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## ABSTRACT

Interpersonal relationships and the psychological change process of students attending alternative classrooms for students with school refusal

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The process of developing interactions and relationships between students attending alternative classrooms for students with school refusal and their psychological change process were investigated. Essays written by 17 junior high school students attending alternative classrooms were analyzed using the modified grounded theory approach. The results indicated that the students' anxiety and mental strain were relieved by the feeling that they were accepted by other students, who maintained alternative classroom attendance. The students' behaviors changed through interactions with other students, and they obtained fulfillment by the pleasure and the sense of achievement in attending. Moreover, they developed relationships with other students. The increasing interpersonal relationships and fulfillment, as well as behavioral changes, led to mental growth, resulting in the students developing prospects and hope for the future. Supporting students attending alternative classrooms for students with school refusal is discussed based on the process described above.

**Key Words:** alternative classrooms for students with school refusal, school refusal, junior high school students, modified grounded theory approach

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