

Study of the Transformation of a Nursery School Teacher toward Intervention Intended to Focus on an Infant's Emotional Expression

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Key words: Infant's emotional expression, affect attunement,
transformation of consciousness by intervention

In this study, a nursery school teacher is involved in “affect attunement” as defined by D.N. Stern between an infant and her without being aware of this on a daily basis. Initially, the nursery school teacher was told about the concept of affect attunement. Then, the nursery school teacher became aware of this attunement, upon which I will consider whether any changes occur regarding the attention of nursery school teachers toward infants.

At first, the nursery school teachers look at the video provided by the author twice regarding affect attunement, and two observations, are recorded, respectively. During the first and second observations, I explain what all this means. To analyze the differences in the description in the observation of the first and second observations, I consider a number of changes regarding affect attunement in the written observations from various literatures and then consider making a qualitative change for each person interviewed.

The results of this study could be that the nursery school teacher becomes aware the affect attunement due to third-party intervention. Further analyzing the quality of such change, we were able to analyze the transformation of individual differences.