials, please use ones with captions. If captioning is not available for the materials, the Students with Disabilities Support Office will transcribe the videos in advance to support these students. When the course materials are determined, please bring them to the Students with Disabilities Support Office as soon as possible.

4. For questions and confirmation, please be sure to talk to the students directly, instead of support staff (students).

5. Please be aware that measures will be taken to facilitate class participation for students with hearing disabilities where there are multiple speakers, such as discussions and group work. For example, more than one person should not talk at the same time during class, or a person will raise his or her hand to speak.

Consideration for Course Materials

Handouts
Please distribute them to the students and the Students with Disabilities Support Office on paper or as data in advance. Text information is very important for learning for students with hearing disabilities. Handouts distributed to the Students with Disabilities Support Office will be used for note takers and PC takers/transcribers for advance preparation.

Materials for projection (PowerPoint, etc.) during class
Please distribute them to the students and the Students with Disabilities Support Office on paper or as data in advance. Just like handouts, text information is very important.

Video course materials
In the class of videos with captions, please display them during use. If captioning is not available, the Students with Disabilities Support Office will transcribe the videos. Please bring them to the Students with Disabilities Support Office two weeks prior to using them.

About classroom management
When support staff members (students) sit next to the student with disabilities for notetaking with PCs, other students may ask, “Why are they using a PC during class?” or “Typing on the keyboard is noisy.” Support staff members (students) are careful about the noise from typing on the keyboard, and ask for understanding by explaining the situation to surrounding people.

When these opinions are expressed by students, we request faculty to ask the entire class for understanding. We request that you explain that students with hearing disabilities take the course with their consent, that class support is provided; and to create an environment where they feel comfortable.

What Surrounding People Should Know

Handouts
Video course materials
Materials for projection (PowerPoint, etc.) during class
Ingenuities required for discussion
Note-taking
Notetaking with a PC
Communication using visual information
Use of support equipment, etc.
Consideration and Support for Students with Disabilities

Main Support Concerning Classes

Detailed support is decided in the interview with all parties, including staff of the Students with Disabilities Support Office. Rikkyo University mainly provides the following support.

Moving support
Provides support for moving to the next classroom during a break. Other support includes preparing a table exclusively for wheelchairs in the classroom, and storing and taking out their belongings.

Assistance on note-taking
Sits with the students in the class and assists them in note-taking.

Use of support equipment etc.
It is possible to use a transfer stool in the multi-purpose restroom, in addition to the dedicated table, as needed.

Adjustment of classroom
If it is difficult to use the classroom depending on the condition of disabilities, we will make an appropriate response, such as a change of the classroom as needed.

What Surrounding People Should Know

What are physical disabilities
Physical disabilities are disabilities involving the movements of the limbs (the upper limbs and the lower limbs) and the trunk of the body. While there are various causes of physical disabilities, from a medial viewpoint they refer to a condition of permanent disabilities with the limbs and the trunk of the body, irrespective of the causes. Physical disabilities differ from person to person, depending on the location and degree of disabilities. Some people find it relatively easy to carry out daily movements. Others have problems standing up and walking and require the use of canes and wheelchairs, and assistance with most daily movements.

Aid each other in elevators and multi-purpose restrooms
Most students who have difficulties walking need to use elevators for moving. When you get on the same crowded elevator as students who use wheelchairs and canes and students who have difficulties walking, although they do not use assisting tools, give them space. Some students also need to use multi-purpose restrooms. Please use a general restroom in your daily life.

If you see them having problems
If you see students with physical disabilities having problems moving, call out to them by asking, “Is there anything I can do for you?” or “Do you have any problems?” and help them as needed.

Some of the students who use wheelchairs or canes may have difficulties moving on a road with different steps or slopes. There are also times when it is hard for them to open and close the door in the classroom or pick up things that they drop. Please call out to them and actively support them.

Rikkyo University’s Support History

Rikkyo University has records of students who used Braille before the war. There have been a greater number of students with physical disabilities who enrolled in university since students with visual disabilities were admitted in the 1970s. At that time a support system was not in place. Each time that these students were enrolled, faculty and staff in the field discussed and provided support. In 1994, the Persons with Physical Disabilities Support Network was put into place in the university, and support was implemented through collaboration on campus. In 2011, the Students with Disabilities Support Office was established in order to create a more advanced support system. In 2015, the name was changed to the Persons with Disabilities (Students, Faculty, and Staff) Support Network, and in addition to physical disabilities, it began to support students with developmental disabilities and since 2017 it started to support students with mental disabilities.

About how to write Shogai (disabilities)
The Persons with Disabilities (Students, Faculty, and Staff) Support Network changed how the word disabilities is written in Japanese from kanji to hiragana, because writing disabilities in kanji may cause concern, and we would like to write them in hiragana, which will alleviate such concerns (Persons with Physical Disabilities Support Network in July 1999). Following this principle, we continue to write shogai in hiragana.
**Main Support Concerning Classes**

Detailed support will be decided in the interview with all the parties, including staff of the Students with Disabilities Support Office, Colleges, and relevant offices. Rikkyo University mainly provides the following support.

<table>
<thead>
<tr>
<th>Moving support</th>
<th>Adjustment of the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides support for moving to the next classroom during a break.</td>
<td>If it is difficult to access the classroom due to the nature of the disability, we will respond appropriately as needed, such as a change of the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of support equipment and suchlike</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is possible to use a transfer stool in the multi-purpose restroom, in addition to the dedicated table, when needed.</td>
</tr>
</tbody>
</table>

**What Surrounding People Should Know**

**What are internal disabilities?**

The Act on Welfare of Physically Disabled Persons stipulates that internal disabilities include cardiac disturbances, renal dysfunction, respiratory functional disorders, bladder dysfunctions or rectal disturbances, small intestine dysfunctions, auto-immune disorders caused by the human immunodeficiency virus, and liver function disorders. In addition to the above diseases, there are cases where functional disorders caused by internal diseases last permanently, and this puts significant restrictions on a person’s social life, family life, or even daily life if it becomes more serious.

**Especially because disabilities are invisible**

Unless a student is unwilling to share this information, the student appears no different from the other students. Because few students around them live with the same condition, they sometimes feel lonely when their student lives do not go well because of the sickness or some other restrictions. It is especially important to be kind to, accept, and watch students with invisible disabilities, so that they can feel secure in their student lives.

**Considerations during a class**

1. If certain seats are inconvenient for these students, please take this into consideration when you assign seats.
2. Some students must routinely have medical examinations and go to a hospital. We request that you to accept their notice and take it into consideration as needed.
3. For students who have restrictions on physical activities and exercise, please construct the curriculum of the class, methods in practicums, and practical skill subjects taking into consideration these restrictions, and allow for alternative measures such as submitted assignments.
4. If a classroom is not accessible or inconvenient for these students, our university may ask you to change the classroom.

**Internal Disabilities Requests for Faculty and Staff**

**Consideration and Support for Students with Disabilities**

**Internal Disabilities**

**Various Support Equipment**

- PC and Tablet PC for PC-take
- Magnifying Reading Device
- Solid copy machine
- Electric Lifting Desk (Library)
- Braille Points Printer
- Electronic Memopad (use for a conversation by means of writing at Support Office)
Main Support Concerning Classes

Detailed support is decided in an interview with all parties, including staff of the Students with Disabilities Support Office, Colleges, and related offices. Support for students with developmental and mental disabilities differs from person to person, and it varies depending on the situation (class registration, exams, job searching, etc.). The following examples are just some of support services we provide. Rikkyo University responds to the needs of individual students in a flexible manner.

Interviews
Discuss situations in classes, student life, and commitments to challenges, and works with students to think about how to address the problems.

Curriculum planning support
When students have difficulties in developing a curriculum plan, faculty and staff in the College or those in charge of academic affairs will work together to consult with them. Also they will help students select classes and develop class timetables that suit their interests and skills, for example, having strengths in writing exams while having weakness in writing reports.

Schedule management
We work together to create a schedule to complete the assignments, such as exams and writing reports, and routinely check the progress.

Learning adviser
When students have difficulties in creating reports, we work together with a learning adviser from the library to help them create reports.

What Surrounding People Should Know

What are developmental disabilities?
They refer to a condition of the central nervous system where such symptoms as autism spectrum disorder, learning disabilities, attention deficit hyperactivity disorder (ADHD) appear at an early age. How difficulties caused by disabilities are visible varies by person, such as difficulties with communication, retention, execution of assignments, and/or development of a plan.

What are mental disabilities?
They refer to a condition where a person has difficulties in daily life and participation in society due to specific mental and behavioral symptoms. Representative examples are schizophrenia, mood disorders, and neurosis. The appearance of triggers and mental symptoms are very diverse and vary by person.

Very diverse difficulties
The characteristics of persons with developmental disabilities are very diverse. They might feel the light glinting while others do not feel anything at all. The sound might be too loud for them while others do not recognize it. They might not be able to decipher the nuances of words and interpret other’s intentions differently. These examples are just some characteristics of persons with developmental or mental disabilities. The responses and appearance of symptoms differ by person. They can have diverse difficulties without being noticed.

Especially because some disabilities are invisible
Students with developmental and mental disabilities cannot be distinguished from other students by their appearance. They are often not good at clearly explaining their difficulties or confusion to other people. Therefore they might act inappropriately or cause trouble with people around them. Many students with developmental disabilities also have difficulties with communication. Because of their inappropriately communication, even though they do not have malicious intentions, other parties may feel bad, or they are often isolated from others because they cannot converse well with them. Students with mental disabilities may be unable to talk properly due to psychological factors, or might behave inappropriately and be regarded as strange. There are cases in which it might be difficult to understand their feelings due to their communication style and facial expressions. It might be difficult to notice that student in front of you are actually students with developmental and mental disabilities. Even if you feel that the other person’s words and actions are strange, before jumping to the conclusion that they are disruptive students, stop and consider that there might be another reason.

Developmental and Mental Disabilities
Requests for Faculty and Staff

Characteristics of developmental and mental disabilities differ greatly by person. Therefore, the way to respond to them is different for each student. For this reason, the following examples are just something to consider. For students who require considerations in a class, we will distribute the notice regarding considerations in each class. We request that you use it as a reference.

Weak in responding quickly on the spot
- Clarify the assignments in advance.
- Provide a group work opportunity.
- Have a warm-up.
- Reduce the implementation time.
- Allow them to leave the classroom when they do not feel well.

Failing to hear or misunderstanding
- Repeat important matters.
- Emphasize important words.
- Distribute important materials.
- Have them write down the due date for submission.
- Reserve time for questions and answers.

What Faculty and Staff Should Know

There are cases where we temporarily have problems and difficulties similar to students with developmental and mental disabilities. Therefore their problems and difficulties tend to be regarded as merely emotional dependence. Such students are also troubled by self-criticism that they are merely emotionally dependent or are useless because they cannot make efforts to improve, although they can do it sometimes or they will be able to do if they work very hard.

In order for students with disabilities to adapt to society, it is indispensable for them to acquire the ability to understand themselves and ask for support. Students with developmental and mental disabilities have difficulties being understood by surrounding people due to the nature of their difficulties. As a result, it is challenging to find opportunities to receive support. Because they lack the experience to determine what kind of support is required to demonstrate their abilities, it is difficult to develop the abilities to understand themselves and ask for support. In order to develop these two abilities, it is very important for the surrounding people to strive to understand them.

There are many students with developmental disabilities who do not realize that they have developmental disabilities, and it is assumed that there are many cases where, although they need support, they are not linked with support. If students come to faculty and staff and ask for a consultation and when there are concerns about developmental and mental disabilities, please encourage them to go to the Students with Disabilities Support Office or Student Counseling Center.
Participation of Persons with Disabilities in Lectures and Guidance

Students with disabilities participate in orientations, job search guidance, and other events. The general public with disabilities also participates in public lectures and various events. Keep the following points in mind and prepare to hold events where accessibility to the venue and information is taken into consideration. Please confirm the following points in advance by using the Points of Attention Checklist for reference. Please refer to considerations by the type of disabilities from pages 12 to 21 for the specific information. If you have any questions, please consult with the Students with Disabilities Support Office.

<table>
<thead>
<tr>
<th>Points of Attention Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation of Persons with Visual Disabilities</td>
</tr>
<tr>
<td>Main item</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Did you prepare enlarged materials and materials with inverse display?</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Did you prepare for an explanation specifically and orally when you wrote on the board?</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Did you arrange a caregiver for moving?</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Did you secure seats where it is easy to read the blackboard and listen?</td>
</tr>
</tbody>
</table>

For matters other than classes, Requests for Faculty and Staff

SUPPORT STUDY

Rikkyo University strives to be an open university to students with disabilities, and in addition to focusing on support, it provides opportunities to learn about disabilities and how to actively support persons with disabilities. A range of programs about disabilities are available: “Explore,” “Experience,” and “Master.” Participate in the classes and programs which are suitable for you. The attitude “Let’s find it” should lead to new discoveries and actions!

“Practical Barrier-free Course”
- Time: Saturday afternoon, from May to November
- Location: Ikebukuro Campus and Nilza Campus
- Details: This course will feature persons discussing their hearing disabilities, visual disabilities, physical disabilities, and developmental disabilities. You will learn key points for assistance and communication through this experience. This course will be held three times a year.

“Students with Disabilities Support Office Lecture”
- Time: Saturday afternoon annually, specific time undecided
- Location: Nilza Campus (in 2017)
  *Campus differs depending on the year.
- Details: A lecture to invite persons with disabilities who demonstrate their abilities in society. Student staff members work on overall lecture management, including reception, acting as the master of ceremony, note-taking with a PC, and moving support, and implement persons with disabilities support, including responding to visitors.

“Introduction to Support Skills”
- Time: Any time
- Location: Ikebukuro Campus and Nilza Campus
- Details: This course includes sessions to learn skills needed to support for persons with disabilities, such as the “Note-taking/Note-taking with a PC course,” “Voice guidance course,” and “Braille course.” It will be held when students wish to take the course. Please ask the Students with Disabilities Support Office for more information.
**Students with Disabilities Support Staff**

**Who are the Students with Disabilities Support Staff?**

Students who provide support for students with disabilities in a class (note-taking, note-taking with a PC, voice guide, assistance on note-taking, moving support, etc.) are called support staff. To become support staff, receive a detailed explanation at the Students with Disabilities Support Office of each Campus, and register. Registration of support staff can be done by undergraduate students and graduate students at Rikkyo University.

An allowance of 1,000 yen per hour is paid for support activities (transportation fees are not included). Receiving this allowance helps support staff to feel responsible for providing support and reduces a sense of burden that students with disabilities may feel when they receive support.

**Process Until Support Activities Start**

1. **Registration of support staff**
   - First, receive an explanation from the Students with Disabilities Support Office and submit the support staff registration form.

2. **Submission of the class timetable**
   - Submit your class timetable at the beginning of the semester. It is possible to take support activities only during the hours when you do not have class.

3. **Request for support**
   - For classes which require support, the Students with Disabilities Support Office will request you or seek other support staff. Confirm your schedule and actively participate.

4. **Part-time registration**
   - Receive an explanation of part-time registration in the Students with Disabilities Support Office, and submit the necessary documents.

5. **Start of activities**
   - When detailed support activities (period on the day of the week, student names, etc.) are decided, start to do the support activities!

**Main Types of Support**

- **Voice guide**
  - Support for students with visual disabilities. Provides a range of support; for example, sits at the same table during class and describes the board, explains visual course materials, receives handouts, and writes the document for submission for a student with disabilities.

- **Note-taking/Note-taking with a PC**
  - Support for students with hearing disabilities. Handwrite the lecture details and what is going on (sound information in the classroom, etc.) on paper or by typing on a PC. For note-taking with a PC, two PCs are used (two supporters) collaboration with communication.

- **Moving support**
  - Support for students who have difficulties moving alone. Provides support for moving to the next classroom during a break. Other support includes preparing a special table in the classroom, and storing and taking out their belongings.

- **Assistance on note-taking**
  - Support for students who have difficulties writing quickly. Sits at the same table in class and assists them with note-taking.

- **Converting course materials into text data**
  - Support for students who have difficulties reading paper materials, such as textbooks and worksheets to be used for classes. Converts materials into text data.

**Support Staff Meeting**

Meetings for students who use support and support staff to reflect on support activities are held at the end of every semester. Related staff sit at the same table, and all parties discuss support activities for the future, requests for the university, etc.
Voices from Support Staff

Frankly I thought that I had nothing to do with this, but when I began the activities, I enjoyed it and learned a lot. Now I feel that I can put myself in the other people's shoes.

Apart from the time note-taking, we could become closer by chatting and having lunch together. It became easy to ask questions about note-taking.

I did moving support and noticed the small differences in steps and Braille blocks through the support activities.

When I had class and explained what I thought about support to the professor, my opinions were reflected in the class many times. I realized the importance of having a discussion.

Voices from Students

It was good to walk at a normal pace without feeling discomfort moving support. Because I could walk naturally, I got used to moving alone quickly.

I receive a lot of information through note-taking with a PC. Now I can take classes the same way as other people, and found my dream.

It was fun to talk while moving or before and after class. It was not just a relationship between providing support and receiving support. We could resolve the issues that we did not understand during casual conversation.

I found that the quality of support was improved when people were close!
Rikkyo University Students with Disabilities Support Office

**Ikebukuro Campus** [1st floor, Building No. 12]

3-34-1, Nishi Ikebukuro, Toshima-ku, Tokyo, Japan, 171-8501  
Tel: 03-3985-4818  Fax: 03-3985-4821  
Email: sien@rikkyo.ac.jp

Opening hours: 9:00 to 17:00, Monday through Friday  
*Information about opening hours during vacation will be provided separately.*

![Ikebukuro Campus Map](image)

**Niiza Campus** [2nd floor, Building No. 7]

1-2-26, Kitano, Niiza-shi, Saitama Japan, 352-8558  
Tel: 048-471-7072  Fax: 048-471-7312  
Email: sien@rikkyo.ac.jp

Opening hours: 9:00 to 17:00, Monday through Friday  
*Information about opening hours during vacation will be provided separately.*

![Niiza Campus Map](image)