

## 研究業績 英文表記

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表題	自閉症スペクトラム症幼児の情動の発達と早期支援
著者名	横田 聡
所属	西九州大学
英文	
Title	Emotional Development and Early Support of Young Children with Autism Spectrum Disorder
Author	Satoshi Yokota
Affiliation	Nishikyushu University
Abstract	<p>In recent years, it has been widely known that children with ASD traits have impaired or biased development of collaborative attention behaviors (Sigman, Mundy &amp; Ungerer, 1996). In the development of children with ASD, social and mental interaction activities in the formative stage of mental development with people are extremely limited due to multiple factors from early childhood. Therefore, it is extremely important to conduct developmental research of children with ASD from the viewpoint of joint attention behavior in the early development of social cognition and behavior, which should have been acquired through interaction activities in the formative stage. It is also said that collaborative attention behavior is a precursor to theoretical mechanisms of mind such as understanding the emotions of others and inferring the background, and to the acquisition of social interaction skills. The absence of cooperative attention behavior in the early stages of development is thought to be important in the development of social behavior in children with ASD. In other words, it is the children with ASD that have given reconsideration to the developmental significance of collaborative attention behavior and have made significant progress in research. From the developmental perspective of such collaborative attention behaviors, it is considered necessary to provide early developmental support to foster social cognition, behavior, and communication, such as the acquisition of collaborative attention behaviors, the acquisition of words in the context of their developmental continuity and linkage, and the establishment of theoretical mechanisms of mind.</p>

keyword	autistic spectrum infant Emotional development and shared experiences developmental support
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