The new generation of Japanese language student is one that is increasingly diverse. This is no doubt due to technological advances that have served to increase awareness of Japanese studies in the United States. This increase has also led to more accessibility for disabled students to join the ranks of other students in Japanese language classrooms. As these students take more Japanese language courses, it has become necessary for the new generation of Japanese language instructors to implement effective teaching strategies that serve to accommodate these students and incorporate them into our learning communities. Yet for a variety of reasons, faculty and administrative staff do not often coordinate on how to best accommodate and teach students with disabilities (Love, Kuh, Mackay & Hardy, 1993).

Classroom instruction without the disabled student in mind results in lack of meaningful input, which in turn leads to feelings of marginalization and isolation (Donley, 2002). This paper focuses on two issues: 1) how instructors can collaborate with other faculty/staff members to figure out the best modification for students with various disabilities, and 2) actual teaching strategies employed by the authors in their support of a congenitally blind student learning Japanese. In addressing these issues we hope to promote awareness and discussion, and present some practical ideas that are useful to current and future generations of Japanese language instructors teaching students with disabilities. Furthermore, we will show how a course designed with disabled students in mind not only fosters a sense of inclusion for these students, but also serves to promote successful learning for all of our students.