



東京学芸大学リポジトリ

Tokyo Gakugei University Repository

支援者が捉える発達障害児「療育」の役割： 職務のやりがいとストレスに着目した内的キャリア 発達の検討

メタデータ	<p>言語: Japanese</p> <p>出版者:</p> <p>公開日: 2022-05-20</p> <p>キーワード (Ja):</p> <p>キーワード (En): developmental disorders, intervention in children with developmental disorders, career development</p> <p>作成者: 田中, 里実, 橋本, 創一, 田口, 禎子, 堂山, 亜希, 野元, 明日香, 山口, 遼</p> <p>メールアドレス:</p> <p>所属:</p>
URL	http://hdl.handle.net/2309/00174078

Analysis of Occupational View of Child Development Care Professionals as Internal career:

From the Perspective of Satisfaction and Stress in Their Work.

TANAKA Satomi*, HASHIMOTO Soichi**, TAGUCHI Tomoko***,

DOYAMA Aki****, NOMOTO Asuka*****, YAMAGUCHI Ryo*

Human service professions often have many beliefs about their work that are related to internal career. Moreover, their beliefs are often related to care recipients' benefits. This study investigated child developmental care professionals, a human services profession, the work-related beliefs about intervention in children with developmental disorders. A questionnaire survey was conducted with 287 child developmental care professionals working all over Japan. The participants in the survey responded by making free descriptions about the efficacy of child care for children and their parents. Their responses were analyzed by quantitative text analysis using the "KH Coder." The results indicated that professionals considered the following characteristics were essential for their intervention in children with developmental disorders: (1) enhancing children's self-esteem; (2) developing children's skills and motivation for social participation; (3) helping children express and control emotions; (4) multiple experiences and play; (5) supporting social independence based on children's cognitive development; (6) seeking a practical personalized approach; (7) establishing developmental foundations in a safe environment; (8) providing attentive support. Also, professionals considered that the following characteristics were essential for supporting parents: (a) thinking about children together; (b) sharing anxieties and

pleasures in children's development; (c) supporting the relationship between children and parents; (d) supporting parents in caring for children calmly; (e) providing opportunities for parents to understand their children concretely; (f) relationship with other parents; (g) caring about parents' sentiments for their children. These beliefs were held by many professionals regardless of their caring experience, motivation, or job stresses. It is necessary to reconsider method of survey and expand the scope of child developmental care professionals.

Key words

developmental disorders, intervention in children with developmental disorders, career development

*Doctoral Course, The United Graduate School of Education, Tokyo Gakugei University

**Support Center for Special Needs Education and Clinical Practice on Education, Tokyo Gakugei University

***Komazawa Women's Junior College

****Mejiro University

*****Shigakukan University