

# 平成31年度大学院博士前期課程一般入学試験（第Ⅲ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。

【1】以下の英文を全訳しなさい。

Gresham (1997) distinguishes between social skill acquisition deficits and social skill performance deficits. A child is said to possess an acquisition deficit if they do not have the particular social skill in their behavioural repertoire. Alternatively, performance deficits refer to the situation where the young person possesses the skills to behave in a socially skilled manner, yet fails to demonstrate these skills in one or more social situations. Performance deficits may result from a range of affective factors, cognitive deficits or distortions, or from competing/interfering problem behaviours. From an affective point of view, high levels of arousal associated with anxiety or anger may inhibit the use of appropriate social skills. Inappropriate social performance may also result from cognitively distorting the way in which social information is interpreted or from cognitive deficits in information processing. There has been a good deal of research demonstrating the association between social - cognitive skills deficits and distortions, and inappropriate or problematic social behaviour. For example, Lochman and Dodge (1994) demonstrated that aggressive children tend to make faulty interpretations of social events and the behaviour of others, which then increases the chance that they will respond in an aggressive manner. Similarly, the pessimistic cognitive style of depressed children is also associated with poor social competence (Garber, Weiss, & Shanley, 1993). Finally, from a behavioural perspective, deficiencies in social performance may be the result of more efficient or effective competing behaviours or behaviours that interfere with appropriate social expression. For example, the conduct disordered adolescent may find it more effective, and may receive more positive reinforcement from the deviant peer group, if they engage in physical violence rather than appropriate conflict resolution skills.

出典 : Susan H. Spence Social Skills Training with Children and Young People:  
Theory, Evidence and Practice Child and Adolescent Mental Health Volume 8,  
No. 2, 2003, pp. 84-96

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研究科名	科目名
文学研究科 教育学専攻（臨床）	英語（No. 2）

【2】以下の英文を全訳しなさい。

Let's imagine ourselves therapists who have succeeded in integrating Freud, Rogers, Gill, and Kohut.

We will aspire to *genuineness*: we will strive to be transparent, not wearing our therapist mask and not pretending to be someone we're not.

And we will remember how important it is to find ways of letting our clients know that we consider them worthwhile persons.

We will be nondefensive. We have much to learn from the way our clients see us, particularly if it differs from the way we see ourselves. Gone forever is the old psychoanalytic fantasy that all the client's responses come only from ancient templates. Many of them are perfectly reasonable responses to what the therapist has done or who the therapist is. We must always be willing to ask ourselves what we have done to provoke any particular response, and we must always be willing to encourage the client to talk about it.

We will remind ourselves that when clients give us a bad time, they may be showing us the kind of bad time someone gave them long ago, and we will do well to stay open to that information.

It is essential that, whatever feelings clients express about us, our response will be interested, encouraging, and without judgment. It is likely that clients have previously gotten very different responses from significant people, and this difference is an important ingredient of the therapy. So whatever the stimulus, we do not preen when we are praised and do not punish when we are attacked. And we keep in mind that one of the most costly manifestations of defensiveness is self-justification.

出典 : Kahn, Michael,

Between therapist and client : the new relationship / Michael Kahn. - Rev. ed.  
p.cm.

Includes bibliographical references and index. ISBN 0-7167-3073-1 (pbk.)

1. Psychotherapist and patient. 2. Psychotherapy. I. Title.

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