

## ウィリアムズ症候群の患児の歯磨き動作の獲得

～訪問学級教諭と連携しての取り組み～

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### Training tooth-brushing motions to a child with Williams syndrome through collaboration with the visiting class teachers

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#### 要旨

B 病院には院内併設の訪問学級があり、A 病棟からも 8 名の児童生徒が在籍している。看護師は、訪問学級教諭との連携の必要性を認識しながらも日々の業務に追われ、十分な連携が取れていないと感じていた。そこで定期的にカンファレンスの場を設け情報交換を行ったことでお互いの取り組みや問題点が明確になった。また、訪学級教諭と協働して歯みがき動作を“夏休みの宿題”という形をとって関わった結果、確実ではないが歯磨き動作の獲得への足掛かりとなり、意欲の向上にもつながった。鳥取臨床科学 8(2), 103-108, 2017

#### Abstract

Hospital B has a visiting class as a parallel establishment, and 8 children from Ward A are students at the visiting class. Although nurses are aware of the need to collaborate with the visiting class teachers, the nurses are overloaded with daily tasks and had felt that they were unable to take enough time for this collaboration. In this situation, holding conferences to provide opportunities for regular information sharing elucidated the initiatives taken by each party as well as problems. Tooth-brushing promotion was a successful case, in which cooperating with the visiting school teachers to assign tooth-brushing motions as homework for summer vacation provided a positive opportunity for a child with Williams syndrome in Ward A to start acquiring tooth brushing motions, and helped in motivating the child as well. Tottori J. Clin. Res. 8(2), 103-108, 2017

Key Words: ウィリアムズ症候群, 訪問学級, 看護と教員の協働, 強化子, 歯磨き動作獲得; Williams syndrome, visiting classes, collaboration between the nurses and the teachers, reinforcer, tooth-brushing motions