

2026年度入学者選抜問題(英語)

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Autism spectrum disorder (ASD) is defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) as a neurodevelopmental disorder (American Psychiatric Association, 2013). Genetic influences are thought to be a risk factor for ASD and approximately 15% of diagnoses are associated with a known genetic mutation; however, there are many other nonspecific risk factors and no definitive cause has been established (American Psychiatric Association, 2013). With that said, it has historically been recognized that those with ASD have anomalous brain development from birth (Lincoln, Allen, Kilman, Schopler, & Mesibov, 1995). More recently, electroencephalogram (EEG) data obtained as early as 3 months of age detected atypical brain development in those subsequently diagnosed with ASD (Bosl, Tager-Flusberg, & Nelson, 2018). Relatedly, capturing the neuropsychological profiles of children with ASD is important for understanding how structural and functional neurologic differences may impact information processing skills. In particular, ASD is often associated with intellectual delays and language difficulties (American Psychiatric Association, 2013) although given the diversity in presentations of individuals with ASD, a consistent neuropsychological profile is not typically present among those with the diagnosis. Recognizing the variability that exists is important, while also attempting to understand the needs of particular subgroups.

Given the significant variability in presentation for those with a shared diagnosis of ASD, information about one's level of (2) functioning can inform treatment planning. In

particular, cognitive assessment data may be used for making legal determinations about an individual's eligibility for services. (3)As an example, in some states, adult individuals with an ASD diagnosis are eligible for supports and services, but those who also carry a diagnosis of intellectual disability are eligible for additional services. Accordingly, understanding how individuals with ASD perform on widely used measures of intellect is important for providing effective assessment and intervention services to this population.

The verbal comprehension index (VCI) of the Wechsler Intelligence Scale for Children is a commonly used measure of verbal intelligence. The fourth edition of this measure (WISC-IV) included three subtests in calculation of the VCI index score: Similarities, Vocabulary, and Comprehension. (中略) Success on the Comprehension subtest requires linguistic sophistication that many individuals with ASD do not possess, given commonly occurring core expressive and receptive language deficits (Kwok, Brown, Smyth, & Cardy, 2015), as well as pragmatic language deficits (Whyte & Nelson, 2015). In addition, the Comprehension subtest has a higher language load and the test items can be more difficult for those with ASD to manage while the Similarities and Vocabulary subtests are generally more simplified. Not surprisingly, the Comprehension subtest has been found to be the most challenging for individuals with ASD in previous research, with Similarities being the least challenging (Mayes & Calhoun, 2008; Wechsler, 2003, 2014; Zayat, Kalb, & Wodka, 2011). Notably, this pattern was not observed in a sample of individuals with attention deficit hyperactivity disorder (ADHD), suggesting that while children with ADHD and ASD have some similar behavioral deficits and shared executive functioning deficits, the core language formulation and social reasoning deficits are distinctive to ASD and this pattern can be useful to discriminate between the two groups (Zayat et al., 2011).

出典 : Kuehnel, C. A., Castro, R., & Furey, W. M. (2019). A comparison of WISC-IV and WISC-V verbal comprehension index scores for children with autism spectrum disorder. *The Clinical Neuropsychologist*, 33(6), 1127-1137.

問1 次の文章の中から、本文で述べられていることと一致するものを一つ選びなさい。

- ① ASD では、環境的影響がリスク要因と考えられている。
- ② 乳児の脳波に関する研究から、後に ASD と診断される人の非定型的な脳発達が報告されている。
- ③ ASD と診断を受けた人の神経心理学的プロフィールにおいて、自己制御の力が重視されている。
- ④ ASD の診断を受けた人には、一貫した神経心理学的プロフィールが見られる。

問2 下線部 (1) を日本語に訳しなさい。

問3 (2) に入れるのに適切な英単語を書きなさい。

問4 下線部 (3) を日本語に訳しなさい。

問5 次の文章の中から、本文で述べられていることと一致するものを二つ選びなさい。

- ① 現代では、知能検査は疾患の分類のために使用されている。
- ② 知能検査では支援につなぐために、個人の短所を把握することが最も重視されている。
- ③ ASD の子どもには、語用論的な言語の困難さが指摘されている。
- ④ ADHD の子どもには社会的推論の難しさが指摘されている。
- ⑤ ADHD と ASD の子どもには実行機能の難しさが共通して報告されている。