

The Support Process for School Refusal: *Hikikomori* Condition Children

Focusing on Support Type of Home-Visit

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The purpose of this study is to define the support process that children in not-attending elementary and junior high school home-visit from counselors. The semi-structured interview was held with three counselors, and took about the cases they have ever experienced. Analysis I uses the Grounded Theory Approach. Analysis II focuses on choices of high school, collaboration with schools, the choice of outside environment, and the timing of end of home-visit. Furthermore, it referred the policies of the Ministry of Education, Culture, Sports, Science and Technology, and revealed changes in the situation of home-visit and the times from the interviews of the counselors. From the result of Analysis I, **【Trust in Staff】** is seen as a core category, and it turns out that it is important that the child receiving a home-visit can feel that the counselor becomes reliable. It also suggests that initial change on the counselor plays a major role in building a rapport with the child in the home-visit. Furthermore, Analysis II indicates that the counselors feel that at the start of the home-visit project and the present view from society about not-attending school have changed. The results indicate that there is a possibility that children refusing going to school can live comfortably by occurring perspective changes and becoming more tolerant of school refusal.