

Organization for  
Fundamental Education

## Key words

school psychology, developmental psychology, higher education and disability



Ph. D. in Education / Professor

**Fumiyo Araki**

## Education

Doctoral Course, the United Graduate School of Education, Tokyo Gakugei University

## Professional Background

Clinical Psychologist at the Student Guidance and Counseling Center, Fukui Technology of University  
School Counselor at public schools in Fukui Prefectural Government

## Consultations, Lectures, and Collaborative Research Themes

Design and implementation of Psycho-education programs at school  
Support for students with disabilities in higher education

## e-mail address

f-araki@fukui-ut.ac.jp

## Main research themes and their characteristics

## [School-based prevention implementation]

Though my career as a school counselor over fifteen years, I had engaged school-based prevention implementation for students to improve their self-esteem, stress management and social skills.

One of our studies examined the long-term effects of the school-based universal prevention program through comparison for four cohorts in follow-up studies (Araki & Kubota, 2014). The program focused on interpersonal skills of one elementary school students from 1st to 6th grade conducted as classroom sessions once a month. Sessions were programmed enhancing self-esteem, understanding emotions, and increasing positive social behaviors, self-control and social problem solving. The results of all cohorts demonstrated significantly improved higher level of self-esteem than the control group.

Based on these implementations and studies, I have implemented not only school-based implementation for improvement students' social skills and abilities, but also education for preventing particular issues including suicide and disaster stress (Fig.1).



Fig.1 The workshop for students in a high school

## [Vocational training for students with disabilities can participate activity in the community]

As with so most of universities, we have constructed the support system for students with disabilities since the enforcement of "Act for Eliminating Discrimination against Persons with Disabilities" in 2016 (Araki et al., 2017). A committee was formed to design the support systems, including the transition support system for entering the university, the learning support system to determine procedures and requirements for reasonable accommodations (Fig.2), and the employment support system for after graduation.

Especially, we were able to collaborate effectively not only with our staff and faculties, but also with staff of a social-service agency in community to provide support for the employment of the student with disabilities. Through facilitating further efforts to the collaboration, the prospects for this theme are to contribute to establish a platform for promotion of vocational training for students with disabilities can participate activity in the community and form networks among coordinators and school psychologists in universities, the staff in social-service organizations, and people in charge of personnel affairs of companies in the community.



Fig.2 "Support for students with disabilities" on FUT home page

## Major academic publications

Fumiyo ARAKI (2021) "The Development of Counseling Services and Management Systems in a University Counseling Institution over a Thirty-Seven-Year Period" Student counseling journal, 42, 45-56.

Fumiyo ARAKI (2019) "Implementation of an Inclusive Support System for Students with Disabilities at a Private University: Through organizational consultation by school psychologists" International School Psychology Association 41st conference Abstract Book.

Fumiyo ARAKI, Syuhei TAKEDA, Yuko KONDA, Nami TANABE, Toshihiro KASAI, Kazuya HAMAMOTO, Kiyomi KOYANAGI, and Daiki YAMANAKA(2017) "The Process of Constructing a Support System for Disabled Students at a Rural Mid-sized Private University" CAMPUS HEALTH, 54 (2), 192-197.

Fumiyo ARAKI, and Yuki KUBOTA(2014) "The Relationship between Effects and Implementation Qualities of the Universal Prevention Program for Interpersonal Skills in One Elementary School" International School Psychology Association 36th conference Abstract Book, 90-91.