

# 平成30年度大学院博士前期課程一般入学試験（第I期）問題

研究科名	科目名
文学研究科 教育学専攻(臨床)	英語 (No. 1)

次の問いに答えなさい。

【問題1】以下の英文を全訳しなさい。

## Perceptions of Bullying

The perception of bullying and victimization consists of two main parts: first, one has to perceive that the action is aggressive in nature, and second, one has to perceive that this aggression is directed towards a person who is relatively weaker than the aggressor(s), which refers to an imbalance of power. Although it can be expected that bullying and victimization are related to ASD, an important question is whether adolescents with ASD can actually perceive bullying or victimization when it occurs. Individuals with ASD have deficits in Theory of Mind (ToM) skills, which is the ability of individuals to attribute mental states to themselves and to others in order to explain and predict behavior (Baron-Cohen 2000). Mental states include beliefs, desires, intentions, perceptions, imagination, and emotions (Repacholi and Slaughter 2003). People with ASD are supposed to have a deficit in the understanding of minds and mental states of other people (Frith and Hill 2004), and consequently also in understanding the intentions of others. In high-functioning autism, ToM abilities are more developed, but the adolescents still score significantly lower than non-disabled peers (Baron – Cohen et al. 1997; Happé 1994). Because of these deficits in social insight, adolescents with ASD may be less able to recognize bullying than adolescents without ASD. Unlike adolescents with ASD, we expect typically developing adolescents to be able to recognize bullying as they are likely to possess the social skills and social insight to perceive bullying behavior correctly.

A small number of studies have revealed that adolescents with autism are not able to interpret social situations correctly, possibly as a results of their less well developed social insight.

中略

These results imply that children with ASD can understand and recognize simple (one-cued) social situations, but fail to correctly understand more complex social situations. It can thus be expected that adolescents with ASD will have difficulties with recognizing bullying behavior.

\*注 ASD : Autism Spectrum Disorders

出典 : Bullying Among Adolescents With Autism Spectrum Disorders: Prevalence and Perception  
Eeske van Roekel – Ron H. J. Scholte Robert Didden  
J Autism Dev Disord (2010) 40:63-73

# 平成30年度大学院博士前期課程一般入学試験（第I期）問題

研究科名	科目名
文学研究科 教育学専攻(臨床)	英語 (No. 2)

【問題2】以下の英文を全訳しなさい。

## Identity, intimacy, and psychological well-being

In his psychosocial theory, Erikson (1968) described eight stages of development that all individuals proceed through across the life span. Erikson devoted the most attention to identity versus role confusion (Dunkel & Sefcek, 2009; Wiley & Berman, 2013). This fifth stage occurs during late adolescence and emerging adulthood, with the main task being identity formation. The primary goal here is to develop a clear sense of self-definition, including emotional stability, continuity, and self-acceptance (McLean & Pasupathi, 2012). This process of identity formation or development is marked by the challenge of integrating various roles experienced throughout childhood into a consistent and stable self-concept. The extent to which this is successfully accomplished has important implications for the individual because greater identity development is associated with better psychological well-being and adjustment, including higher self-esteem and less depression (Dunkel & Sefcek, 2009; Gfellner & Córdoba, 2011; McLean & Pasupathi, 2012; Wiley & Berman, 2013).

Intimacy versus isolation is the sixth stage of Erikson's psychosocial developmental model, and it occurs during emerging adulthood. This stage focuses on the development of the ability to share with and commit to others, most often in the form of close personal or romantic relationships (Dunkel & Sefcek, 2009). Erikson (1982) has proposed that identity development during adolescence is a precursor of intimacy in these relationships during emerging adulthood. In support of this proposal, research has demonstrated that greater role confusion during the identity stage is associated with a subsequent reduction in intimacy and psychological well-being (Beyers & Seiffge-Krenke, 2010; Dunkel & Sefcek, 2009).

出典 : Identity and Intimacy Development, Humor Styles, and Psychological Well-Being Nicholas Kuiper, Gillian Kirsh & Nadia Maiolino  
An international Journal of Theory and Research Volume 16, 115-125, 2016