

2023（令和5）年度 神奈川県立保健福祉大学
一般選抜（前期日程）、特別選抜（私費外国人留学生）

入学者選抜

総合問題試験
問題用紙

- 試験時間は90分です。
- 指示があるまでは中を見てはいけません。
- 解答はすべて解答用紙に記入してください。

問題 I

下記の図表は、日本、アメリカ、ドイツ、スウェーデンの高齢者（60歳以上）を対象に実施された「第9回高齢者の生活と意識に関する国際比較調査」から作成したものである。表は「あなたは、現在、どなたと一緒に暮らしていますか」という項目に対する世帯類型別の回答数である。図1は「普段どの程度、人と直接会って話をするか」という項目に対する回答割合、図2は「日常生活に必要な作業や病気のときに同居の家族以外で頼れる人がいるか」という項目に対する回答割合を、日本とアメリカについて示したものである。図表を見て、以下の設問に答えなさい。

表 世帯類型別回答数

	全体	二人以上世帯					その他	不明・無回答
		単身世帯	夫婦二世帯	二世帯世帯 (親と同居)	二世帯世帯 (子と同居)	三世帯世帯		
日本	1,367	182	532	61	363	131	88	10
アメリカ	1,006	361	440	11	77	45	58	14
ドイツ	1,043	425	503	5	71	14	19	6
スウェーデン	1,528	458	973	-	34	10	31	22

注1：「単身世帯」とは、回答者本人のみで構成される世帯のことである。

注2：「夫婦二世帯」とは、回答者本人と配偶者で構成される世帯のことである。

注3：「二世帯世帯（親と同居）」とは、回答者本人と親で構成される世帯のことである（本人、親ともに配偶者がいる場合を含む）。

注4：「二世帯世帯（子と同居）」とは、回答者本人と子で構成される世帯のことである（本人、子ともに配偶者がいる場合を含む）。

注5：「三世帯世帯」とは、回答者本人と子と孫で構成される世帯のことである（本人、子、孫ともに配偶者がいる場合を含む）。

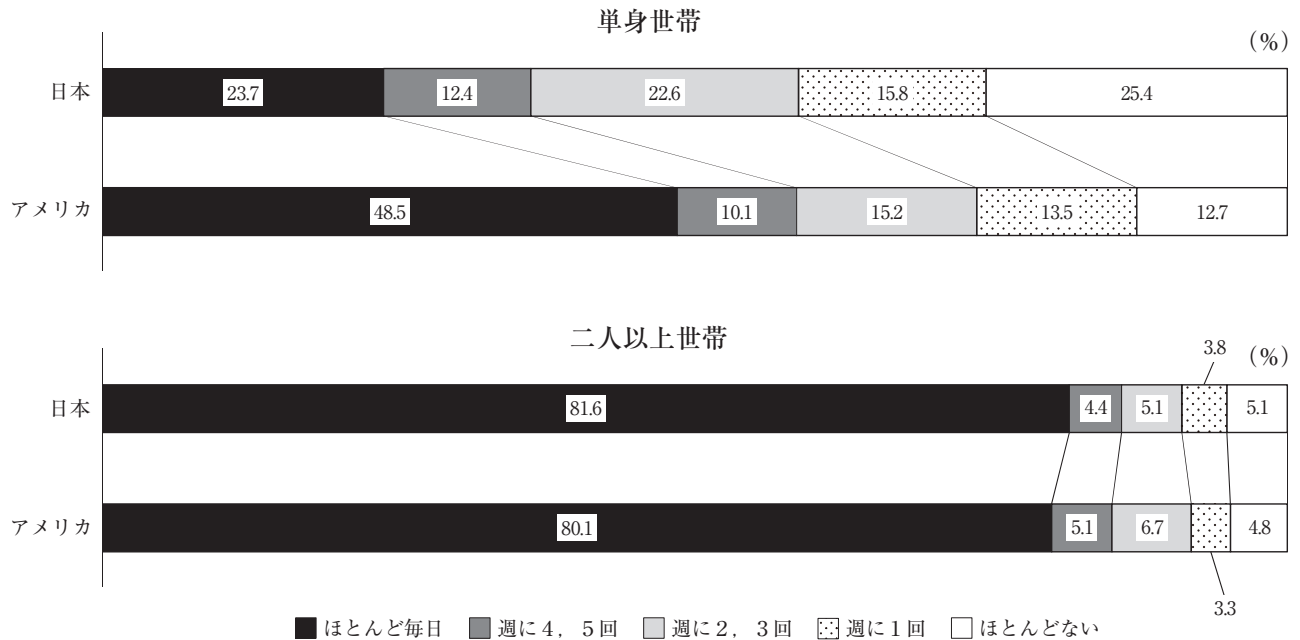


図1 人との会話頻度

注1：「人」とは、同居の家族、ホームヘルパー等を含む。

注2：図内の値は、小数第二位を四捨五入した値であるため、合計が100.0%にならない場合がある。

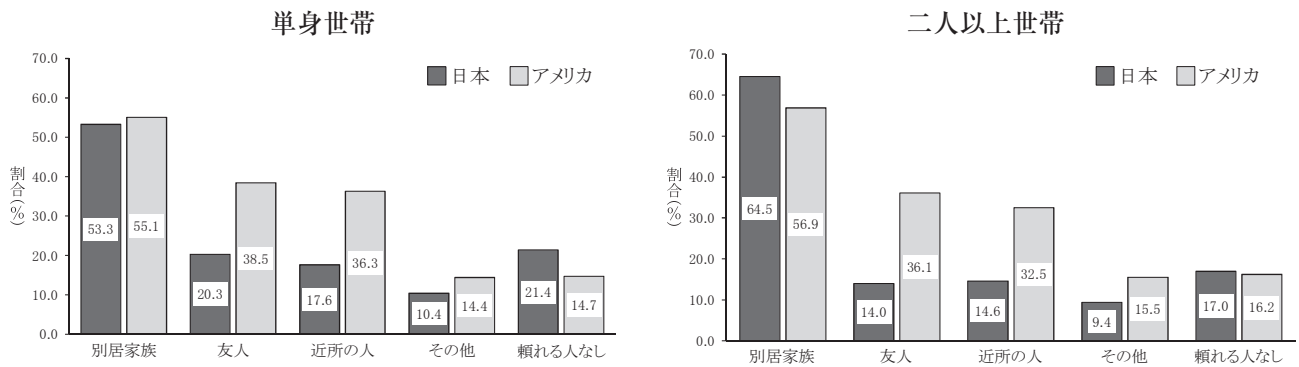


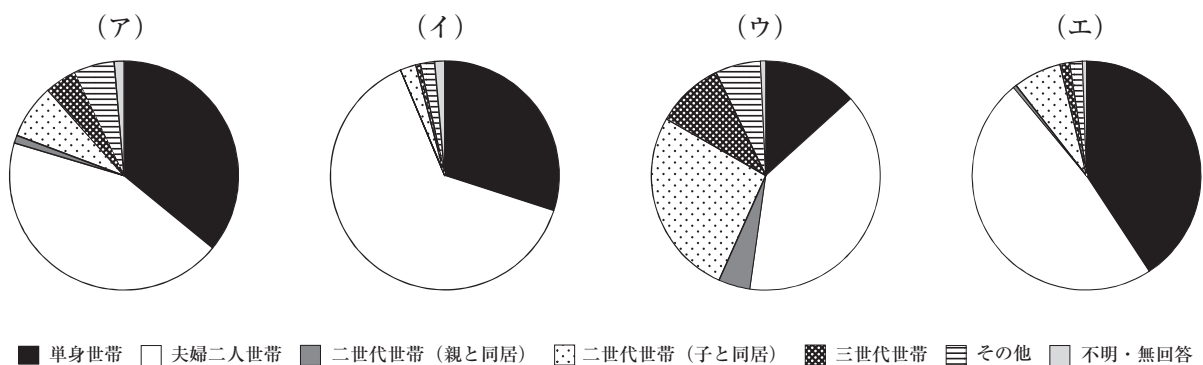
図2 同居の家族以外で頼れる人

注1：「作業」とは、一人ではできない日常生活に必要な電球の交換や庭の手入れなどのことである。

注2：頼れる人がいる場合には、「別居家族」「友人」「近所の人」「その他」のうち、あてはまるものをすべて回答したものである。

出典：内閣府「第9回高齢者の生活と意識に関する国際比較調査（全体版）」（令和3年3月）より抜粋（一部改変）

問1 下記の図（ア）～（エ）は、表を円グラフで示したものである。（ア）～（エ）に当てはまる国名を答えなさい。



問2 図1から読みとれる特徴を60文字以内で述べなさい。

問3 図2から読みとれる特徴を60文字以内で述べなさい。

問4 すべての図表の情報をもとに、日本の高齢者における人との交流に関して、あなたの考えを120文字以内で述べなさい。

問題Ⅱ 子どもの問題行動への対処方法に関する研究について述べられた次の英文を読み、以下の設問に答えなさい。

(前略) Both the American Academy of Pediatrics and the American Academy of Child and Adolescent Psychiatry*¹ promote time-outs as an effective parenting strategy. Among kids with oppositional defiant disorder^(注1) or attention deficit/hyperactivity disorder^(注2) —the two most commonly diagnosed causes of disruptive behavior in children—research has found that time-outs can help correct problem behaviors.

But recently, some prominent child psychologists have raised doubts about the safety and efficacy of time-outs, especially those involving sending a child to their room or otherwise (1) them off from contact with other people.

“The severe punishment and social isolation that is commonly done in the name of time-outs” is harmful, says Dr. Daniel Siegel, a clinical professor of psychiatry at the UCLA School of Medicine. In a 2014 piece^(注3) he co-wrote for TIME*², Siegel highlighted brain-imaging research that found social exclusion and physical pain trigger similar patterns of brain activity. He also wrote that isolating a child in time-out may deny the child’s “profound need for connection” during times of distress. While some varieties of time-out are appropriate—namely, those that are brief and infrequent^(注4), those that involve “care and kindness,” and those that do not isolate a child—Siegel says that, in practice, time-outs are often administered inappropriately.

Time-Outs vs. Time-Ins

(中略) ① Unlike a time-out, which traditionally involves sending a child to his room or some other solitary place, a “time-in” involves having a child sit quietly in the same room with a parent. Casey Call, assistant director of the Karyn Purvis Institute of Child Development at TCU, says time-ins are an inclusive practice that communicates to the child that “I’m here to help you calm down and we can work this out.” Time-outs, meanwhile, “exclude the child and can convey the message, ‘Figure this out on your own’ or ‘Calm yourself down.’”

(中略) “We’re currently doing research on whether time-ins work, but to my knowledge there’s virtually no evidence on whether time-ins are effective,” says George Holden, chair of the Department of Psychology at Southern Methodist University. The research to date doesn’t support advice to abandon time-outs. “I think that’s going overboard^(注5),” he says. “There’s certainly a fair amount of research literature that shows time-outs can be effective in changing problem behavior.” He also says that time-outs—by allowing parent, as well as child, the chance to calm down—may help worked-up^(注6) moms and dads avoid shouting, grabbing, or other aggressive forms of discipline.

Other psychologists echo his view. “I think that it is ill-advised^(注7) for any professional to recommend an intervention that is not supported by evidence while simultaneously banning a parenting tool that is well-supported by research,” says Amy Drayton, an assistant professor and pediatric psychologist at the University of Michigan’s C. S. Mott Children’s Hospital.

Long-term effects of time-outs

For a study of nearly 1,400 families that appeared in the September 2019 issue of the Journal of Developmental & Behavioral Pediatrics*³, Drayton and colleagues analyzed developmental data on kids beginning around age 3 and continuing up until age 11 or 12. They found that, among families who reported using time-out (2) discipline, kids were not at increased risk for anxiety, depression, aggression, rule-breaking behaviors, or self-control problems compared to those who came from families that eschewed^(注8) time-outs. Creativity scores were also the same regardless of whether a family employed time-outs.

“② No matter how we sliced or diced or weighted or controlled the data, we found no evidence that using time-outs was associated with bad outcomes,” says Rachel Knight, an assistant professor at the University of Michigan and one of the coauthors^(注9) on the study.

While there’s a lot of research (3) that time-outs can correct problem behaviors, this new study is one of the first to examine its long-term developmental effects. And unlike a lot of the existing research, this new study did not narrowly define what does and does not constitute a time-out; instead it relied on parent’s answers to questions related to their use of time-outs. “We know that when parents report using time-out, their definition of it varies a lot,” Drayton says. For example, a time-out for one family might involve sending a child to his room for 20 minutes, while for another it might involve asking a child to sit in a corner for three minutes. “We wanted to capture that wide range of possibilities.”

This is significant because some critics of time-outs, including Siegel, have argued that the research backing their safety and effectiveness is based on carefully controlled, psychologist-led^(注10) interventions that don’t resemble the way time-outs are used in the real world. Drayton says her and her colleagues’ findings contradict this argument. While she says that some time-out practices are more effective than

others when it comes to correcting a child's misbehavior ^(注11), her group's study did not find that certain time-out strategies are harmful.

"The optimal ^(注12) way to give a time-out is to provide one warning, meaning if the child doesn't cooperate within five seconds, they'll go into time-out," she says. "If kids are used to repeated warnings—the classic nagging ^(注13) until the parent loses it and orders the kid into time-out—it's not going to be as effective."

She says it's also important that a time-out space ^(注3)—whether it's a bedroom, a chair, or a staircase ^(注14)—is a "pretty boring" location without toys, media, or other forms of entertainment or distraction. (If a child doesn't mind being in the time-out space, it's not going to be effective.) Short time-outs—just a few minutes—seem to be just as effective as longer ones. "Give the child enough time to calm down and become quiet," she advises. Once that happens, "it's better if the adult decides when the time-out is over, (4) than the child." Also, when the time-out ends, it's helpful if the parent follows through with the request that led to the time-out in the first place. "So if your child got angry because you told them to pick up their toys, you need to tell them again to pick up after the time-out," she says.

Finally, it's important for parents to be consistent about what will or won't land a child in time-out. It's also crucial that parents provide a generally loving, warm environment and reward good behavior with hugs, smiles, and verbal acknowledgment, she says. (後略)

出典：Markham Heid, "Are Time-Outs Harmful to Kids? The Latest Research Says Otherwise." TIME

(<https://time.com/5700473/time-outs-science/>) (2019年10月15日掲載、最終アクセス2022年9月8日、一部改変)

(注1) oppositional defiant disorder：反抗挑戦性障害

(注2) attention deficit/hyperactivity disorder：注意欠陥・多動性障害

(注3) piece：記事

(注4) infrequent：まれな

(注5) go overboard：度を越す

(注6) worked-up：興奮した

(注7) ill-advised：賢明でない

(注8) eschew：避ける

(注9) coauthor：共著者

(注10) psychologist-led：心理学者主導による

(注11) misbehavior：不作法

(注12) optimal：最善の

(注13) nag：がみがみ小言を言う

(注14) staircase：階段

* 1 アメリカ合衆国の小児医療に関する学会

* 2 アメリカ合衆国のニュース雑誌

* 3 学術雑誌

問1 本文中の (1) ~ (4) に入る最も適切なものを選び、記号で答えなさい。

- | | | | | |
|-------|----------------|------------------|------------------|------------------|
| (1) | ア calling | イ cutting | ウ making | エ telling |
| (2) | ア as a form of | イ as a result of | ウ in the case of | エ on the face of |
| (3) | ア show | イ showed | ウ showing | エ shows |
| (4) | ア less | イ more | ウ other | エ rather |

問2 下線部①を和訳しなさい。ただし、time-in、time-outはタイムイン、タイムアウトとカタカナで表記すること。

問3 下線部②の "no matter how~" を用いて、次の日本語を英訳しなさい。

「彼がどのようにその実験を行ったとしても、研究の結果は同じになっただろう。」

問4 下線部③ a time-out space にふさわしいのはどのような場所か。日本語30文字以上40文字以内で答えなさい。

問5 本文の内容と一致しているものはどれか。次の (ア) ~ (オ) から2つ選び、記号で答えなさい。

- (ア) Siegel氏は、タイムアウトは他者とのつながりを求める子どものニーズを満たす可能性があるとして述べている。
- (イ) Call氏は、タイムインは子どもを孤独な環境に追いやる方法であると述べている。
- (ウ) Holden氏は、タイムアウトによって子どもだけでなく親も落ち着くことができると述べている。
- (エ) Knight氏は、タイムアウトが悪い結果をもたらすことは明らかであると述べている。
- (オ) Drayton氏は、どのような時に子どもをタイムアウトにするかしないかについて、親が一貫性を持つことが重要と述べている。

問6 子どもの問題行動が生じた際に、子どもの行動を改善させていくためにはどのように対応すると良いと考えますか。本文の内容も含め、日本語500文字以上600文字以内で述べなさい (字数は厳守すること。time-in、time-outを使用する際はタイムイン、タイムアウトとカタカナで表記すること)。

