

令和7年度 福島大学大学院地域デザイン科学研究科人間文化専攻入試問題

コース (領域) 名	人間発達心理 (臨床心理)	科目名	英 語
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受験番号	
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次の英文を読んで、設問に答えなさい。

Emotionally-Based School Avoidance (EBSA) refers to a constellation of emotional and behavioral difficulties in children that are specifically related to school attendance.^{a)} EBSA adversely affects academic performance, family functioning and peer relationships, and increases the likelihood of school dropout and long-term mental health problems. The term is often used interchangeably with "school refusal," though EBSA is increasingly preferred by affected families and practitioners as it does not imply a deliberate choice to avoid school.

EBSA has been conceptualised within a broad ecological framework and linked to a range of individual, family and wider social risk factors. The Covid-19 pandemic^{b)} has amplified these risks by creating heightened Covid-related anxiety for children and parents, while disrupting learning and school routines. Earlier studies suggest a population prevalence of around 1%–2% in school-aged children, with circumstantial evidence suggesting a more recent rise in EBSA cases as part of a general increase in persistent school absenteeism. Notably, data from the UK's Department of Education (DfE) indicates that persistent absences in primary school (defined as missing >10% of school sessions) have increased from 11.2% in 2018 to 20.9% in 2022.

EBSA typically first appears during the primary school years and prevalence peaks in secondary school. Early intervention is therefore important to mitigate more severe and persistent difficulties. However, effective psychosocial interventions for EBSA, such as those based on cognitive behavioural therapy (CBT) can be difficult to access in specialist mental health clinics and service referral thresholds have been raised to manage demand since the pandemic. Thus, there is a need for resource-efficient interventions that can be accessed rapidly by families with primary-school aged children showing early signs of difficulty.

We conducted a prior study^{c)} to understand better parents' and practitioners' preferences and priorities for EBSA interventions post-COVID. Participants emphasised the need for compassionate and non-judgmental support, particularly around changing patterns of "accommodating behaviours" that reduce children's anxiety in the short-term but maintain distress and avoidance over time. These behaviours are a common focus of parenting work in CBT for child anxiety problems. However, many parents in our study felt that practitioners insufficiently acknowledged the difficulty of changing established behavioural routines. This underscores the importance of validating parents' experiences; addressing parents' own mental well-being; and addressing strained relationships that may develop when parents and school staff differ in their expectations of what needs to change (and how).

〈 Brontë McDonald, Daniel Michelson, and KathrynJ Lester "Intervention for school anxiety and absenteeism in children (ISAAC): Co-designing a brief parent-focused intervention for emotionally-based school avoidance" Clinical Child Psychology and Psychiatry 2023 より引用。一部文章を加工している。〉

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問1 下線部 a) を日本語に訳しなさい。

問2 EBSA とほぼ似た意味の用語は何であると書かれているか。英語の用語とその日本語訳を書きなさい。

問3 下線部 b) の The Covid-19 pandemic の影響について述べた箇所で, the UK's Department of Education のデータでは persistent absences in primary school の発生率は 2018 年と 2022 年でどう変わったと述べられているか。日本語で書きなさい。

また, その際の persistent absences in primary school はどのように定義されているかも日本語で書きなさい。

問4 EBSA は子どものどの段階に現れ, どの段階でピークに達すると述べているか。日本語で書きなさい。

問5 下線部 c), a prior study, すなわち先行研究の目的は何と説明されているか。日本語で書きなさい。