

## **To faculty members**

Coordinators at the Disability Resource Center (hereinafter referred to as DRC) provide consultations and information to students with disabilities as well as to the faculty and staff members who work with them.

DRC would like to ask instructors to provide appropriate assistance in class to students with disabilities in consideration of their individual needs.

After DRC has confirmed the courses in which a student with disability (who has registered for DRC support services) is to study, DRC will notify the instructors student's name and the condition of his/her disability. Information on how to support the student may be provided to the instructors in a separate notification.

Please feel free to refer any concerns and questions regarding this matter.

## **Student with Visual Impairments**

Visually impaired student can be broadly characterized as being either blind or partially sighted according to the degree of vision loss; each group has distinct support requirements.

### **(1) Textbooks/resumes/materials**

Texts and other materials used in class need to be produced in an alternative format ; Text data (\*). Text data will be redesigned (enlarged or converted into Braille or read out loud using screen reader software) to suit the students' learning styles.

DRC may ask instructors to provide reading and other visual material to be covered in class or to provide the material in a digital format.

\*Text data refers to the written texts converted to text files(.txt). It is a format readily compatible with screen reader software and Braille translation software.

### **(2) Blackboard writing**

Followings are tips for instructors to make reading and other visual materials more accessible to visually impaired student.

- Reading aloud when writing on the blackboard.
- Explaining technical terms.
- Conveying the spelling of proper nouns or kanji characters.
- Avoiding the use of demonstrative pronouns such as “this” or “that” while pointing at the blackboard; Using specific nouns instead.

### **(3) PowerPoint, over head camera (OHC)**

Preparing the content of PowerPoint files or OHC in text files (.txt) helps visually impaired student to prepare ahead of class. Therefore DRC may ask instructors to provide the text data of lectures.

In addition, please avoid demonstrative pronouns but use specific words when using photographs, charts or graphs in class.

#### (4) Audio-visual materials

Student support staff (Voice Guidance) may assist visually impaired students by reading aloud subtitles or by explaining scenes when using audio-visual materials in class. Instructors planning to use videos or DVDs as teaching materials are asked to notify visually impaired students or DRC. DRC can make arrangements to provide student support staff if given at least one week's notice.

In addition, please record TV programs via the second audio program channel, which includes the recording of voice over data.

#### (5) Discussion/group work

During group discussion or in group work where several speakers are involved, please ask speakers to identify themselves by name before speaking to help visually impaired student to better understand the flow or topic of a discussion.

#### (6) Audio recording

If a visually impaired student takes notes using a portable Braille device, there may be a lag in time between the instructor's writing on the blackboard and the student's writing in Braille. DRC may ask instructors to allow visually impaired student to record lectures using an IC recorder for their review.

#### (7) Special equipment

Visually impaired student takes notes, reads material by using various equipments such as magnifiers, portable Braille tools, electronic Braille dictionaries and computers with voice reading software. DRC may ask instructors to allow the students to use these support tools in class.

#### (8) Student support staff

DRC may ask instructors to work with student support staff who assists visually impaired student by taking notes or explaining the content of audio-visual materials in class.

#### (9) Guest speaker presentation

Please ensure guest speakers are informed about the needs mentioned above in 1) to 8) prior to the class.

#### (10) In-class assignments submission

Special considerations/allowances should be made regarding assignments that need to be submitted within the class period such as Communication Papers. Followings are helpful considerations;

- Assignments can be written by a scribe (student support staff).
- Assignments can be submitted one week later than the deadline.
- Assignments can be submitted by email on the day.

#### (11) Exams and other assignments

Final exam questions will be presented and answered in Braille form. Visually impaired student will submit papers/reports written in regular characters (.txt.doc). Arrangements for visually impaired students vary according to their unique needs due to the nature of their disability. For any questions in planning or conducting exams, quizzes or essays, please contact administrative office or DRC.

### **Student with Hearing Impairments**

Hearing impairment, a disabling condition in hearing, is a partial or total inability to hear ambient sounds or conversations. The degree of hearing loss and its nature vary from person to person. Wearing hearing aids does not necessarily enable normal hearing. People with hearing impairments may use a variety of communication methods, including sign language, lip reading, written notes, etc. Each student requires a different type of support.

#### (1) Lectures

Instructors can use the following communication techniques to help auditory impaired student.

- Speaking clearly and enunciating words.
- Repeating important details.
- Always speaking directly to the student, not to the student support staff (interpreter/note-taker).
- When taking attendance verbally, give a visual signal.

#### (2) Textbooks/resumes/materials

Providing visual aid materials before class can help auditory impaired student and student support staff in understanding the class content. Instructors can provide the following in advance:

- Keywords and important phrases
- Lesson resume

#### (3) Blackboard writing

Writing important information, unique names, and technical terms that do not appear in the handouts is useful.

Speaking while facing the board is usually a difficult learning situation for auditory impaired student who does lip reading.

#### (4) PowerPoint, over head camera (OHC)

Providing visual aid materials before class can help auditory impaired student and student support staff in understanding the class content. Instructors can provide the following in advance:

- PowerPoint presentations
- Content of OHC

#### (5) Audio-visual materials

If videos or DVDs are used in class as teaching aids, instructors may be asked to provide auditory impaired student with:

- Summary or scenario of video
- Captioned video/recording videos inclusive of subtitle data

DRC can also provide assistance in translating auditory information into text form(.txt) if necessary.

Please note it may take more than a week to create the transcripts.

Recording TV programs with caption is also helpful.

#### (6) Discussion/group work

Instructors may be asked to establish following rules in case of discussion or group work that involves multiple speakers:

- Requiring speakers to raise their hand and identify themselves by name before speaking.
- Making sure the student support staff (interpreter) finishes translating before moving to the next speaker.

#### (7) Student support staff

DRC may ask instructors to work with student support staff who assists auditory impaired student by taking notes (handwriting /typing), or by translating spoken contents into text form.

#### (8) Guest speaker presentation

Please ensure guest speakers are informed about the needs mentioned above in 1) to 7) prior to the class.

#### (9) Exams and other assignments

If verbal instructions are given during an exam, the instructor should also either write it on the blackboard or pass a memo to auditory impaired student. For any questions in planning or conducting exams, quizzes or essays, please contact administrative office or DRC.

### **Student with Physical Impairments**

A physical disability is defined here as a disabling condition affecting any of the four limbs or trunk, that limits a person's physical functioning in daily life, such as walking and writing. Differing levels of care are needed depending on the parts affected and the degree of disability.

#### **(1) Classrooms**

Classrooms may be changed to ensure accessibility for physically impaired student with mobility assistive device.

#### **(2) Air conditioning**

Physically impaired student often has difficulty regulating their body temperature due to autonomic system dysfunction. DRC can make arrangements to adjust room temperature for physically impaired student. Instructors may be asked to notify other students about such arrangement. DRC may also lend portable heater for physically impaired student.

#### **(3) Blackboard writing**

Physically impaired student who has a disability in their upper limb(s) which affects his/her handwriting skills may use a laptop to take notes. Otherwise, the student may be assisted by student support staff (note-taker) who takes notes, or photograph the content written on the blackboard.

#### **(4) Audio recording**

Physically impaired student who is unable to take notes by themselves may ask for permission to audio-record lectures (via IC recorder etc.).

#### **(5) Student support staff**

Student support staff may provide in-class assistance for physically impaired students in wheelchairs, to help changing his/her body positioning aiming to ease seating pressure.

#### **(6) Guest speaker presentation**

Please ensure guest speakers are informed about the needs mentioned above in 2) to 5) prior to the class.

(7) In-class assignments submission

Special considerations/allowances should be made regarding assignments that need to be submitted within the class period such as Communication Papers. Followings are helpful considerations;

- Assignments can be written by a scribe (student support staff)..
- Assignments can be submitted one week later than the deadline.
- Assignments can be submitted by email on the day.

(8) Exams and other assignments

Physically impaired student will be subjected to special allowances for final examinations in answering questions (handwriting, typing oral), in seating (use of separate room), or given extended time. Physically impaired student will produce papers on a standard computer keyboard in regular characters (.txt.doc). Considerations for physically impaired student vary depending on their level of disability. For any questions in planning or conducting exams, quizzes or essays, please contact administrative office or DRC.