

Thesis Summary

Thesis Title

Parent Support Based on Collaboration Between Nursery School Teachers and Psychologists: Support Centering on Parent Education

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Recently, a quantitative increase and guaranteed childcare as social support for the compatibility of family and work has become an urgent issue in child-raising support, both as a countermeasure for the declining birthrate and to ensure a workforce. However, 71.2% of children under the age of three are brought up at home and not in nursery schools and the like (Ministry of Health, Labour and Welfare, 2015). Local child-raising support locations are being promoted to take on the main role of providing support and being a prime location for local parents who raise their infants only at home. Among the two aspects comprising parent support, the above aspect is considered to provide local support for modern parents who find child-raising difficult (support for looking after children, support for creating connections among parents, and providing a prime location). The other aspect of parent support is considered to be parent education in which support and education for the well-being of the child is given to parents of infants who are struggling with various psychological issues on the basis of the parent-child relationship. In view of the difficulty of modern child-raising, there is a need to support parents in both of these aspects, but there are very few scientific studies regarding the latter. Therefore, in order to examine the latter, this study focused on Agency Z, which has been providing parent support for over 30 years based on parent education for parents who bring up infants only at home. Parent support at Agency Z is not only about supporting parents but also about providing cross-occupational collaboration in the form of simultaneous parent-child support (Nakano, 2015). In recent years, despite the increasing collaboration between teachers and psychologists, there have been no scientific studies regarding practice from the perspective of parent support based on collaboration between teachers and psychologists. Therefore, the objective of this study was to examine two research questions ([1] What parent support is enabled by collaboration between teachers and psychologists; and [2] what is the meaning of collaboration in parent support for the support provider?) by conducting a survey of both the user (parents) and the support provider with regard to the practice of parent support at Agency Z based on collaboration between both parties centering on parent education. The following six surveys were conducted in the order shown below.

In Survey 1, the effect of parent support using the parent education program was studied. As a result of conducting an analysis focusing on changes in child-raising behavior and positive feelings among parents from

the perspective of the support targets of the support provider, it was demonstrated that the usage effects differ depending on childcare experience. Also, usage effects are seen among parents who clearly have a lower-than-average level of childcare behavior and parent positive feeling, so the support effects extended to various types of parents. From this, it was clear that collaboration between teachers and psychologists enables support suited to the characteristics of individual users. In Survey 2, by focusing on the subjective experiences of users, the usage effects of support using the parent education program were studied. As a result, the following four subjective experiences of parents were found: "I felt that the support of the support provider was polite for both parents and children," "I felt comfortable and I learned about childcare," "I felt that my eyes were opened to the enjoyment of childcare," and "I was pleased watching my child interacting with other children." Therefore, even from the perspective of the subjective experiences of users, the usage effects of this support were clear.

In Surveys 4 and 5, the support provider was the target of the surveys, and the focus was on the experiences of teachers for parent support in Agency Z (Survey 4) and psychologists (Survey 5). As a result, in both occupations, it was found that the support of each was complemented by taking on the perspectives of the other (teachers taking on psychologists' perspectives and psychologists taking on teachers' perspectives), and each was able to confirm the strengths of their own specialization. It was also clarified that there are benefits to the user from collaboration in terms of enriching the support for both parents and children, and extending the scope of support in daily life. At the same time, it also has the benefit of education the support provider as it enriches the learning of all support providers.

Based on the results of the four surveys above (Survey1,2,4,5) and two subsidiary surveys (Survey3,6), a comprehensive study was finally conducted regarding parent support based on collaboration between teachers and psychologists.