



▶ Higashiyama Campus
Mon~Fri (Holiday is excluded)
9 : 00-17 : 00
052-789-5806



▶ Turumai Campus
Tuesday (Holiday is excluded)
9 : 00-17 : 00
052-744-2827

Coming
Soon . . .

▶ Daiko Campus
Open in April, 2013.
Thursday (Holiday is excluded)
9 : 00-17 : 00
052-719-1529

Harassment Consulting Center News

This issue features a digest of the lecture by Dr. Keiichiro Watanabe (Chief of Communication Support Room, Division for Counseling and Support, The University of Tokyo) held in last December in Nagoya University

How well do you know about the developmental disorders? Persons with these disorders often have troubles with people around and are puzzled and worrying every day. We hope that we can cover weak points of each other and build on individual strengths.

“Understand and help students with developmental disorders”

Characteristics of pervasive developmental disorder (PDD)

1. Qualitative impairments in reciprocal social interaction
 - 1) Less eye contact
 - 2) Preferring to be alone
 - 3) Poor at emotional communication with other people
2. Qualitative impairments in communication
 - 1) Understand words only in a literal sense
 - 2) Awkward conversation
3. Repetitive behaviors and focused interests
 - 1) Stick to small details and not get the whole picture
 - 2) Inflexibility



Characteristics of attention-deficit hyperactivity disorder (AD/HD)

1. Hyperactivity
 - 1) Fidget and squirm
 - 2) Talk nonstop and often get sidetracked
 - 3) Frowned or neglected in leisure activity
 - 4) Undertake too many tasks
2. Impulsivity
 - 1) Blur out inappropriate comments and often jump to a wrong conclusion
 - 2) Have difficulty waiting for their turns
 - 3) Interrupt others' conversations
3. Inattention
 - 1) Have difficulty in doing detailed but boring work
 - 2) Forget where they put something
 - 3) Have difficulty in clearing up or some other works which need mental effort
 - 4) Have difficulty in completing one thing
 - 5) Have difficulty in arranging something in order
 - 6) Not notice when spoken by someone
 - 7) Cannot concentrate in conversation
 - 8) Easily distracted from conversation

Biological studies have revealed that the developmental disorders are related to functional diversity in brain function but not to spiritualism.

University should provide special educational services for the students with developmental disorders, which is stated in the laws.

1. The support Act for people with developmental disorders
Article 8 (2): Universities and technical colleges shall give proper educational consideration in accordance with the state of disabilities.
2. Basic Act on Education
Article 4 (2): The national and local governments shall provide support in education to persons with disabilities, to ensure that they are given adequate education in accordance with their condition.

Advice to faculty members and staffs

(How shall we deal with the students with developmental disorders?)

1. For smooth communication:
 - 1) Keep the subjects simple and clear.
 - 2) Use visual materials or summary.
 - 3) Had better explain clearly by E-mail rather than verbal communication.
 - 4) Try to express specifically.
2. Proceed in small steps.
 - 1) Not good to allow them to think about the subjects by themselves without providing evaluation axis.
 - 2) Demonstrate and share the whole picture of the subject and then set a small and tentative goal.
 - 3) Had better set the small goal which is easy enough for them to accomplish.
3. Activate motivation.
 - 1) Give praise but no punishment. Look for good behavior and praise it. Point out a specific task which they are trying to do and praise it.
4. Give them appropriate and calm guidance.
 - 1) Hold a meeting regularly.
 - 2) Inform changes on the schedule as far in advance as possible.
 - 3) Explain the important points in detail and in simple words: why they are important and the priority order is high. Be consistent. Changes in the rules puzzle them.
5. Support as a team.
 - 1) It will be a burden if you try to help a student by yourself.
 - 2) Consultation center or family may help you.

Problems in educational services

1. Difficult to recognize the developmental disorder before admission to school.

According to environmental change, a small problem in mental development may become more apparent as a disability after admission to school. (Maladjustment/disability appears during the interactions with environment.)
2. Some students do not recognize their own problems seriously.

Small problems are hardly recognized as a symptom of the developmental disorders and they do not realize their characteristics very well. Thus they do not smoothly request for support.
3. Lack of consultation centers.

Since there is no authorized system to evaluate the necessity and content of support, we may need to repeat one-to-one negotiations.

Key points to help



It is well known that there is a broad-range spectrum in the developmental disorders. If you are worried about a specific student, you had better change the way to interact with him/her. You may ask him/her “Are you sometimes puzzled with my explanation?”

One feature of the students with developmental disorders is a big gap between strong and weak subjects. We do not have to take their problems seriously as disabilities but we can recognize as their personality/individuality. Although their weak points are easily noticed, you may be able to teach them by highlighting their good points. The aim of special educational services should be to improve the educational system for them to study comfortably but not to jack up their test scores. Since problems appear due to the mismatch between the students’ characters and environment, it is important to improve the environment.

Although this issue focuses on the students with developmental disorders, these characteristics are not restricted to students. Let’s watch our colleagues and improve the environment of our workplace, which will eliminate harassment from our workplace.

If you have any trouble, please come to Harassment Consulting Center.



Harassment Consultation Center.

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