

原著

障害児保育経験者の社会的自立

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Social Independence of the Handicapped Children Who Received Designated Mainstreaming in Nursery School

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Abstract

Research has been done to find out the present condition of the 27 handicapped children who were mainstreamed to a regular nursery school during their childhood years. The handicapped mainstreamed to regular elementary and junior high school levels were of a higher rate. But in the high school level, most of them were in a special school. Such good results of integrated education were seen in the 80% who can do many things on their own. Their working areas are helping the household chores, managing to do such simple work at companies and workshops. In this survey, 63% are contented with their lives and are satisfied with their accomplishments in each day's undertakings. Above 60% still need help in doing such social activities like cooking, shopping, using public utilities like transportation. On the part of the family, parents worry about their children's future especially about those who greatly need more assistance even in their daily activities of every life stage. Finding out the effects upon the handicapped as they

went through such education mainstreaming will give some basis for more plans, programs, and ways to uplift their condition. Factors that affect such condition can be checked and may be given a proper notion or view and a needed solution. If it pertains to education and life-span perspective, then the school curriculum should be rechecked from the nursery school up to the social and community welfare system.

要約

障害児保育実施18年の成果と課題を探る手掛かりとして、障害児保育終了者のうち16歳から22歳までの27名を対象に、進学、就職、日常生活などに焦点を当てて、社会的自立の実態調査を行った。進学は、小学校と中学校では通常学校の養護学級へ進む割合が高く、高等学校では養護学校高等部へ進む割合が高くなっていた。現在の主な生活状況は、養護学校高等部在学中6名(22.2%)、家事手伝い3名(11.1%)、作業所を含む施設での作業手伝い11名(40.7%)、企業での軽作業7名(25.9%)となっており、保護者の63%が現在の生活に満足していた。日常生活の自立のうち、身辺自立は80%以上可能であった。しかし、家族や他の援助が得られやすい社会的自立については60%以上が援助を必要としていた。現在、家族が抱えている不安や悩みは、将来が安心できる施設などを含めた居住場所の確保、個人的、社会的日常生活の自立、就職に関係した課題など、全ライフステージにわたっており、障害児が青年期を迎えてもなお、将来への心配が尽きない状態である。今後は、障害児自身の全ライフサイクルにわたる自立と支援を目標に、家庭生活も含めた保育園から学校教育に至る指導内容や、幅広い地域福祉のあり方が一貫したものになるよう再検討していく必要がある。
