

# Barrier-free support guide for students with disabilities

The University of Tokyo Disability Services Office

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## **Introduction**

The University of Tokyo promotes a barrier-free initiative within the university, in the spirit of “The University of Tokyo Charter.” In 2004, the Disability Services Office was established in the Komaba II campus to help achieve “Barrier free Tokyo University,” reflecting the intention of the Tokyo University Charter. Today, new branch offices have been established at the Hongo and Komaba I campuses and we are promoting a range of barrier-free activities university-wide. Despite considerable efforts made by each department to support students with disabilities before the Disability Services Office was established, related know-how was not accumulated. Accordingly, working across the entire organization, the Disability Services Office has decided to consolidate the support insights gleaned by each department and oversee the task of inculcating this information university-wide.

Subsequently, in April 2016, the “Act for Eliminating Discrimination against Persons with Disabilities” came into effect, whereby prohibiting unfair discriminatory treatment and providing reasonable accommodation became legal obligations, marking a new stage in the university’s barrier-free initiative.

This support guide summarizes the experience and insights accumulated in the Disability Services Office so that each department can respond to various support cases appropriately. Please read and utilize this guide when providing support.

## **Chapter 1**

### **Barrier-free philosophies and support system of the University of Tokyo**

#### **1. The barrier-free philosophies of the University of Tokyo**

The preamble of the charter of the University of Tokyo states that “the University of Tokyo recognizes the intrinsic value of members’ diversity, guarantees that all members shall suffer no discrimination based on nationality, gender, age, language, religion, political or other opinion, origin, property, family origin or other status, marital status, position in the family, disorder, disease, career, etc. and strives to ensure they have opportunities to broadly participate in the University’s activities”. It also specifies that the University promotes personnel/material barrier-free support in Article 17 and environmental improvement so that all members can sufficiently exercise their individuality and skills in Article 19.

The University of Tokyo, in line with these philosophies, conducts an all-campus barrier-free promotion, in which all members play a central role. “The barrier-free promotion of the University of Tokyo”, a report submitted by the Disability Services Office in 2005, concludes that “it is desirable for every member of the University of Tokyo to remain aware of the social responsibility of the University and engage in barrier-free promotion in a form in which the University’s positiveness and originality as a research and education institution is most easily exercised.”

#### **2. The term “barrier-free”**

Why does the University of Tokyo favor the term “barrier-free support” rather than “support for persons with disabilities”? The term “barrier-free” reflects awareness that the main issue is the barrier created by our society that hampers students and faculty members with disabilities. For people regarded as “disabled” in today’s society, numerous tangible and intangible barriers have emerged. Given the basic recognition that such barriers represent the core of the problem, rather than the individuals with disabilities and reflecting the intention to eliminate various barriers, the University of Tokyo has adopted the term “barrier-free”.

#### **3. The history and organization of the Disability Services Office**

The Disability Services Office was established in April 2004 with the aim of ensuring the University of Tokyo could provide advice and information to steadily and carefully promote the barrier-free concept in the medium to long term. It currently comprises a total of 37 faculty members, including the directors in charge, office manager, the respective Hongo/Komaba campus managers (as of April 2016) (including the office staff [full-time teachers, support coordinators and clerical staff]) and under a regime of two Campuses, including the Hongo

Campus (student support center mall floor) and Komaba Campus (1st floor of Building No. 8 of the College of Arts and Sciences), we work to provide study/employment support and campus-wide eliminating of barriers for students and faculty members with disabilities who are enrolled at the University of Tokyo.

#### Timeline summary

2001 June Established a “working group to realize a barrier-free University of Tokyo”

2002 October Set up the barrier-free support preparation office

2004 April Set up the Disability Services Office (Komaba II Campus)

2006 April Set up the Disability Services Office Hongo Campus (Hongo Campus)

2007 April Relocated Komaba Campus (Komaba I Campus)

2010 June Relocated Hongo Campus (inside the student support center)

### **The barrier-free support system of the University of Tokyo**

#### **1. Support system for students with disabilities**

Concerning support for students with disabilities, in the “Guidelines for barrier-free promotion in the University of Tokyo”, it is specified as a university-wide promotion to prevent students with disabilities from suffering any disadvantage.

The support system for students with disabilities centers on a so-called “triangle of support” where three parties, including the department, headquarters and the office, cooperate with each other. For students with disabilities, this triangle of support is the basis for providing personnel and material support within the scope of “reasonable consideration” as appropriate. Also, concerning support for intra-university activities outside class and non-regular students, each department and Disability Services Office take each case into consideration as required.

#### Triangle of support



### **Role of the department**

Each department appoints a support implementation officer, who serves as the direct contact point for support. This officer occupies an overall coordination role, including liaising and coordinating with students with disabilities, liaising and coordinating with teachers overseeing classes, making arrangements in classrooms, time-keeping for support provided by support staff, etc. For details of the flow and roles, etc. of support, please see each item.

### **Role of Headquarters**

The headquarters oversees financial measures concerning support.

### **Role of the Disability Services Office**

The Disability Services Office provides and accumulates insights and lends assistive equipment, etc., to facilitate the task of providing support for the faculties.

## **2. Activities related to support for students with disabilities**

### **Meetings related to support, etc. for students with disabilities**

The Disability Services Office regularly holds meetings related to support to promote the enhancement of support.

#### **• Barrier-free support liaison meeting**

The director (in charge of the barrier-free promotion), office members, support implementation officers and other faculty members deemed necessary by the office manager get together to discuss issues related to the campus-wide barrier-free promotion and key matters affecting the operation of the Disability Services Office.

#### **• Review Sub-committees**

The “Support promotion review sub-committee” and “Facility improvement review sub-committee”, which were established under the barrier-free support liaison meeting, include office members and office staff respectively and the sub-committees meet regularly to discuss issues related to support and barrier-free promotion in terms of facilities.

#### **• Barrier-free opinion exchanging meeting with students with disabilities**

Students with disabilities, support staff, director (in charge of the barrier-free promotion), office members and support implementation officers get together to exchange opinions as part of

efforts to further the barrier-free promotion of the University of Tokyo.

### **Understanding/enlightenment concerning barrier-free issues**

To further the barrier-free promotion of the University of Tokyo, we strive to ensure understanding/enlightening through a “Support implementation officer workshop”, etc. as well as holding “the University of Tokyo barrier-free symposium”, “Barrier-free lecture meeting”, “Barrier-free course of lectures”, etc. We also send instructors to training meetings and transmit barrier-free information via the Disability Services Office website, etc.

### **Training of support staff**

Students themselves play a key role in supporting students with disabilities. In the Disability Services Office, students providing support are described as “support staff” and registration is accepted at any time. Support staff provide support for students with disabilities, including PC-taking, note-taking, note creation, electronic digitalization, etc.

The Disability Services Office trains support staff by holding a briefing & introductory course, courses by activity including PC-taking, note-taking, etc. and introducing the faculties in which students requiring support are enrolled.

Students providing support begin their activity after exchanging a letter of confirmation confirming the confidentiality obligation, handling of lecture data, etc. The support activity as support staff is covered by Disaster and Accident Insurance for Students (abbreviation: GAKKENSAN).

As part of the support implementation, each department oversees the coordination service accompanied by support and the Disability Services Office provides insights. Likewise, when the provision of support is underway, the Disability Services Office conducts follow-up courses as part of efforts to strive for improvement and establish support techniques.

### **Column**

“B.F. mate”, a student network for the barrier-free promotion of the University of Tokyo

Support staff active in the Disability Services Office and students with disabilities receiving support played key roles in starting up the “student network for barrier-free promotion, “B.F. mate” (<http://www40.atpages.jp/todaibarrierfree/>)” in March 2012.

Under these policies, including “targeting barrier-free for the entire University of Tokyo”, “widening interest in barrier-free” and “linking up students on and off campus who are interested in barrier-free”, various activities are conducted. The main activities are as shown on

the right.

**Main activities**

- Introduction to activities in the Disability Services Office briefing
- Cooperation in the "Disability Services Office" as part of the University of Tokyo open campus
- Commencement of all-campus self-directed seminars
- Cooperation in networking support for students with disabilities (December)

## **Chapter 2**

### **Role of a support implementation officer (member of the faculty/administrative staff) and flow of support for students with disabilities**

#### **1. Role of a support implementation officer (member of the faculty/administrative staff)**

A support implementation officer serves as a direct contact point for support in a department. As the faculty members from the department who are closest to students with disabilities, they always check the circumstances of such students and understand their support needs.

Their specific roles are shown below.

#### Roles of a support implementation officer

A contact point for support for students with disabilities

A contact consultation point for students with disabilities

Organizer of regular meetings

(other than arranging meetings when the opportunity arises) always checking/understanding their situation

Always share information with the Disability Services Office!!

Liaison and coordination with the Disability Services Office

Based on the insights provided from the Office, implement appropriate support

Submission of a Support Implementation Plan, etc.

Support efforts to be made department-wide!!

Cooperation/liaison and coordination with related faculty members in the university

The role of cooperation/liaison and coordination with teachers in charge of the classes within a faculty.

Handing over support between faculties (support implementation officers) associated with students proceeding to a new course for further study.

#### **2. Flow of support for students with disabilities**

In this section, we summarize the flow from enrollment to graduation of students with

disabilities and the role of the support implementation officer at each stage is described.

Flow of support for students with disabilities and roles of support implementation officer (simplified schematic)

1. Once you have been accepted to the University	<ul style="list-style-type: none"> <li>• Provision of information on support to a new student with disabilities</li> <li>• Sharing of information within a department and with relevant departments including the Disability Services Office, etc.</li> </ul>	Submitted document
2. If you would like to meet to discuss support options	<ul style="list-style-type: none"> <li>• Coordination of meeting dates and venues, call to the persons concerned (including the student in question and Disability Services Office)</li> <li>• Receiving an “Application for barrier-free support” from the student in question</li> <li>• Submitting the “Application for barrier-free support” (copy) to the Disability Services Office</li> </ul>	Application for barrier-free support
3. Holding the first meeting	<ul style="list-style-type: none"> <li>• Referring to “Chapter 3 When accepting a student with disabilities”(P. 23-), conduct a meeting</li> </ul>	
Entrance into the University 4. Decision on support content	<ul style="list-style-type: none"> <li>• Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.</li> <li>• Submit the “Confirmation of Support” (copy) to the Disability Services Office.</li> <li>• Create “Support Implementation Plan” and submit to the Disability Services Office.</li> <li>• When requesting to borrow assistive equipment, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office.</li> <li>• After submitting the “Support Implementation Plan”, if support requiring a supporter emerges, submit an “Application to cover expenses of supporter” to the Disability Services Office (no need to resubmit the “Support Implementation Plan”)</li> <li>• Disseminate information on support for students with disabilities to relevant faculty members in the</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation of Support</li> <li>• Support Implementation Plan</li> <li>• Application to borrow assistive equipment, etc.</li> <li>• Application to cover expenses of supporter</li> </ul>

	<p>department.</p> <ul style="list-style-type: none"> <li>• Request consideration from teachers in charge of the classes.</li> <li>• After the commencement of support as well, check the support situation and share information with the Disability Services Office.</li> </ul>	
<p>Before examination</p> <p>5. Meeting to discuss support for exams</p>	<ul style="list-style-type: none"> <li>• Before each exam period (1 month in advance), conduct a meeting on support during the exam with the persons concerned (including the student in question and the Disability Services Office).</li> <li>• Check and coordinate the support content confirmed as necessary at an examination, with the teacher in charge of the class.</li> <li>• Request for consideration during examinations from the teacher in charge of the class.</li> </ul>	
<p>Before the new semester</p> <p>6. Meeting to discuss support for the next semester</p>	<ul style="list-style-type: none"> <li>• Before the start of a new semester, conduct a meeting on support in the new semester with persons concerned (including the student in question and the Disability Services Office).</li> </ul> <p>“Meetings on support in the new semester” shall be continuously conducted.</p>	
<p>Proceeding to the next stage of education</p> <p>7. Meeting to pass on information if the student undertakes further study</p>	<ul style="list-style-type: none"> <li>• Conduct a meeting on taking over of support with the student in question, a support implementation officer, the support implementation officer of a faculty the student will attend, the Disability Service Office and other parties involved.</li> <li>• Hereafter, conduct support according to the procedure in 4. “Decision of support content.”</li> </ul>	

### 1. Once you have been accepted to the University

(1) A support implementation officer (administrative staff member) provides students with disabilities who have passed either the Second University Entrance Exam, a Bachelor program

entrance exam for transfer students run by a faculty, recommendation entrance examination, or a post-graduate entrance exam run by a graduate school, information about the university's support system and the Disability Service Office in the University.

(2) A support implementation officer (administrative staff member) serves as a contact point for new students with disabilities who seek support.

(3) A support implementation officer (member of the faculty/administrative staff) considers the kind of support system is necessary within a department when accepting students and promotes information-sharing within a faculty and with related departments, including the Disability Services Office, etc.

## **2. If you would like to meet to discuss support options**

(1) When a new student with disabilities requests a meeting, a support implementation officer (administrative staff member) receives an "application for barrier-free support"(P. 87) from the new student with disabilities, whereupon a support implementation officer (administrative staff member) submits a copy of the "application for barrier-free support" to the Disability Services Office. A support implementation officer (administrative staff member) also conducts coordination of date and venue of the first meeting.

A support implementation officer (member of the faculty/administrative staff) calls a new student with disabilities, the Disability Services Office and other parties involved.

\* In the first meeting, to prepare for teaching support, the person(s) in charge of teaching also join(s) to streamline support. Also, for new students with difficulty in mobility, including orthopedic/mobility impairments, visual impairments, etc., a response including efforts to improve maintenance facilities, etc. is assumed, so all parties, including persons in charge of facilities, must check access along traffic lines following admission at an early stage.

\* Subsequently, "applications for barrier-free support" are only resubmitted when the content is changed.

## **3. Holding the first meeting**

(1) During the first meeting, the support implementation officer (member of the faculty/administrative staff) discusses the content and support approach for a student with disabilities with the student in person, the Disability Services Office and other parties involved.

\* See "Chapter3. When accepting students with disabilities" (P. 23-)

## **4. Decision on support content**

(1) A support implementation officer (administrative staff member) receives the submission of "Confirmation of Support" (P. 89) from a student with disabilities and gives a copy to the

student in question. Submit the “Confirmation of Support” (copy) to the Disability Services Office, whereupon a support implementation officer (administrative staff member) creates a “Support Implementation Plan”(P. 91) and submits the same to the Disability Services Office.

\* Disability Services Office, based on the “Support Implementation Plan” submitted from the department, discusses the support content and provides insights to the department, trains support staff, etc.

\* The “Support Implementation Plan” is newly submitted after reviewing the content at the beginning of every year.

\* When support requiring the lending of assistive equipment arises, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office. Concerning assistive equipment, please refer to the “list of assistive equipment, etc.”(P. 16).

\* When support requiring a supporter arises midway through the year, submit an “application to cover expenses of supporter” to the Disability Services Office (the “Support Implementation Plan” need not be resubmitted).

(2) Once the support policies are determined, the support implementation officer (member of the faculty/administrative staff) consults with the faculty members in charge of the classes and the people involved as necessary and determines specific support content. The support implementation officer (faculty member) then conducts coordination among said faculty members to facilitate arrangements for the faculty members in charge of classes. The support implementation officer (faculty members) also strive to share information among faculty members by disseminating information on students with disabilities in various meetings within departments, including faculty meetings, etc. The support implementation officer (administrative staff member) creates a “consideration request document”, which is then distributed to the faculty members in charge of the classes.

(3) A support implementation officer (member of the faculty/administrative staff) , when implementing support, provides a range of coordination other than that with faculty members. (Examples include coordinating classrooms for students in wheelchairs, arranging assistive equipment, liaising and coordinating with students with disabilities and support staff, scheduling the support activities of support staff, etc.)

(4) Subsequently, a support implementation officer (member of the faculty/administrative staff) confirms the support content and readjustment upon consultation and coordination with the Disability Services Office. He/she always also shares information on support with the Disability Services Office.

## 5. Meeting to discuss support for exams

(1) If necessary, the persons involved meet before each exam period and a support implementation officer (administrative staff member) coordinates toward the meeting. Since the coordination may take time, meetings should preferably be held at least a month before exam time as a rule of thumb.

During a meeting, a support implementation officer (member of the faculty/administrative staff) with students with disabilities, Disability Services Office and other parties involved, checks details of what support is required during the exam. In concrete terms, responses as follows can be considered:

Visual impairments	Braille translation or enlarged question paper/answer sheet, allowing optical aids to be brought in, taking exams in a separate room, time extension, seat selection.
Hearing impairments	Exemption from listening or taking an exam using alternative questions, using hearing-assistive device providing written instructions, taking exams in a separate room, seat selection.
Orthopedic/mobility impairments	Change of answer methods, taking exams in a separate room, time extension, seat selection.
Internal disorders or chronic diseases	Allow household medicines, etc. to be brought in, taking exams in a separate room, time extension, seat selection.
Developmental or mental disorders	Allow household medicines, etc. to be brought in, written instructions, taking exams in a separate room, time extension, seat selection.

(3) A support implementation officer (member of the faculty/administrative staff) checks the support content during the exam with the faculty members in charge of the classes. Once the support content has been determined, a support implementation officer (administrative staff member) creates a “document of request for consideration in an exam”, which is then distributed among faculty members in charge of the classes and invigilation faculty members. The support contents determined are also distributed among students with disabilities.

## 6. Meeting to discuss support for the next semester

(1) Before the new semester starts, check details of support for the new semester.

(2) Where necessary, hold a meeting among the relevant parties, including the students. During the meeting, the support implementation officer (member of the faculty/administrative staff) checks and readjust the support status with students with disabilities, the Disability Services

Office and other parties involved.

### 7. Meeting to pass on information if the student undertakes further study

(1) If a student requiring support is accepted to a course for further study, a support implementation officer (member of the faculty/administrative staff) contacts the support implementation officer from the new department and hands over information on the student's situation and the support provided to date. They also coordinate and hold a meeting to hand over information when the student begins the new course with students with disabilities, the support implementation officer from the new department and the Disability Services Office.

\* Subsequently, the support implementation officer from the new department (member of the faculty/administrative staff) provides support according to the procedure from 4 "Determination of support content".

If a student is in the Junior Division of the College of Arts and Sciences, a meeting for handing over is held before the A1 term of the second year starts.

### 3. List of assistive equipment, etc.

If you would like to borrow any assistive equipment, etc. listed below, please submit "Application to borrow assistive equipment, etc." (P. 97) from the support implementation officer (administrative staff member) in your department. The "Application to borrow assistive equipment, etc." can be downloaded from the website of the Disability Services Office and Tokyo University Portal "guidebook". If you would like to borrow any assistive equipment, etc., not listed, please consult with the Disability Services Office.

<For all students with disabilities>

Name of assistive equipment	Name of product/function/usage
Digital voice recorder	Equipped with voice guidance functions and LCD displays.
iPad, iPad mini	These can be utilized for various support aspects. As well as features such as reversing black and white and zoom, they can also be used as magnifying glasses. With computer-based note-taking, they can also be used to display text received via Wi-Fi.
Portable printer	• EPSON PX-S05 This is a printer with an internal battery that is compact and portable.

<For visually impaired students>

Braille printers	• Braille Printer TP-32
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	<p>This prints out Braille from data created using Braille translation software. Double-sided and dot diagram printing are also available.</p> <ul style="list-style-type: none"> <li>• ESA721 Ver95'</li> </ul> <p>This prints out Braille from data created using Braille translation software. Double-sided and dot diagram printing are also available. It can print in three line widths: thick, medium and thin.</p>
Braille Display	<ul style="list-style-type: none"> <li>• Braille Memo Pocket</li> </ul> <p>This is a multifunctional and easily portable Braille display. As well as the editing functions such as reading, writing and saving data in Braille, it has a great range of accessory functions, including a calculator, clock and scheduler. It can also be connected to a computer to transmit data as well.</p> <ul style="list-style-type: none"> <li>• Braille note</li> </ul> <p>With a Braille display, Braille input keys and an internal memory, this lets users read and write Braille immediately.</p>
Braille Typewriter	<ul style="list-style-type: none"> <li>• Perkins Brailler</li> </ul> <p>The Braille is displayed on the paper's surface, so the user can read what has been typed as they continue typing.</p>
Small-sized Braille device	<p>Compared to the small Braille typing pad, this typewriter is more portable and transportable.</p>
Braille Label Maker	<ul style="list-style-type: none"> <li>• Kingjim SR6700D</li> </ul> <p>This automatically translates input text into Braille. Braille and text can be printed on the same label, meaning information can be communicated to both the visually impaired and sighted people unable to read Braille, simultaneously. This is useful for displaying labels on classroom doors and equipment.</p>
Tactile Image Maker	<ul style="list-style-type: none"> <li>• PIAF</li> </ul> <p>When images are fed into the machine, the black parts swell to create an image that can easily be read with the fingers.</p>
Voice recognition word-processing software	<ul style="list-style-type: none"> <li>• MyWord V pro</li> </ul> <p>This is voice recognition word-processing software compatible with PC-Talker. The documents created can be saved as Word documents.</p>
Voice recognition email software	<ul style="list-style-type: none"> <li>• MM Mail 2</li> </ul> <p>This is software for sending and receiving emails via the Internet, which includes real-time conversion of displayed fonts, voice</p>

	guidance and autonomous key operation.
Screen Reader	<ul style="list-style-type: none"> <li>• PC-Talker 7 III (for Windows7) This is software that narrates Windows operations.</li> <li>• NetReader This is software compatible with PC-Talker that narrates Internet content.</li> <li>• JAWS for Windows Professional Ver. 14.0 Japanese Version This is a screen reader that reads out the information displayed on screen or in a window, or the text that has been typed.</li> </ul>
Magnifying Voice Reading Machine	<ul style="list-style-type: none"> <li>• YMB This reading machine reads text aloud, which is then displayed in a large font on screen. It can also be used for handwritten text, Braille and for reading DVDs aloud.</li> </ul>
Magnifying Reading Machine	<p>[Stationary Types]</p> <ul style="list-style-type: none"> <li>• Clear View Plus HD (installed in the General Library) Fitted with a high-resolution, high-definition camera, it can be magnified from about 2.5 times to 77.5 times. The monitor features an adjustable height and angle, while its ability to rotate through 90 degrees means documents with vertical text can also be viewed with numerous characters at a time.</li> <li>• Synergy SI (installed in the Komaba Library) Fitted with a high-resolution camera that can be magnified from 3 to 75 times. There are 16 combinations of font and background color and a pointer function that allows the displayed position to be confirmed.</li> <li>• Clear View Bright (installed in the Komaba Library) This can be connected to a computer to switch between the computer's zoomed screen and that of the reading machine, or view multiple separated screens simultaneously. It can also be used as a regular reading machine.</li> <li>• NVS -X1 Fitted with a high-resolution camera that can be magnified from about 2.7 to 50 times. Includes voice guidance to assist with operation and a 'Vertical/Horizontal Independent Break System' to facilitate reading of both vertically and horizontally placed text.</li> </ul>

	<p>[Portable Types]</p> <ul style="list-style-type: none"> <li>• Powered Eye On this 7-inch monitor, images can be freely magnified between 4 to 23 times.</li> <li>• Active View On this 4.3 widescreen LED monitor, images can be freely magnified between 6.5 to 26 times. It is also fitted with a 7 mega pixel auto focus camera.</li> <li>• Compact 5HD On this widescreen 5 inch monitor, images can be freely magnified between 1.5 to 18 times. The monitor can be folded and used as a magnifying glass if held over an image and can focus on images as far as 1.2 m away.</li> <li>• Zoomax Snow On this 4.3 inch monitor, images can be freely magnified between about 2 to 16 times. Reducing the number of buttons makes it even easier to operate.</li> <li>• i-loview Super HD On this widescreen 4.3 inch monitor, images can be freely magnified between 1.8 to 50 times. It is also fitted with a sophisticated bifocal camera.</li> </ul>
Magnifying Glass	Various magnifying glasses and magnification depths are available.
Scanner	<ul style="list-style-type: none"> <li>• Scan Snap SV600 Reads entire documents evenly. Accommodating dimensions up to A3 size, it can scan large documents such as newspapers or magazine spreads and eliminates the need to dismantle bound books. Ideal for converting documents and other printed matter to digital data.</li> </ul>
High Luminance Flashlight	<ul style="list-style-type: none"> <li>• Polystinger LED Illuminates objects accurately at mid- to long-distance and the focus can be adjusted, making it suitable for indoor and outdoor use.</li> </ul>
White cane	Fold-up and regular canes are available. The fold-up variety are particularly portable and a good choice when the user needs to sit down or they need to be stored away. Regular canes are durable and not easily broken. Please utilize them during training sessions, etc.
Simulation Lens Trial	This is a set which allows users to experience what it is like to be visually impaired. The lenses can be changed to simulate



	<p>university, the use of a corporate voice recognition server is available, possible applications of which include during lessons, study groups, meetings, training sessions and symposiums.</p> <p>By assigning an editor to make corrections to the text data generated from the vocal content, more accurate captions can be created. A dedicated microphone (AmiVoice Front WT01) for this software is also available for loan.</p>
Simple Written Communication Tools	<ul style="list-style-type: none"> <li>• ‘Boogie Boards’</li> </ul> <p>These are LED tablets used exclusively for writing memos by hand, which are slim, light and exceptionally portable.</p> <ul style="list-style-type: none"> <li>• ‘Kakipon’ (Magna Doodle type writing boards)</li> </ul> <p>These writing boards use magnets to create images so do not require ink and content can be deleted with the press of a button. They can be used easily in a variety of situations.</p>

<For students with restricted mobility>

Height-adjustable Desks	These desks can have their height adjusted. The front also includes a cut-out section to help accommodate wheelchair use.
Ramps	<ul style="list-style-type: none"> <li>• DECPAC EBL</li> </ul> <p>Fold-up portable ramps are available in three sizes: large (200 cm), medium (135 cm) and small (90 cm).</p>
Input Switch	<ul style="list-style-type: none"> <li>• Jelly Bean Switch</li> </ul> <p>The circular Jelly Bean Switch has an operating surface about 6cm in diameter. The switch is activated when any point on the switch surface is pressed, allowing users to operate the device with minimal hand, foot, neck, or face movement.</p>
Trackball Mouse	<ul style="list-style-type: none"> <li>• Logicool Wireless Trackball M570</li> </ul> <p>This mouse supports the hand and allows comfortable movement with a shape that does not burden the user’s arm.</p>
Reclining Chairs with Storable Footrests	These chairs feature a slide-reclining function, a storable footrest and a headrest.
Manual Wheelchair	Both standard and no-puncture types that eliminate the need to inflate the tires with air are available.
Elderly Person Simulation Materials	These allow users to experience the symptoms commonly felt by elderly people with restricted physical function. Please utilize them during training sessions, etc.

<Tools for use in emergency evacuation>

Cart for evacuating via fire stairs	<ul style="list-style-type: none"><li>• Evac Chair</li><li>• Carrydun</li></ul> <p>These devices support the evacuation of people with limited mobility via the fire stairs in the event of an earthquake, fire, or other disaster.</p>
Emergency carrying equipment	<ul style="list-style-type: none"><li>• Air Stretcher Raproval</li></ul> <p>This is a wraparound-style stretcher that uses an air-bag type fabric to envelop the evacuee and secure them with a safety belt.</p> <p>During an emergency, the evacuee can be carried downstairs in a natural position lying on their back and set down feet first.</p> <ul style="list-style-type: none"><li>• Air Stretcher Pro Safety</li></ul> <p>This stretcher uses a special type of plastic and has a negative pressure shape memory. It keeps the evacuee's body still to enable safe and secure evacuation.</p>
Securing tools	<ul style="list-style-type: none"><li>• EMS board</li></ul> <p>These boards are used to keep people's heads, necks, backs and thighs still and stable.</p>

## **Chapter 3 When accepting students with disabilities**

### **When accepting visually impaired students**

#### **1 What is visual impairments**

Visual impairment means a status of being visually impaired or blind due to disability in any one of the visual components comprising the eyeball, optic nerve, cerebral vision center, etc. It can be broadly classified into “blindness” and “low vision”, but the degree of disability varies very considerably between individuals. For example, “blindness” not only refers to a condition where a person is completely unable to see, but also includes conditions of being able to distinguish light and darkness, being able to understand a hand waved right in front, being able to recognize the number of fingers held up right in front, etc. Also, “low vision” covers a spectrum, including not only simply having poor eyesight, but also having a narrow field of vision, inability to view the central area, having a doughnut-shaped invisible portion, having cloudy vision as if seeing through opaque glass, hypersensitivity to light, suddenly having difficulty seeing in the dark although quite able to see properly in bright places, etc.

Furthermore, there are also circumstances of difficulties in recognizing a specific color or where the perception of color varies.

Accordingly, the support needs also vary among individuals. In addition to the degree of disability, other variables that differ include the time the person went blind, past learning environment, etc., understanding of the surrounding conditions, means of motion, method of access to character information, etc. In response, the first priority is to start support after checking how the person can see and their past support situation and properly discussing what kind of support would be most effective.

#### **2 When holding the first meeting with a visually impaired student**

##### **(1) Preparation for the first meeting**

The department, when receiving a request for support from a visually impaired student, holds an initial meeting with the student in question and other parties involved.

For the meeting, the following preparations are necessary:

- Coordination of meeting dates and venues, call to the persons concerned (including the student in question and Disability Services Office)
- Receiving an “Application for barrier-free support” from the student in question
- Submitting the “Application for barrier-free support” (copy) to the Disability Services Office
- Checking the route to the meeting venue (for any dangerous object that may hinder

walking)

- Check the necessity for guidance and a meeting point

- When distributing materials in a meeting, check the desired material format.

Example: 1) Expansion (check the font / character size with the student in question) 2) Braille edition 3) Sending text data or an accessible PDF\* in advance 4) With the normal edition, use a Magnifying Reading Machine (which can be loaned from the Disability Services Office)

\* Accessible PDF: A format which supports document reading (text extraction) with screen reader.

\* For details, please consult the Disability Services Office.

## (2) Consideration in a meeting

- If the person has a limited visual field or is sensitive to light, consider the seating position.
- Once the person has entered a room, briefly explain the internal configuration and the seating position.
- To inform him/her or who is seated where, from the facilitator in order, have each individual introduce themselves. It would also be preferable for each person to say their name before speaking so that the student can also understand who is speaking during the meeting. When leaving a meeting early or joining a meeting partway through, speak briefly with the student depending on the circumstances.
- When speaking, avoid using directions and use more specific terms. (Example: there → on your right)

## (3) Points to be checked

In the first meeting, check the following with visually impaired students:

- If special measures were taken for the entrance examination, explain that information on hindrances is to be recorded on the application form.
- Explain that the contact for consultation in the faculty of students with disabilities is the support implementation officer and explain that consultation with the Disability Services Office is also possible.
- Explain and confirm the flow of support for students with disabilities in accordance with the diagram “Support flow for students with disabilities and the role of the support implementation officer” (P. 11).
- When assistance is requested for students with disabilities, confirm that notification will be made to the teaching staff involved in implementing assistance, teaching staff and support staff etc.

- When support is to be provided by support staff, preparation from an early stage for their recruitment and training is needed, so the first meeting must be used to specifically consider the nature of the desired support.
- When support is provided by support staff, since it is possible that dispatch of staff may not be in time to recruit / train support staff at the beginning of the semester, explain that there will be consultation about alternative methods at the time of interview.
- In terms of extra-curricular support, gain an understanding within the available scope of information on utilization of the public support system.

For further individual points to be checked, please see “List of main points to be checked in the first meeting with visually impaired students” in the following.

<List of main points to be checked in the first meeting with visually impaired students>

1	Status of disabilities	Name of disabilities / illness Presence of physical disability certificate		If present, confirm the level
2	Conditions of disabilities	Visual acuity	Blindness	Completely impossible to see / able to recognize light and darkness / able to recognize the shape of object
			Low vision	Visual acuity (degree), visual field (range of vision / defective portion), adaptation to luminosity; (presence of use of shading lens), presence of color blindness
		Timing of onset of disorder	<ul style="list-style-type: none"> <li>• Congenital</li> <li>• Acquired</li> </ul>	Presence of progress of symptoms
		Move / walk	<ul style="list-style-type: none"> <li>• White cane</li> <li>• Guide helper</li> <li>• Guide dog</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of use of white cane (all the time / partially)</li> <li>• Availability of single walking (presence of experience of walking training)</li> </ul>

		Use character	<ul style="list-style-type: none"> <li>• Indian ink letters (normal characters)</li> <li>• Braille</li> <li>• Others</li> </ul>	Font easy to read (font / size) Alternative means when neither Indian ink or braille can be used.
		Use equipment / assisting tool, etc.		—
		Other disabilities	<ul style="list-style-type: none"> <li>• Other disabilities</li> <li>• Internal Disease</li> <li>• Presence of complication</li> </ul>	—
3	Residence after admission	Whether housemate (s) present	If living alone	<ul style="list-style-type: none"> <li>• Experience living alone or not</li> <li>• Neighborhood acquaintances or not</li> <li>• General rental, Tokyo University student dormitory, other student dormitory</li> </ul>
			If living with housemates	Details of housemates
4	Commuting to school	Method		Train / Bus / Walking
		Route		—
5	Support received to date	Support received from elementary to high schools		Support content and the support that was effective
6	Request for support at the University	Assistance requested or not		Requested / Not requested
		Whether support requested	Lectures in general / other	Specific support content
			Physical training	Want physical training with a supporter / want courses other than physical training
			Information processing practice	Presence of screen magnification / narration software, etc.
(In the case of a	Arrangements for supporters,			

		science student) Experiment	assisting tools, etc.
7	Long-term study system	Institution introduction	* Since the implementation differs at each graduate school and department, confirmation is required
	Digitization of documents	Service introduction	—
8	Entrance ceremony / new student guidance	Assistance requested or not	Requested / Not requested
9	Periodical health check	Assistance requested or not	Requested / Not requested

### 3 When starting support for a visually impaired student

- Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.
- Submit the “Confirmation of Support” (copy) to the Disability Services Office.
- Submit the “Support Implementation Plan” to the Disability Services Office.
- For assistance involving the loan of assistive equipment, submit an “Application for lending of assistive equipment, etc.” to the Disability Services Office

Following consultation during the first meeting, the contents of support will be negotiated and decided between the parties involved, including the recipient in person. Sometimes, the optimal means of support is decided while trying out multiple means of support in order.

#### ○ Examples of support for visually impaired students

Examples of support for visually impaired students are shown as follows:

#### **Moving within the University**

There are several buildings where classes take place and I am concerned over whether I can find my way to the classrooms by myself.

<Support Example>

Guiding within the environment: tour the classrooms with the student in question in advance and check the locations including the following matters, etc.

Examples of matters for which confirmation desired before classes start:

- If there is any area including a hindrance to walking or a place where the student may be exposed to danger.
- Whether guidance blocks are laid out or some other object serving as a landmark on the way to the buildings hosting the classes.
- If there are enlarged and Braille displays at the doorways to the classrooms, etc.

The area near the entrance to the building housing the laboratory is dim and I feel it's dangerous to walk there.

<Support Example>

Facility improvement: replace lights in areas of high student traffic with bright lights. Also, affix fluorescent tape, etc. to stair edges to increase visibility and awareness of any uneven spots on stairs.

Bicycles and cars are parked on blocks and signboards may be placed over them hindering the guidance function and movement.

<Support Example>

Call the attention of surrounding persons: Call the attention of students and teaching staff, suppliers entering the campus to make deliveries, etc., orally and by posters.

## **Class**

Inability to understand the content of the textbooks and the documents distributed in classes.

<Support Example>

Provide digital versions of documents: When document data is available, provide it to the student. Concerning documents only available as hard copies, scan them as PDF files, then extract the text information with OCR software. Converting them to electronic data will help visually impaired students to read documents by expanding the size and changing the contrast to make the text easy to view on computers. Students who are blind can also check content by using narration software. Text files can also be converted to Braille data.

Reading aloud the distributed documents: When it is difficult to provide digital versions, a member of the support staff sits next to the student during class and reads the content of the document aloud on the spot or takes time before and after class to read out this information face-to-face.

It is difficult to complete response papers distributed / collected during class.

<Support Example>

Change of font: For visually impaired students, since it is difficult to recognize characters and thin ruled lines, etc. as they are, determine the students' requests and create forms that are easy to view and complete by changing the font and font size (example: Ming type / 10.5 points → Gothic type / 22 points), changing the ruled lines to thicker ones, etc.

Change of submission method: For students who have difficulty in writing, consider alternative submission methods such as making the student submit a recording of dictated content via an IC recorder or the contents of student dictation written out, allowing the student to submit in Braille or data created by PC after the class, etc.

\* Even if a student is able to write, if additional time is required to do so, the same consideration is required.

Inability to understand the content of video teaching materials aired during classes.

<Support Example>

Explanation by assistant: The support staff sits next to the student and according to circumstances, explains the content of video and reads it aloud - subtitling.

Lending teaching materials: Consider lending video materials so that students can check the content by listening to it repeatedly.

Inability to check the content of writing on blackboard or slides.

<Support Example>

Reading content aloud: It helps the understanding of the student if written content is read aloud as far as possible and if diagrams are included, add supplementary explanation. When explaining, avoid directives ("this", "there", etc.) but replace them with specific terms.

Setting up priority seating: For visually impaired students, the position where they find it easy to see differs according to each individual depending on their visual acuity, visual field, sensitivity to glare, assisting tool they require (monocle, loupe, portable magnifying reading machine, etc.). According to the student's request, secure a seat in a position where it's easy them to see as a priority seat.

\* Some students find it difficult to view the light of a laser pointer used when explaining slides. In that case, consideration such as using hands or a pointer, etc. is required.

Inability to understand who is speaking in the seminar and group work.

Also unaware of the right timing for own speech.

<Support Example>

Request cooperation of the surrounding persons: It would also be preferable for each person to say their name in turn and then before speaking so that the student can also understand.

Nominating, monitoring timing: also inviting students to participate, teaching staff or the facilitator monitor the timing to nominate the student and prompt utterance so that the student can take part.

## **Exam**

Inability to understand the content if provided with the same question sheet that normal students receive.

Also, difficulty in completing the answer sheet.

<Support Example>

Processing of question sheet: Configure the question and answering sheet in a way that suits the student such as translating it into Braille, changing the font to one which is easy to read for the student, etc.

Changing answer method: Consider changing the answer method commensurate with the student's circumstances, such as allowing answering in Braille, answering by PC, answering via dictation (recording of dictated content via an IC recorder or the student answer sheet written out), etc.

\* To implement the above support, hold a meeting in advance with the student, a support implementation officer, teaching staff in charge and the Disability Services Office and submit to the teaching staff in charge a "Request for consideration in exam" commensurate with the student's situation, content of the exam, etc. According to circumstances, "taking exams in a separate room" or "a time extension" may be simultaneously used.

## **Other**

Difficulty in checking the content placed on a notice board.

<Support Example>

Provision of information online and by email: Disclose content identical to the bulletin material online. For matters that directly relate to the student, provide information by email as well.

Inspection/read aloud at the reception desk: Provide details of bulletin board content so that the student can always check the same at the counter and have it read aloud on request.

Difficulty in completing documents to be submitted to the office in personal handwriting.

<Support Example>

Allograph by teaching staff and caregivers: when difficult to complete documents required for administrative procedures, etc., in answer to demands of the student, teaching staff at the counter write on their behalf. Also, when the student is with a caregiver, approve allograph procedures by the caregiver.

## **When accepting hearing-impaired students**

### **1 What is hearing impairments**

A hearing impairment refers to a state of not hearing well or being deaf due to a disability in any of the relevant regions (external ear, middle ear, internal ear or auditory nerve) that send speech information to the cerebrum. However, even when the same term hearing impairment is used, individual differences in terms of the ability to hear sound arise. The nature of hearing varies, for example, “it sounds like the volume is too low and it’s difficult to hear,” “it sounds like the sound is distorted and although I can hear the sound, it’s difficult to identify the source,” “even with a hearing aid, I can hardly hear sound or voice,” etc. Hearing ability also depends on the environment and varies depending on ambient noise, presence of acoustic echoes, the way in which the counterpart talks and so on.

Although the person may be able to respond in one-to-one conversation in a quiet place, in an environment with numerous other people in a large classroom, “inability to hear” or “difficulty hearing” may arise.

Communication methods also differ depending on each individual, not just the types and degree of hearing impairments but also the period of hearing impairments, schooling history, etc., which is why relatively many people use residual hearing, lipreading, communication via writing, KUSHO, sign language, etc. and/or communication by combining those methods. Based on the above, when supporting, first of all, it is important to confirm the nature of the disability affecting the person in question and the support situation the person has received to date and start giving them proper support after thoroughly consulting on the kind of support that would be effective.

### **2 When holding the first meeting with a hearing-impaired student**

#### **(1) Preparation for the first meeting**

The department, when receiving a request for support from a hearing-impaired student, holds an initial meeting with the student in question and other parties involved. For the meeting, the following preparations are necessary:

- Coordination of meeting dates and venues, call to the persons concerned (including the

student in question and Disability Services Office)

- Receiving an “Application for barrier-free support” from the student in question
- Submitting the “Application for barrier-free support” (copy) to the Disability Services Office
- Confirmation of the need to guarantee information assurance for the disabled

\* Guaranteeing information assurance: means support which involves providing hearing-impaired students with information of equivalent quality and quantity as that received by other students so that the students can participate in the occasion.

Depending on the circumstances of individual students, the type of guaranteed information assurance differs. (See below)

- When guaranteed information assurance is required, confirm which type

Example: 1) PC-taking 2) Note-taking 3) Sign language interpretation 4) Hearing assistive device (which can be loaned from the Disability Services Office)

\* For details, please consult the Disability Services Office.

## (2) Consideration in a meeting

- Prepare a venue that is quiet and where echoes are minimized.
- Seat hearing-impaired students such as to facilitate their lipreading of attendees and help them get the bigger picture. In addition, when engaging in information assurance activities, prepare seating suitable for each type of information assurance activity. Since the appropriate seat position also depends on the position of the lighting and the window, try to accommodate each situation.

## (3) Points to be checked

In the first meeting, check the following with hearing-impaired students:

- If special measures were taken for the entrance examination, explain that information on hindrances is to be recorded on the application form.
- Explain that the contact for consultation in the faculty of students with disabilities is the support implementation officer and explain that consultation with the Disability Services Office is also possible.
- Explain and confirm the flow of support for students with disabilities in accordance with the diagram “Support flow for students with disabilities and the role of the support implementation officer” (P. 11).
- When assistance is requested for students with disabilities, confirm that notification will be made to the teaching staff involved in implementing assistance, teaching staff and support staff etc.

- When support is to be provided by support staff, preparation from an early stage for their recruitment and training is needed, so the first meeting must be used to specifically consider the nature of the desired support.
- When support is provided by support staff, since it is possible that dispatch of staff may not be in time to recruit / train support staff at the beginning of the semester, explain that there will be consultation about alternative methods at the time of interview.
- In terms of extra-curricular support, gain an understanding within the available scope of information on utilization of the public support system.

For further individual points to be checked, please see “List of main points to be checked in the first meeting with hearing-impaired students” in the following.

<List of main points to be checked in the first meeting with hearing-impaired students>

1	Status of disabilities	Name of disabilities / illness		If present, confirm the level
		Presence of physical disability certificate		
2	Conditions of disabilities	Hearing ability		Hearing ability level (dB)
		Hearing aid equipment	[Hearing aid]	Vocal hearing ability (Example: differences when hearing sound through equipment such as a microphone, differences depending on the environment etc.)
			<ul style="list-style-type: none"> <li>• Wearing or not</li> <li>• When worn</li> <li>• Type</li> <li>• Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of hearing aid center for the student in the Tokyo area</li> </ul>
			[Cochlear implant]	Vocal hearing ability (Example: differences when hearing sound through equipment such as a microphone, differences depending on the environment etc.)
[Hearing assistive device]	<ul style="list-style-type: none"> <li>• Scope to use or not</li> <li>• Whether personally owned or</li> </ul>			

			<ul style="list-style-type: none"> <li>• Experience using or not</li> <li>• Type</li> </ul>	<ul style="list-style-type: none"> <li>not</li> <li>• Whether relevant information is needed</li> </ul>
		Communication	Means (auditory / oral, written communication, sign language)	<ul style="list-style-type: none"> <li>• In the event of 1-to-1</li> <li>• In the event of a group (Discussion, seminar group, etc.)</li> </ul>
		Outpatient treatment	Presence of a doctor consulted as outpatient	Presence of a doctor consulted as outpatient in the Tokyo area
		Other disabilities	<ul style="list-style-type: none"> <li>• Other disabilities</li> <li>• Internal Disease</li> <li>• Presence of complication</li> </ul>	<ul style="list-style-type: none"> <li>• Dizziness</li> </ul>
3	Residence after admission	Whether housemate (s) present	If living alone	<ul style="list-style-type: none"> <li>• Experience living alone or not</li> <li>• Neighborhood acquaintances or not</li> <li>• General rental, Tokyo University student dormitory, other student dormitory</li> </ul>
			If living with housemates	Details of housemates
4	Commuting to school	Method	Train / Bus / Walking	
		Route	—	
5	Support received to date	Support received from elementary to high schools	<ul style="list-style-type: none"> <li>• Commuting to school for deaf, school for hearing-impaired, facilities etc. / Experience to date or not</li> <li>• What kind of assistance was received during class</li> <li>• What kind of support was most effective?</li> <li>• Experience of receiving</li> </ul>	

			<p>information assurance or not</p> <ul style="list-style-type: none"> <li>• What kind of information assurance was most effective?</li> <li>• Have you gathered information on support or seen and heard such information?</li> </ul>
6	Request for support at the University	Assistance requested or not	<ul style="list-style-type: none"> <li>• Desired / May be desired (Example: Foreign language only) / Not desired</li> <li>• Confirmation of details of in-class support (securing priority seats, consideration from teachers in charge of the classes, responding to listening, information assurance method &lt;hearing assistive device, PC-taking, Note-taking etc.&gt;)</li> </ul>
7	Long-term study system	Institution introduction	* Since the implementation differs at each graduate school and department, confirmation is required
8	Entrance ceremony / new student guidance	Assistance requested or not	<ul style="list-style-type: none"> <li>• Requested / Not requested</li> <li>• What kind of support is desired? (details of information assurance)</li> </ul>
9	Periodical health check	Assistance requested or not	Requested / Not requested

### 3 When starting support for a hearing-impaired student

- Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.
- Submit the “Confirmation of Support” (copy) to the Disability Services Office.
- Submit the “Support Implementation Plan” to the Disability Services Office
- For assistance involving the loan of assistive equipment, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office.

Following consultation during the first meeting, the contents of support will be negotiated and decided between the parties involved, including the recipient in person. Sometimes, the optimal means of support is decided while trying out multiple means of support in order.

○ **Examples of support for hearing-impaired students**

Examples of support for hearing-impaired students are shown as follows:

**Orientation**

I don't know what is being discussed at orientation.

<Support Example>

Information assurance: dispatch of 'computer takers' that input audio information to a personal computer and transcribe it, dispatch of note takers that convey audio by recording it on a notebook, dispatch of sign language interpreters and presenting the contents in visual form.

**Lesson**

Inability to hear remarks made by the teacher or other students during lessons or even when a question is posed by the teacher, I do not know what is being asked and cannot answer.

<Support Example>

Installation of priority seats: Within the classroom, students prepare priority seats in positions where people speaking can be most easily heard. Depending on the case, hearing ability may differ between the left and right sides, so confirm the specific position in the classroom with the person in advance.

Priority seats are identified by the above mark.

Use of hearing assistive device: The speaker has a transmitter (microphone) and uses a system that delivers sound directly to the student's receiver.

PC-taking (PC character interpretation): Two personal computer takers take turns inputting the audio information during the lesson to a laptop computer, then conveying it. This is done by connecting together two or three personal computers in the classroom and the right equipment has to be prepared. Although it is renowned as a means of allowing audio information to be captioned in close to real time and handle large amounts of information, conveying the essence of mathematical formulas, charts, graphs and similar tends to be difficult.

Taking notes (written interpretation): Two note takers sit next to the student and transcribe the audio information from the lesson in loose-leaf format. This method is suitable for lessons involving a limited amount of information, which can then be handwritten and summarized, but there is no need for special equipment and mathematical formulas, charts, graphs, etc. are widely used.

Note creation: During the lesson, the support staff draw up lesson notes when the students focusing on listening to the sounds and unable to take notes, or if they have concerns over listening.

\* From now, combined support will be provided aligned to the type of lesson, the speaking characteristics of individual teaching staff and student's wishes etc. Moreover, there is also scope to change the contents of support, even during the semester.

In a language lesson, I don't understand the audio of the listening materials.

<Support Example>

Advance loan: For hearing-impaired students, we will acquire audio teaching materials in advance so that they can listen without involving microphones and broadcasting equipment.

Learning support: For hearing-impaired students, set aside separate learning support time to listen to audio while reading a script.

Study course transfer: Transfer study to a course not involving listening.

During seminar-style lessons, inability to determine who is speaking where.

<Support Example>

Layout design: To configure the set-up to allow students to keep track of the seminar most effectively, other students, facilitators and information assurance persons such as computer takers will collectively consider the placement of the students' seats and the arrangement of their screens.

Request for cooperation to speakers: When multiple students speak at the same time, it is very difficult for students to keep track of the contents of the discussion, so we urge them to ensure that they do not speak at the same time.

In addition, when speaking, only start speaking after raising the hand, so that the listener has a visual cue.

The contents of videos, etc., cannot be determined without subtitles.

<Support Example>

Voice transcription and provision of scripts: We will acquire and prepare teaching materials beforehand.

Creating subtitles: teaching materials obtained in advance, subtitles inserted.

Concern over inability to convey notes on experimental/practical aspects or inability to sense danger.

<Support Example>

Information assurance: Since experimental/practical work involves movement, select the form of information assurance best suited to the activity, such as taking notes and/or sign language interpretation and convey the notes.

Reminder: If chemicals and special equipment are being handled and danger is involved, students to be given as much advance notice as possible and the contents of notes to be checked at the start.

\* To implement the above support, we will meet with students, the support implementation officer, teaching staff in charge of experiments and the Disability Services Office in advance, consult with the student and allow courses to be taken safely.

## **Exam**

Concern over availability of accurate information on exam schedule and report tasks.

<Support Example>

Information assurance: Visually convey information on schedules, tasks and notes by writing on the board or giving notes to ensure no information is omitted.

Inability to understand the contents of compulsory listening courses.

<Support Example>

Change listening method: During examinations, allowing exams to be taken in a separate room, devising a listening method which involves listening without involving speakers, using the hearing aid system and so on.

Alternative measures: Consider change to reports, etc.

\* To implement the above support, hold a meeting in advance with the student, a support implementation officer, teaching staff in charge and the Disability Services Office and submit to the teaching staff in charge a "Request for consideration in exam" commensurate with the

student's situation, content of the exam, etc.

## **When accepting students with orthopedic/mobility impairments**

### **1 What are orthopedic/mobility impairments?**

Orthopedic/mobility impairments refer to circumstances in which organs used to move the body are damaged due to illness or injury, which hinders activities in daily life, such as walking and writing.

The circumstances of the disorder vary considerably among different individuals, in terms of the affected site and extent, for example, the disorder may affect either the left or right hand, arm, or leg, or exercising the legs or the whole body may be difficult.

Moreover, the scope ranges from a degree of disability that has little impact on student life, difficulty in standing and walking, etc., using canes, requiring a wheelchair or prosthetic limbs, the degree to which assistance is required and so on.

Accordingly, the support needs also vary among individuals. For students using wheelchairs and canes, steps several centimeters' high and slopes hinder mobility. Students facing impairments affecting their hands and fingers find tasks such as writing letters or turning over pages of textbooks a challenge. First of all, it is important to confirm the nature of the disability affecting the person in question and the support situation the person has received to date and start giving them proper support after thoroughly consulting on the kind of support that would be effective.

### **2 When holding the first meeting with a student with orthopedic/mobility impairments**

#### **(1) Preparation for the first meeting**

The department, when receiving a request for support from a student with orthopedic/mobility impairments, holds an initial meeting with the student in question and other parties involved.

For the meeting, the following preparations are necessary:

- Coordination of meeting dates and venues, call to the persons concerned (including the student in question and Disability Services Office)
- Receiving an "Application for barrier-free support" from the student in question
- Submitting the "Application for barrier-free support" (copy) to the Disability Services Office
- Confirm access to the interview venue
- Confirm need for a parking lot

- Confirm whether existing toilet can be used
- Confirm whether temperature control is possible

(2) Consideration in a meeting

- Regarding seating for meetings, there are times when the person will move from a wheelchair to a normal chair and others when the wheelchair user remains in the wheelchair. Prepare sufficiently to allow either to be chosen.
- When using a chair, ensure it is stable and without casters to prevent any danger to the user while seated.
- If the user will not sit in a chair, prepare a desk with space for the knees and lower limbs to go underneath unhindered, allowing them to sit in the wheelchair comfortably and in a location easily accessible from the entrance.

(3) Points to be checked

In the first meeting, check the following with students with orthopedic/mobility impairments:

- If special measures were taken for the entrance examination, explain that information on hindrances is to be recorded on the application form.
- Explain that the contact for consultation in the faculty of students with disabilities is the support implementation officer and explain that consultation with the Disability Services Office is also possible.
- Explain and confirm the flow of support for students with disabilities in accordance with the diagram “Support flow for students with disabilities and the role of the support implementation officer” (P. 11).
- When assistance is requested for students with disabilities, confirm that notification will be made to the teaching staff involved in implementing assistance, teaching staff and support staff etc.
- When support is to be provided by support staff, preparation from an early stage for their recruitment and training is needed, so the first meeting must be used to specifically consider the nature of the desired support.
- When support is provided by support staff, since it is possible that dispatch of staff may not be in time to recruit / train support staff at the beginning of the semester, explain that there will be consultation about alternative methods at the time of interview.
- In terms of extra-curricular support, gain an understanding within the available scope of information on utilization of the public support system.

For further individual points to be checked, please see “List of main points to be checked in the

first meeting with students with orthopedic/mobility impairments” in the following.

<List of main points to be checked in the first meeting with orthopedic/mobility impairments>

1	Status of disabilities	Name of disabilities / illness Presence of physical disability certificate		If present, confirm the level
2	Conditions of disabilities	Common	Attending physician	—
			Impact on lessons / student life	Access to the classroom / toilet / public facilities
		Function of lower limbs	Transportation	<ul style="list-style-type: none"> <li>• Wheelchair (electric, manual) / cane / other</li> <li>• Ability to negotiate steps or slope unaided?</li> </ul>
			Standing position	Possible / Possible for short time / Impossible
			Toilet type	Wheelchair-accessible toilet / Normal western-style toilet * Also confirm excretory function
			Prosthetic device	—
		Function of body trunk	Seated position	Possible / Possible for short time / Impossible
		Function of upper limbs	<ul style="list-style-type: none"> <li>• Written form</li> <li>• PC operation</li> </ul>	If difficulty encountered, also check assistive equipment
		Communication	Speech	If difficulty with expression, also check communication equipment
		Other disabilities	<ul style="list-style-type: none"> <li>• Other disabilities</li> <li>• Internal Disease</li> <li>• Presence of complication</li> </ul>	—
3	Residence	Whether	If living alone	• Experience living alone or

	after admission	housemate (s) present		<ul style="list-style-type: none"> <li>not</li> <li>• Neighborhood acquaintances or not</li> <li>• General rented accommodation, Todai student dormitory (Oiwake international student dormitory, Toshima international student dormitory, International Kashiwa lodge, including barrier-free room), other student dormitory</li> </ul>
			If living with housemates	Details of housemates
4	Commuting to school	Method		Train / bus / car (including if picked up) / Walking
		Route		—
5	Support received to date	Support received from elementary to high schools		Support content and the support that was effective
6	Request for support at the University	Assistance requested or not		<ul style="list-style-type: none"> <li>• Requested / Not requested</li> <li>• Confirmation of support details in lesson (securing priority seats, consideration for teaching staff in charge of classes, and support during practical skills and experiments)</li> </ul>
7	Long-term study system	Institution introduction		* Since the implementation differs at each graduate school and department, confirmation is required
	Digitization of documents	Service introduction		—
8	Entrance	Assistance requested or not		Requested / Not requested

	ceremony / new student guidance		
9	Periodical health check	Assistance requested or not	Requested / Not requested

### 3 When starting support for a student with orthopedic/mobility impairments

- Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.
- Submit the “Confirmation of Support” (copy) to the Disability Services Office.
- Submit the “Support Implementation Plan” to the Disability Services Office
- For assistance involving the loan of assistive equipment, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office.

Following consultation during the first meeting, the contents of support will be negotiated and decided between the parties involved, including the recipient in person. Sometimes, the optimal means of support is decided while trying out multiple means of support in order.

#### ○ Example support for students with orthopedic/mobility impairments

Examples of support for students with orthopedic/mobility impairments are shown as follows:

#### **Facility maintenance**

Concern over ability to attend classroom lessons in a wheelchair after entering university.

<Support Example>

Barrier-free check along lines of human flow: Carrying out “barrier-free checks along the flow line of human traffic after enrollment” from an early stage by the relevant students, a support implementation officer, facility personnel, Disability Services Office, etc.

The building housing a classroom has no slope and is not wheelchair-accessible.

<Support Example>

Changing classroom: Relocate the classroom for the lesson to one in a building that is wheelchair-accessible.

Facility maintenance: We will install a slope or lifting platform in the building, eliminate steps

and enable access to the classroom.

▲ <Example facility construction> Eliminating steps at the entrance to a building

### **Lesson**

The desk and chairs in the classroom are fixed, making it difficult to use the desk with the wheelchair.

<Support Example>

Installing a special desk: We will install a special desk in the vacant space in the classroom. At the Disability Services Office, we loan desks capable of being moved up and down.

Removal of chair/Installation of priority seats: to facilitate the use of desks with wheelchairs, we will remove some fixed chairs and make priority seats instead of movable chairs.

Priority seats are identified by the above mark.

In classrooms with configurations that mean only desks near the entrance are wheelchair-accessible, because other students sit down first, none of the desks can be used.

<Support Example>

Installation of priority seats: Secure seats that are easy to use with wheelchairs near the classroom entrance and designate them as priority seats.

Difficulty in maintaining body temperature and tendency to get sick, especially for lessons in summer and winter.

<Support Example>

Temperature control in the classroom: For students who find it difficult to maintain their body temperature, keep the classroom temperature constant.

Installation of priority seats: Secure seats near the air-conditioning equipment in the classroom and designate them priority seats.

Difficulty in moving fingers, making it difficult to take notes.

<Support Example>

Note creation: Support staff to create lesson notes.

Scope to bring in personal computer and ancillary equipment: If the use of personal computers and ancillary equipment makes writing possible, we will consider allowing them to be brought into lessons.

\* In other cases, depending on the lesson format etc., we may consider offering support commensurate with the circumstances, such as permission to record lessons etc.

Difficulty in submitting attendance cards and reaction papers during lessons, due to the difficulty in moving fingers.

<Support Example>

Submission after lesson: Review the submission after the lesson.

Submission by alternative method: An author writes out content dictated by the student or the student is allowed to use a personal computer to input the material after the lesson. Consider adapting the submission method to the circumstances.

### **Exam**

Difficulty in exercising fingers, which makes writing on answer sheets difficult.

<Support Example>

Change of answer method: Examine scope to adapt the permissible answer method commensurate with the status of the student, such as enlarging the answer sheet, allowing answering via personal computer, recording dictated content on a recorder or writing by the author on the answer sheet and allowing a test time extension in another room.

\* To implement the above support, hold a meeting in advance with the student, a support implementation officer, teaching staff in charge and the Disability Services Office and submit to the teaching staff in charge a “Request for consideration in exam” commensurate with the student’s situation, content of the exam, etc.

### **Other**

The space in front of the notice board is always crowded with many people and cannot get close to it or see it from a wheelchair because it is installed in an elevated position.

<Support Example>

Provision of information online: Disclose content identical to the bulletin material online.

Filing postings: Filing postings to be visible and available at the reception desk as well.

Since the nearest station is not barrier-free, commuting to school by public transport is not possible. Request to allow commuting to school by private car.

<Support Example>

Issuance of a Special Vehicle Access Permit: We will consider issuing a “Special Permit” on an

annual basis free of charge.

Establishment of a private parking lot: We will consider installing a “private parking lot” in a location from which lesson classrooms and laboratories are easily accessible.

#### ▲ Private parking indications on campus

### **When accepting students with internal disorders/chronic diseases**

#### **1 Internal disorders or chronic diseases**

Internal disorders include the following internal seven disorders: cardiac dysfunction, kidney dysfunction, respiratory dysfunction, bladder/rectal dysfunction, small bowel dysfunction, immune dysfunction due to human immunodeficiency virus (HIV), liver dysfunction.

People who have progressive diseases are often concerned about changes in their symptoms and need continuous medical care and to secure a place in which they can rest well. It is crucial to ensure they are familiar with their surroundings.

Although they may be excluded from the scope of internal disorders, other chronic diseases may also restrict activities in school life and social life and since appearance alone is insufficient to understand such conditions, various misunderstandings are possible.

Students in internal disorders or chronic diseases cannot be distinguished from healthy students based on appearance alone unless the person concerned makes them clear. Without making any request, such students often start student life but then suffer seizures or poor physical condition, resulting in problems such as long-term absence which have to be handled in some cases. There is a need to promote awareness among students with disabilities that they can receive support at school and we need to create an environment where students can enjoy student life with peace of mind. There is a need to generally focus on avoiding overwork and negotiating handling of lesson absence etc. due to commuting to hospital etc. For teaching staff in charge of classes etc., although there is a need for consideration of the circumstances, with privacy in mind, the intention of the person in question must also be respected.

#### **2 When holding the first meeting with an internal disorder/chronic disease student**

##### (1) Preparation for the first meeting

The department, when receiving a request for support from an internal disorder/chronic disease student, holds an initial meeting with the student in question and other parties involved. During interviews with students who have an internal disorder or chronic disease, the presence of teaching staff from the health center would be desirable. For the meeting, the following

preparations are necessary:

- Coordination of meeting dates and venues, call to the persons concerned (including the student in question and Disability Services Office)
- Receiving an “Application for barrier-free support” from the student in question
- Submitting the “Application for barrier-free support” (copy) to the Disability Services Office
- Confirm access to the interview venue
- Confirm need for a parking lot

(2) Consideration in a meeting

- We will take your physical condition into consideration at the time of interview.

(3) Points to be checked

In the first meeting, check the following with internal disorder/chronic disease students:

- If special measures were taken for the entrance examination, explain that information on hindrances is to be recorded on the application form.
- Explain that the contact for consultation in the faculty of students with disabilities is the support implementation officer and explain that consultation with the Disability Services Office is also possible.
- Explain and confirm the flow of support for students with disabilities in accordance with the diagram “Support flow for students with disabilities and the role of the support implementation officer” (P. 11).
- When assistance is requested for students with disabilities, confirm that notification will be made to the teaching staff involved in implementing assistance, teaching staff and support staff etc.
- When support is to be provided by support staff, preparation from an early stage for their recruitment and training is needed, so the first meeting must be used to specifically consider the nature of the desired support.
- When support is provided by support staff, since it is possible that dispatch of staff may not be in time to recruit / train support staff at the beginning of the semester, explain that there will be consultation about alternative methods at the time of interview.
- In terms of extra-curricular support, gain an understanding within the available scope of information on utilization of the public support system.

For further individual points to be checked, please see “List of main points to be checked in the first meeting with internal disorder/chronic disease students” in the following.

<List of main points to be checked in the first meeting with internal disorder/chronic disease students>

1	Status of disorder and disease	Name of disorders / diseases and whether physical disability certificate (medical certificate) held or not		Whether or not progressive / if so, confirm grade
2	Conditions of disabilities	Common	Attending physician	—
			Constraints on activity	Impact on lessons / student life
		Heart disease	<ul style="list-style-type: none"> <li>• Pacemaker</li> <li>• Seizure</li> <li>• Details of any exercise constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Wearing or not</li> <li>• Frequency and response</li> </ul>
		Diabetes	<ul style="list-style-type: none"> <li>• Type I or II</li> <li>• Dietary restrictions</li> <li>• If insulin injected</li> <li>• Response when blood sugar is low</li> <li>• Complications</li> </ul>	<ul style="list-style-type: none"> <li>• kcal / day</li> <li>• Frequency, time, unit</li> </ul>
		Kidney disease	<ul style="list-style-type: none"> <li>• Dialysis or not</li> <li>• Details of any exercise constraints</li> <li>• Dietary restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency, time</li> </ul>
		Epilepsy	<ul style="list-style-type: none"> <li>• Causal mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency, response method</li> </ul>

			• Seizure	
		Asthma etc. respiratory diseases	• Seizure	• Frequency, response method
		Allergic diseases	Effects of medication	Drowsiness, loss of concentration etc.
		Frequent urination	Cause (neurological or disease)	Tolerance time
		Hypersensibility	Sensitivity to what?	—
3	Residence after admission	Whether housemate (s) present	If living alone	<ul style="list-style-type: none"> <li>• Experience living alone or not</li> <li>• Neighborhood acquaintances or not</li> <li>• General rental, Tokyo University student dormitory, other student dormitory</li> </ul>
			If living with housemates	Details of housemates
4	Commuting to school	Method		Train / bus / car (including if picked up) / Walking
		Route		—
5	Support received to date	Support received from elementary to high schools		Support content and the support that was effective
6	Request for support at the University	Assistance requested or not		<ul style="list-style-type: none"> <li>• Regular interview</li> <li>• Request consideration of facility members (during lessons)</li> <li>• Request for consideration of facility members (during exams)</li> <li>• Resting room / space</li> <li>• Consideration of proceedings before enrollment</li> <li>• Practical skill in physical</li> </ul>

			education (possessed/not possessed) (Medical care application required) • Emergency contact system
7	Long-term study system	Institution introduction	* Since the implementation differs at each graduate school and department, confirmation is required
8	Entrance ceremony / new student guidance	Assistance requested or not	Requested / Not requested
9	Periodical health check	Assistance requested or not	Requested / Not requested

### 3 When starting support for an internal disorder/chronic disease student

- Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.
- Submit the “Confirmation of Support” (copy) to the Disability Services Office.
- Submit the “Support Implementation Plan” to the Disability Services Office
- For assistance involving the loan of assistive equipment, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office.

Following consultation during the first meeting, the contents of support will be negotiated and decided between the parties involved, including the recipient in person. Sometimes, the optimal means of support is decided while trying out multiple means of support in order.

#### ○ Examples of support for internal disorder/chronic disease students

Examples of support for internal disorder/chronic disease students are shown as follows:

#### **Campus life**

Because there are internal disorders in the heart and kidney, it is physically difficult to line up in a row for a long time.

<Support Example>

Easing the burden of enrollment procedures: To avoid them having to queue up, have them come before the start or end time of the specified date and time to receive and submit the required documents.

Easing the burden of the enrollment medical checkup: Ask the health center to let you come at a designated time on a designated date.

Since the nearest station is not barrier-free, commuting to school by public transport is not possible.

Request to allow commuting to school by private car or move around in a private family car.

<Support Example>

Issuance of a Special Vehicle Access Permit: We will consider issuing a “Special Permit” on an annual basis free of charge.

Establishment of a private parking lot: We will consider installing a “private parking lot” in a location from which lesson classrooms and laboratories are easily accessible.

If prone to epileptic seizures, student takes anticonvulsant medicine, but there is concern over the response in the event of having a seizure.

<Support Example>

Sharing emergency contacts: Create a list of emergency contacts, including family and attending physician and share this information among key relevant parties.

## **Lesson**

Physical constraints make going up and down stairs impossible.

Also taking part in the compulsory physical exercise program for the Junior Division is difficult.

<Support Example>

Consideration of facility members: The relevant teaching staff will be asked to consider how best to configure the students’ lessons.

Change of classroom: Change the classrooms for the course to ground floor locations and situate them in buildings with elevators.

Physical exercise program without practical skills component: Introduce a “medical care” program without any practical skills.

Taking medication for atopic dermatitis. High probability of being unable to wake up in the morning due to the influence of the medicine, resulting in late arrival. In addition, concentration during the lesson itself may decline.

<Support Example>

Explain to the teaching staff in charge: Arrange an interview with the teaching staff in charge and obtain their understanding.

Advice on taking classes: Have the staff in charge advise students on how to handle the course.

Due to hypersensitivity, exposure to cooling/air-conditioning may cause physical condition to decline.

<Support Example>

Installation of priority seats: Secure seats away from the air-conditioning outlet in the classroom and make them priority seats.

### **Exam**

To prevent diabetic hypoglycemia, glucose supplementation may be required.

Place a sachet containing glucose on the desk and allow the student to take a supplement when necessary.

<Support Example>

Taking exams in a separate room: Before the test, as well as sending a consideration request document to the teaching staff in charge, make similar requests to invigilation teaching staff.

When prone to frequent urination, the nervous tension present during tests can be intolerable. Examine scope to approve temporary absence.

<Support Example>

Taking exams in a separate room: allowing exams to be taken elsewhere and approving short-term absence.

### **Support for return to school**

After hospitalization due to kidney disease, even though I was able to return to school, I still need to commute to hospital for three days each week for dialysis and I am concerned about acquiring course credits.

<Support Example>

Interview before returning to school: As required, arrange meetings with the support implementation officer, those responsible for school affairs and teaching staff in charge to obtain advice on studying and consider how best to handle matters after returning to school.

## **When accepting students with developmental or mental disorders**

### **1 What are developmental or mental disorder?**

#### (1) Developmental disorders

The scope of developmental disorders includes mental retardation, communication disorders, autism spectrum disorders, attention deficit/hyperactivity disorders, learning disorders, movement disorders and tic disorders etc. Here, we will now explain details of conditions presenting challenges and often requiring assistance at the university, namely autism spectrum disorders, attention deficit / hyperactivity disorders and learning disorders.

- Autism spectrum disorders (ASD)

Autism spectrum disorders typically involve deficiencies with psychosocial functions, organizing and planning (taking information on board, planning necessary actions), cognitive flexibility (adapting by changing thinking and behaving flexibly) and may also involve hypersensitivity and impairment of emotional control. They make interpersonal relationships and flexible behavior very difficult and as a result, the student finds it impossible to progress with interactive lessons, sorting out information by themselves during practical training and advancing with tasks, sticking to a single approach and learning inefficiently. In addition, the condition may result in significant discomfort at the noise of the classroom, a feeling of “panic” during lessons and inability to remain in the classroom.

- Attention deficit/hyperactivity disorder (ADHD)

Attention deficit/hyperactivity disorder is characterized by a decline in the attention function and control of impulses. Hyperactivity is also present, but rarely recognized around the advent of adulthood. However, it manifests as an inability to handle time management. The student finds it difficult to concentrate and handle scheduling, may be unable to demonstrate his/her original ability due to missing key information during lessons, postpones difficult tasks and ultimately under-achieves.

- Learning disorders (Specific spelling disorder)

Specific spelling disorder involves the student having difficulty in expressing written language. From a medical perspective, difficulty in expressing at a level of spelling and sentences is defined within the scope of learning disorders. In addition, the scope may also include developmental cooperative movement disorders (a type of movement disorder) which equates to disorder (clumsiness) in terms of inability to coordinate voluntary movements and when this results in difficulty in spelling, it may be referred to as specific spelling disorder. Difficulties in

expressing written language or hindrances in terms of coordinating voluntary movements may interfere with tasks involving writing. In addition, there are often cases where if sufficient time is taken, the student is capable of writing legible letters, but the considerable time required means the time allotted for tests soon runs out.

As mentioned above, developmental disorders present a range of functional impairments based on the relevant subclassification, which underlines the need for wide-ranging consideration in response. The key to this consideration is to try and eliminate any disadvantage presented by the assumed functional impairment. In addition, multiple developmental disorders may be combined or often occur alongside other mental disorders.

## (2) Mental disorders

Although the scope of mental disorders other than developmental disorders includes a wide range of diseases and individual descriptions of all mental disorders cannot be included, it is preferable to be familiar with the overall framework to facilitate efforts to provide proper consideration at the university level. Admittedly, it is often unclear as to whether or not a particular function is impaired when a mental disorder, but certain symptoms have to be taken into consideration, given the learning difficulties they cause.

- Schizophrenia, bipolar disorder (Manic depression), depressive disorder (depression)

Since mental disorders such as schizophrenia, bipolar disorder (manic depression) or depressive disorder (depression) often result in hallucinations, delusion, manic states or depressed states, when the condition is bad, the affected person may well find it impossible to cope with daily life. Under such circumstances, rather than whether or not the person concerned has come to university, during the period of their absence from university, there is a need to consider how to handle minimum required aspects (e.g. handling of attendance points, task submission deadlines, regular tests). In addition, even after the student is able to return to school, mental symptoms often remain and side effects such as drowsiness, tremors in the fingers, and similar due to drug therapy are common.

- Anxiety disorder, obsessive-compulsive disorder, somatic symptom disorder

Anxiety disorder or obsessive-compulsive disorder may affect group settings such as seminars and anxiety associated with specific actions like looking at the blackboard may preclude the student concerned from taking part in that activity. In addition, while in somatic symptom disorder, mental stress trigger symptoms that are difficult to distinguish from actual physical illness, as a general rule, consideration on the basis of a physical disability is made. The

difficulty here is that consideration for anxiety disorder, obsessive-compulsive disorder and somatic symptom disorder may risk promoting evasive behavior on the part of those affected, which, in turn, may delay any improvement in the symptoms. Accordingly, there is a need to focus closely on balancing efforts made to improve symptoms and provide care alongside those to consolidate and improve the level of learning and consideration should proceed while sharing information with a doctor or clinical psychologist.

- Adjustment disorder

Adjustment disorder occurs in response to a stressful situation and may trigger anxiety or depressive symptoms (depressed mood, diminished motivation). It is also difficult to distinguish from depressive disorder (depression) or anxiety disorder. Dealing with adjustment disorder becomes particularly relevant when the stressful event in question is a lesson or test at the university. Although avoiding such stressors is likely to see the psychiatric symptoms improve, credits cannot be earned without pursuing the key basis of lessons and tests. In-depth consultation with the teaching staff in charge is required to ensure appropriate care can be provided without dispensing with the key lesson/test elements.

- Sleep disorders

When considering sleep disorders, although they are not rare disorders, it should also be underlined that sleep disorders alone rarely have a significant impact on university learning. Since there may be occasions where the condition results in an inability to wake up the following day, it is also worth considering provisions to be made for periods when school cannot be attended, but since adjusting personal lifestyle and/or drug therapy are often effective, it may initially be advisable to check whether sufficient measures are being taken.

- Gender dysphoria

Gender dysphoria is a mental disorder where a person is distressed at a perceived mismatch between their physical sex and their mental perception of their gender. Although the basic response is to make efforts to adapt circumstances to the person's perceived gender, this may also involve consideration in terms of referring to the student by a nickname, special toilet provisions, space for them to change clothes etc.

- Higher brain dysfunction

With regard to higher brain dysfunction, the nature and severity of this disorder can result in various brain dysfunctions, such as memory impairment, impaired attention function as occurs in developmental disorders and deficiencies in organization and planning, among others. Similar

to a developmental disorder, there is a need to avoid lumping higher brain dysfunction and offer appropriate consideration after accurately assessing the precise nature of which brain function is impaired.

- Others

Although college students suffer relatively often from conditions such as post-traumatic stress disorder, dissociative disorders, eating disorders, substance-related disorders (alcohol/herbs/stimulants etc.) or personality disorders (borderline personality disorder etc.), there is a lack of typical benchmark examples and the wide-ranging nature of the symptoms involve can complicate efforts to treat these disorders. In addition, although these mental disorders result in many problems with interpersonal relationships due to the symptoms, there are also many cases in which the symptoms and learning concerns are not directly linked. However, if the problems have a direct impact on lessons and tests, it is worth considering measures accordingly.

Accordingly, the scope of mental disorders covers a range of diseases, which often overlap, as reflected in the description of developmental disorders. Even so, given that the symptoms and dysfunctions that occur have been largely established in a manner specific to each disorder, there is still room for effective consideration. There is a need to properly understand the symptoms/functional impairments and actual learning issues arising and then reflect on a case-by-case basis about the desirable nature of consideration.

## **2 When holding the first meeting with a developmental or mental disorder student**

### (1) Preparation for the first meeting

The department, when receiving a request for support from a developmental or mental disorder student, holds an initial meeting with the student in question and other parties involved. For the meeting, the following preparations are necessary:

- Coordination of meeting dates and venues, call to the persons concerned (including the student in question and Disability Services Office)
- Receiving an “Application for barrier-free support” from the student in question
- Submitting the “Application for barrier-free support” (copy) to the Disability Services Office

### (2) Consideration in a meeting

Since students affected by developmental disorders or mental disorders often find it difficult to

express their thoughts, a friendly atmosphere is required during the first meeting. In addition, since many such students find listening and understanding difficult, writing and explaining points may well be useful.

(3) Points to be checked

In the first meeting, check the following with developmental or mental disorder students:

- If special measures were taken for the entrance examination, explain that information on hindrances is to be recorded on the application form.
- Explain that the contact for consultation in the faculty of students with disabilities is the support implementation officer and explain that consultation with the Disability Services Office is also possible.
- Explain and confirm the flow of support for students with disabilities in accordance with the diagram “Support flow for students with disabilities and the role of the support implementation officer” (P. 11).
- When assistance is requested for students with disabilities, confirm that notification will be made to the teaching staff involved in implementing assistance, teaching staff and support staff etc.
- When support is to be provided by support staff, preparation from an early stage for their recruitment and training is needed, so the first meeting must be used to specifically consider the nature of the desired support.
- When support is provided by support staff, since it is possible that dispatch of staff may not be in time to recruit / train support staff at the beginning of the semester, explain that there will be consultation about alternative methods at the time of interview.
- In terms of extra-curricular support, gain an understanding within the available scope of information on utilization of the public support system.

For further individual points to be checked, please see “List of main points to be checked in the first meeting with developmental or mental disorder students” in the following.

<List of main points to be checked in the first meeting with developmental or mental disorder students>

1	Status of disorder and disease	Name of disorders / diseases and whether mental disability certificate (medical certificate) held or not	Whether or not symptoms fluctuate
2	Conditions of disabilities	Attending physician	—
		Symptoms	Details of the symptoms

		Constraints on activity		Impact on lessons / student life
		Presence of complication		—
3	Residence after admission	Whether housemate (s) present	If living alone	<ul style="list-style-type: none"> <li>• Experience living alone or not</li> <li>• Neighborhood acquaintances or not</li> <li>• General rental, Tokyo University student dormitory, other student dormitory</li> </ul>
			If living with housemates	Details of housemates
4	Commuting to school	Method		Train / Bus / Walking
		Route		—
5	Support received to date	Support received from elementary to high schools		Support content/details of treatment and support/treatment that was effective
6	Request for support at the University	Assistance/treatment requested or not		<ul style="list-style-type: none"> <li>• Assistance from Disability Services Office</li> <li>• Support from Student Counseling Center</li> <li>• Support from Communication Support Room</li> <li>• Treatment at Health Center</li> <li>• Support/treatment received from relevant university institutions and if desired, explain and confirm details of how information is shared among the relevant parties concerned.</li> </ul>
7	Long-term study system	Institution introduction		* Since the implementation differs at each graduate school and department,

			confirmation is required
8	Entrance ceremony / new student guidance	Assistance requested or not	Requested / Not requested
9	Periodical health check	Assistance requested or not	Requested / Not requested

### 3 When starting support for a developmental or mental disorder student

- Receive the “Confirmation of Support” from the student in question and give a copy to the student in question.
- Submit the “Confirmation of Support” (copy) to the Disability Services Office.
- Submit the “Support Implementation Plan” to the Disability Services Office
- For assistance involving the loan of assistive equipment, submit an “application to borrow assistive equipment, etc.” to the Disability Services Office.

Following consultation during the first meeting, the contents of support will be negotiated and decided between the parties involved, including the recipient in person. Sometimes, the optimal means of support is decided while trying out multiple means of support in order.

#### ○ Examples of support for developmental or mental disorder students

Examples of support for developmental or mental disorder students are shown as follows:

#### **Lesson/Test**

Inability to display full ability during tests.

<Support Example>

Consideration during tests: This may include extending the test time, allows exams to be taken in a separate room, allowing seat selection, written instruction, adjusting the question/answer method for example.

Student may be unable to fully demonstrate ability with attempting the evaluation methods stipulated in lessons, such as written tests or reports.

<Support Example>

Alternative evaluation: We will consider changing to other evaluation methods.

It is difficult to participate in lectures/practical training etc. where the focus is on lesson work (e.g. in groups).

<Support Example>

Alternative assignment: We will consider changing to other forms of participation (e.g. individual). In addition, also take preferential lessons as required.

Difficulty in finishing tasks by the given deadline.

<Support Example>

Deadline extension: We will consider extending the deadline for submission.

Inability to learn properly unless sat in certain designated seats.

<Support Example>

Secure specific seats in classroom: Install priority seats in the classroom for lessons.

Inability to fully convey desired intention to teaching staff or ascertain the intention of counterparts.

<Support Example>

Alternative communication: Allow experts to help mediate communication between the affected students and the teaching staff.

While organizing information in bulk, difficulty in setting personal perspective and/or performing the task.

<Support Example>

Adjusting of teaching methods: Have the teaching staff adjust the way they teach. Adjusting of teaching methods applies to specific teaching, preliminary teaching, sample presentation and subdivision of tasks etc.

Inability to understand, even if listening to lectures.

<Support Example>

Increasing the focus on visual presentation in the educational environment: Reconfigure teaching materials to be visual or boost the amount of visual communication.

Difficulty in executing tasks involving priorities and inability to complete said tasks.

<Support Example>

Assistance in managing progress: Teaching staff to assist with progress management.

With regard to adjusting teaching methods, progress management, and the educational environment in terms of visual presentations, etc., insufficient time available to the teaching staff concerned prevents them from being able to provide sufficient support.

<Support Example>

Placement of teaching assistant or support staff: There is scope to arrange a teaching assistant or support staff.

Difficulty in remaining in the same room until the end of the lesson/test.

<Support Example>

Leaving and re-entering the room: Allow students concerned to exit during the lesson/test. In addition, re-entry to the room can be considered provided certain conditions are met.

Difficulty in concentrating due to hypersensitivity and inability to complete assignments during lesson/test.

<Support Example>

Permission to use earplugs etc.: Allow the use of tools to assist in adjusting the level of sensory input, such as earplugs.

I feel that others feel uncomfortable at my gaze and it makes it difficult to focus on writing on blackboard.

This results in a failure to keep track of the key points of the content of lectures or during tests.

<Support Example>

Information assurance: We ensure the necessary information is conveyed by methods such as copying the contents of board documents, delivering visual teaching materials and oral communication.

Side effects of mental disorders or drug therapy adversely affect the physical function and hamper efforts to take lessons/ tests.

<Support Example>

Similar consideration of physical disability

## **Campus life**

Student has gender dysphoria and thus has trouble with changing clothes etc. (or when engaging in physical exercise etc.).

<Support Example>

Consideration for gender dysphoria: Provide sufficient consideration to facilitate smooth educational progression. Informing the student concerned that use of a nickname is acceptable, provided certain conditions are met.

#### **4 Assistance for students with developmental or mental disorders and relevant institutions**

As part of support for students with developmental or mental disorders, the University of Tokyo has several other means of consultation besides the Disability Services Office.

Support for developmental or mental disorders can be divided into three broad categories:

The first is psychiatric treatment, which can be handled at the health center. In addition, when a medical diagnosis has to be documented in written form, you can visit the health center and have them issue an academic letter (replacing a medical certificate).

The second is support to encourage individuals (students with developmental or mental disorders) with the intention of improving their coping ability and emotional stability. For mental disorders in general or cases where the diagnosis itself is unclear, we can assist via the student counseling office and consultation is also available for the teaching staff. When difficulties in communication and the characteristics of the developmental disorders are relatively clear, similar support is available via the Communication Support Room.

The third is support to adjust the environment around students with developmental or mental disorders and improve their situation by ensuring consideration. This third type of support is handled by the Disability Services Office.

If unsure, do not be overly concerned about the above classification and please consult any of the services in the first instance. The staff will be happy to provide you with an explanation of the most appropriate point of contact.

#### **Column**

Consultation window and relevant bodies for students with developmental or mental disorders

○ Communication Support Room

(<http://dcs.adm.u-tokyo.ac.jp/csr/en/>)

Contents: Student target consultation on communication and developmental disorders, consultations for teaching staff, awareness-raising activities for developmental disorders

Contact tel.: 03-5841-0839 (extension: 20839)

○ Student Counseling Center

(Hongo / Kashiwa: <http://dcs.adm.u-tokyo.ac.jp/scc/en/>)

(Komaba: <http://kscc.c.u-tokyo.ac.jp/>)

Contents: student-target counseling / consultation for parents and teaching staff

Contact tel.: Hongo Campus ..... 03-5841-2516 (extension 22516), 03-3816-2759

Komaba campus ..... 03-5454-6186 (extension 46186)

Kashiwa campus ..... 04-7136-3714 (extension 63714)

○ Office for Mental Health Support (Psychiatric Health Center)

(<http://dcs.adm.u-tokyo.ac.jp/mhs/en/>)

Contents: Psychiatric health center (Hongo / Komaba / Kashiwa) offering students and teaching staff psychiatric and other consultations, preventive mental health / enlightenment activities

Contact tel.: Hongo health center ..... 03-5841-2578 (extension: 22578)

Komaba health center ..... 03-5454-6167 (extension 46167)

Kashiwa health center ..... 04-7136-3040 (extension 63040)

○ Universal consultation corner

(<http://dcs.adm.u-tokyo.ac.jp/nsc/en/>)

Contents: Please contact us for consultation in the first instance if you are unsure where to direct your consultation query.

Contact tel.: Hongo Campus ..... 03-5841-7867 / 0786 (extensions 27867, 20786)

Faculty of Engineering ..... 03-5841-8825 (extension 28825)

Kashiwa campus ..... 04-7136-4129 (extension 64129)

Shirogane campus ..... 03-6409-2024 (extension 72024)

## **Chapter 4 Related support**

### **1 Upgrading barrier-free facilities**

Given that the task of upgrading barrier-free facilities requires time and expense, there are many cases where implementation is not possible in time after the relevant decisions have been made on which students with disabilities are enrolled, which progress and which return to study. For the faculty which decides on admission and continued study of students with disabilities (particularly students who have difficulty in moving around, due to orthopedic/mobility impairments or visual impairments), it is important to ascertain the scope of ability and the student's behavioral range, working with the student, support implementation officer, facility personnel and the Disability Services Office among others, to improve the level of attendance among such students and thus alleviate difficulties in studying.

In addition, scope to make systematic improvements depends on verifying the safety of mobility and ease of access etc. from a user perspective on a daily basis.

We will now explain which points to bear in mind when upgrading barrier-free facilities and the sequence of actual improvements made.

#### **○ From the perspective of reasonably accommodating individual needs**

For students with disabilities, if consultation reveals that an element of the facilities is proving a hindrance to the student, to confirm the situation and minimize any issue, the relevant parties gather and decide on the necessary consideration. Where actually renovating the facility itself is considered an excessive burden given budget and time constraints, we will consider alternative proposals.

#### **Case 1**

Because courses attended by students in wheelchairs include lessons held on the second floor of buildings without elevators, the students concerned are unable to reach the lecture room or attend class.

Proposed response:

- Install an elevator.
- Switch to a lecture room located on the first floor.
- Use the elevator of the adjacent building to go to the second floor and arrange a connecting passage allowing transfer to the lecture room in the other building.

Response

Installation of the elevator was difficult due to the building structure of the building and

would have involved excessive cost, so we decided it was an excessive burden and examined scope to respond by changing the lecture room. At the same time, we decided to consider whether adjacent buildings were available.

#### Case 2

When visually impaired students came to school for a laboratory class, guiding blocks were only laid out part of the way, meaning they got lost and were unable to reach the laboratory.

Proposed response:

- Extend the range of existing blocks for guiding to guide people to the building entrance with the laboratory.
- Perform guidance on campus with human support.

Response

To ensure we would be ready in time for admission, we responded in the first instance by providing human support. Alongside these efforts, given that research and experiments last for several years, we installed guidance blocks to promote passage, even in the early morning and late at night and improved their durability.

#### ○ **From the universal design perspective**

All new buildings and large-scale renovation projects must comply with the barrier-free standard prescribed by law. In addition, as well as meeting existing barrier-free standards, it is also preferable to install plumbing and drainage facilities etc. that are easily adjustable, even retroactively after completion of construction, to meet future new needs.

For existing facilities, we will utilize management effectively commensurate with the facility configuration and proceed with the planned renovation and maintenance. Among existing facilities, renovation and maintenance of lecture halls in frequent use is prioritized as well as shared facilities such as laboratories, libraries, etc., service facilities such as cafeterias and purchasing, public facilities such as halls and prompt adaptability to future needs arising is also important. Within buildings where multipurpose toilets and slopes etc. are already installed, the facility can be made even more easily accessible by installing more of such fixtures.

To prevent consideration for specific users from hindering other types of users, we will promote maintenance with a forward-looking approach.

#### **Column**

Inappropriate use, new barrier

Even if we spearhead efforts to promote barrier-free construction within facilities, if we are unsure of the end use, the effect may be nullified.

- Unintended use of multipurpose toilet: Because many people use the space to change clothes or take naps for extended periods, those who really need to use the facility are unable to do so.
- Slope at entrance to bicycle park: People park bikes there, unaware that the slope is used for wheelchairs and end up blocking access.
- Bike parking / car parking / signboard on guidance blocks: People park bikes on top of the blocks for guiding, which makes it impossible for people with visual impairments to walk safely.

Let's try not to create any new barriers!!

## **2 Emergency disaster response for students with disabilities**

Leveraging experiences gained following the Great East Japan Earthquake, the University of Tokyo is working on developing emergency disaster response measures for students with disabilities at our university.

### **(1) Training conducted in disaster prevention drills**

Each faculty will conduct disaster prevention drills to practice evacuation of students with disabilities, with mutual confirmation on evacuation methods and routes etc. between students with disabilities and support implementation officer and evacuation aid provided.

### **(2) Improvement of information communication system**

Given the lack of consistency among locations and the scope of action, an information transmission system must be prepared for students that keeps obstacle characteristics in mind. In addition, it is also important to constantly raise awareness among students with disabilities on details of countermeasures against emergency disasters.

During the Junior Division in particular, given the wide range of student activities taking place on campus, Komaba alerts (A system involving simultaneous notification to the registrant's email address from University of Tokyo in the event of an emergency disaster, which confirms the safety as required) etc. are issued. The evacuation contact system should preferably be checked for students with disabilities in classes involving languages and experiments that often have active group work.

Example: Communicating information to hearing-impaired students (facility equipment)

Students with hearing impairments may be unable to hear the emergency bell and evacuation may be delayed. For the use of hearing-impaired students on campus in prominent locations

with high human traffic, we will consider preferentially installing a light alarm device in the student dormitory. Installing such light alarm devices is also effective in toilets where viewing of surroundings is difficult.

In addition, when elevators stop in an emergency in the event of an earthquake or power failure, it is difficult for hearing-impaired students trapped inside to communicate with the outside via the interphone. If part of the door is glazed, information can be exchanged with outside via written communication etc., so consideration is necessary when installing or renovating the elevator.

### (3) Creating an individual emergency disaster evacuation manual

For students with disabilities engaging in activities in fixed locations on campus, we are preparing “Individual Emergency Disaster Manuals” (hereinafter referred to as “Individual Manuals”) as required.

Example: Procedure for “Individual Emergency Disaster Manual” of wheelchair users

#### 1 Meeting with the relevant faculty

Make a request to the Disability Services Office in this faculty to cooperate in efforts toward creating individual manuals. The Disability Services Office then organizes the necessary information and proposes content for the individual manuals for students with disabilities. In addition, candidate evacuation assistance tools will be selected.

<Example evacuation assistance tools>

- ① Carridan, Sanwa Co., Ltd.
- ② Evac + chair, KOKEN Medical Co., Ltd.
- ③ Air Stretcher, CAPY INTERNATIONAL Co., Ltd.

#### 2 Validation of evacuation method using evacuation assisting tool

We will determine the optimal evacuation method using the candidate evacuation assistance tools, based on factors including the conditions of the disabilities, the number of people requiring evacuation aid and time efficiency, etc., then proceed to create individual manual plans.

#### 3 Evacuation training verification

In evacuation drills, we will check the flow etc. according to the individual manual plan under preparation.

#### 4 Individual manual completion

Based on the evacuation drill results, we will revise and complete these works.

The Disability Services Office collectively musters the efforts of each faculty and advises on how best to respond to emergency disasters according to the characteristics of each student with disabilities.

Please contact us for more details.

### **3 Career formation/employment support**

Whether students have disabilities or not, career formation/employment support is a crucial part of their university life. As well as career guidance during undergraduate and graduate school courses provided by teaching staff throughout the time at university, the career support facility also provides employment support.

#### ○ **Career formation**

For students with disabilities to cope on their own, it is important for them to acquire self-advocacy\* skills that can leverage their own positive aspects and appropriately seek out the required consideration in society. In response, the Disability Services Office provide opportunities for such students to experience varied forms of assistance, so that the optimal choice can be determined. In addition, we will leverage opportunities like “Barrier-free opinion exchange meetings with students with disabilities”, set up opportunities to announce the required support for hindrances and strive to improve the ability of such students to progress proactively (empowerment).

\* Self-advocacy: Whereby the person him/herself asserts their own rights and expresses their own needs and interests.

#### ○ **Employment support**

Persons with disabilities have their own systems such as a recruitment framework, vocational guidance and training and introduction to occupations, etc. based on an “Employment system for people with disabilities,” in turn, pursuant to the “Act on Promotion of Employment of Persons with Disabilities.” When students with disabilities require individual assistance according to the nature of the hurdle, the Career Support Office and the Disability Services Office will join forces and provide support accordingly.

## **Chapter 5 Disability Discrimination Elimination Law and Response**

### **1 Disability Discrimination Elimination Law**

The “Act for Eliminating Discrimination against Persons with Disabilities” (hereinafter referred to as the “Disability Discrimination Elimination Law”) was enacted on April 1, 2016. This section outlines its intentions, including how it relates to other laws.

The “Convention on the Rights of Persons with Disabilities” was adopted at the General Assembly of the United Nations in 2006 and ratified in Japan in 2014. This includes “to ensure the enjoyment of human rights and fundamental freedoms for people with disabilities, measures to accord rights to people with disabilities must be implemented, with the aim of promoting respect for the dignity of the people, ” etc. In Japan, similar basic ideas and responsibilities of the national and local governments have been stipulated in the Basic Law for People with Disabilities.

The law specially intended to achieve the basic concept of the Basic Law of Persons with Disabilities can be roughly subdivided into two initiatives: one of which involves leveraging medical/training or nursing care to provide guaranteed benefits etc. to disabled person under comprehensive support law etc. The other is a universal design (the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability). The Disability Discrimination Elimination Law is intended to target society and ensure reasonable accommodation for needs is made. In addition, this Act prohibits unjustifiable discriminatory treatment as part of efforts to underline that people with disabilities are not excluded from society as a prerequisite.

According to the basic policy announced by the government in line with the Disability Discrimination Elimination Law, “Government agencies, etc., in view of the public nature of the affairs/projects, shall take the initiative to resolve incidents of discrimination against people with disabilities and unfair discrimination. A legal obligation exists to prohibit discriminatory action and provide reasonable accommodation for needs and the heads of national and independent administrative agencies etc. shall establish guidelines to ensure efforts are made by the institution’s staff.” In other words, a legal obligation is imposed to prohibit unfair discriminatory treatment and provide reasonable accommodation for needs within the University of Tokyo, which is included in the scope of administrative bodies, etc. A legal obligation also exists to determine the response described in the next section and is deemed mandatory.

Convention on the Rights of Persons with Disabilities

[Promotion and protection of the rights and dignity of people with disabilities]

Adopted in 2006, ratified in 2014

Basic law of people with disabilities

Revised in 2011 [Responsibilities of Countries, Local Public Organizations, etc. / Basic Measures for People with Disabilities]

Comprehensive Support Law

Revised in 2013 (Services and Supports for Persons with Disabilities Act)

[Benefits related to welfare services for people with disabilities (nursing care /training / medical / prosthetic equipment etc.)]

Law concerning Promotion of Employment of Persons with Disabilities

Revised in April 2016 [Measures in employment]

Disability Discrimination Elimination Law

Enacted in April 2016

[Measures to eliminate discrimination in administrative organizations and business operators (prohibition of unfair discriminatory treatment/provision of reasonable accommodation)]

Response guideline

Enacted in April 2016

[Measures for teaching staff to properly resolve discrimination]

## **2 Response guideline**

“Response Guidekuba against Discrimination on the Grounds of Disability in the University of Tokyo” (hereinafter referred to as “Response guideline”), to fulfil the legal obligation imposed on the University of Tokyo in terms of disability discrimination and regarding the need to prohibit unfair discriminatory treatment and provide reasonable accommodation for needs, this rule set includes mandatory efforts to be made on the part of individual teaching staff (Articles 1, 2).

The main point stipulates the obligation to provide reasonable accommodation (Article 4) on the part of teaching staff alongside a prohibition on unfair discriminatory treatment (Article 3),

while the intention of those with disabilities also has to be understood and reflected. In addition, when no manifest intent exists, to facilitate the elimination of discrimination and with preparatory measures in advance, we have established an appropriate environment (Article 5). As part of efforts to improve the consultation system, designated consultation windows include the support implementation officer and the Disability Services Office for each faculty and if a complaint is filed, a statement to the effect that this can be filed with the committee to resolve cases of disabled discrimination (Article 6). Subsequently, we have established a system to promote/monitor the elimination of discrimination against people with disabilities at the University of Tokyo (Articles 7, 8, 9). In addition, moves to prohibit unfair discriminatory treatment against teaching staff with disabilities and provision of reasonable accommodation are also covered by the “Law concerning Promotion of Employment of Persons with Disabilities” which was revised on April 1, 2016, but (Article 10) includes a basic idea which adopts more or less the same approach to solve discrimination. Scope to consult with the faculty support implementation officer and/or Disability Services Office remains unchanged.

Teaching staff handled people with disabilities must always respond in line with the Response guideline. In addition, the Disabled Discrimination Resolution Law and Response guideline covers all affairs/projects undertaken by the University of Tokyo.

In other words, the scope includes not only the university lessons (for student) but also clerical/business (students) involving disabled persons other than students, such as clinical practice (for patients) at affiliated hospitals, lessons (with student) and citizen lectures.

It is mandatory to disclose any Response guideline externally. Leveraging the common concept of the Response guideline, it is desirable for both teaching staff of the University of Tokyo and people with disabilities to mutually understand the need to prohibit unfair discriminatory treatment, provide reasonable accommodation for needs and resolve discrimination.

## **Response Guideline against Discrimination on the Grounds of Disability in the University of Tokyo**

March 23, 2016  
Board of Directors Meeting  
Tokyo University Regulations No. 64

(Objective)

### Article 1

This guideline is based on Article 9-1 of “Act on the Elimination of Discrimination against Persons with Disabilities ” (Law No. 65 enacted in 2013, hereinafter referred to as “the Act”), in line with “Basic Policy on Promotion of Elimination of Discrimination on the Grounds of Disability ” (Cabinet decision set forth on February 24, 2015, hereinafter referred to as “the

Basic Policy”), to determine the necessary matters for the faculties of National Universities Corporation Tokyo University (hereinafter referred to as “the University”) to implement appropriate measures.

(Definitions)

Article 2

The terms used in this guideline shall follow the definitions in the Act and the Basic Policy. The terms listed below shall have the meanings defined in the respective items:

(1) Persons with disabilities

Persons with disabilities prescribed in the Basic Act for Persons with Disabilities (Act No. 84 of 1970), i.e. persons with existing physical disabilities, intellectual disabilities, mental disabilities (including developmental disabilities) and other disabilities affecting mental or physical functions (hereinafter collectively referred to as “disabilities”) and who face substantial limitations to their ongoing daily life or social life due to a disability or social barrier.

(2) Faculty

Staff and faculty belonging to the University (including special fixed-term faculties, fixed-term faculties with shortened working hours and special fixed-term faculties with shortened working hours).

(3) Organizations

University libraries, University-wide centers and research institutes established under the Todai Institutes for Advanced Studies, collaborated research institutes, University Academic Organizations, the attached school and attached hospitals prescribed in the University of Tokyo Rules on Basic Organizations, along with the Central Administration, Offices prescribed in Articles 13 and 18 of the Rules.

(The basic policy toward unjust discriminatory treatment on the grounds of disabilities)

Article 3

1. In this guideline, unjust discriminatory treatment constitutes violations of rights and interests by refusing to provide goods and services, restricting the location/time etc. when providing the same, or imposing conditions which do not apply to persons without disabilities etc. without justifiable reasons, thus constituting discrimination toward persons with disabilities. However, special measures necessary to promote or achieve actual equality of persons with disabilities are not unjust discriminatory treatment.

2. The faculty shall not impose unjust discriminatory treatment on persons with disabilities in education/research and other administration or business conducted by the University.

3. The faculty shall note the points to consider, as separately specified by the general supervising responsible officer for the preceding paragraph.

(The basic policy toward reasonable accommodation)

Article 4

1. In this guideline, reasonable accommodation indicates the required and appropriate modification and adjustment to ensure that persons with disabilities enjoy or exercise human rights and fundamental freedoms based on equality with others and needed in particular cases and not imposing any disproportional or undue burden.

2. The faculty shall, when a person with disabilities expressly states their wish for consideration in terms of education/research and other administration or business engaged in by the University, provide reasonable accommodation.

3. The faculty shall, even when a person with disabilities does not expressly state their wish for consideration, if such accommodation is clearly needed by the person in question, strive independently to provide consideration deemed appropriate to the person, such as engaging in dialogue with said person.

4. When the University entrusts, etc. its administration or administration implemented as part of business to a business operator, the University shall endeavor to include reasonable accommodation in the terms of reference, etc.

5. The faculty shall understand that reasonable accommodation is to be provided amid mutual understanding of persons with disabilities and faculty.

6. The faculty shall, concerning issues from paragraph 2 to the preceding paragraph, note the points to consider as separately specified by the general supervising responsible officer.

(Environmental development)

Article 5

The faculty shall endeavor to establish an environment without barriers to an unspecified number of persons with disabilities.

(Development of a consulting system)

Article 6

1. A consulting service to precisely respond to inquiries from persons with disabilities in the University, their families and other persons concerned, shall be as listed in the following items:

(1) A faculty in charge of barrier-free support implementation assigned to a department/division providing administration or business to persons with disabilities

(2) A barrier-free support office

2. To promote the settlement of disputes involving discrimination on the grounds of disabilities in the University, a Tokyo University Persons with Disabilities Discrimination Case Resolution Committee shall be set up.

3. All necessary matters concerning the Tokyo University Persons with Disabilities Discrimination Case Resolution Committee shall be separately specified.

(Promotion system concerning elimination of discrimination on the grounds of disabilities)

Article 7

An organization concerning efforts to promote elimination of discrimination on the grounds of disabilities in the University shall be as in the following items:

(1) The head administrative officer

A University President shall be assigned and concerning efforts to promote elimination of discrimination on the grounds of disabilities, the head administrative officer shall control the whole of the University and bear ultimate responsibility as well as guiding the persons listed from the next item to item 4 to appropriately take measures.

(2) General supervising responsible officer

A director (in charge of barrier-free matters) shall be assigned and the general supervising

responsible officer shall take measures necessary to promote efforts to eliminate discrimination on the grounds of disabilities throughout the University as well as assisting the head administrative officer.

(3) Supervising responsible officer

A head of department shall be assigned and the supervising responsible officer shall bear responsibilities for efforts to promote elimination of discrimination on the grounds of disabilities in the department in question and take the required measures necessary for the same.

(4) Supervisor

A supervisor may be assigned to the department. A person among the faculty of the department in question designated by the supervising responsible officer shall be assigned and the supervisor shall assist the supervising responsible officer.

(Training/enlightenment to faculty)

Article 8

The general supervising responsible officer shall, to ensure an appropriate response to persons with disabilities or precisely respond to inquiries, etc. from persons with disabilities, promote understanding of disabilities by ensuring awareness of the meaning of the law in the faculty and providing various training, etc. as in the following items:

(1) To new faculty members, training shall be provided to ensure they understand the basic matters concerning elimination of discrimination on the grounds of disabilities.

(2) To those newly appointed as supervising responsible officers or supervisors, training shall be provided to ensure they understand the roles required concerning the elimination of discrimination on the grounds of disabilities.

(3) For the faculty, a manual, etc. necessary to respond appropriately to persons with disabilities shall be developed to promote enlightenment as well as ensuring they understand the characteristics of disabilities.

(Supervision of faculty)

Article 9

1. The supervising responsible officer shall, to promote elimination of discrimination on the grounds of disabilities concerning the department in question, supervise to prevent unjust discriminatory treatment of persons with disabilities, or strive to ensure reasonable accommodation is provided to persons with disabilities, in conformity with the matters listed in the following items:

(1) By guidance through daily routine, concerning elimination of discrimination on the grounds of disabilities, arouse the attention of the supervising faculty and enhance their awareness of the need to eliminate discrimination on the grounds of disabilities.

(2) When any inquiry or complaint, etc. is received from a person with disabilities, their family and other people concerned concerning unjust discriminatory treatment or failure to provide reasonable accommodation, swiftly confirm the situation.

(3) If the need for reasonable accommodation is confirmed, direct the supervising faculty to provide reasonable accommodation appropriately.

2. The supervisor shall, when a problem concerning discrimination on the grounds of disabilities occurs, quickly report to the supervising responsible officer, follow instructions and respond swiftly and appropriately.

(Measures for workers)

Article 10

Measures to eliminate discrimination on the grounds of disabilities taken for workers shall follow the provisions in the Act for Promotion of Employment of Persons with Disabilities (Act No. 123 of 1960) pursuant to Article 13 of the Act.

Supplementary provision

The regulations shall be enforced from April 1, 2016.

Reasons for the establishment

In accordance with the enforcement of the Act related to Promoting Elimination of Discrimination due to Disabilities” (Law No. 65 enacted in 2013), concerning the matters prescribed in Article 7 of the same Act, to specify the procedures necessary for the faculty of the University to respond appropriately.

### **3 Prohibition of unfair discriminatory treatment**

Unfair discriminatory treatment infringes the interests and rights of people with disabilities by handling them differently due to their disability. In contemporary society, although willful discrimination against people with disabilities does not usually happen, discriminatory handling sometimes arises with people unaware, so care is needed.

Concrete concepts and examples of unfair discriminatory treatment are described in the “Points of attention regarding the response procedure concerning efforts to promote elimination of discrimination on the grounds of disability in the University of Tokyo” (hereinafter referred to as “Points”). An explanation and example are also included (parts 1 and 2). In rare cases, according different treatment may be justified, such as when the rights and interests of third parties are infringed, but when actually according different treatment, the justified reason must be explained. If there is any likelihood of a person being handled differently on the grounds of disability, it is advisable to consult with the Disability Services Office.

Although the reasonable accommodation described in the next section may involve different treatment, it also constitutes a necessary measure to promote equality and does not infringe the rights and interests of the individual and is thus not classed as unfair discriminatory treatment. In addition, even if not meeting the requirements of reasonable accommodation, if measures necessary to promote equality are taken as part of active improvement measures, it will not be regarded as unfair discriminatory treatment. In principle, no obligation is imposed to implement very far-reaching measures.

#### **4 Provision of reasonable accommodation**

The provision of reasonable accommodation involves giving due consideration to the reasonable range to allow those with disabilities to participate in specific activities to fully demonstrate their abilities. Explanations and examples are included in the notes on concrete examples (parts 3 and 4). In addition, specific examples include the example support detailed in Chapter 3, which are based on specific circumstances. As well as the examples given, there are also numerous aspects not judged to be reasonable as well as many other reasonable considerations besides.

When providing reasonable accommodation for needs, although the obligation includes taking rationality into consideration, but the requirements are not clearly stated when addressing discrimination against disabled persons. At the University of Tokyo, to ensure some degree of consistency, the following areas are focused on: (1) Requirements in a specific case: the need for consideration from the perspectives of the disability itself, circumstances and trouble, (2) Appropriateness: Any adjustment made will not impact on the core of the administrative business, such as the academic requirements, (3) Avoiding excessive burdens: the fact that the burden in terms of labor and cost will not be excessive, as three requirements to keep in mind when judging rationality. Although rare, despite reasonable accommodation, when different measures are required, due, e.g. to infringement of the rights and interests of third parties, etc., provided justifiable reasons exist for the same, we will take them into consideration.

The key when providing reasonable accommodation is to negotiate the process consciously and obtain a consensus based on Interactive Process (mutual understanding) and reflecting the original intention, rather than unilaterally defining reasonable accommodation. Mutual understanding includes logical understanding to examine the three requirements mentioned, involving accurate exchange of information and emotional understanding to adjust to the needs of the affected parties as well as taking the circumstances of the university into account in terms of the ability to provide reasonable accommodation.

If the administrative affairs or business conducted by our university include universal design, which means they are easily accessible for unspecified people with disabilities, we need not express our intentions or provide reasonable accommodation when resolving discrimination.

The optimal approach is seen as both the affected parties and the university promoting advanced improvement measures (to improve the environment) targeting the concept of universal design.

Before enforcing the Disability Discrimination Elimination Law, the University of Tokyo provided various considerations in line with the barrier-free philosophy, but this became a legal obligation rather than just a guideline since April 2016. Care is needed, given the potential to infringe the Disqualification Discrimination Elimination Law and Response guideline if failing

to provide consideration requested by people with disabilities without sufficient negotiation and explanation.

When considering whether or not requested consideration is reasonable, some specialized knowledge may be required, so if such requests for consideration from persons with disabilities cause even the slightest degree of confusion, consult with the Disability Services Office. The Disability Services Office offers advice, taking into account the circumstances of teaching staff and the faculty in response to personal requests to ensure reasonable accommodation is offered.

March 23, 2016  
Decision of general supervising responsible officer

**Points of attention regarding the response procedure concerning efforts to promote elimination of discrimination on the grounds of disabilities in the University of Tokyo**

Pursuant to the provisions of paragraph (3) of Article 3 and paragraph (6) of Article 4 of the response procedure concerning efforts to promote elimination of discrimination on the grounds of disabilities in the University of Tokyo (Tokyo University Rules No. 64; hereinafter referred to as “response procedure”), the points to note for faculty members of our university are specified as follows:

Terms used in the points of attention shall follow the definitions in the response procedure.

**Article 1 Specific concept of unjust discriminatory treatment**

1. When determining that treatment differing from that administered to persons without disabilities on the grounds of disabilities is not unjust discriminatory treatment, the following requirements must be met:

(1) Measures deemed necessary to promote equality, provide positive actions and reasonable accommodation, etc.

(2) There are justifiable grounds. If treatment which differs from that provided to persons without disabilities is not provided, it is likely to be detrimental to the rights or interests of persons with disabilities, our university or a third party under certain circumstances (education/research and other administration or business engaged in by our university), etc.

2. When none of the requirements listed in the items of the preceding paragraph is met, treatment differing from that provided to persons without disabilities shall be deemed unjust discriminatory treatment.

3. Where faculty members determine that a justifiable reason applies, it is desirable to explain this reason to persons with disabilities and endeavor to obtain understanding.

**Article 2. Specific examples of unjust discriminatory treatment**

1. Specific examples that may constitute unjust discriminatory treatment are as in the following respective items. However, the decision on whether they constitute unjust discriminatory

treatment shall be determined on a case-by-case basis.

Please note that the information listed in the following items includes examples. Not every case constitutes unjust discriminatory treatment and cases other than those listed in said respective items may constitute unjust discriminatory treatment.

- (1) On the grounds of disabilities, refuse examination.
- (2) On the grounds of disabilities, refuse admission.
- (3) On the grounds of disabilities, bar from a lecture.
- (4) On the grounds of disabilities, bar from internal events.
- (5) On the grounds of disabilities, refuse admission to student dormitories.

2. The specific examples respectively prescribed in the preceding paragraph constitute treatment differing from that provided to persons without disabilities and when a justifiable reason is confirmed, cases shall not be deemed as constituting unjust discriminatory treatment.

3. The specific examples prescribed in the respective items of paragraph 1 are described as those concerning the learning of students, etc. (including undergraduate students, research students, audit students and special audit students of our university and students, research students, credited auditors, special audit students and special research students of the graduate school and students of the secondary school attached to the Faculty of Education. The same shall apply hereinafter.) and not limited to specific examples, prohibition of unjust discriminatory treatment regulated by law shall apply to the entire administration or business conducted by our university.

#### Article 3 Specific concept of reasonable accommodation

1. When determining that accommodation is reasonable, the requirements in the following respective items must be noted:

- (1) Necessary in certain cases. Due to specific disabilities and under certain circumstances (education/research and other administration or business engaged in by our university), any trouble occurs and improvement of the trouble is assumed by specific consideration.
- (2) Appropriateness. When giving consideration, the true nature of education/research and other administration or business engaged in by our university shall remain unchanged.
- (3) To avoid imposing an undue burden. When giving consideration, the degree of physical/technical/personnel/systemic burden and cost burden shall be appropriate in light of the scale and financial conditions of the administration or business of our university.

2. When the requirements in the respective items of the preceding paragraph are all satisfied, consideration shall be deemed reasonable.

3. Where faculty members deem consideration as unreasonable, it is desirable to explain the reason to persons with disabilities and endeavor to obtain their understanding.

#### Article 4 Specific examples of reasonable accommodation

1. Specific examples constituting reasonable accommodation are as in the following respective items. However, reasonable accommodation shall be determined on a case-by-case basis. Please also note that even cases other than those listed in said respective items may constitute

reasonable accommodation.

- (1) When, due to disabilities and test conditions, ability cannot be evaluated sufficiently, consideration shall be provided such as extending exam time, taking exams in a separate room, seat selection, need for written instructions, adjustment of question setting/answer method, etc.
- (2) When students, etc. cannot sufficiently learn at a seat other than a specific seat, due to the disabilities and the classroom environment, priority seating shall be secured in the classroom to hold the class.
- (3) When it remains difficult for students, etc. to participate in classes, etc. due to disabilities and the default participation method, the participation method shall be changed to another participation method.
- (4) When it remains difficult for students, etc. to complete their assignments due to disabilities and by the default deadline, the submission deadline shall be extended.
- (5) When ability cannot be sufficiently evaluated via the default evaluation method such as a written examination or report, etc. due to disabilities, the evaluation method shall be changed to another evaluation method.

2. The specific examples in the respective items of the preceding paragraph are to describe the requirements in particular cases. No cases shall be deemed reasonable accommodation until confirmed as appropriate and not imposing an undue burden.

3. The specific examples of the respective items of paragraph 1 are cited as examples concerning the learning of students, etc. and beyond the scope of specific examples, the obligation of reasonable accommodation shall apply throughout the administration or business conducted by our university.

End notes

## **Guidelines for barrier-free promotion in the University of Tokyo**

March 28, 2013

Board of Directors' Resolution

University of Tokyo Regulation No. 77

The University of Tokyo acknowledges that the diversity of its members is a crucial component of the University of Tokyo Charter and the need to ensure that all its members, whether with or without disabilities, are not discriminated against and pledges to strive to establish a campus where they can fully express their ability and widely participate in university activities.

Various hindrances (barriers) exist for those with disabilities, including physical, social, institutional and psychological etc. The barrier-free initiative involves eliminating all barriers present in society for people, including those with disabilities.

Pursuant to the Basic Law of Persons with Disabilities and other laws and regulations and in accordance with the spirit of the University of Tokyo charter, all members of the University of Tokyo shall hereby cooperate to promote the barrier-free initiative within the university.

(Purpose)

Article 1.

This guideline covers basic matters of support for schooling and employment (hereinafter referred to as “barrier-free support”) for students and teaching staff with disabilities in the University of Tokyo (hereinafter referred to as “university”). It aims to help promote the barrier-free initiative at our university.

(Responsibilities of President)

Article 2.

1. The president is responsible for promoting the employment of disabled teaching staff and promoting the overall barrier-free initiative to ensure students and teaching staff with disabilities do not suffer any disadvantages in schooling and employment.
2. To facilitate the ongoing promotion of the barrier-free initiative at our university, the president shall appoint a Director or Vice-President to oversee the barrier-free initiative (hereinafter referred to as “Director-in-Charge / Vice-President”).

(Responsibilities of Director-in-Charge / Vice-President)

Article 3.

The Director-in-Charge / Vice-President oversees the Disability Services Office, raises awareness among members of barrier-free support and is tasked with formulating comprehensive policies for the university's barrier-free support and enhancing the level of barrier-free support.

(Responsibilities of Head of Faculty)

Article 4.

1. The faculty chiefs (including the hospital Director affiliated to the medical faculty and the school affairs department affiliated to secondary education schools) are tasked with carefully considering schooling and employment for students and teaching staff with disabilities enrolled in this faculty and are responsible for promoting barrier-free support in cooperation with the Disability Services Office etc.

2. In meeting the obligation imposed under the preceding paragraph, the head of faculty shall appoint a person in charge of implementing barrier-free support in the faculty and endeavor to develop the necessary support system.

(Members' duties)

Article 5

Members should recognize their role in the barrier-free initiative at our university, carefully consider schooling and employment of students and teaching staff with disabilities and strive to actively cooperate in implementing barrier-free support.

(Role of the Disability Services Office)

Article 6.

The Disability Services Office strives to accumulate expertise and skills in the field of barrier-free support and provide information on the barrier-free initiative for students and teaching staff with disabilities and the faculty, while the agencies involved in barrier-free support coordinate with departments for the barrier-free support provided by the faculty.

(Enlightenment)

Article 7.

The university strives to raise awareness to promote a barrier-free society.

(Facility maintenance)

Article 8.

To improve the barrier-free environment of the campus, including when constructing new buildings and renovating existing facilities, the university will attempt to plan and design while considering a wide range of potential usage.

(Enhancing barrier-free education)

Article 9.

The university strives to take the necessary measures to promote barrier-free education.

(Employment of people with disabilities)

Article 10.

The university strives to ensure equal employment opportunities for people with disabilities and meet its responsibilities as a member of society.

(Budgetary measures)

Article 11.

To achieve the purpose stated in this guideline, the university seeks to take necessary budgetary measures.

(Supplementary rules)

Article 12.

As well as the content of this guideline, all required matters concerning the implementation of barrier-free support at our university shall be determined separately.

Supplementary provision

1. This rule will come into effect as of April 1, 2013.

2. It supersedes the following rules:

(1) Supporting the study of students with disabilities at the University of Tokyo Implementation requirements (enacted on August 18, 2003)

(2) Requested support for disabled teaching staff at the University of Tokyo (enacted on November 24, 2004)

## University of Tokyo Disability Services Office Regulations

March 10, 2009

President's Rules

(Establishment)

Article 1.

At the University of Tokyo, Disability Services Office (hereinafter referred to as “support room”) will be established as a room pursuant to Article 18 of the Organizational Regulations of the University of Tokyo.

(Purpose)

Article 2.

The support room coordinates with the faculty (hereinafter referred to as the “Faculty responsible for assistance”) which oversees the administrative head organization and support to facilitate study and work for students and teaching staff with disabilities, aiming to strengthen and help promote the barrier-free formation of our university.

(Business)

Article 3.

To achieve the purpose as stated under the preceding Article, the support room shall address the following listed areas:

- (1) Concerning the formulation of an implementation plan for scholarships/employment support for students and teaching staff with disabilities.
- (2) Concerning the promotion of the implementation of scholarship/employment support projects for students and teaching staff with disabilities.
- (3) Concerning enlightenment in the area of barrier-free support.
- (4) Concerning employment of disabled teaching staff.
- (5) Liaison and coordination with related organizations.
- (6) Other aspects of matters necessary to achieve the purpose as stated in the preceding Article.

(Office Manager)

Article 4.

1. The Office Manager shall be from among the teaching staff of our university and nominated by the president.
2. The Office Manager represents the support room and summarizes its work.
3. The term of office for the Office Manager is 2 years and reappointment is possible.

(Members)

Article 5.

Members shall be those persons listed as follows:

- (1) Each branch manager as prescribed in Article 6, section 3
- (2) Director of head office and Relations manager
- (3) Teaching staff of each branch office
- (4) Other teaching staff as deemed necessary by the Office Manager

2. The term of office for the member stipulated in item 4 of the previous paragraph shall be 2 years and reappointment is possible.

(Branches)

Article 6.

1. The Disability Services Office branches (hereinafter referred to as “branch offices”) will be established on each of Hongo, Komaba and Kashiwa campuses.
2. The branch office is mainly responsible for coordinating with the support faculty.
3. A branch manager and the required teaching staff can be deployed to each branch office.
4. The branch manager shall be nominated by the Office Manager, and the term of office shall be 2 years, with reappointment possible.

(Contact)

Article 7.

1. To discuss matters concerning the promotion of the barrier-free initiative within the university and other matters deemed particularly important pertaining to the management of the support room, barrier-free support liaison meetings (hereinafter referred to as “liaison meetings”) shall be conducted by the Office Manager as necessary.
2. The Chair of the Liaison meeting shall be appointed by the Office Manager, with members from each of the following categories:
  - (1) Each branch manager
  - (2) Director of head office and Relations manager
  - (3) Teaching staff tasked with directing barrier-free support in each faculty
  - (4) Other teaching staff as deemed necessary by the Office Manager
3. When deemed necessary, the Office Manager may request the attendance of persons other than those specified in paragraph 2 to hear explanations or opinions.
4. All other relevant matters concerning the liaison meeting shall be determined separately.

(Panel)

Article 8.

1. Within the framework of the liaison meeting, it is possible to set up a subcommittee to appoint individuals in charge of specific matters from among those stipulated in each item of Article 3.

2. Regarding the work, organization and operation etc. of the subcommittee set forth in the preceding paragraph, separately set.

(General Affairs)

Article 9.

The general affairs of the support room are handled by the Student Support Division and the Relations Division.

(Supplementary rules)

Article 10.

As well as the matters provided for under these rules, all other necessary matters concerning the administration of the support room shall be as stipulated by the Office Manager.

Supplementary provision

This rule will come into effect as from April 1, 2009.

Supplementary provision

This rule will come into effect as from April 1, 2010.

## **Support implementation guidelines from the University of Tokyo Disability Services Office for students and teaching staff with disabilities**

May 16, 2013

Office Manager's Rules

(Goal)

Article 1.

According to the provision of Article 12 of guidelines for barrier-free promotion in the University of Tokyo (March 28, 2013, University of Tokyo Regulation No. 77), Disability Services Office (hereinafter referred to as "support room"), we hereby define the necessary matters concerning support for students and teaching staff with disabilities enrolled in our university (hereinafter referred to as "barrier-free support").

(Support system)

Article 2.

1. For barrier-free support, the university headquarters will implement fiscal measures, the support room will provide specialized insights and the faculty will provide support in terms of staff and materials, with all parties collaborating in mutual cooperation.
2. The support office will provide necessary advice, information and lending of assistive equipment, etc. to assist the faculty's support implementation officer in performing duties.

(Object of support)

Article 3.

Students and teaching staff who are the targets for barrier-free support via the support room have long faced substantial constraints on activities required in school and for employment due to disability etc., and hope to receive assistance, also, the head of the Disability Services Office (hereinafter referred to as "the Office Manager") shall acknowledge this need.

(Details of support)

Article 4.

Support for persons prescribed in the preceding Article shall be activities necessary for schooling or employment and other related activities and shall be as deemed appropriate by the Office Manager.

(Supplementary rules)

Article 5.

In addition to the required points provided, the Office Manager shall separately oversee other matters required to implement barrier-free support.

Supplementary provision

This requirement will come into force on May 16, 2013 and apply from April 1, 2013.

<Application for barrier-free support form>

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

**Application for barrier-free support**

To: <Department Manager >

Applicant

Full name:

I would like to apply for barrier-free support as follows and thank you for your approval in advance.

(in kana letters) Full name	
Affiliation / Grade	
Address	
Tel. No. / Fax	
Email address	(mobile) (PC)
Emergency contact tel.	
Support start date (Change date)	Month _____ Day __ / Year _____
Reason why support required and nature of support desired	New / change (please circle as appropriate with ○.) <u>Reason why support required</u> ● ● <u>Desired nature of support</u> ● ●

	(Example: “Secure private parking lot,” assistive equipment etc. – named item, if loan item requested)
Attached documents	<input type="checkbox"/> Copy of student ID card <input type="checkbox"/> Copy of teaching staff certificate <input type="checkbox"/> Copy of disability certificate (only if applicable) <input type="checkbox"/> Other (details)
Contact tel.	Support implementation officer- name Extension: Email address:

\* Information provided via this application is used solely for the purpose of coordinating support and no personal information will be disclosed, transferred or sold to any third party without just cause.

<Confirmation of Support form>

## Confirmation of Support

To \_\_\_\_\_ and  
Director, Disability Services Office,

I confirm that I understand the following matters relating to the support provided.

- The term “support” here refers to the support at the time of class or support related to school-related activities determined by the Director of the Disability Support Office. (e.g. taking notes in class)
- If you need additional assistance or if you would like to change the nature of the assistance, please contact the \_\_\_\_\_.
- In order to facilitate the implementation of the support, please understand that information concerning your disability will be shared among the parties providing the supporting should they asked.
- The electronic data of books, recordings of lectures, personal information of support staff, etc., that are made available while receiving support shall not be given to third parties.
- In the event of an accident, contact the following promptly to receive advice.
- Support will not be provided during periods of leave of absence or suspension.

[Contact]



● Disability Services Office

spds-staff.adm@gs.mail.u-tokyo.ac.jp

Hongo Branch TEL: 03-5841-1715 FAX: 03-5841-1717

Komaba Branch TEL: 03-5461-8944 FAX: 03-5465-8952

Date (yyyy/mm/dd):            /        /

Department:

Name:

<Support Implementation Plan for Disabled Students and Teaching Staff form >

**Support Implementation Plan for Disabled Students and Teaching Staff**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of the Disability Services Office

Applicant

Name of faculty:

Head of faculty:

Given that the following support is required, we will submit a Support Implementation Plan accordingly.

Affiliation target / affiliation / School year / occupation Full name (in kana letters)	
Requested content	
Details of need (Please specify details)	
Estimated amount required (in yen) (Please specify details)	
Requested start date (period)	
Remarks	
Contact tel.	Full name of support implementation officer: Extension:

Note 1: Please complete in line with the example entry shown.

Note 2: Although proposals submitted will be discussed at the barrier-free support liaison meeting, more time may be required depending on the circumstances, so we request your understanding in advance.

<Support Implementation Plan for Disabled Students and Teaching Staff – Example entry 1>

**Example entry (Loan of assistive equipment)**

**Support Implementation Plan for Disabled Students and Teaching Staff**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of the Disability Services Office

Applicant

Name of faculty: ○ ○ ○ ○

Head of faculty: ○ ○ ○ ○

Given that the following support is required, we will submit a Support Implementation Plan accordingly.

Affiliation target / affiliation / School year / occupation Full name (in kana letters)	○ ○ Graduate School ○ Year ○ ○ ○ ○ (in kana letters)
Requested content	Loan of assistive equipment
Details of need (Please specify details)	A graduate school student (suffering from visual impairment / amblyopia) currently enrolled in the doctoral course of the Graduate School wishes to have assistive equipment to be used in lessons, etc. loaned. It is thought that using such assistive equipment will ease some of the difficulties they face.
Estimated amount required (in yen) (Please specify details)	
Requested start date (period)	Month _____ Day __ / Year _____
Remarks	
Contact tel.	Full name of support implementation officer: ○ ○ ○ ○ Extension: ○ ○ ○ ○

Note 1: Please complete in line with the example entry shown.

Note 2: Although proposals submitted will be discussed at the barrier-free support liaison meeting,

more time may be required depending on the circumstances, so we request your understanding in advance.

<Support Implementation Plan for Disabled Students and Teaching Staff – Example entry 2>

**Example entry (Information concerning consideration request document)**

**Support Implementation Plan for Disabled Students and Teaching Staff**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of the Disability Services Office

Applicant

Name of faculty: ○ ○ ○ ○

Head of faculty: ○ ○ ○ ○

Given that the following support is required, we will submit a Support Implementation Plan accordingly.

Affiliation target / affiliation / School year / occupation Full name (in kana letters)	○ ○ Faculty ○ Year ○ ○ ○ ○ (in kana letters)
Requested content	Document detailing consideration requested during lessons and tests.
Details of need (Please specify details)	Undergraduate students (with developmental disorders) currently enrolled in the faculty wish to send a request for consideration to the teaching staff in charge of the lesson and for exams, because it is thought that this may ease some of the difficulties. I would like to consult about the contents included when preparing the document.
Estimated amount required (in yen) (Please specify details)	
Requested start date (period)	Month _____ Day __ / Year _____
Remarks	
Contact tel.	Full name of support implementation officer: ○ ○ ○ ○ Extension: ○ ○ ○ ○

Note 1: Please complete in line with the example entry shown.

Note 2: Although proposals submitted will be discussed at the barrier-free support liaison meeting, more time may be required depending on the circumstances, so we request your understanding in advance.

<Support Implementation Plan for Disabled Students and Teaching Staff – Example entry 3>

**Example entry (PC-taking)**

**Support Implementation Plan for Disabled Students and Teaching Staff**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of the Disability Services Office

Applicant

Name of faculty: ○ ○ ○ ○

Head of faculty: ○ ○ ○ ○

Given that the following support is required, we will submit a Support Implementation Plan accordingly.

Affiliation target / affiliation / School year / occupation Full name (in kana letters)	○ ○ Faculty ○ Year ○ ○ ○ ○ (in kana letters)
Requested content	PC-taking in lessons
Details of need (Please specify details)	Undergraduate students (hearing-impaired / deaf) who are currently enrolled in the faculty wish to take advantage of the PC-taking when attending lessons to ensure they keep track of content. It is thought that this will make it easier for them in lessons.
Estimated amount required (in yen) (Please specify details)	Cost undecided at present, depending on the lesson in which the student wants assistance.
Requested start date (period)	Month _____ Day __ / Year _____
Remarks	
Contact tel.	Full name of support implementation officer: ○ ○ ○ ○ Extension: ○ ○ ○ ○

Note 1: Please complete in line with the example entry shown.

Note 2: Although proposals submitted will be discussed at the barrier-free support liaison meeting, more time may be required depending on the circumstances, so we request your understanding in advance.

<Application for loan of assistive equipment, etc. form>

**Application for Loan of Assistive Equipment, Etc.**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of Disability Services Office at the University of Tokyo

Applicant

Name of faculty:

Full name of support implementation officer:

Contact tel. (Extension):

Contact (Email address):

Assistive equipment etc.	Name of assistive equipment etc.	Qty. required
Users (students and teaching staff)		
Purpose of use		
Usage location		
Loan period	From Month _____ Day __ / Year _____ to Month _____ Day __ / Year _____	

Lending procedure / Notice

- We will loan assistive equipment to our students and teaching staff.
- Please reserve in advance by contacting the Disability Services Office by phone or email etc.
- Please submit the application form by email, fax, or in person at the counter before the desired loan date.
- Applicants should carry assistive equipment to/from the office themselves.
- To extend or amend the loan term, please contact the Disability Services Office.
- Please do not re-loan any assistive equipment.
- If there is any breakdown, trouble, damage, loss etc. of assistive equipment, please promptly

contact the following:

University of Tokyo Disability Services Office email: [spds-staff@dso.adm.u-tokyo.ac.jp](mailto:spds-staff@dso.adm.u-tokyo.ac.jp)

[Hongo Branch] Hongo Campus Student Support Center MF

TEL: 03-5841-1715 FAX: 03-5841-1717

[Komaba Branch] Komaba campus Room 111, the College of Arts and Sciences, Building 8

TEL: 03-5465-8944 FAX: 03-5465-8952

<Application to cover expenses of supporter form>

**Application to Cover Expenses of Supporter**

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of Disability Services Office at the University of Tokyo

Applicant

Name of faculty:

Full name of support implementation officer:

Contact tel. (Extension):

Contact (Email address):

User	<input type="checkbox"/> Student <input type="checkbox"/> Teaching staff <input type="checkbox"/> Other staff
	(Affiliation / Full name)
Purpose	
Requested location	
Requested period	From Month _____ Day __ / Year _____ to Month _____ Day __ / Year _____
Details of request	

Request procedure / Please note

- We intend to introduce supporters for our students and teaching staff.
- Please contact the Disability Services Office in advance by phone or email etc.
- Please submit the application form by email or fax, or contact the reception desk by the date you want to start the support.
- This application is valid for the current academic year - please resubmit the application form if you wish to have support continue for the following fiscal year. Please consult the Disability Services Office in the event of any change in content.

University of Tokyo Disability Services Office email: [spds-staff@dso.adm.u-tokyo.ac.jp](mailto:spds-staff@dso.adm.u-tokyo.ac.jp)

[Hongo Branch] Hongo Campus Student Support Center MF

TEL: 03-5841-1715 FAX: 03-5841-1717

[Komaba Branch] Komaba campus Room 111, the College of Arts and Sciences, Building 8

TEL: 03-5465-8944 FAX: 03-5465-8952

<Application to cover expenses of supporter Example entry>

### Application to Cover Expenses of Supporter

Month \_\_\_\_\_ Day \_\_ / Year \_\_\_\_\_

To: Head of Disability Services Office at the University of Tokyo

Applicant

Name of faculty: ○ ○ ○ ○

Full name of support implementation officer: ○ ○ ○ ○

Contact tel. (Extension): ○ ○ ○ ○

Contact (Email address): ○ ○ ○ ○@○ ○ ○ ○

User	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Teaching staff <input type="checkbox"/> Other staff
	(Affiliation / Full name) ○ ○ Faculty ○ ○ Year ○ ○ ○ ○
Purpose	PC-taking to help record lesson content
Requested location	○ ○ Faculty, ___ classroom
Requested period	From Month _____ Day __ / Year _____ to Month _____ Day __ / Year _____
Details of request	Personal computer taker (2 persons taking turns to input) Lesson 4 subjects / 2 h (13 times in total) 2 people Hourly pay 1,190 yen / hour Cost $1,190 \times 2 \times 13 \times 4 \times 2 = 247,520$ <u>Total 247,520 yen</u>

Request procedure / Please note

- We intend to introduce supporters for our students and teaching staff.
- Please contact the Disability Services Office in advance by phone or email etc.
- Please submit the application form by email or fax, or contact the reception desk by the date you want to start the support.
- This application is valid for the current academic year - please resubmit the application form if you wish to have support continue for the following fiscal year. Please consult the Disability Services Office in the event of any change in content.

University of Tokyo Disability Services Office email: [spds-staff@dso.adm.u-tokyo.ac.jp](mailto:spds-staff@dso.adm.u-tokyo.ac.jp)

[Hongo Branch] Hongo Campus Student Support Center MF

TEL: 03-5841-1715 FAX: 03-5841-1717

[Komaba Branch] Komaba campus Room 111, the College of Arts and Sciences, Building 8

TEL: 03-5465-8944 FAX: 03-5465-8952

## Barrier-free support reference website

\* The following website was accessed on March 1, 2016.

<Research institution of the University of Tokyo>

Graduate School of Economics

- REASE (Research on Economy And Social Exclusion)

Economic theory of social disorder / Empirical research

URL <http://www.rease.e.u-tokyo.ac.jp/>

- Graduate School of Education

- Center for Barrier-free Education Graduate School of Education affiliated, The University of Tokyo

URL <http://www.p.u-tokyo.ac.jp/cbfe/>

- Research Center for Advanced Science and Technology

- Fukushima Laboratory / Barrier Free Project

URL <http://bfr.jp/>

<Common>

- Japan Student Services Organization, Study Support Information for Students with Disabilities

URL [http://www.jasso.go.jp/tokubetsu\\_shien/index.html](http://www.jasso.go.jp/tokubetsu_shien/index.html)

\* Information on school student support studies at universities etc. nationwide is summarized.

- National Institute for University Entrance Examination Center Test Q & A

URL <http://www.dnc.ac.jp/center/faq.html>

\* The details of the examination special measures at the University Entrance Examination Center Test (flow of application, content of examinations for examination etc.) are shown.

(University Information Center Test Information for FY2008)

National Institute of Special Needs Education

URL <http://www.nise.go.jp/cms/>

\* Information on education for children with disabilities is summarized.

- Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers, various materials (for employment of persons with disabilities)

URL <http://www.jeed.or.jp/disability/data/index.html>

\* Manuals on employment of persons with disabilities can be downloaded.

- Nationwide Support Center for Students with Disabilities

URL <http://www.nscsd.jp/>

\* Focusing on disabled students, disseminates information on university guidance and student life for students with disabilities.

- Association on Higher Education and Disability of Japan (AHEAD JAPAN)

URL <http://ahead-japan.org/>

\* Enhancing support for students with disabilities at university. The organization established to advocate the development of academic research reflects a nationwide trend.

<Visual impairments>

- National Association of Upper Secondary School Principals, Entrance Exam Braille Division

URL <http://www.braille-exam.org/>

\* It is an institution that provides the braille/inverse transcription for college entrance examinations, periodical in-campus tests and various other qualification tests etc.

- Sapie (comprehensive network of visual impairment information)

URL <https://www.sapie.or.jp/>

\* It is a database and download site for Braille/audio books etc.

- National Diet Library, Japan, Library for people with impaired faculties etc.

URL <http://www.ndl.go.jp/en/library/supportvisual/supportvisual.html>

\* Support for various libraries implementing a service for the disabled is summarized.

- Traffic Safety Research Center, INC, (Braille blocks etc. materials to assist those with visual impairment)

URL <http://www.tsrc.or.jp>

\* Information on guidance (braille) blocks is gathered.

<Hearing impairments>

- PEPNet-Japan

URL <http://www.pepnet-j.org>

\* Information on support for students with hearing impairments is summarized.

- IPTalk

URL [http://www.geocities.jp/shigeaki\\_kurita/](http://www.geocities.jp/shigeaki_kurita/)

\* A site which distributes the latest version of the IPTalk (abstract writing software for personal computer).

<Orthopedic/mobility impairments>

- Ministry of Land, Infrastructure, Transport and Tourism, Barrier-free universal design

URL <http://www.mlit.go.jp/sogoseisaku/barrierfree/index.html>

\* Information on barrier-free universal design, such as barrier-free law related information, is summarized.

- Tokyo Metropolitan Komei School for the Physically Disabled, “Wheelchair, Guidance of Assistance”

URL <http://www.komei-sh.metro.tokyo.jp/cms/html/entry/81/file97.pdf>

\* Including a user-friendly explanation of wheelchair assistance methods with illustration.

<Students with intractable diseases>

- Japan Intractable Diseases Information Center

URL <http://www.nanbyou.or.jp/>

\* Commentary providing an introductory explanation to intractable diseases and various systems is summarized.

<Developmental disorders>

- National Rehabilitation Center for Persons with Disabilities, Information and Support Center for Developmental Disorders

URL <http://www.rehab.go.jp/ddis/>

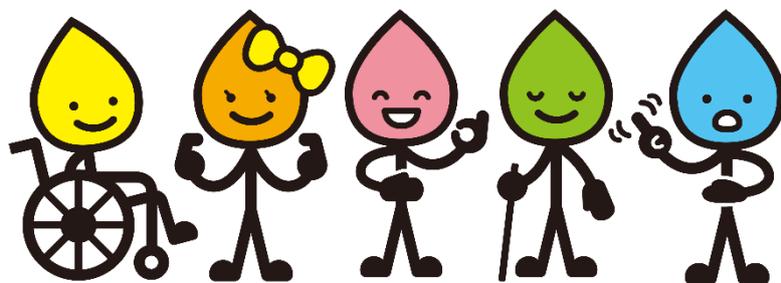
\* Information on developmental disorders is summarized.

<Mental disorders>

- Ministry of Health, Labor and Welfare, Mental Health Integrated Site

URL <http://www.mhlw.go.jp/kokoro/>

\* Information on mental disorders is summarized.



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1. For more or the latest information, please refer to the homepage.

<http://ds.adm.u-tokyo.ac.jp/>

2. Please send all email inquiries to the following:

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3. You can also make inquiries from the homepage:

<https://ds.adm.u-tokyo.ac.jp/contacts/formadd>

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