
ABSTRACT

Role of classroom support, school practice, and research for establishment of community support in the context of clinical psychology

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This study was conducted to assess the importance of classroom support, the process by which it can be created, and the way non-professionals can provide community support from a clinical psychology perspective by focusing on two elementary school boys who received support from a psychology trainee. Although the findings were limited, they clarified the process of classroom support and revealed that both making contact and building an emotional connection with children were necessary for supporting them. Such support can be consolidated by school systems, collaboration between trainees and university teachers, and an organic relationship between universities and schools. To provide support for children who are difficult to reach with professional support, it is important to establish emotional connections with the parties concerned and provide communication assistance with community support. Practice in schools is important for helping psychology trainees learn ways of supporting the community, as well as for interprofessional work and cultivation of basic skills.

Key Words: practice research of classroom support, community support, communication assistance, emotional connection, professional support
