



Tokyo Gakugei University Repository

東京学芸大学リポジトリ

<http://ir.u-gakugei.ac.jp/>

Title	学齢期の高次脳機能障害児の困難・ニーズと支援に関する研究：保護者調査から( abstract )
Author(s)	池田, 理恵子; 高橋, 智
Citation	東京学芸大学紀要. 総合教育科学系, 60: 293-321
Issue Date	2009/2/27
URL	<a href="http://hdl.handle.net/2309/95646">http://hdl.handle.net/2309/95646</a>
Publisher	東京学芸大学紀要出版委員会
Rights	

# 学齢期の高次脳機能障害児の困難・ニーズと支援に関する研究

—— 保護者調査から ——

## Difficulties, Needs and Support for Children with Higher Cortical Dysfunction during School Age

—— A guardian survey ——

池田 理恵子\*・高橋 智\*\*

Rieko IKEDA, Satoru TAKAHASHI

特別支援科学分野\*\*\*

### Abstract

With recent rapid advances in critical care technologies, recovering patients with cerebral stroke and brain trauma have increased. Simultaneously, those with higher cortical dysfunction have increased. According to a survey conducted by the Ministry of Health, Labour and Welfare in 2004, approximately 300 thousand persons were estimated to have higher cortical dysfunction in Japan; people with higher cortical dysfunction caused by brain trauma are said to be increasing by approximately ten thousand annually. The Ministry of Health, Labour and Welfare established a support model project for higher cortical dysfunction and is advancing consideration of support targeted mainly to people with higher cortical dysfunction in adulthood from various aspects of medicine, welfare, and labor.

However, few data for school-age children with higher cortical dysfunction exist in Japan; data showing conditions of educational support are also scarce. Many measures are designed only for adults. Support for higher cortical dysfunction during school age is still in the trial and error stage. We consider that school-age children with higher cortical dysfunction are apt to experience a lack of understanding and insufficient support from surrounding people because of the disability traits, and that they have various problems in school life. This study examines difficulties and needs of school-age children with higher cortical dysfunction and their families. Specifically examined aspects are school life from aspects of learning, school life (friendship, human relations, etc.), and their future course. Consequently, we clarify problems in educational support for schoolchildren with higher cortical dysfunction.

We conducted a mail questionnaire survey of 82 guardians whose children returned to or entered school with higher cortical dysfunction during school age (in addition, an interview survey was conducted with 10 guardians among them). Survey items are as follows: conditions of children; difficulties and needs in learning, school life (friendship, human relations, etc.) and (transition support); choices of school to return; family needs; and future response. The survey period was November 2007 ~ December 2007.

#### 1. Conditions of children

Injury from traffic accidents was the most common (69.3%). Most children returned to classes (regular class) that they had

---

\* Saitama Prefecture Hibarigaoka Special Needs School

\*\* Ph.D., Professor of Department of Special Needs Education, School of Education, National University Corporation Tokyo Gakugei University

\*\*\* Tokyo Gakugei University (4-1-1 Nukui-kita-machi, Koganei-shi, Tokyo, 184-8501, Japan)

attended before being injured.

## 2. Difficulties and needs in learning

Of respondents, 89.3% answered that their children had learning difficulties. Many had problems, particularly with “memory”, and subjects with difficulty are concentrated in five subjects. Symptoms of diverse higher cortical dysfunctions, such as memory impairment, attention disorder, and executive functional impairment, overlap and become factors for difficulties in learning. Special treatment for such difficulties in learning remained at 57.3%.

## 3. Difficulties and needs in school life (friendship, human relations, etc.)

Of respondents, 72% answered that their children “had problems” in school life, which revealed that they confronted great difficulties in friendship and human relations in particular. Specifically, “My child is isolated because she/he cannot make friends” was the most common answer (29.1%), followed by “My child faced bullying” (22.0%). For responses by schools and homeroom teachers, the following descriptions were seen: “No response was given because of a lack of their understanding of disabilities”, and “They were unilaterally scolded.” Even if support and consideration are provided immediately after returning to school, surroundings and teachers change as time goes by. Under such circumstances, children tend to be isolated because of a “poor understanding”, “difficulty in communication attributable to disability traits”, and so on.

## 4. Difficulties and needs in the future course (transition support)

Of respondents, 72.0% worried about the future course. Many guardians had an emotional conflict in choice between regular classes and special support school or classes. Some guardians wish to send their children to special support school or classes because of concerns about delayed learning and difficulty in living in a group, but many wish their child to attend regular classes. Although many wish for general employment after graduation, only a few graduates with higher cortical dysfunction are employed as general employees.

In the future, we must carry out a survey of students with higher cortical dysfunction and to examine actual conditions and needs for support. Furthermore, because many guardians worry about choosing regular classes or special support school/ classes as future courses, it is a crucial challenge to examine contents of further appropriate educational support through comparing actual educational conditions of current regular class students and those of current special support school/ class students with higher cortical dysfunction.

**Key words:** higher cortical dysfunction, school age, regular class, return to school, guardian survey

*Department of Special Needs Education, Tokyo Gakugei University, 4-1-1 Nukuikita-machi, Koganei-shi, Tokyo 184-8501, Japan*

**要旨:** 近年、救命医療技術の急速な進歩に伴い、救命される脳卒中・脳外傷の患者が増加し、それと同時に高次脳機能障害者数も増えている。2004年の厚生労働省の調査によると高次脳機能障害者は全国に約30万人いるものと推定され、また脳外傷による高次脳機能障害者は毎年約1万人増えているとも言われる。厚生労働省は高次脳機能障害支援モデル事業を立ち上げ、主に成人期の高次脳機能障害について医療・福祉・労働等の諸側面から支援の検討を進めている。

わが国では学齢期の高次脳機能障害児に関する統計はほとんどなく、教育支援状況を示す資料も少ない。多くの施策はあくまで成人対象であり、学齢期の高次脳機能障害に対する支援については未だ試行錯誤の段階である。学齢期の高次脳機能障害児は、その障害特性により周囲の無理解、支援の不十分さを引き起こしやすく、学校生活においてさまざまな問題を抱えていると考えられる。

本研究では、学齢期段階の高次脳機能障害を有する本人およびその家族が、学校生活においてどのような困難・ニーズを持っているのかを学習・学校生活（友人・対人関係等）・進路等の諸側面から検討し、高次脳機能障害児童生徒の教育的支援の課題を明らかにする。研究の方法は、学齢期に高次脳機能障害を有しながら復学・就学を経験した本人の保護者82名を対象に郵送質問紙法調査を行った（さらに10名の保護者には面接法調査を実施）。調査項目

は、本人の状況、学習面・学校生活面（友人・対人関係等）・進路面（移行支援）の困難・ニーズ、復学先の選択、家族のニーズ、今後の対応である。調査期間は2007年11月～12月である。

- ①本人の状況：交通事故による受障が最も多く（69.3%）、退院後はほとんどが受障前の学級（通常学級）に復学している。
- ②学習面における困難・ニーズ：89.3%が学習の困難があると答えた。とくに「記憶力」に問題を抱えているものが多く、困難が見られる教科は5教科に集中していた。記憶障害、注意障害、遂行機能障害など様々な高次脳機能障害の症状が重複しながら、それぞれが学習上の困難の要因となっていることがうかがえた。なおそうした学習上の困難に対して特別対応が行われたものは57.3%にとどまっていた。
- ③学校生活面における困難・ニーズ：72%が「問題があった」と回答し、とくに友人・対人関係の困難が大きいことがわかった。具体的には「友達ができず孤立している」という回答が最も多く（29.1%）、ついで「いじめに遭った」との回答も22.0%と多かった。学校・担任の対応として「障害への無理解のために対応がなかった」「一方的にしかられた」という記述もみられた。復学当初は支援や配慮がなされたとしても、時間の経過で周囲の状況や教師も変わり、そのようななかで「理解の乏しさ」「障害特性からくるコミュニケーションの難しさ」などのために孤立化する傾向が示された。
- ④進路面（移行支援）における困難・ニーズ：72.0%が進路に不安を抱え、進学に関して通常学級と特別支援学校・学級の選択に葛藤している保護者が多くみられた。学習面の遅れや集団生活の困難さから特別支援学校・学級を希望するものもいるが、困難はあっても通常学級を希望するものが多い。卒後は一般就労の希望が多いが、既卒の当事者で一般就労をしているものはごく僅かであった。

今後は高次脳機能障害の本人への調査を行い、支援の実態とニーズを検討していく必要がある。また通常学級と特別支援学校・学級の進路選択に悩んでいる保護者が多いことから、通常学級在籍と特別支援学校・学級在籍の高次脳機能障害児の教育実態の比較検討を行い、より適切な教育支援の中身について検討することも不可欠の課題である。

キーワード: 高次脳機能障害, 学齢期, 通常学級, 復学, 保護者調査