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高校生の「コーピング資源」についての検討： 養護教諭の視点からの支援ニーズの高さとの関連

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Coping resources of high school students: Relationship with high support needs from the perspective of *Yogo* teacher.

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Problem behaviors and school maladjustment in high school students are serious problems in Japan. It has been pointed out that it is effective to pay attention to the “resources” of individuals to support such problems. A “resources” is a something that helps deal with their problems.

The purpose of this study is to find “important resources” for high school students who have support needs and uses the school infirmary, and to clarify the relationship between “the degree of support needs” and “important resources”. A questionnaire survey was conducted on 204 *Yogo* teachers working at high schools in the Tokyo metropolitan area. Among the students who have been involved so far in the school infirmary, we have listed one student with high support needs and one student with medium support needs, and asked them to give free description about each of the resources they considered important for school adaptation. When the answers obtained were categorized by the method using the KJ method, they were classified into 20 categories (“family support”, “support from outside adults”, “support from friends”, “support from teachers”, “cozy place”, “Solution-oriented” “Persistence” “Optimism” “Self-affirmation” “Self-acceptance” “Acceptance of others” “Hope” “Hobbies/special skills” “Academic skills” “Flexible thinking skills” “Linguistic expression skills” “Aid seeking skills” “Monitoring skills” “Coping skills” “Basic living skills”). In addition, we performed quantitative text analysis using “KH Coder”. As a result, (1) Many *Yogo* teachers consider that resources such as “out-of-school resources”, “basic skills”, and “self-affirmation” are more important for students with higher support needs, (2) Many *Yogo* teachers consider that resources such as “resources in school”, “hope”, “hobbies/special skills”, “persistence”, and “Aid seeking skills” are more important for students with medium support needs.

Based on these results, we proposed the “Resource structure model hypothesis”. In the future, it is necessary to examine the validity of this hypothesis in detail by creating a scale for

actually evaluating resources and conducting a survey targeting high school students together with a scale for measuring mental health and adaptation.

Key words

Coping resources, high school students, stress coping, school maladjustment

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