

外国語要旨

学位論文題目： Case Study of “Creative Movement and Dance (CMD)” that Grow up
Children with Developmental Disorders

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This article aims to construct a theory from the author’s original activities named “Creative Movement and Dance (hereinafter referred to as the CMD)”, a practice targeted for children with developmental disorders.

In the introduction of the Chapter 1, we firstly itemized the motivation, progress, and background of this study, represented the purpose and structure of this article, and defined terminologies.

In the Chapter 2, we summarized the records of sixty programs implemented by the author, including the performance of the children with developmental disorders. Subsequently, based on the responses to the questionnaires by the parents, we gave the following three hypotheses on the effectiveness of the CMD with respect to supporting children with developmental disorders.

Hypothesis 1: CMD provides an environment in which children with developmental disorders spontaneously “want to move”, and promotes the development of physical movement skills.

Hypothesis 2: CMD provides various activities which are conducted in groups and promote communications with other participants. It contributes to improve communication skills of children with developmental disorders.

Hypothesis 3: CMD is rich in factors that facilitates a feeling of pleasure and satisfaction, a sense of accomplishment, and desires to do more, and prevents lowering the self-respect of children with developmental disorders.

In the Chapter 3, based on <Hypothesis 1>, we conducted an assessment by MEPA-R and the Space Recognition Capability Test applied to 3 children with autism spectrum disorders (ASD) who participated the practice during the three years continuously to compare the results between the start and end. The comparison indicates some improvement both in MEPA-R and the Space Recognition Capability Test, and we have found out the potential that CMD programs can promote the development of physical awareness-skill of children with developmental disorders and effect on the Space Recognition Capability as well. Such observed improvements in the target children and the results of the existing studies have led to a conclusion that the experience of spontaneous and proactive physical movements that have been induced naturally by playing toys and through communications with others in CMD promotes the formation of physical awareness in children with

developmental disorders and improves the Space Recognition Capability, and, as a result, facilitates a higher-level development of physical movement skills.

In the Chapter 4, based on <Hypothesis 2>, we conducted an analysis related to mutual interaction with others based on the activity records of 4 children with ASD who participated in the activities continuously. The result indicates that the frequency of mutual interaction between target children and others has increased, that there is a difference in the formation of mutual interaction, depending on who to communicate with, and that the frequency of response by the other party has increased through the continuation of the activities. Furthermore, we have categorized the characteristics of the scenes in which mutual interaction has been formed, and have found five categories: 1) sharing emotions / physical resonance, 2) sharing playing toys, 3) sharing activity flows, 4) imitation, and 5) self-decision / self-assertion. Based on these, as the characteristic of communication support method in CMD, we have reached a conclusion that we should focus on its function of fostering “the desire to be involved” more than anything, compared to the function of “transmitting communication.” In addition, we have focused on the CMD’s role to improve skills by providing a comprehensive place to play, which facilitates a various types of communications to trace repeatedly in a live environment. Furthermore, we asserts that, in CMD, the development of communication skills is not regarded as a change in individual skills but as a change in relationships that appears in lives and activities in the society or community the children live in.

In Chapter 5, based on <Hypothesis 3>, we have first suggested the definition of self-respect and a measure that can be applied to children with developmental disorders derived from the analysis of the existing studies, in order to clarify the CMD’s role as fostering self-respect. Second, we have analyzed the activity records of the four target children with ASD, the same four targets in the Chapter 4, for the change in their sense of self-respect. The results show an increase in self-respect of the target children. From the analysis of scenes relevant to the changes in self-respect, we have considered that the following factors inherent to the CMD support the development of self-respect in the target children:

- 1) CMD facilitates numerous “shared experiences” that are significantly related to basic self-respect;
- 2) Sense of achievement, positive stroke, and elimination of completion, by setting small steps appropriate for individual developments, as well as proxy experiences learned from others in a group activities enhance self-efficacy;
- 3) Opportunities for self-decision making and self-expression are set profoundly in the activities; and

- 4) A place becomes a place for them to belong to, and accordingly, a sense of belonging can be fostered, which suggests the potentials of the CMD in the improvement of self-respect in the children with developmental disorders if they participate in the programs continuously.

In the Chapter 6, as a conclusion, we have first reviewed previous chapters from Chapter 1 to Chapter 5 in Section 1, and then we have given a comprehensive consideration in the Section 2 as below:

The environments presented by the CMD promote the desire of children with developmental disorder to “move” and to “be involved”. We think that they improve their physical movement skills, communication skills, and self-respect while they actively interact with the environments (i.e., other players and play tools). Furthermore, in the CMD, they can enjoy a comprehensive place to play in which respective improvements in physical movement skills, communication skills, and self-respect influence each other in a positive fashion, and in which they can experience various factors in the different development stages in a repeated manner. In short, the CMD provides the children with developmental disorder with progressive and continuous opportunities to grow spontaneously, compared to drill-like exercises in a symptomatic-therapeutical approach in which assignments are specified to bridge the gaps from normal developments.

Finally, we have considered the limitation of this study and future issues in the Section 3.