

**A Manual on Specific Cases of
Supporting Students with
Disabilities
(Class Practices)**

Rikkyo University

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0. Introduction

This manual on specific cases of supporting students with disabilities was compiled based on questionnaires from teachers who taught students with disabilities in their classes (conducted at the end of each semester) as well as interviews with teachers, which were carried out by Rikkyo University's Support Network for Persons with Disabilities (Students, Faculty and Staff). Therefore, the descriptions in the manual on specific cases of supporting students with disabilities took the form of the words of teachers who actually handled these specific cases. This manual is disclosed and shared so proper accommodations for students with disabilities in classes at Rikkyo University can be made through reference to the manual.

This manual explains how we supported students with disabilities, what support should be given for students with disabilities and why such support is necessary. We sincerely hope that both teachers who will teach students with disabilities for the first time and teachers who have taught students with disabilities before will read this manual and cooperate further in making accommodations for students with disabilities in their classes.

We are certain that this manual on specific cases of supporting students with disabilities will be useful for teachers' class management, but there are so many types and symptoms of disabilities that they differ among individuals. We recommend that teachers confirm the needs of the individual students with disabilities by communicating with them when they think about accommodations for them. Teachers may sometimes face unprecedented cases that are difficult to handle. In such cases, we recommend that teachers should not try to handle the situation by themselves, but should consult with the Students with Disabilities Support Office if necessary, so that we can think about proper measures for support together.

We sincerely hope that you continue to cooperate with us in having face-to-face contact with all students with disabilities and provide them with significant opportunities to learn.

Rikkyo University's Support Network for Persons with Disabilities (Students, Faculty and Staff)

1. Specific cases of supporting students with visual disabilities

(Special accommodations before and after class)

① Confirm the visual condition of their disabilities

Necessary support for persons with visual disabilities varies with different visual patterns and individual skills. If you assume that using braille is a better choice for persons with visual disabilities or that enlarging an A4-sized paper into an A3 size is better for persons with weak eyesight in a stereotyped manner of providing support, sometimes it may be more complicated. Therefore, we provided accommodations for students with visual disabilities by confirming their visual disability in advance.

Blind: Sometimes are only able to sense light, but are unable to see at all or obtain visual information.

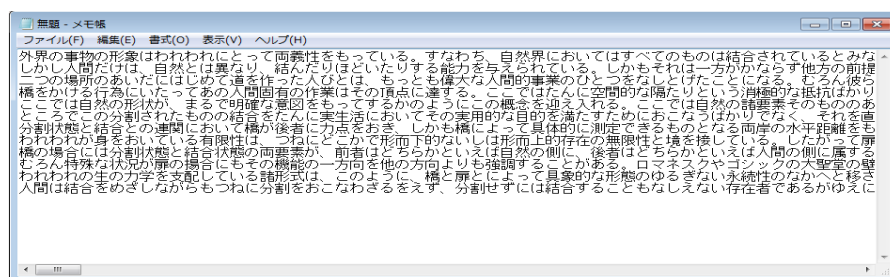
Weak eyesight: Even with glasses or contact lenses, cannot obtain sufficient visual information and sometimes have blurred sight or partial sight.

Color blindness: Difficulty distinguishing one color from another and perceive one particular color to be a different color.

② Provide data about summaries and materials in advance or print them in sizes and colors that can be seen better

Many students with visual disabilities store summary data in their PCs or Braille Sense (laptop PC for persons with visual disabilities) and confirm it with the reading function of the voice software or braille. If the student requested it, we adapted the summaries and Power Point files to be projected into text files (.txt) as much as possible and provided these materials before classes. For students who could not confirm the materials posted on CHORUS, we emailed them. In addition, for students with weak eyesight, we enlarged the characters and reversed black and white so that they could be seen well.

Text-style (.txt) resume (example)



This text does not have visual compositions it and is easy to read.

In the case of Word files, setting spaces and line returns for better visual images has an adverse effect and makes the text difficult to read.

③ Accommodations for location and seating in the classroom

Some students with visual disabilities are bothered by blinding light when they are in a location with a lot of sunlight or a location by a window in direct sunlight. On the other hand, because other students have difficulty moving from one place to another or reading characters in a dark corridor and in a classroom with less bright light, we took careful measures to secure a proper location in accommodation for the particular student.

④ Accommodations for using visual teaching materials

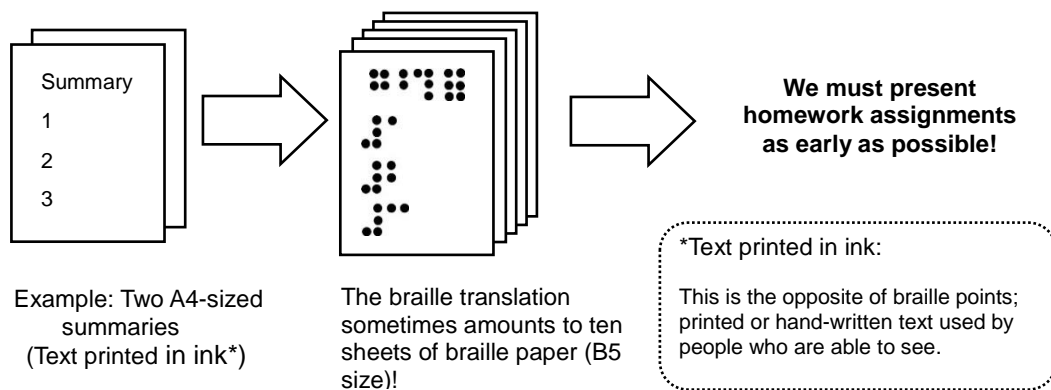
When visual materials are used in class, students with visual disabilities sometimes cannot follow subtitles if the audio is in English or other languages. In response to this situation, we use Japanese dubbing and if a support student was present in class, we asked the student to watch the visual materials (and related materials if applicable) in advance or asked the Students with Disabilities Support Office to write the subtitles (separately).

⑤ If visual materials, such as illustrations, charts and pictures, are used in class, we consult with students with visual disabilities.

Illustrations, charts and pictures cannot be handled by the reading function of voice software and sometimes cannot be confirmed in advance. In response to this situation, we arranged for concrete oral explanations in class or if a support student was present in class, we asked the support student to give an explanation and also asked students with visual disabilities to turn to us for individual consultations about what they were unable to understand.

⑥ When a reference book is used for a written homework assignment, we have to present such the assignment as early as possible.

Some students with visual disabilities take a lot of time to read and others read using the reading function of voice software after converting a reference book into text data or reading materials in braille. We presented the assignments as early as possible so that students could make time in preparation. When presenting homework assignments, we must do so for all students who take the same course as early as possible, so that students with visual disabilities will not be given preferential treatment.



(Points to show accommodations in class)

① Explain after clarifying the pages and themes of materials

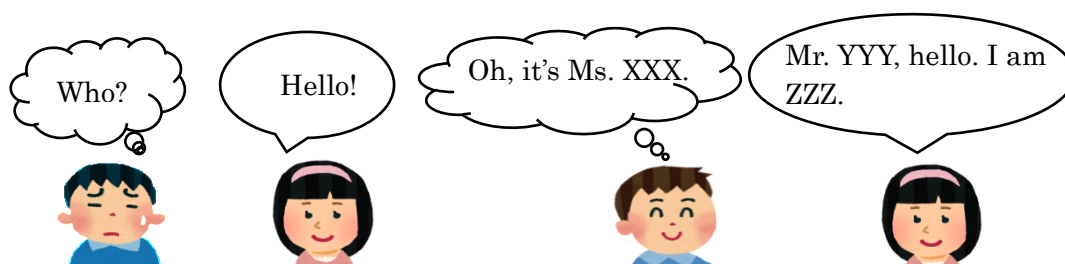
When a PowerPoint file is used as an in-class material, students with visual disabilities cannot tell when one slide switches to another, which may prevent them from keeping up with the class. To avoid such the situation, we made it a rule to clarify the themes and pages of slides first or begin your explanation after saying, “We will move onto the next slide.”

② Stress important points

We did not speak loudly, but we made it a rule to speak using clear pronunciation. We also tried to stress and repeat important points.

③ Identify yourself when you speak to students with visual disabilities

Even when students with visual disabilities were called on in class, they sometimes could not understand who was calling them. In particular, completely blind students were even unable to understand where the teacher was when they needed their assistances. If the teacher called on those students aloud, they could tell where the teacher was; we made it a rule to identify ourselves before speaking to them.



④ Express things in specific words without using demonstratives (this, it, that, which)

Because demonstratives, such as, “I want to tell you about this” and “There,” were difficult for students with visual disabilities to understand, we made it a rule to express things in specific words. In particular, when we presented visual images, such as charts and graphs, in class, we specifically tried to explain what those charts, graphs and important figures showed as much as possible.



⑤ Distribute necessary information as directly as possible
For necessary documents and information such as summaries, we made it a rule not to express them in a summarized form but to give precise information so that students with visual disabilities could understand what was written.
⑥ Read aloud what you wrote on the blackboard
When we wrote things on the blackboard, we narrated them while writing so that students with visual disabilities could take notes or we read aloud what we wrote on the blackboard after writing.
⑦ When we assigned students with visual disabilities to hand in reaction papers in class, we made accommodations for time allocation.
We tried to give more time to students with weak eyesight who needed more time to write. We also allowed students who had difficulty writing characters to submit in-class assignments by an email after class.
⑧ Explain the support services for students with visual disabilities to other students who attend the same class after gaining approval from students with visual disabilities.
If we were asked by students with visual disabilities themselves or we recognized the need to tell other students attending the same class that students with visual disabilities would receive class support, we briefly explained the situation early after the start of classes after gaining approval from students with visual disabilities.

2. Specific cases of supporting students with hearing disabilities

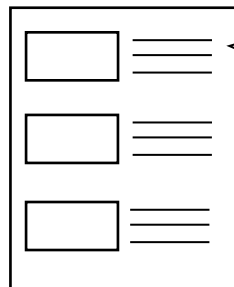
(Special accommodations before and after class)

① Provide data about class materials, including summaries, before classes

Even with the assistance of support students, students with hearing disabilities were unable to take complete notes on what the teacher said in class. Therefore, we made it a rule to provide class materials in advance by an email as much as possible so that students with hearing disabilities could gain a deeper understanding of classes. When we presented supplementary teaching materials, we also needed to provide those materials to all students so that students with hearing disabilities would not receive preferential treatment.

② Make frequent use of visual materials, such as summaries and PowerPoint files

We made it a rule to provide visual materials, such as summaries and PowerPoint files, as much as possible instead of just giving oral explanations. When we presented PowerPoint files, we compiled three slides on one page as specified below so that students with hearing disabilities could take notes.




Directly taking notes here enables both students with hearing disabilities and support students to understand the in-class explanations more easily.

③ Use subtitled movie materials or consult with the Students with Disabilities Support Office in advance

When we used movie materials, we chose those with subtitles. When we used movies without subtitles, we consulted with the Students with Disabilities Support Office in advance (at least two weeks prior to the day they were used) and asked the Office to transcribe it.



(Points for accommodations in class)

① Articulate each word slowly so that students with hearing disabilities can watch the mouth of the speaker
When we met with students with hearing disabilities face to face, we did not need to speak loudly. However, we tried to articulate each word as slowly as possible, face to face, so that students with hearing disabilities could watch our mouths.
② Communicate by writing if necessary
Some students with hearing disabilities are able to understand what people are saying by lip-reading, but we especially took notes on important information so that we could make ourselves understood for mutual communications. 
③ Communicate again what other students said to students with hearing disabilities
We communicated again what other students said to students with hearing disabilities or urged the other students to speak loudly. Repeating enabled support students to communicate the information accurately.
④ Also make accommodations for support students
We also prepared materials for support students and tried to articulate clearly. We also paused at the end of a sentence so that support students could take notes on the computer. For student presentations, we gave instructions about preparing summaries for support students as well. In a class that involved movements like a group activity, we discussed seating arrangement for outlets for taking notes on the computer.
⑤ Proceed with lectures by confirming how much students with hearing disabilities understood
We asked support students to keep track of materials by hand in class to confirm what was being spoken. We also confirmed how much students with hearing disabilities understood the classes by contacting them. When we found that a student's pronunciation was not articulate, we tried to clarify things by repeatedly asking them until we understood or asking the student to write. In computer classes, we asked students to open a text file or a Word file and showed them what we wanted to say or asked them to show what they wanted to say.
⑥ Explain the support services for students with hearing disabilities to other students who attend the same class after gaining approval from students with hearing disabilities.
If we were asked by students with hearing disabilities themselves or we recognized the need to tell other students attending the same class that students with hearing disabilities would receive class support, we briefly explained the situation early after the start of classes after gaining approval from students with hearing disabilities.

3. Specific cases of supporting students with physical disabilities

(Special accommodations before and after class)

① Provide data about class materials, including summaries, before classes

Some students with physical disabilities have difficulty turning the pages of summaries by themselves. We could ask friends or other students sitting next to students with physical disabilities to assist them, but students with physical disabilities could also store the summary data in their computer and read it by themselves on the computer or write notes on the computer. Based on this idea, when we told this to students with physical disabilities and they requested it, we made it a rule to provide the data about class materials, including summaries, before classes as much as possible.

② Accommodations for class absence due to hospital visits for treatment of a disease or condition

Some students with physical disabilities needed to go to the hospital on a regular basis and be absent from class for that. We made it a rule to provide them with materials so that they could keep up with classes.

③ Accommodations for support in extracurricular activities

When students with physical disabilities went out to fieldwork in a seminar class or participated in a seminar class' training camp, they sometimes needed assistance with moving from one place to another or eating. We asked students with physical disabilities in advance what they needed, what students around them could assist with and whether they needed support from the Students with Disabilities Support Office. If students with physical disabilities needed assistance, we also consulted with the Students with Disabilities Support Office.



(Points for accommodations in class)

① Accommodations for receiving and handing out papers to be submitted, such as class materials and comment papers
When students with physical disabilities had difficulty moving in the classroom, we made it a rule to directly receive and hand out class materials and papers to be submitted. (Or we made it a rule to entrust teaching assistants (TA) with the task of directly receiving and handing out those papers.) We also allowed students who had difficulty writing to submit comment papers by email after class.
② Finish classes within the designated time
Students with wheelchairs move from one lecture room to another using elevators. Sometimes they have difficulty moving to the next lecture room within the allotted time. To accommodate this, we made it a rule to finish classes within the designated time. In addition, we were also flexible with the possibility of students with physical disabilities being late to classes because they take more time to move by wheelchair.
③ Be careful about the direction of your body and the loudness of your voice while speaking to students with physical disabilities
Sometimes students with physical disabilities are unable to turn their necks from side to side due to their condition and have difficulty speaking unless the person with whom they are speaking is standing in front of them. In addition, if they are suddenly spoken to in a loud voice, they are unable to speak properly because of stress. In accommodation of this, we were careful about the direction of our bodies and the loudness of our voices while speaking to students with physical disabilities.
④ Accommodations for the condition of students with physical disabilities
In some cases, students with physical disabilities need rehydration during classes for temperature adjustment and in other cases, they need to recline their electric wheelchair to adjust their posture and reduce fatigue. If students with physical disabilities themselves notified us about those things, we accommodated them. In addition, if students with physical disabilities were unable to speak smoothly because of paralysis or other physical conditions, we made special accommodations, such as allowing more time when asking them to speak.

4. Specific cases of supporting students with developmental disabilities

(Special accommodations before and after class)

① Compile visual teaching materials (summaries) that enable students with developmental disabilities to visualize images
Verbal explanations were sometimes so difficult that students with developmental disabilities were unable to visualize images and understand what was being explained. In accommodations of this, we prepared teaching materials that could communicate the visual nuances and images at a glance, such as photos and pictures.
② Secure time for learning support
Students with developmental disabilities sometimes have difficulty understanding abstract concepts or complicated expressions. We had times for them separately if they wanted, and explained what they could not understand during the class with simpler terms.
③ Confirm the details of homework assignments and reports
Some students with developmental disabilities pay such particular attention to the degree of completion and have a strong attention to detail that they understand the level of detail required for the submission of reports and because of this some students end up failing to submit reports. To accommodate this, we confirmed whether their reports were appropriate for submission with students.

~Specific cases of individual instruction~


(The condition of students)

- Some students with developmental disabilities are unable to smoothly communicate with people around them and sometimes talk to themselves.
- Some students with developmental disabilities are slightly less able to process information that they receive by listening and sometimes have an inadequate understanding of such information or forget it. They might also be clumsy at writing characters.
- Some students with developmental disabilities are unable to concentrate for ninety minutes and sometimes act in a way that seems to lack attentiveness and concentration.

(Points for accommodations in class)

- ◆ If students with developmental disabilities do not reply to a question, we ask them again in a different way.
Because some students with developmental disabilities are less able to process information that they receive by listening, we asked them again in a different way if they showed little response.
- ◆ If we have difficulty taking action because of emotional instability on the part of students with developmental disabilities, we contact the Students with Disabilities Support Office, etc.
When students with developmental disabilities became restless in class or fell asleep and did not wake up, we contacted the Students with Disabilities Support Office and the Student Affairs Division or the Niiza Student Affairs Office to ask for assistance.
- ◆ Inform other course students about the behavioral characteristics of students with developmental disabilities after obtaining approval from students with developmental disabilities.
For subjects involving many group activities, students with developmental disabilities themselves requested us to inform other course students of themselves. In response to these requests, we told their behavioral characteristics and other features to all other course students.

(Points for accommodations in class)

① In practicums and seminars, teachers or teaching assistants (TA) offer advice as required
<p>If students with developmental disabilities have difficulty listening to a story and understanding it, they sometimes encounter problems in a situation when they work on assignments or carry out physical activities. Looking carefully at students with developmental disabilities and learning that they had difficulty, we gave advice on every occasion. Alternatively, we gave a demonstration.</p>
② Allow students with developmental disabilities to record lectures with a recorder
<p>Because students with developmental disabilities were less able to process information that they receive by listening, we allowed them to use a recorder so that they could repeatedly listen to the recorded lectures and understand them.</p>

③ Allow students with developmental disabilities to leave their seat in class by accommodating appropriate seating
<p>Because students with developmental disabilities sometimes left their seats in class, we secured seats in places near the entrances and exits of the classroom. Some students with developmental disabilities were susceptible to hyperacusis and became sick due to noises. We allowed them to leave the classroom and have a small break (about five minutes).</p>
④ Place a strong focus on speaking in a way that a story can easily be understood
<p>Because a sudden change of topics made it difficult for students with developmental disabilities to understand, we made it a rule to declare, “Now I will explain XXX” or “Now I will speak about XXX” when we switched from one topic to another.</p>
⑤ Give moderate assistance if necessary when students with developmental disabilities are exchanging opinions
<p>Because students with developmental disabilities were less able to communicate with others, we provided moderate assistance if we found that they had difficulty communicating.</p>
⑥ Communicate the contents of class assignments in a specific format or by expressing them in writing
<p>Students with developmental disabilities sometimes are unable to handle obscure subjects. For example, some students with developmental disabilities told us that they did not know what to do if they were just told, “Present your idea about XXX.” In response to this request, we expressed the contents of class assignments more specifically as, “Explain the difference between A and B.” (In some cases, we changed the contents of class assignments.) For students who were less able to process information that they received by listening, we communicated the contents of class assignments in writing. We used media, such as printed materials and emails, and we decided on a particular method after discussing it with students.</p>

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立教大学

Rikkyo University

Students with Disabilities Support Office

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※If you have any problem with accommodations for classes, please contact the Students with Disabilities Support Office.