



臺中市私立惠明盲校
Hwei-Ming School for Blind Children

2014 惠明特殊教育學術研討會

2014 HUEI-MING Conference of Special Education

論文集

惠明特殊教育學術研討會論文集



愛是在別人的需要上 看見自己的責任

臺中市大雅區雅潭路四段336號

04-25661024

<http://www.hmsh.tc.edu.tw>



臺中市私立惠明盲校 編印



目 錄

說唱藝術融入智能障礙學生實用語文學習成效之行動研究-以數來寶教學為例	1
平板電腦結合筆順學習網對智能障礙學生筆順學習成效之研究.....	3
圖片兌換溝通系統對發展遲緩幼兒表達能力成效之研究.....	5
多感官教學對智能障礙幼兒數學基本概念學習成效之研究.....	7
多感官教學對發展遲緩幼兒學習成效之個案研究.....	9
提示策略對發展遲緩幼兒生活自理學習成效之個案研究.....	11
多媒體電腦輔助教學對國小低年級識字困難學生識字學習成效之研究.....	13
國小階段不分類巡迴輔導教師教學服務之行動研究.....	15
點字轉譯人員工作狀況與專業知能需求之調查研究.....	17
視覺經驗缺失對盲人熟悉環境空間表徵之影響.....	19
淺談輕度自閉症之盛行率、評估與診斷、介入策略與實證研究-以亞斯伯格症為例	21
特殊教育學校燈塔中的巨人-以私立惠明盲校為例	23
國小聽覺障礙學生情緒及行為表現之研究.....	25
智障者肢體開發課程之發展與應用-以師大適應體育團隊為例	27
特殊教育學校宣導活動實施之研究.....	29
部件意義化識字教學對一位嚴重讀寫障礙學生教學歷程探索：一個行動研究.....	31
視覺障礙街頭藝人就業狀況與工作滿意度研究.....	35
以 Gardner 多元智慧觀點啟發自閉症學生優勢潛能之教學實踐歷程	37
天使的歌頌—身心障礙者身體文化.....	39
身心障礙者職業重建方案現況及成效：以大台北地區為例.....	41
「翻轉教室」運用在高職特教生就業轉銜輔導之探討.....	43
前事控制策略對國小輕度智能障礙學生上課離座行為之研究報告.....	45
休閒效益與生活品質之研究-以嘉義地區運動參與者為例	47
電腦互動遊戲設計對視動統整障礙兒童動作能力提升成效.....	49
視障者輔具設計流程之研究.....	51
高職輕度智能障礙學生書寫困難之輔導歷程.....	53
運動介入對發展協調障礙兒童影響之文獻探討.....	55
物理治療師協同適應體育教學之現況與困境探究-以北部某特殊教育學校為例	57
運動介入對 ADHD 兒童行為問題影響之文獻探討	59
國中特教教師實施體育課程現況之探討-以桃園縣某國中為例	61
適應體育課程介入對國小身體病弱學生運動樂趣之行動研究：以一位心臟病兒童為例.....	63
太極拳教練深度休閒經驗學習歷程之研究.....	65
思覺失調症理論與實務.....	67
國小高年級學術性向資賦優異學生同儕關係、課業壓力及學習滿意度之相關研究-以嘉義縣、市為例	69
資優障礙學生支援服務需求之研究.....	71
身心障礙兒童家庭的現有問題和社會福利需求研究—以汕頭市腦性麻痺兒童家庭為例.....	73

運動參與受代間傳遞影響之探討.....	75
我國參加 2014 年仁川亞洲帕拉運動會保齡球競賽成績分析與檢討.....	77
我國身心障礙運動員體位鑑定與分級介紹－以保齡球為例.....	79
建構身心障礙者專屬健身房-以臺中市身心障礙者體育會為例.....	81
偏鄉老人運動參與行為與阻礙之探討.....	83
Comparison of Issues between Local Control and National Curriculum Standard under Changes in U.S. Educational Policy.....	87
The Relationship between Students' Sports Enjoyment in Curriculum Physical Education Class and Involvement in Leisure Activities after School.....	88
小週期心肺訓練對乙組排球選手有氧適能之影響.....	89
適應體育介入對學齡前視障兒童的影響之個案研究.....	91
團體適應體育對成年智能障礙者的身體適能、認知能力及反應能力的影響.....	93
亞斯伯格症學童之母職壓力-質性研究前奏曲.....	95
嘉義啟智學校教學經驗與省思.....	97
利用空中滑鼠作為輔助科技工具控制環境刺激來鼓勵殘疾人士積極進行步行活動.....	99
淺談憂鬱症與躁鬱症-質性研究前奏曲.....	101
重度多重障礙學生輔導實例.....	103
教導二位自閉症學生利用 RFID 技術的自動回應請求功能來請求影片持續撥放.....	105
國小資源班學生性別平等教育之行動研究.....	107
認知行為偏差學生輔導實例.....	109
體育課程樂趣化教學探討－以卡巴迪運動為例.....	111
美國行政救濟特殊教育調解制度運用於解決爭議之研究.....	112

A1

說唱藝術融入智能障礙學生實用語文學習成效之行動研究-以數來寶教學為例

林王瑋如 程鈺雄

國立臺東大學特殊教育學系

摘要

身為特教教師，在教學工作的歷程中，對於「有教無類」及「因材施教」之理念有深刻之體認，不放棄任何一個孩子，將所有學生一視同仁，以實現人生而平等的理想；而在各種教材教法中，尋覓適合特殊教育學生的教材，及發展符合特殊教育學生身心發展需求之教學方法，為每位教師畢生之職責與理念。在自編教材的實務經驗中，研究者發現「說唱藝術」不僅可以在特殊教育班級進行教學，同時也培養了學生之自信心，是一種值得推廣之教學方法。本研究將針對智能障礙學生進行實用語文學習成效資料蒐集，施行說唱藝術融入實用語文教學說明，包含授課之單元、教學目標擬定、學生行為目標擬定，以及根據智能障礙學生特質發展教材，撰寫教案，設計教學流程。以「行動研究法」做為研究方法，另外輔以課程設計，觀察訪談搜集資料以及訪談的對象，再藉由教師對學生前測後測評量，與學生在課程過程中的學習態度與學習滿意度等成就評量技術以進行行動研究，最後，依研究架構彙總及整理研究之結果，提出研究結論，對智能障礙學生實用語文教學提出意見，透過說唱藝術的表演活動融入語文歷程，了解教師在指導學生說唱藝術表演活動過程的困難所在，並尋找有助於協助學生提升語文能力的策略，並對未來之研究方向提出建議。

關鍵字：說唱藝術、數來寶、智能障礙、實用語文、學習成效、行動研究

A1

Action Research of the Language Proficiency on Students with Intellectual Disabilities by Teaching Art of Narrative and Musical Performance Course: A Case Study of Chinese Rap

Woei-Ru Lin Wang Yu-Hsiung Cheng

Department of Social Education, National Taitung University

Abstract

It is impressive of the teach course for individualized students. In the study, we provided the effect of the art of narrative and musical performance in students with intellectual disabilities by action researching. The efficiency of the art of narrative and musical performance was assessed by teachers collect data before the post-test evaluation of the course teaching of the art of narrative and musical performance on students. The results reveals the course teaching of the art of narrative and musical performance would increase the language proficiency of students with intellectual disabilities that might provide the useful information for the course teaching of the art of narrative and musical performance in the future and offer the correct direction.

Key words : Art of Narrative and Musical Performance, Students with Intellectual Disabilities, Chinese rap.

A2

平板電腦結合筆順學習網對智能障礙學生筆順學習成效之研究

柯佳汝

台東縣寶桑國小

摘要

寫字教學在普通班教室學習中均採教師書空教學及紙筆練習，「由上而下，由左至右」的書寫策略對智能障礙學生實為困難，因此本研究之目的是運用平板電腦結合教育部常用國字標準字體筆順學習網對國小智能障礙學生筆順學習的成效進行研究。本研究以兩位國小中度智能障礙學生為研究對象，每週進行兩次的教學，每次實驗教學四十分鐘，合計十六節課的教學實驗。以單一受試研究法之跨受試多探試設計，並將所獲得的資料進行視覺分析，以檢驗其立即效果、維持效果及類化效果。綜合本研究結果如下：一、平板電腦結合筆順學習網有助於中度智能障礙學生筆順學習成效之提升。二、平板電腦結合筆順學習網有助於中度智能障礙學生筆順學習之正確維持。二、平板電腦結合筆順學習網對於中度智能障礙學生筆順學習會影響類化之存在。

關鍵字：智能障礙、常用國字標準字體筆順學習網、筆順、學習成效

A2

A Study on the Effects of the Combination of the Use of tablet personal computer and Chinese Character Stroke Learning Program Website on to the Students with Mental Retardation in the Elementary School

Ko, Chia-Ju

Baosung Elementary

Abstract

Teachers usually teach how to write Chinese characters by traditional methods of from “top to bottom, from left to right” to let students draw or finger copy in the air or on the paper. The Writing strategy method is actually difficult to students with mental retardation. Therefore, the purpose of this study was to use of the tablet personal computer combine the Ministry of Education Chinese character stroke order learning program website on students with mental retardation in the elementary schools. Two participants with mental retardation enrolled in this study. The experimental teaching period was forty minutes and twice a week. The total lessons were sixteen lessons in this teaching experiment. In case study the data was obtained for visual analysis in order to examinee’s immediate effect, maintained effect and generalization effect. Comprehensive results of this study were as follows:

1. Tablet personal computer combined Chinese Character Stroke Learning Program Website help students with moderate mental retardation to enhance learning effectiveness stroke.
2. Tablet personal computer combined Chinese Character Stroke Learning Program Website help students with moderate mental retardation correct stroke order learning maintained.
3. Tablet personal computer combined Chinese Character Stroke Learning Program Website would affect the moderate students with mental retardation of the presence of generalization effect.

Keywords: Mental Retardation, Learning Website, Writing Process, Learning Effect

A3

圖片兌換溝通系統對發展遲緩幼兒表達能力成效之研究

原慕宜 程鈺雄

國立臺東大學特殊教育學系

摘要

本研究主要在探討發展遲緩幼兒使用圖片溝通兌換系統之實驗研究，期能藉由實驗研究方法，瞭解圖片溝通兌換系統對於發展遲緩幼兒之溝通表達能力。本研究以三位發展遲緩幼兒為研究對象，進行為期兩個月之實驗研究，研究目的在探討圖片兌換溝通系統對促進發展遲緩幼兒的溝通行為的成效。本研究針對發展遲緩幼兒，實施圖片兌換溝通系統之教學實驗，以了解圖片兌換溝通系統對促進發展遲緩幼兒溝通行為。研究對象為三名發展遲緩幼兒，採單一受試目視分析，藉由溝通行為次數紀錄表中記錄階段內的資料分析，以瞭解基線期、處理期及維持期階段內資料點的穩定度。期能根據本研究結果對於圖片兌換溝通系統對於發展遲緩幼兒溝通成效提出具體、有效之教學建議與經驗分享，供家長、教育工作者及未來研究參考之用。

關鍵字：圖片兌換溝通系統、發展遲緩幼兒。

A3

Promoting Communication Behavior of Preschool Children With Development Delay Using Picture Exchange Communication System

Mu-Yi Yuan Yu-Hsiung Cheng

Department of Social Education, National Taitung University

Abstract

The aim of this study was to examine the effects of the Picture Exchange Communication System on improving the spontaneous communication behaviors of three preschool children with developmental delay. The experiment of the study was divided into four phrases which were the baseline phrase, the intervention phrase, the maintenance phrase, and the generalization phrase. The researcher intended to find out whether the subject could achieve all the target behaviors in different phases of the PECS programs, then applied to different conditions, and improved his/her ability of spontaneous communications.

Finally, in accordance with the conclusions of this study, the researcher provided suggestions for early intervention institutes, early intervention teachers, parents and for future research references.

Key words : Picture Communication System, Preschool Children with Development

A4

多感官教學對智能障礙幼兒數學基本概念學習成效之研究

張素蓉

國立臺東大學特殊教育學系

摘要

本研究旨在探討於學前巡迴輔導教學中使用多感官教學對提升智能障礙幼兒數學基本概念之成效。以一位輕度智能障礙之學齡前幼兒為研究對象，採個案研究法，以多感官教學策略為自變項，幼兒數學概念基本能力為依變項。研究對象每週接受二節課，每節四十分鐘，合計十六節課的教學實驗，在教學實驗期間蒐集學生數學基本概念的學習資料與測驗結果，並將所獲得的資料進行視覺分析，以檢驗其立即效果、維持效果及類化效果。綜合本研究結果如下。綜合本研究結果如下：一、經過多感官教學後，智能障礙幼兒的數字認讀能力有顯著的學習成效。二、經過多感官教學後，智能障礙幼兒的數量數算能力有顯著的學習成效。

關鍵字：多感官教學、智能障礙幼兒、數學基本概念、學習成效

A4

The Study of the Effect on Multi-sensory Teaching to Young Learners with Intellectual Disabilities in their Basic Math Concept

Su-Jung Chang

Department of Special Education, National Taitung University

Abstract

This study was to explore the effect of multi-sensory teaching to young learners with intellectual disabilities in promoting their basic math concept. Case study method was applied in this study, and a pre-school young learner with minor intellectual disabilities as the research target. This study was based on multi-sensory teaching as the independent variable, basic math concept and ability of young child as the dependent variable. The study target was given 2 classes a week, 40 minutes for each class, which making up a total 16 classes of teaching experiment. The learning data and test result of the learner's math basic concept were collected during the experiment and was processed with visual analysis to examine the instant effect, maintenance effect and similarity effect.

The findings of this study was as below:

1. There was a significant performance on the numeric recognition ability of young learner with minor intellectual disabilities after the practice of multi-sensory teaching.
2. There was a significant performance on the quantity recognition ability of young learner with minor intellectual disabilities after the practice of multi-sensory teaching.

Key words : Multi-sensory Teaching, Young Learner with Minor Intellectual Disabilities, Basic Math Concept, Learning Effect

A5

多感官教學對發展遲緩幼兒學習成效之個案研究

馮彥昌 程鈺雄

國立臺東大學特殊教育學系

摘要

本研究旨在探討多感官教學對發展遲緩幼兒學習成效影響情形，並以此做為教育學術研究及從事幼兒教育工作者之參考。本研究以臺東縣某幼兒園之一位三歲發展遲緩幼兒為對象，主要採準實驗設計之前後測設計，每次課程進行為四十分鐘，每週實施二次課程，為期十周共二十次教學。分別於基線期、介入期及保留期蒐集幼兒學習成效能力測驗結果，分析幼兒在學習成效的立即成效與保留成效，得之資料，以描述性統計、折線圖方式進行分析，研究結果得知：一、經過多感官教學過後，發展遲緩幼兒學習成效有顯著的立即成效。二、經過多感官教學過後，發展遲緩幼兒學習成效有顯著的保留成效。

關鍵字：多感官教學、發展遲緩、學習成效

A5

The Case Study of Multi-sensory Teaching in Learning Effectiveness for Developmentally Delayed Child

Yan-Chang Feng Yu-Hsiung Cheng

Department of Social Education, National Taitung University

Abstract

This study was aimed to investigate the effects of multi-sensory teaching in learning effectiveness for developmentally delayed children, and it would be used as a reference in academic research and education of early childhood educators. The participant was the three-year old child in Taitung somewhere kindergarten. The measure method was taken before the quasi-experimental design after research design. Each time the courses would be taken forty minutes, the implementation of secondary curriculum weekly. A total teaching was twenty times in ten weeks. Respectively, in the baseline, intervention and retention of early childhood learning effectiveness ability were collected test results, the child in the immediate and maintaining the learning effectiveness, the data was to descriptive statistics, line way to analyze the findings was: 1. After multi-sensory teaching developmentally delayed child learning effectiveness had significant immediate results. 2. After the multi-sensory teaching developmentally delayed child in learning effectiveness had significant retention results.

Keywords: Multi-sensory Teaching, Developmentally Delayed, Learning Effectiveness

A6

提示策略對發展遲緩幼兒生活自理學習成效之個案研究

黃雪娥

台東縣電光國小

摘要

本研究旨在探討運用提示策略 (prompting system) 以對發展遲緩幼兒在其生活自理學習之成效，以台東縣關山區光光國小幼兒園之一名領有發展遲緩手冊幼兒為受試者，運用單一受試研究法之跨行為多基準線設計的教學實驗，對研究對象個別進行為期 4 週，每週 3 次，每次 30 分鐘的實際教學活動，透過研究者依據個案的需求，編製生活自理的教學活動設計及輔助教材進行教學，藉由實際教學過程逐漸褪除提示策略（身體協助→示範提示→視覺提示→口語提示），來評量該名幼兒生活自理學習之立即成效與保留成效。本研究將收集教學後的回饋資料，輔以觀察、並與同班及協同教學教師討論執行提示策略使用後，個案在生活自理學習上的成效有哪些明顯的行為改變，以作為本研究之質性資料的佐證。分析本研究對受試者的學習成效及保留成效。研究結果發現，行為建立初期需以身體協助及口頭說明為主，當動作技巧較熟練後，能逐步褪除提示，最後該名幼兒能確實獨立完成生活自理的行為，並保留類化在學校或家中的學習情境中。同時發現該名幼兒對於能自行完成生活自理的工作，行為動作能有被正增強，進而有效提升該名幼兒的學習動機。歸納資料分析結果，獲得以下結論：一、運用提示策略對發展遲緩幼兒生活自理學習具有立即成效。二、運用提示策略對發展遲緩幼兒生活自理學習具有保留成效。三、運用提示策略對發展遲緩幼兒生活自理學習能有效提升幼兒學習動機。

關鍵字：提示策略、生活自理

A6

A Case Study of the Effects of Using Prompting Strategies on Self-care Learning Effects for Child with Developmental Delay

Huang, Hsuch-E

Tai-tung County Tien-Kuang Elementary School

Abstract

This study was to explore a case study of the effects of using prompting strategies on self-care learning for child with developmental delay. The study subject was a child with developmental delay at Tai-tung County Tien-Kuang Elementary School of kindergarten. To use the experimental design on single subject of multiple probe design, and to test these three subjects individually for four-week study, every three times a week, to do with teaching activities for every 30 minutes. Through learning activities and aids for teaching made by the researchers to case needs. Evaluate the immediate effectiveness and maintaining effectiveness on self-care learning for child to learn process graduated guidance (physical prompts, gestural prompts, 'visual prompt' and verbal prompts) teaching. In addition, through researchers' reflection records and the teaching experiment of questionnaires on teaching feedback, to analyze the practicability of learning effectiveness and life applications on the subjects in this study. The results were used to evaluate the immediate and retaining effectiveness in using prompting strategies on self-care young child with disability. Furthermore, from the teaching records and feedback questionnaire surveys, we were able to analyze the subjects' learning effectiveness and its practicability in his daily lives. The case was able to efficiently enhance the learning motivation of young child with disability. The results of this study were indicated as follows:

1. Prompting strategies on self-care learning effects for child with developmental delay resulted in immediate and favorable effects in learning.
2. Prompting strategies on self-care for child with developmental delay resulted in positive retention effects in learning self-care.
3. Prompting strategies on self-care learning effects for child with developmental delay could promote motivation.

Keywords : Prompting Strategies, Self-care, Developmental Delay

A7

多媒體電腦輔助教學對國小低年級識字困難學生識字學習成效之研究

鍾沛瓊¹ 程鈺雄²

台東縣安朔國小¹ 國立臺東大學特殊教育學系²

摘要

文字是知識傳遞的媒介，識字是學習各種學科須具備的基礎能力。本研究旨在探討多媒體電腦輔助教學對國小低年級識字困難學生的識字學習成效的影響。本研究採用多媒體電腦輔助教學設計，進行一名國小二年級識字困難學生的教學實驗，教學時間為 20 節課，每節課 40 分鐘，共計 800 分鐘。研究方法採用單一受試跨行為多試探設計，分基線期階段、實驗處理期階段與保留期階段，針對三個階段分別蒐集實驗資料，所得資料再以折線圖進行資料處理，並在實驗進行中觀察識字困難學生學習態度的反應，以了解整體教學成效。本研究主要的發現如下：一、本研究多媒體電腦輔助教學對識字困難學生的識字學習成效良好，能有立即與保留的教學效果。二、本研究多媒體電腦輔助教學能改善識字困難學生的識字學習態度，進而提升整體學習成效。三、本研究所採用的多媒體電腦輔助教學設計，能協助實驗對象學習識字，並減少識字上的錯誤，可提供教師作為有效的教學工具。

關鍵字：多媒體電腦輔助教學、識字困難、學習成效

A7

The Study of Word Recognition Effect on Multimedia Computer Assisted Instruction for Low-grade Elementary School Students with Word-Recognition Difficulty

Pei-Ying Chung¹ Yu-Hsiung Cheng²

An Shuo Elementary School¹

Department of Social Education, National Taitung University²

Abstract

Text is the medium of knowledge transfer. Literacy is basic capabilities to learn a variety of subjects. The purpose of the study was to explore word recognition effect on multimedia computer assisted instruction for low-grade elementary school students with word-recognition difficulty.

This study was used by multimedia computer assisted instructional design which processed an instructive experiment for one word-recognition difficulty student of grades 2 in elementary school. Teaching time was 20 lessons, a lesson 40 minutes, namely 800 minutes in total. The studying method used multiple baselines across subjective design of single-case experimental designs, which divided three stages to collect experiment data, including three phases: baseline, intervention and maintenance. The data presented by line chart, and the teacher observed student learning attitude to understand students' learning effectiveness.

The results of the study were summarized as followings:

1. This study's multimedia computer assisted instruction took good effect on word recognition forward-recognition difficulty students. It had learning effect immediately and remains learning effect.
2. This study's multimedia computer assisted instruction could improve the attitude of word recognition for word-recognition difficulty students. It promoted the overall learning effect.
3. This study used by multimedia computer assisted instructional design could assist in test the object to learn word recognition, and reduced wrong response of word recognition. Therefore it might provide the instructor to take the effective teaching tool.

Key words : Multimedia Computer Assisted instruction, Word-recognition Difficulty, Word Recognition Effectiveness

A08

國小階段不分類巡迴輔導教師教學服務之行動研究

呂祐玫

北京體育大學博士生

摘要

本研究主要探討國小階段不分類巡迴輔導教師之教學服務提供。經由研究者自身在提供彰化縣不分類巡迴教學服務時所觀察的現況，探究不分類巡迴輔導教師與普通教師在面對融合班中之各種問題中，不分類巡迴輔導教師了解普通老師的需求，並經由策略執行及實施成效，確立不分類巡迴輔導之可行性教學服務提供。本研究經由問卷調查、訪談、以及入班觀察等方式，探討透過行動方案的執行，了解策略實施的成效。

關鍵字：不分類巡迴輔導、教學現況

A08

The action research of itinerant teacher provides special education service of elementary school

Lyu, You-Mei

Graduate school of Beijing Sport University

Abstract

The purpose of this action research was to investigate:

1. The commutation of both itinerant and elementary school regular teachers of special education.
2. The needs of elementary school regular teachers of special education.
3. The effect of itinerant service of special education of elementary school.

Keyword : itinerant service, action research

A09

點字轉譯人員工作狀況與專業知能需求之調查研究

李文煥 林慶仁

國立臺南大學特殊教育學系

摘要

本研究旨在探討點字轉譯人員工作狀況與專業知能需求，研究方法為問卷調查法，研究對象為各點字書出版單位、啟明學校與視障相關團體的點字轉譯人員。

問卷共發出 58 份，回收有效樣本為 52 份，回收率 89.7%。所得資料以次數分配、百分比、平均數、標準差、t 考驗處理，茲將研究結果歸納為以下結論：

- 一、點字轉譯人員的主要工作內容為轉譯教科書與段考考試卷。
- 二、點字轉譯人員的聘用無一定標準，平均薪資為 24,000 元。
- 三、點字轉譯人員缺乏職前訓練與完整的培訓制度。
- 四、點字轉譯人員在「點字轉譯知能」、「點字轉譯技能」、「點譯培訓制度」三向度皆有較強的需求。
- 五、不同性別點字轉譯人員的專業知能需求有顯著差異。
- 六、不同視力狀況點字轉譯人員的專業知能需求有顯著差異。

最後，根據本研究之結果，對教育行政單位、點字轉譯單位、點字轉譯人員與後續研究者提出建議。

關鍵字：點字轉譯人員、工作狀況、專業知能需求

A09

A Study on Braille Transcriber's Working Situation and Needs of Professional Competencies

Lee, Wen Huan Lin, Ching-Jen

Department of Special Education National University of Tainan

Abstract

This study was to investigate the working status and needed of braille transcriber by using questionnaire research methods. As a research, this study has choosing braille publisher, school for the blind, and also braille transcriber who associated with organization of visually impaired.

A total of 58 copies of the questionnaire had been sent, in which 52 copies are valid sample, returning rate 89.7%. Those data had been analysis by using frequency distribution, percentage, mean, standard deviation, t-test processing, hereby the results summarized in the following conclusions:

1. The main work of braille transcriber was the translation of textbooks and semester examination papers .
2. Braille transcriber employed without a certain standard, with an average salary of NT\$ 24,000.
3. Braille transcriber lacked in pre-employment training and full training system.
4. Braille transcriber had a higher requirement in three dimensions, which included "braille translation knowledge" "braille translation skills" and "braille transcriber's training system".
5. In different gender, there were significant differences in the needed of professional knowledge of braille translation.
6. In different visual acuity, there were significant differences in the needed of professional knowledge of braille translation.

Finally, based on the results of this research, some recommendations would like to suggest to the education administrative unit, braille translation unit, braille transcriber and also researchers in future.

keyword: braille transcriber, working situation, needs of professional competencies.

A10

視覺經驗缺失對盲人熟悉環境空間表徵之影響

譔小猛

華南師範大學特殊教育學院，廣州，510 631

摘要

研究盲人對熟悉環境的空間表徵對於盲人的空間認知和定向行走具有重要意義。本研究通過擺放模型的方式，探究盲人對熟悉環境空間表徵之特點，結果發現視覺經驗缺失對盲人熟悉環境空間表徵造成了不利影響，先天盲被試對環境空間表徵較弱，不能夠對環境形成整體的理解，而後天盲被試對環境空間表徵較為精確，表現與明眼人相當。性別和環境熟悉度對盲人熟悉環境空間表徵沒有影響。最後文章對研究結果進行了解釋和討論。

關鍵字：先天盲、後天盲、熟悉環境、路徑表徵、場景表徵

A10

Lack of visual experience impacted the spatial representation of familiar environment in the blind

Chen, Xiao-meng

School of special education, South China Normal University(Guangzhou, 510631, China)

Abstract

The study of spatial representation of familiar environment in the blind was very important for spatial cognition and orientation & mobility . By placing models in this study explored the spatial representation of the familiar environment in the blind ,the research revealed lack of visual experience adversely affected spatial representation of familiar environment for the blind, especially ,congenital blind subjects' ability of spatial representation of the environment was low, they could not form an survey representation of the environment, however, adventitiously blind subjects' representation of the environment of space were more accurate, equal to the sighted subjects. Gender and environmental familiarity has no effect to spatial representation of the familiar environment in the blind. The article also explained and discussed the results.

Key words : congenital blind, Adventitiously blind, familiar environment,Route representation survey representation

A11

淺談輕度自閉症之盛行率、評估與診斷、介入策略與實證研究-以亞斯伯格症為例

陳葵美¹ 張言司²

嘉義大學體育與健康休閒學系碩士在職專班¹ 臺中市私立惠明盲校教師²

摘要

本研究旨在探討輕度自閉症之盛行率、評估與診斷、介入策略與實證研究等相關議題，以文獻分析法進行問題的探討與分析，經歸納整理後研究結果如下：一、亞斯伯格症出現在男生身上大約是女生的五倍，世界上不論何種種族、經濟和社會族群，情形都是一樣的；其因為診斷工具與標準而有所不同。二、國內外臨床醫學界的專業人士乃是採用 DSM 診斷標準為主流。三、目前研究趨勢都著重於社會能力方面的探討，在課程的設計與教材方面則顯得較薄弱。綜合上述，輕度自閉症(本研究稱為亞斯伯格症)乃是一種外在行為行為作為評估的症狀，透過量表與醫師的診斷才能夠確定其是否為輕度自閉症患者，輕度自閉症患者具有社會能力缺陷、動作障礙/笨拙、語言溝通障礙與其他障礙的症候群。本研究建議教師應多讓學生從事身體活動，透過團體性的遊戲、競賽等去提升學生的社會能力、表達能力與身體發展能力，進而提升其學習成效與生活品質達到自我實現的目標。

關鍵字：輕度自閉症、文獻分析法、亞斯伯格症

A11

Having a shallow look at the lifetime prevalence, estimate and diagnosis, strategy of interfering, and actual evidence research of Autism-ASPERGER'S SYNDROME FOR EXAMPLE

Chen, Kuei-Mei¹ Chang, Yen-Ssu²

National Chiayi University¹ Huei-Ming School for Blind Children²

Abstract

The research mainly discusses the issue about the lifetime prevalence, estimate and diagnosis, strategy of interfering, and actual evidence research of Autism. It uses documental analysis to proceed the discussion and analysis of this problem, and the results are generalized and arranged as following:

1. The chance of getting these diseases in man are five times than the chance happens in woman. In the world, no matter how race it is, even economic status, and social community, the situation remains the same. The result depends on the instrument and standard that used and makes it different.

2. Professional people at home and abroad in clinical medical world mostly adopt the diagnosis standard of DSN as the main standard.

3. So far, the trends of research nowadays are mostly focused on the respect of social ability, while the aspect of design and teaching material are performed weaker. To sum up, Autism (Asperger's syndrome in this research) is a syndrome that is estimated by external behaviors, and through medical scales and doctors' diagnosis, we can surely ensure who suffers this disease. Those who suffer this disease could be lacked for social ability, could be clumsy in moving their bodies or learning languages, could suffer other syndrome and barriers. This research suggest that teachers should let the students who suffer this disease engage in body activities, through united games and competitions, to improve their social abilities, expressing abilities, and development of their bodies, and eventually enhance the effectiveness of learning, life quality, to the extent of making their dreams come true.

Key words: Autism, documental analysis, Asperger's syndrome

A13

特殊教育學校燈塔中的巨人-以私立惠明盲校為例

藍永祝¹ 陳葵美² 黃榮坤³ 陳玫君⁴

國立臺中教育大學教育學系教育行政管理碩士在職專班¹

國立嘉義大學健康休閒學系碩士在職專班²

國立彰化師範大學運動與健康休閒碩士班³

國立臺中教育大學數位內容科技學系碩士在職專班⁴

摘要

本文旨在探討私立惠明盲校經營概況經由文獻資料整理後歸納出以下幾點：(一) 特殊教育機構是一種高度專業化的服務組織，有別於一般普通教育服務；(二) 惠明整個組織發展可從特色與營運模式包含「教育愛的花園」、「教育發展理念」、「組織氣氛領導」、「員工向心力」、「工作滿意度」，了解組織間的領導氛圍。臺灣的特殊教育已逐漸發展精進，惠明持續落實政府推動教育政策及十二年國教為目標，開發學生潛能、營造無障礙校園以及擴展學習視野，使身心障礙的學生也能走出自己的一片天。

關鍵字：惠明、特殊教育、視多重障礙

A13

The giant of special education school - take Private Huei-Ming school for exampleYung-Chu Lan¹ Kuei-Mei Chen² Jung-Kun Huang³ Chen, Mei-Chun¹National Taichung University of Education¹National Chiayi University²National Changhua University of Education³**Abstract**

The main idea of this article is to discuss the business situation of Private Huei-Ming school for blind children, and this article figures out several points through organizing the data, as following

1. Institution of Special Education is a serving organization that has been highly specialized, not like the ordinary service that provides common education.

2. Feature and Business Model of all organizations in Huei-Ming contain “The love garden of education”, “The concept of educational development”, “The guide of forming atmosphere”, “The united power between crew”, and “Satisfaction in work”, and also understand the guideline in the team. Special education in Taiwan has become developed nowadays, and Huei-Ming keeps going practice the educational policy and set the goal of 12-year compulsory, building up the potential of students, creating a barrier-free campus, and exploring the sight of learning. All things prepare those who are mental and physical challenged for seeking their own lives, better lives.

Key words: Huei-Ming special education Multi-impairment

A14

國小聽覺障礙學生情緒及行為表現之研究

黃秉琪¹ 王淑娟² 葉秀鈺³

彰化市平和國小特教教師¹ 國立臺中教育大學特殊教育學系副教授²

國立臺中教育大學特殊教育研究所碩士生³

摘要

本研究旨在瞭解彰化縣國小聽覺障礙學生情緒及行為表現情況，並探討其影響因素。本研究以「行為與情緒評量表」為研究工具。研究對象為 60 位九十九學年度就讀於彰化縣國小之聽覺障礙學生，並由這 60 位聽覺障礙學生之班級導師來填答量表。綜合本研究之發現，可歸納如下所列：一、彰化縣國小聽覺障礙學生在情緒和行為表現上屬普通程度，以「家庭參與」表現最佳，「人際關係」則待加強。二、彰化縣國小聽覺障礙學生之教育安置型態、溝通方式，對情緒及行為表現有顯著影響。三、彰化縣國小聽覺障礙學生之性別、年級、聽覺障礙程度、助聽輔具的配戴則對情緒及行為表現無顯著影響。最後依據研究結果，提出各項建議，以供教育行政單位及未來研究者作參考。

關鍵字：聽覺障礙、情緒及行為表現、彰化縣

A14

The Study of Emotion and Behavior for Elementary School Students with Hearing Impairments in Changhua County

Ping-Chi Huang¹ Shwu-Jiuan Wang² Hsiu-Yu Yeh²

Ping He Elementary school¹ National Taichung University of Education²

Abstract

The present study investigated emotion and behavior of elementary school students with hearing impairments in Changhua County, and found out possible affected factors. A total teachers of 60 students with hearing impairments filled in the Behavioral and Emotional Rating Scale(BERS). The results revealed 3 conclusions : 1.Students with hearing impairments adjusted well in Family Involvement (FI); and got lower scores in Interpersonal Strength (IS). 2.Hearing impaired students' emotion/behavior were found to be affected by the factors of different educational placements and communication modes. 3. There was no significant difference of students' emotion/behavior that affected by the factors of sex, grades, degree of hearing loss, and wearing auditory prostheses. Finally, according to the results, some suggestions for the governments, parents, education institutes and future researchers were provided.

Keywords: hearing impairment, emotion and behavior, Changhua County

A15

智障者肢體開發課程之發展與應用-以師大適應體育團隊為例

闕月清 李柏昂 梁生永

國立臺灣師範大學體育學系

摘要

適度的運動能促進身心障礙者的健康，包含預防二度障礙、降低親人負擔、提升生活品質、培養未來就業能力、在運動中有互動的社交機會、可以增進自尊心和信心、並改善心理的健康、避免沮喪、克服環境的障礙（陳張榮、周俊良，2012），雖然還是會遇到內在、環境、溝通等方面的阻礙，但是依然要保持運動的基本原則，由專業的師資來提供正確的運動指導，從方式、強度、時間、頻率中保持漸進的原則，設計適合身心障礙者的運動模式。台北市智障者家長協會，以結合台北市關心智能障礙、自閉症及多重障礙兼有智能障礙者人士，爭取心智障礙者合法權益，促進心智障礙者福利為宗旨。其服務的內涵和單位包含家長諮詢服務、特殊教育學生個案管理服務、台北市弱勢家庭子女課後服務、中正萬華區身心障礙者資源中心、信義南港區身心障礙者資源中心、臨時及短期照顧服務、家庭托顧服務、身心障礙者居家照顧評估、休閒及體適能班隊、幸安學坊及凱帝貓智青社。肢體開發課程則在中正萬華區身心障礙者資源中心、信義南港區身心障礙者資源中心及幸安學坊這三個單位實施，對身心障礙者而言不只是增進健康體適能，提升自主能力和生活品質，在課程當中更可以發現學員在動作熟練度的提升，可以執行進階的動作，並且增加更多的團隊競賽活動，藉由活動身體刺激大腦思考，提升學員面對生活各方面的應變能力。

關鍵字：適應體育、智障者、智障者家長協會、資源中心、肢體開發

A15

A Case Study of Development and Application of Persons with Intellectual Disability Physical Development Curriculum- Adapted Physical Education of National Taiwan Normal University

Keh Nyit Chin Li Po Ang Neo Hseng Zyung

Department of Physical Education National Taiwan Normal University

Abstract

Moderate exercise can promote health of disability persons, including prevent second degree disorders, reduce burden of relatives, enhance quality of life, train future employability, there are opportunities for social interaction in sports, can improve self-esteem and confidence, and improve psychological health, avoid frustration, overcome environmental obstacles (Chen & Chou, 2012). Although still hampered by internal, environment, communication etc., but according to maintain basic principles of sports, from professional sports teacher to provide correct guidance: mode, intensity, duration and frequency to maintain the principle of gradual, designed for with disability persons sports mode. To promote welfare of intellectual disability persons for the purpose, Taipei parents' association for persons with intellectual disability, incorporates Taipei care intellectual disability, autism and both multiple and intellectual disability to fight for the legitimate rights and interests of disabled persons. The content and unit service contains parent advisory Services, special education students' case management services, Taipei vulnerable children in the family after-school services, ZhongZheng Wanhua district with disabilities resource center, Xinyi Nangang district with disabilities resource center, temporary and short-term care services, family care services, disabilities home care assessments, leisure and fitness class, Xing An Workshop and Kai Tai Cats wisdom youth outreach. Three units implementation of physical development courses: Zhongzheng Wanhua district with disability resources center, Xinyi Nangang district with disabilities resource center and Xing An Workshop. In terms of disabilities not only enhance physical fitness, self-maintenance and enhance quality of life, more can be found in the course of which enhance student proficiency action, and add more team competitions, using the body as a stimulation for the brain to think, improve their ability to cope with different aspects of their lives.

Keywords: Adapted physical education, Intellectual disability, Taipei Parents' Association for persons with intellectual disability, resource center, physical development

A16

特殊教育學校宣導活動實施之研究

黃馨瑩

台東縣池上鄉福原國民小學

摘要

隨著全球性對於融合教育理念的重視與倡導，促使越來越多的身心障礙學生進入普通班接受教育，成為課堂中的一份子而不再被排除在外。融合教育日趨流行的狀態下，身心障礙學生紛紛進入一般校園，走進一般教室，與普通學生一起學習，充分落實了零拒絕的理念。「特殊教育宣導活動」其意義就是以宣導特殊教育相關資訊為主的活動，其重點在於「認識」與「關懷」，因為認識了解才能親近互動、開啟人與人之間接納特殊需求的一扇門，如果校內全體都能全力配合與支持，在校園內的身心障礙學生一定受益良多。本文在探討國民小學特殊教育宣導活動之實施概況，以及分享特殊教育宣導活動的內容，包括「特教知能研習」、「身心障礙體驗活動」、「特殊教育影片欣賞」等。提出一些建議及相關內容，供學校之參考。

關鍵字：特殊教育、學校宣導、實施

A16

The Study of the Execution of Advocacy Activities in Special Education School

Hsin-Ying Huang

Fu-Yuan Elementary School

Abstract

Affected by the world-wide concern for and advocacy of the concept of integrated education more and more students with disabilities are able to accept education in the normal class and without being excluded anymore, become a member of it. With the increasing popularity of inclusive education, the concept of zero rejection is thoroughly executed when students with disabilities study with normal students in classroom and play on campus. The purport of "advocacy activities of special education" was to advocate special education and its relevant information. It meant to emphasize the importance of "understanding" and "care," through which people were able to interact intimately and then a door would be open for them to accept the need of the special. If every member in school could fully cooperate with and support each other, physically and mentally disabled students could certainly benefit from it. This study was to explore the general situation of the advocacy activities of special education executed in elementary schools and to share its content, which included special-education seminars, activities of acting physically and mentally disabled, and movies concerning special education. Some suggestions and contents were offered in this study could be references for other schools.

Keywords: Special Education, School Advocacy, Execution

A17

部件意義化識字教學對一位嚴重讀寫障礙學生教學歷程探索：一個行動研究

許銘真¹ 呂偉白²

國立彰化師範大學特殊教育學系學生¹ 國立彰化師範大學特殊教育學系助理教授²

摘要

本研究以質性行動研究的方式進行資料蒐集，研究對象為中部地區某國中二年級一名識字極度困難的學習障礙學生，作者記錄該生接受部件意義化識字教學法之歷程，並探討此種教學法對讀寫能力提升之成效。

本研究個案由於家長對標記之排斥心態，導致該生在國小階段未接受特殊教育之鑑定與安置。該生於國一時於識字與寫字能力標準化測驗（黃秀霜，2000）結果僅同等於國小一、二年級程度。該生在國二上學期時通過學習障礙鑑定，安置於資源班中接受每週兩節之國文科補救教學，以小組教學的方式進行。然而資源班老師表示該生閱讀能力進步緩慢。

本研究第一作者曾參與國字部件意義化之教材編制，對此教材在真實教學中之成效產生興趣，因此設計國字部件意義化教學法，於 102 學年度的暑期輔導課程期間，每次教學為一堂課（45 分鐘）實施一對一教學，教學長度為每週四天，為期五週共十九次。教學地點為該生國中特教班教室。由第一作者實施教學。

本研究以教學錄影記錄、課堂活動學習單、學生晤談記錄及識字測驗等方式蒐集資料，質性資料還包括本文第一作者於每次教學之後撰寫之教學省思日誌以及與本研究指導教授一本文第二作者之間對於研究設計與教學執行的討論。教學內容的成份以及教學程序的設計在研究過程中曾經依據現場觀察以及學生對於教學法的回應做過數次調整。

本研究有以下發現：

1. 學生對部件意義化識字 教學法感覺新鮮有趣，上課動機強烈。
2. 部件意義化識字教學法有助於生字之短期記憶保存。
3. 意義化策略中的生字口訣故事愈簡短似乎愈能幫助生字短期記憶的維持。
4. 部件意義化識字教學法對學生維持生字長期記憶似乎沒有顯著效果。

5.為增進學生對生字的讀寫長期記憶，除了部件意義化教學法之外，似乎還需搭配課堂中以及課餘的重複練習策略。

6.如何增強學生課後練習的動機，是教學上的一大挑戰。而由於無法掌控學生離開課堂之後的複習，影響了補救教學成效。

7.生字口訣故事教學法對學生之寫字表現較讀字表現有成效，推測原因為部分漢字部件之形音之間並無關連性。

8.在教材編制部分，並非每一個國字都可編出符合字源學的造字原則的口訣，因此限制了教學生字的選擇。

9.教學者應依據學生對教學法的反應而調整教學設計，而對嚴重的閱讀障礙學生，進步監測的次數應該很頻繁。

關鍵字：學習障礙、讀寫障礙、部件意義化識字教學

A17

Teaching a student with severe dyslexia with an instruction combining Chinese radical-based and elaborated word recognition strategies: An action research

Ming-Chen Hsu Wei-Pai Lu

Department of Special Education, National Changhua University of Education

Abstract

This study aims to use qualitative action research methodology exploring the instructional process of teaching an eighth-grade student with severe dyslexia. An instruction combining Radical-Based and Elaborated Strategies is used to observe its effect on the performance of a student with very low word recognition skills.

Because his parents' negative attitude towards a label of disabilities, this student had never been evaluated for the purpose of the qualification of special education during his elementary schooling. When he entered his current junior high school, the teachers immediately recognized his extremely low reading skills. He was tested from a standard-based Chinese word recognition assessment (Huang, 2000), and the score put him at a first-grade level. After a full assessment, the student had been diagnosed as a student with learning disabilities and had received special education services through the resource room. During the semester, he had been pulled out to the resource room twice per week; however, the resource room teacher reported that he had little response to the small-group remediation in the resource room.

For the purpose of improving this student's reading and writing skill, the first author has designed an instruction combining Chinese Radical-Based and Elaborated Strategies of which she had learned from a research project. Funded by the Ministry of Science and Technology, the first author has taught this student in his school for five weeks during the summer vacation in 2014. It is an intensive on-to-one tutoring, 45minutes per day and four days per week. The total number of sessions is 19.

The data have been collected from video records, interviews, tests scores, and worksheets. The first author also keeps diaries and reflections to record and reflect the teaching process. Consulting conversations between the first author and her adviser, the second author, have also been included in

qualitative data. The components in the instruction and the teaching process have been adjusted several times according to the classroom observation and the student's response to the intervention. Findings from this study suggest that :

1.The student is interested in this instruction in which combining Chinese radical-based and elaborated strategies, and has showed strong motivation in class.

2.Chinese radical and elaborated recognition instruction seems able to maintain the short-term memory of new words.

3.While designing the mnemonic phrases using in the elaborated strategies, the shorter the phrase, the better its effect on short-term memory.

4.The instruction of combing Chinese radical-based and elaborated strategies seems not helped the students keep the new words in his long-term memory.

5.It seems that a strategy of repeated practice in class and after class needs to be considered in the intervention other than a word recognition instruction.

6.To motivate the student spend more time doing homework after school is very challenging , and the absence of this component weakens the effect of the intervention.

7.The mnemonic phrases designed for the elaborated strategies show better effect on writing than it does on reading. The reason may be due to the associations between the shape of the strokes and the pronunciations in some words are absent.

8.There are not always mnemonic phrases available for the representation of the authentic radical derivation it thus limits the selection of the teaching words in this intervention.

9. A good practice of intervention should be adaptable from the observation of the student's responses to the intervention, and the progressing monitor for a student with severe reading disabilities should be frequent.

Key words:learning disability, dyslexia, Chinese radical-based word recognition strategy, Chinese elaborated word recognition strategy

A18

視覺障礙街頭藝人就業狀況與工作滿意度研究

徐智勇 林慶仁

國立台南大學特殊教育學系

摘要

本研究旨在探討視覺障礙街頭藝人就業狀況及工作滿意度，並進一步分析不同背景變項其工作滿意度的差異情形。本研究採普查方式，以自編的「視覺障礙街頭藝人就業狀況與工作滿意度問卷」，針對國內 37 位視覺障礙街頭藝人進行問卷訪談。問卷訪談所得資料以次數分配、百分比、平均數、標準差、t 考驗及單因子變異數分析等統計方法進行處理。

得出研究結果如下：

- 一、視覺障礙街頭藝人兼職者多，接受就業服務者少且工作上仍需他人協助。
- 二、視覺障礙街頭藝人以單人、流行音樂表演為主且在多個地點為之，工作報酬略高於基本工資且以打賞而後分配為主。
- 三、視覺障礙街頭藝人整體工作滿意度為滿意，價值認同及專業成就滿意度較高，趨向滿意，而薪資福利與環境支持滿意度較低趨向尚可的感受。
- 四、年齡小於 30 歲的視覺障礙街頭藝人在薪資福利及環境支持滿意度顯著高於年齡大於 31 歲的視覺障礙街頭藝人；障礙發生年齡為後天的視覺障礙街頭藝人在專業成就滿意度與整體工作滿意度顯著高於障礙發生年齡為先天的視覺障礙街頭藝人；未接受職前訓練的視覺障礙街頭藝人在專業成就滿意度顯著高於接受職前訓練的視覺障礙街頭藝人。

最後，根據本研究之結果，對教育、勞、社政單位及視覺障礙者未來欲從事街頭藝人工作提出建議。

關鍵字：視覺障礙、街頭藝人、就業狀況、工作滿意度

A18

A Study of Employment Status and Job Satisfaction of Street Performers with Visual Impairments

Chih-Yung Hsu Ching-Jen Lin

Department of Special Education, National University of Tainan

Abstract

This study investigated the employment status and job satisfaction of street performers with visual impairments and differences in their job satisfaction across background variables. The research instrument was a self-developed “Questionnaire on Employment Status and Job Satisfaction of Street Performers with Visual Impairments”. The questionnaire was administered to 37 domestic street performers with visual impairments. Data were analyzed using methods including frequency, percentage, mean, standard deviation, t-test, and one-way ANOVA.

The main findings were as follows:

1. Street performance was a part-time job for most of the street performers with visual impairments. Few of them had received employment services, and most of them had to rely on assistance of others at work.

2. Most street performers with visual impairments provided popular musical performances solo at multiple places. Their income mainly came from rewards offered by the audience and was slightly higher than the basic wage.

3. Street performers with visual impairments reported a high degree of overall job satisfaction. They showed a high degree of satisfaction in value identification and professional achievement dimensions but a lower but still moderate level of satisfaction in income, welfare, and environmental support dimensions.

4. The job satisfaction of Street performers with visual impairments differed across background variables. Visually impaired street performers under 30 of age showed higher satisfaction with income, welfare, and environmental support than those above 31 of age; street performers with congenital visual impairments showed significantly higher overall satisfaction and satisfaction with professional achievement than those with acquired visual impairments; visually impaired street performers who had not gone through orientation training showed significantly higher satisfaction with professional achievement than those who had.

Finally, based on the research results, this study provided suggestions to education, labor, and social authorities as well as visually impaired people planning to become a street performer in the future.

Keywords: street performers with visual impairments, employment status, job satisfaction

A19

以 Gardner 多元智慧觀點啟發自閉症學生優勢潛能之教學實踐歷程

賴碧美

國立臺中教育大學教育學系博士生

摘要

自閉症是一種廣泛性發展障礙，自閉症兒童的困難表現在語言、學習適應、情緒行為問題和社會互動等方面。自閉症兒童彼此之間都有差異，目前教導自閉症兒童多以增進其社會參與性及語言溝通技巧為主，較少以適性發展為教學目標。自閉症兒童對課程內容及教學方法的反應也有個別差異，有鑑於自閉症兒童需要因材施教，本研究藉由多元智慧概念的提出，以及教師回應專業經驗的歷程，提供自閉症兒童教學一個有價值的參考途徑。

關鍵字：自閉症、廣泛性發展障礙、適性發展、個別差異、多元智慧

A19

The Advantage Potentialities of Students with Autism were Inspired by Gardner's Multiple Intelligences in the Teaching Practice

Lai, Pi-Mei

Doctoral Student, Department of Education, National Taichung University of Education

Abstract

Autism is one subtype of pervasive developmental disorders. Children with autism have difficulties in language, learning, emotional behaviors, social skills, etc. Differences exist among children with autism. Currently, the most common methods of teaching children with autism are enhancing social participation and improving communication skills. Meanwhile, there is less focus on adaptive development as an instructional goal. Children with autism also respond individual difference to the curriculum content and instructional methods. Children with autism need to be educated according to their learning styles and potentials. By proposing the concept of multiple intelligences and examining the teacher's professional experiences, this study provides a valuable reference for teaching children with autism.

Key words: autism, pervasive developmental disorders, adaptive development, individual difference, multiple intelligences

A20

天使的歌頌—身心障礙者身體文化

陳文長¹、徐偉庭²、陳品安^{1*}

國立體育大學¹ 佛光大學²

摘要

各類身心障礙者的實體存在，舉世各地無所不在；然而，一個人的存在，不僅是擁有生命的存在，更是一種有意識有精神力的存在；本文試以存在主義哲學觀點，闡述一般社會對身心障礙者主體意識、精神意志、以及生命存在價值之身體觀，對照反映身心障礙者之自我身體已觀；然生命無限可貴之處，即在身心障礙者亦能超越各種不同障礙的框架限制，以無比堅定毅力實際行動，激發潛力創造實有本體，充分發揮天使逆光飛翔文化傳播之宏效。身心障礙者透過個人存在事實的反覆檢視與重新定位，可以發現一道零拒絕的光，揮灑在毫無障礙的崎嶇小徑，以心靈飽滿的實有軀體，簇擁眾生融合的溫暖，朝著回歸主流的方向大步前進。身心障礙者克服林林總總、似是而非、扭曲變形的模糊他觀，斥退了藏躲在陰黯角落竊竊私語的空靈虛無、消極悲觀、蔑視冷漠，在埋首淬鍊歷程中兀自搭建自信的基石，層層疊疊構築起透析已觀的堅強堡壘。在社會周遭諸多的身心障礙者，以自由的覺知，消解了障礙存在的藉口，以具體的行動，超越了障礙存在的軀體，以狂熱的實踐，突破了身心障礙存在的極限，成功幻化成為一群逆光飛翔的天使。當身心障礙不再成為拘束或限制，成功與美好的體驗超越了現象的身體，原本承載了多少歷史印記的身體，正以無比璀璨的光芒與無限熱力，一波一波閃耀著身心障礙者的身體文化。呼應後現代的還原身體，這群天使已將順應社會文化、隨波逐流的柔順身體揚昇高飛，趁著政治傳播身體的高度曝光，得將身心障礙身體文化充滿無限希望與美好的種籽，一粒粒一顆顆灑向社會中的每一角落。

關鍵字：身心障礙、身體文化

A20

To sing the praises of the angels : The body culture of disabilityWen-Chang Chen¹ Wei-Ting Shu² Pin-An Chen^{1*}National Taiwan Sport University^{1*} Fo Guang University²**Abstract**

Various disabilities indeed exist anywhere around the world. However, a human existence, not only has a life of existence, it is a conscious, spiritual power exists. The article attempted to discuss the subject consciousness, mentality, and the body concept for the existing value of life by the general public on disabilities from the perspectives of existentialism to reflect the body image of the disabled. Nonetheless, the infinite value of life lays on the disabled persons' capabilities to surpass all kinds of obstacles and take actual moves with determinations. They are able to make full use of their potentials to create the actual beings and elaborate the effects of cultural communications for angels flying backlights. People of disability by the fact that repeated viewing of personal presence and repositioning can explore the light of zero-rejection, roam at the accessible trail, inclusive by the warm of all beings, and stride toward the way of mainstreaming. People of disability had overcome views of others within numerous, specious, and distort. People of disability had dismissed the dark corner of ethereal nothingness, negative and pessimistic, and contempt of indifferent. They had built the foundation stone of self-confidence through the experience, kept their fortress strong layer upon layer. There are lots of people of disability around the world who had broken the barrier of disabilities by freedom of perception, cross the disabilities from their body, breakthrough the limit, and become angels flying backlighting. When disability can't restrict anymore, the fabulous experiences of success transcend the reality, their body with mark of history will light up the culture of disability brilliantly. To response the reduction of body of postmodern, these angels open their wings up and fly overhead. They finally spread the seed of hope and love at every corner around the world.

Key words: disability, body culture

A21

身心障礙者職業重建方案現況及成效：以大台北地區為例

鄧翠瑩

台北市立大學身心障礙者轉銜及休閒教育學位學程研究生

摘要

本研究旨在研究承辦台北市勞動力重建運用處委託辦理台北市身心障礙者職業重建服務個案管理暨就業服務，對於社福機構契約委辦身心障礙者職業重建服務窗口實施原則辦理服務執行成效，及民間機構每年承包執行社區化就業方案與評鑑制度現況，並進一步分析專業人員之間看法的差異。希望藉此對於委託辦理身心障礙者職業重建服務個案管理暨就業服務需求提出建議，以促進職業重建服務專業化。本研究方式透過質性化研究方法深度訪談專家、學者、督導、職重個管、就輔員，進行了解委案機構現況及成效。本研究發現：1.「身心障礙者社區化就業服務業務評鑑手冊」中其中一項的評鑑指標，規定每一就服員每年至少完成支持性就業推介成功人數 12 人，確實有困難，影響服務品質及造成罰則壓力。2.績效本位個案委託模式出現衝績效、衝業績，形成更弱勢案主停置、擺放困難個案情形。3.職業重建服務近年來申請者身心障礙類別多元，形成制度性篩選機制。4.現行「身心障礙者支持性就業服務業務評鑑表」其評鑑指標服務提供、成效評估，變成機構評鑑的門檻。5.勞動局職業重建個案管理人員非第一線實務工作人員，對於分案給委託機構類型影響結案時間。本研究建議：1.提高評鑑績效指標彈性化，適應各障別差異設計，改善一套績效標準、一套工作表格一體適用於所有障別。2.評鑑指標之前一年改進事項列為追蹤評鑑，鼓勵機構作職場改變，提升服務品質。3 社區化就業的評鑑導回支持性就業的核心概念。4.調整績效本位「按量計價」委託模式，評鑑制度上追加獎勵制度激勵就輔員。5.社會服務民營化，整體職業重建制度面，契約管理者應務實體察責信機制上的設計，提升評鑑信力。

關鍵字：職業重建、社福評鑑、職重個案管理員、支持性就業

A21

Outcomes of vocational rehabilitation program for handicapped A case study in Taipei Metro Area

Teng, Tsui-Ying

The Master's Program of Institute of Transition and Leisure Education

Abstract

This study is aimed to evaluate social welfare contactor's performance for Taipei City Foreign and Disabled Labor Office in case management and employment service of vocational rehabilitation for handicapped in Taipei City on(1)outcomes of performance;(2)status of localized employment schemes (scheme) and evaluation system on non-governmental sector by yearly contract; and(3)differences among specialists' views. It is hoped to offer suggestions for case management and service requirement and to foster the specialization in vocational rehabilitation service. This study applies qualitative research that researcher has in-depth interview with experts, scholars, supervisors, case manager of vocational rehabilitation, and specialists to understand contractors' outcomes of performance. The study concludes that:(1)one of criteria of the Evaluation Manual of the Practices on Localized Employment Schemes for Handicapped (Manual) requires specialists successfully introduce no less than 12 clients to supported employment. Most of specialists stated that this criterion is not only hard for them to reach but also may decrease their service quality and causes them tension and stress to be punished.(2)The performance-based contract mode forces specialists pay more attention on performances than more vulnerable clients' being placed or services on difficult clients.(3) In recent years, there are more and more applicants of different-type of handicaps for vocational rehabilitation services are screened out of the service.(4)The Manuel's Criteria on service and outcomes of performance become contractors' threshold evaluation.(5)The vocational rehabilitation case managers of Taipei Department of Labor are not frontline practitioners and can't outsource properly which delays the end date of the program. This study suggests to:(1)increase the flexibility of performance evaluation criteria and improve both sets of performance standard and work form to fit most designs of different-type of handicaps;(2)set issues to be improved based on previous year's evaluation criteria as follow-up evaluation and encourage contractors to change their workplaces to improve service quality;(3)set the supported employment as core concept, but not the evaluation of localized employment;(4)encourage specialists by modifying the performance-based mode of pay-per-service and adding reward system on evaluation system;(5)enhance the credibility of evaluation by designing an accountability scheme based on social service privatization and systematic vocational rehabilitation services at large.

Keywords: vocational rehabilitation, Social Welfare Evaluation, vocational rehabilitation case manager, supported employment

A22

「翻轉教室」運用在高職特教生就業轉銜輔導之探討

楊秀華 王麗穎 林純真

臺北市立大學身心障礙者轉銜與休閒教育研究所

臺北市立士林高商

摘要

「翻轉教室」的教育理念，不僅僅適用在普通班學生，對高職特教班輕度智障或自閉症的孩子而言，在就業轉銜輔導的教學歷程中其成效也是令人期待。僅依照傳統的方式，灌輸他們就業應有的態度與技能，確實不若轉銜過程中，當學生在面臨實務問題時，培養學生自主學習，老師伴隨運用提問、探索、思考、選擇等因材施教，引發學生願意解決問題、負責的教育目標，在就業轉銜的持續效能評估較佳。

教師在輔導學生就業轉銜的過程中，工作的意義是什麼？孩子有能力決定自己的未來嗎？這是師生的共同議題和挑戰。在本文中，教師透過陪伴學生三年的歷程，我們秉持著回到個體的核心價值，引導學生練習思考、體驗，做選擇、負責任，並扮演「領導、管理、教練」不同角色定位。以「問題導向式學習」策略的設計：高一透過校內比賽訂定共同的目標，由榮譽感養成實踐執行力；高二就業技能強化，運用分組激勵、合作學習的方式獲得中餐及門市服務丙級證照；高三透過體驗學習、自我決策、自我管理、自我教導訓練後，在支持性就業輔導後達成全數就業的成果。

關鍵字：高職特教班、就業轉銜、自我決策、翻轉教室

A22

Application of "Flipped classroom" to employment transition in high school students with special needs

Hsiu-Hua Yang Li-ying Wang Chwen-Jen Lin
University of Taipei
Shilin High School of Commerce

Abstract

The educational concept of "Flipped classroom" is not just used for students in regular classes. For those with special educational needs[SEN] in vocational school, the effectiveness of applying "Flipped classroom" to employment counseling is exciting. When students facing practical problems of transition, instill students with right attitude and skills of employment, via the traditional way, is not enough for students with SEN. Teachers help students to develop the skills of independent learning, problems solving, and decision making. It sustained a better performance in employment transition assessment.

When guiding students in employment transition, people who are in charge of the affairs care about these issues. They are: What is the meaning of work? Are students capable to determine their own future? What strategies work? It is a big challenge both for teachers and students. In this article, teachers have accompanied students with SEN for the three years. The strategies we used include: guiding students to practice thinking, making choices, being responsible for their tasks, and playing the different roles in "leadership, management, coach". We also take " Problem-Based Learning " strategies. In the first year in high school, students join games activities to practice setting common goals, to develop the practice of execution by a sense of honor. In the second year, they master in job skills enhancement, group incentives, and cooperative learning get Chinese Cuisine Cookery-Meat diet and chain store service C license. After that, in the third year, through the training of experiential learning, self-determination, self-management, and self-taught, all students obtain the outcomes of supportive employment.

Keywords: Vocational special education, employment transition, self-determination, Flipped classroom.

A23

前事控制策略對國小輕度智能障礙學生上課離座行為之研究報告

林雅卿 陳品蓉 陳怡佳 侯禎塘

國立臺中教育大學特殊教育學系

摘要

本研究主旨在探討前事控制策略對國小輕度智能障礙學生上課離座行為之研究。研究方法採單一受試實驗法 ABA 設計，先探討受試者上課離座之行為的因素，並根據功能性評量結果設計前事控制策略，進行為期九週的實驗研究。

研究結果發現受試者上課離座行為的因素為逃避習寫學習單，因此研究者設計之前事控制策略為調整坐位及調整學習單難度。並且發現前事控制策略對受試者上課離座行為的處理成效良好。

關鍵字：前事控制策略、離座行為、智能障礙

A23

Antecedent control strategy on the behavior of leaving the seat during the class of elementary school students with mild mental retardation

Lin, Ya-Ching Chen, Pin-Jung Chen, I-Chia Hou, Chen-Tang

National Taichung University of Education

Abstract

The main purpose of this study is to investigate antecedent control strategy on the behavior of leaving the seat during the class of elementary school students with mild mental retardation. The study adopted ABA design of single –subject method which explores the factors of subjects' behavior of leaving the seat during the class and designs antecedent control strategy according to results from functional assessment while conducting a nine-week experimental study.

The results found that the factor of subjects' behavior of leaving the seat during the class is to avoid writing worksheets. Therefore, the antecedent control strategy that the researcher designed are adjust the seat and adjust difficulty of worksheets and the researcher found that antecedent control strategy has good effect on coping with subjects' behavior of leaving the seat during the class.

Keywords:antecedent control strategy,the behavior of leaving the seat during the class of elementary school, mental retardation

A24

休閒效益與生活品質之研究-以嘉義地區運動參與者為例

姚望梅¹ 郭進財² 康風都³

國立嘉義大學體育與健康休閒研究所研究生¹

國立嘉義大學體育與健康休閒研究所教授²

國立嘉義大學體育與健康休閒研究系講師³

摘要

本研究的目的探討嘉義地區運動參與的休閒效益與生活品質的差異性。進而探討運動參與者的休閒效益與生活品質的關聯性。本研究受試對象為嘉地區運動參與者，共發放 500 份問卷，回收有效問卷 418 份，有效量表回收率為 83.60%。並以 t 考驗、單因子變異數分析、典型相關等統計方法進行驗證分析。本研究結果如下所述：一、不同性別運動參與者的休閒差異存在。二、不同年齡運動參與者的休閒效益有差異存在。三、不同職業運動參與者的生活品質有差異存在。四、運動參與者的休閒效益與生活品質有關聯性存在。

關鍵字：休閒效益、生活品質

A24

A Study of leisure Efficiency and Life Quality, A Case Sports Participants of Chia-yi City County

Yao, Wang-Mae Kuo, Chin-tsai Kang, Feng-Tu

Department of Physical Education, National Chiayi University

Abstract

This study aimed to explore the different of leisure efficiency and life quality of sports participants in Chia-yi City, and to explore the relationship between leisure efficiency and life quality. 500 questionnaires were issued, and 418 questionnaires are valid. Effective recovery rate is 83.60%. And t-test, one-way ANOVA and canonical analysis were applied to analyze the collected data. The results in this study are as follows: First, there is difference in sports participants between male and female. Second, there is difference in leisure efficiency among sports participants of different ages. Third, there is difference in life quality among sports participants of different occupation. Fourth, the leisure efficiency and life quality of sports participants have correlation.

Keywords: Leisure efficiency, Life quality

A25

電腦互動遊戲設計對視動統整障礙兒童動作能力提升成效

謝協君¹ 張雅琪²

國立新竹教育大學特殊教育系副教授¹ 國立新竹教育大學特殊教育系研究生²

摘要

本文旨在探討電腦遊戲介入活動對於視動統整障礙兒童動作發展能力提升之成效，研究對象為桃竹苗地區經醫師診斷為唐氏症兒童，生理年齡介於 48 個月至 72 個月，共 11 名。研究結果顯示：在電玩遊戲方案介入後，前、後測平均數的表現在視動能力、視知覺能力、動作協調、粗大動作等四面向有所成長，並達到顯著差異，尤其在動作協調上有最大進步表現，但在身體重心轉移部份，後測表現較前測表現有退步情形；此外，在進行追蹤測的表現時，視動能力、視知覺能力、動作協調、粗大動作等四面向，在平均數和後測的表現未達顯著差異，說明在電玩遊戲介入後對於此四面向的能力改善具有延續性，顯示電玩遊戲介入方案可提升視知覺障礙兒童的動作能力。

關鍵字：電玩遊戲、視動能力、視知覺、動作協調、粗大動

A25

Effects Of Interactive Computer Games On Children With Visual-motor Deficits

Hsieh-Chun Hsieh Ya-Chi Chang

National Hsinchu University of Education

Abstract

This study aimed to investigate the effects of computer games intervention activities on visual-motor integration ability children. In this study, a total of 11 Down's syndrome children with mean age between 48 months to 72 months, and area from Taoyuan, Hsinchu, and Miaoli. The results show: After computer games program intervention, the grades of mean in pretest and posttest, the ability of visual-motor integration, visual perception, motor coordination, gross motor and other four face for some growth, and achieve significant differences, especially in the motor coordination have the greatest advances in performance, but the focus shifted in the body part, compared with pretest the posttest performance has regressed. In addition, during the track test performance, depending on the visual-motor integration, visual perception ability, motor coordination, gross motor and other four face in the mean and posttest performance less than significant difference, indicating involvement in the computer game is the ability for this four-oriented improvements have continuity. The study shows computer games intervention programs can improve visual perception of visual-motor integration ability children.

Key words: computer game, visual-motor integration, visual perception, motor coordination, gross motor

A27

視障者輔具設計流程之研究

黃珮淳¹ 姚雅馨¹ 黃雅毓¹ 張言司² 馬永川¹ 龍希文^{1*}

亞洲大學創意商品設計系¹ 臺中市私立惠明盲校²

摘要

視障者因為視力受損的緣故，對環境的探索遠比健全人士吃力，在生活上常常會遇到許多不便和危險。視障者需要適當的輔具，本研究假設，是設計者能經由近距離觀察視障者及了解的需求。本研究的目的，是希望能以產品開發性分析的流程，得到適當的輔具。利用 60 位大學三年級的同學在學期中與視障機構合作，同學共分成 13 組，共解決 5 位視障且伴隨智障與精障等多障別的視障者的 13 個現有問題，並製作出 13 件輔具。以其中 3 個輔具在本文說明：第一個輔具的助行器助行器扶持帶子、第二個輔具的搖晃椅、第三個輔具的桌椅扣環。視障者輔具設計流程可以藉由產品設計的流程介入，經由需求分析所設計出的輔具，除了可滿足單一使用者，也可以該其他有同樣需求的人使用。

關鍵字：輔具、視障、設計流程

A27

The Research of Design Process in Assistive Devices of Blind peopleHuang, Pei-Chun¹ Yao, Ya-Hsing¹ Huang, Ya-Yu¹ Chang, Yen-Ssu²Ma, Yung-Chuan¹ Lung, Hsi-Wen¹Asia University¹ Huei-Ming School for Blind Children²**Abstract**

Because the visually impaired, blind people need to work hard than the normal people in adaptation the environment, most of time they struggle in their daily lives. However, they still encounter a lot of inconvenience and danger. Blind people need the suitable assistive devices. The hypothesis of this study is that the designers can personally observation with the blind people to understand the blind people's inconveniences and requirements. The purpose of this study is hoping through the product development to carry out the suitable assistive devices for blind people. There are 60 junior students visited the visually impaired institution during the semester. After the visiting, the students divided into 13 groups, to design and create the 13 assistive devices for solve the 13 inconvenient problems in 5 blind people. We description the three assistive devices in this article: supporting tape in walker, shaking chairs, and table-chair buckles. For the assistive devices of the blind people, the design process can intervene by product design process to make the suitable assistive devices. Finally, the suitable assistive devices are not only for a single user, but also provide to other people who have the same needs.

Keywords: Assistive devices, Blind people, Design process

A29

高職輕度智能障礙學生書寫困難之輔導歷程

陳怡佳 陳品蓉 林雅卿 侯禎塘

國立臺中教育大學特殊教育學系

摘要

本文以高職輕度智能障礙學生的書寫困難為題，從個案學習資料的蒐集，加上評量和診斷後，找到個案書寫困難的問題來自於精細動作能力與空間關係能力不佳，針對個案書寫困難之問題，提出訓練精細肌肉協調能力，以及改善字形視覺空間關係運作能力的輔導與介入策略，並運用描寫練習、字型結構分析練習等教學方法，改善個案書寫困難的問題。

研究結果如下：

- 1.藉由多次的描寫練習以及結構分析表練習，可以提升個案在抄寫能力的表現，對於證照的考取(檢定考試術科筆試)有很大的幫助。
- 2.使用字形結構表讓個案反覆練習及操作，除了增加其對生字的熟悉度，也藉由結構分析，加強個案的空間關係。

最後，根據研究的發現與結論，提出相關教學建議，以供學校教師或相關實務工作者參考。

關鍵字：書寫困難、描寫練習、字型結構分析

A29

Counseling Process of Mild Intellectual Disability Students with Writing Difficulty in Vocational High Schools

Chen, I-Chia Chen, Pin-Jung Lin, Ya-Ching Hou, Chen-Tang

National Taichung University of Education

Abstract

The title of this article is Mild Intellectual Disability Students with Writing Difficulty in Vocational High Schools. It collected learning data from the case and with assessment and diagnosis to find the problems of writing difficulty from the case was due to poorness of sophisticated movement ability and spatial relationship ability. For the issue of writing difficulty from the case, it provided to train sophisticated muscle coordination ability and improve counseling and intervention strategies from operation ability of visual spatial of fronts. It also applied teaching methods, such as tracing practice, practice of structural analysis of font to improve the problem of writing difficulty from the case.

The results of the study are as follow:

1. With repeated tracing practice and practice of structural analysis table, it can enhance the performance of copying ability of the case and it has a great help on obtaining professional certificate (writing test of verification examinations).

2. When using font structural table, it can help the case practice and work repeatedly. In addition to increasing the familiarity with the vocabulary, it also helps the case to strengthen spatial relationship through structural analysis.

Finally, according to the findings and conclusions of this study, it provides relevant teaching recommendations as the references for school teachers or related practitioners.

Keywords: Writing difficulty, tracing practice, structural analysis of font

A30

運動介入對發展協調障礙兒童影響之文獻探討

吳鈺婕¹ 陳宜芊¹ 周俊良²

國立體育大學適應體育學系碩士生¹

國立體育大學適應體育學系副教授²

摘要

本研究旨在探討發展性協調障礙者與運動介入之相關研究回顧，透過文獻探討法，以「發展協調障礙」議題為主要範圍，探究藉由不同運動介入，對發展協調障礙兒童之影響情形。本文將相關文獻進行彙整並製表分析，得到主要結論為：運動介入後對於發展協調障礙兒童有明顯進步，尤其在精細動作及協調性動作發展上有所改善，藉由不同運動讓發展協調障礙兒童能夠在幼兒時期就能有所改善，讓發展協調障礙兒童在學齡時期能夠減少對於學習及生活的影響。且經由明確的評估及運動介入，能使發展協調障礙兒童在學齡時期減少學習上的困難，縮短與同儕學習上的差距。最後，提出相關的具體建議，在發展協調障礙兒童的介入課程可以加入由團體遊戲及簡單的動作訓練，使其課程既能達到介入成效，也能提升兒童在介入課程中的參與動機。

關鍵字：發展性協調障礙、運動介入、協調能力

A30

The Effects of Exercise Intervention for Children with Developmental Coordination Disorder: A Literature Review

Yu-Chieh Wu Yi-Cian Chen Chun-Liang Chou

Adapted Physical Education Department, National Taiwan Sport University

Abstract

The main purpose of this study was to analyze the effects of exercise intervention for children with development coordination disorder (DCD). First, we took the DCD topic as the searching scope, and made some tables to dissect and compare the differences about exercising intervention strategies for children with DCD. The results were that the exercise interventions have obvious improvement for young children with DCD in the fine and rough motor development; in addition to, the exercising intervention also was able to decrease the difficulties in learning. At last, there were some related concrete suggestions will refer to governmental executive organization, and the interesting researcher for future study.

Key words: Developmental Coordination Disorder, exercise intervention

A31

物理治療師協同適應體育教學之現況與困境探究-以北部某特殊教育學校為例

張玉珊 徐筱清 楊涵婷 周俊良

國立體育大學適應體育學系

摘要

本研究旨在探討北部某特殊學校中，物理治療師協同校內體育教學的現況與困境。專業團隊合作一直是推行特殊教育的重要關鍵，為因應特殊教育新課綱，且政府大力推動適應體育，以及近年來運動逐漸盛行，體育課程對於身心障礙學生的重要性日趨擴大。本文以北部某特殊教育學校物理治療師於體育課程協同現況主題進行訪談，包含「課程內容與實施」、「行政支援與運作」、「學習成效與評量」及「個人精進與增能」四面向，並分別從特教教師及學生家長，三方角度進行檢視，以探究目前現況及困境，包含教室管理、學生的功能狀況、情緒行為問題、家長教養態度及運動輔具設備維修。結果發現，日後努力的方向，可以從提升人力配置、調整協同課程方式與內容，以及暢通專業間的對話，以逐步漸進方式來調整和改善。

關鍵字：物理治療師、協同教學、適應體育、特殊教育學校

A31

A Study on the Current Situation and Difficulties of Adapted Physical Education's Collaborative Teaching with Physical Therapist: An Example of A Special Education School in the North of Taiwan

Yu-Shan Chang Hsiao-Ching Hsu Han-Ting Yang Chun-Liang Chou

National Taiwan Sport University

Abstract

Professional teamwork has been the key to the implementation of special education for a long time. Due to the new curriculum guideline, government's boost to adapted physical education, and the increasing popularity of exercising, the importance of physical education curriculum for physically and mentally challenged students has become increasingly important nowadays. In this study, a physical therapist from a special education school in northern Taiwan accepted the interview in terms of the current situation of team teaching in physical education curriculum. The interview focuses on "course content and implementation", "administrative support and operations", "learning outcomes and assessment", and "personal mastery and empowerment" from the angles of special education teachers, students, and parents. By analyzing the current situation, this study explores the difficulties of team teaching, including the management of the classrooms, the functional status of students, emotional and behavioral problems, parenting attitudes, and the maintenance of auxiliary equipment. This study suggests that the team teaching of special education could be improved by increasing staffing levels, adjusting the approaches and content of team teaching, and developing inter-professional dialogue.

Key words: physical therapy, collaborative teaching, adapted physical education, special education school

A32

運動介入對 ADHD 兒童行為問題影響之文獻探討

邱柏翰¹ 林俊廷¹ 周俊良²

國立體育大學適應體育學系碩士班研究生¹

國立體育大學適應體育學系暨碩士班副教授²

摘要

目的：本研究旨在探討運動介入對 ADHD 兒童行為問題之影響。在日常生活接收訊息的過程中，注意力扮演著重要的角色，訊息是否完整的被接收，被視為影響學習的關鍵。**方法：**利用文獻探討，收集相關文獻進行分析，文獻回顧資料收集包含學校 ADHD 兒童、運動、注意力缺陷過動症等議題，為主要文獻收集方向。**結果：**運動介入以武術對於 ADHD 行為問題的注意力改善最顯著，發現 ADHD 經過一段時間的武術訓練後，注意力都有提高情形；感覺統合訓練對於 ADHD 的過動與衝動行為有改善的效果，ADHD 過動跟衝動的問題行為有明顯的降低；運動介入時間最短八週，最長六個月，ADHD 的行為問題就會得到相對的改善；介入的對象以 6 歲到 14 歲為主，經過運動訓練，行為問題都得到明顯進步。**結論：**運動介入對於改善 ADHD 兒童的行為問題是值得被注意的，加上運動介入也能提升 ADHD 的人際社交能力、情緒控管、學習力等等。**建議：**教師、家長善用多種運動來協助 ADHD 改善其行為特徵所帶來的行為問題，增進 ADHD 在身體、認知、社會及情緒層面的發展。

關鍵字：運動介入、注意力缺陷過動症、行為問題

A32

Exercising Interventions for Children with ADHD Affect Those Behavioral Problems: A Literature Review

Boi -Han Chiu¹ Jun-Ting Lin¹ Chun-Liang Chou²

Graduate Student, Adapted Physical Education Department, National Taiwan Sport University¹

Associate Professor, Adapted Physical Education Department, National Taiwan Sport University²

Abstract

The purpose of this study was to discover the efficiency of exercise intervention to the behavior problems of children with ADHD. Attention is important for information processing and it also impacts students' performance on learning. This research was based on the past researches of the behavior problems of ADHD students to discover whether exercise intervention could improve their behavior problems or not. This research employed an approach of literature review, including the key words of school ADHD students, exercise, and attention deficit hyperactivity disorders to search for related literatures. This study found that students with ADHD, from 6 to 14 years old, were significantly improved after two to six months' martial art training. Sensory integration training was also found to be efficient to improve hyper and impulsive activity of 6 to 14 years old ADHD students. The main result of this research was exercise intervention offered a possibility to reduce limitation of attention deficiency of students with ADHD and it also elevated their social skills, emotional control, and learning performance. This research suggested teachers and parents should provide appropriate exercise intervention opportunities to uplift students with ADHD on physical, cognitional, and emotional developments.

Key Word : exercise effects 、 attention deficit hyperactivity disorder 、 behavioral problem

A33

國中特教教師實施體育課程現況之探討-以桃園縣某國中為例

江佳芮 康詠涵 劉雅齡 周俊良

國立體育大學適應體育學系

摘要

本研究旨在探討國中特教教師實施體育課程現況。採取半結構式訪談 (semi-structured interview)，分別針對五名特教班有教授健康與體育的特教教師進行 45 分鐘的訪談，收集相關資料。根據文獻探討的資料分析，將訪談大綱分為五大面向，分別為：課程設計、教學方法、硬體設備、行政支援、自我進修。訪談後進行資料編碼，並將資料統整與分析，歸納訪談結果。本研究結論如下：

一、特教教師在進行健康與體育課程設計時，會參照九年一貫課程之能力指標，並依每年各組學生的能力去做內容或項目的調整。

二、特教教師在課程內容安排上，甲組、乙組和丙組的課程選擇會依學生能參與的各項校內外比賽運動項目，以及校內場地設施為考量；丁組、戊組則是以專業團隊物理治療師、職能治療師的建議作為課程內容。

三、特教教師在健康與體育課程所使用的教學方法，甲組、乙組及丙組多以同儕教導及分組合作學習，來使每個上課學生都能參與課程；丁組及戊組的學生本身動作能力受阻，需要大量肢體協助，則多採用一對一教學。

四、硬體設備方面，該所學校不論哪一組別，在進行體育活動課程時，能使用的標準運動場地有限；在整體無障礙環境及設施上亦有許多待改善之處。

五、特教教師對於體育課表的編排、教學場地的配置以及人力支援的提供，均需要行政單位予以統籌並居中協調。

六、特教教師在教導健康與體育的課程時，因多數教師不具備適應體育專業知能，故會希望能再做體育相關專業之進修，以提升體育教學的能力。

關鍵字：特教教師、適應體育、質性研究

A33

An investigation on Current Situation of Implementation Concerning Adapted Physical Education Program by Special Education Teachers in The Junior High School in Taoyuan City

Chia-Jui Chiang Yung-Han Kang Ya-Ling Liu Chun-Liang Chou

Adapted Physical Education Department, National Taiwan Sport University

Abstract

The main purpose of this study was to realize the current situation related to adapted physical education implemented in junior high school by special education teachers. The method was based on a 45 minutes semi-structured interview for 5 special education teachers on the adapted physical education. With their knowledge and experiences, regards the report, there were basically divided in to 5 topics: 1. curriculum design, 2. teaching Method, 3. equipment, 4. school administrative support ,and 5. self-education. The 5 topics concluded by grouped up all information from the survey and investigation from the professional, well trained person. Results concluded as below:

1.While designing the adapted physical education program for students, teacher will base on curriculum guidelines for grades 1-9, then adjusted by the ability and the different circumstances for students.

2.While planning the tutorial classes, they would base on the internal and external school activities or competition, and the facilities from school to determine whether students were suit for class A, B or C. For class D & E, the content of class would be based on the information and professional advices from Professional Physical Therapist Team and Occupational Therapist Team.

3.The teaching method, class A, B and C used Peer-tutoring strategies or cooperative learning. For class D and E, as their (students) activities would be limited by their physical disable, so it needed one by one teaching was now using in those classes.

4.Meanwhile, for the facilities in school, whatever which group were facing a limitation of size of the playground. As a result, a further improvement was needed to enhance and assist teaching.

5. For the school timetable, activities places and human support, teacher needed school administration to assist and adjust for classes.

6.At last, as not every teacher were well trained in sport or with full knowledge on adapted physical education class. Thus, we would like the teacher to self-educated to build up their knowledge by themselves for future.

Key word: health and physical education; special education teachers; qualitative research

A34

適應體育課程介入對國小身體病弱學生運動樂趣之行動研究：以一位心臟病兒童為例

林志樺 林天倪 周俊良

國立體育大學適應體育學系暨碩士班

摘要

目的：本研究目的在探討一位國小心臟病學童在適應體育課程介入後，對運動樂趣改變之狀況。
方法：本研究採質性研究途徑，用行動研究的方式以宜蘭縣某一位國小重度心臟病學童為研究對象，進行為期 20 週的適應體育課程。並以半結構式訪談法蒐集個案、家長對適應體育介入後對運動樂趣的反應與詮釋的資料。研究發現：(一) 具體的運動指導有助於提升運動樂趣；(二) 運動參與度的增加有助於提升運動樂趣；(三) 自我察覺身體能力限制對於提升運動樂趣待進一步研究。結論：適應體育課程的介入能讓身體病弱學生在體育課中提升運動樂趣，進而改善人際互動關係、增進生活經驗。

關鍵字：身體病弱、適應體育、運動樂趣

A34

A Case Study on Sport Enjoyment for An Elementary School Student with a Heart Disease after Receiving Adapted Physical Education Program

Chih-Hua Lin Tian-Ni Lee Chun-Liang Chou

Adapted Physical Education Department, National Taiwan Sport University

Abstract

Purpose: This study was to discuss change in sport enjoyment when the adapted physical education course as intervention in an elementary student with heart disease. **Methods:** This was a qualitative study to use the action research on a student with severe heart disease. This was an adapted physical education program for 20 weeks. The semistructured interviews were used to analyze the reactions and interpretations related to adapted physical education program from the student and parents. **Results:** The main findings of this study were: 1. specific exercise instruction helps to increase the sport enjoyment; 2. improvement on sport participation increases the sport enjoyment; 3. both topics of the limitation in self-awareness and improvement in sport enjoyment need further research. **Conclusion:** The adapted physical education class may increase the sport enjoyment in physical education class; therefore, the interaction with peers and the living experience were improved and increased.

Key words: health impairments, adapted physical education, sport enjoyment

A35

太極拳教練深度休閒經驗學習歷程之研究

江宏笙

國立暨南國際大學成人與繼續教育研究所

摘要

近年來民眾日益重視休閒，而學習太極拳，不僅實現深度休閒，同時兼顧學習與健康養生的目的，本研究欲探討太極拳教練深度休閒經驗學習歷程，盼透過研究，達到以下目的：

- 一、探究太極拳教練投入活動和教學之動機。
- 二、探究太極拳教練具備深度休閒者之特質。
- 三、瞭解太極拳教練由普通學習者變成教學者之經驗學習歷程。
- 四、瞭解由普通學習者成為太極拳教練之角色轉變的關鍵因素。
- 五、探究太極拳教練任教後對個人身、心及日常生活之影響。

本研究採質化深度訪談的方式進行，並輔以半結構式的訪談大綱來蒐集六位太極拳教練，在深度休閒之經驗學習歷程。太極拳參與者拳齡從 6 至 40 年不等，年齡則介於 40 至 70 歲之間，共計男性 3 位、女性 3 位。根據研究發現，歸納出結論如下：

- 一、太極拳教練之參與動機包含健康適能、求知性及人際關係等三項。
- 二、太極拳教練具備堅持、努力、獲得持久的利益與強烈的認同感等深度休閒特質。
- 三、教練由初學者到教學者之歷程，包含 Kolb 的經驗學習等四階段，並能依不同的社會情境，採取反思性學習，以獲得更高層次之學習。
- 四、影響角色轉變關鍵因素包括：受老師引導、持續不斷的意志及專注自我反思。
- 五、太極拳教練在任教後對健康適能、家庭生活及人我關係帶來影響及改變。

關鍵詞：太極拳、深度休閒、經驗學習歷程

A35

Study on the experiential Learning Process of Tai Chi Chuan coaches in Serious Leisure Participants

Hong-Sheng Chiang

Graduate institute of Adult & Continuing Education National Chi Nan University

Abstract

In recent years, recreation is getting more attention than ever. And learning Tai Chi Chuan not only experiences serious leisure, but also preserves people's health. This research would like to demonstrate the way Tai Chi Chuan coaches engage in serious leisure, and also to achieve the following purpose:

1. discussing the motivation that the coaches to learn Tai Chi Chuan and to teach.
2. discussing the characteristics of being serious leisure participant that the coaches have.
3. understanding the experiencing learning process from an average learner to a coach.
4. understanding the key point of role changing from an average learner to a coach.
5. discussing affection on their body, mind and daily life after being a coach.

In this study, the necessary data about the process of experiential learning were collected by interviewing six Tai Chi Chuan coaches through qualitative in-depth interviews assisted with semi-structured interview outlines. These coaches are three males and three females and at age between 40 and 70. In addition, they have practicing Tai Chi Chuan for 6 to 40 years. Based on the research findings, conclusions are made as follows:

1. Their participating motivations include improving physical fitness, gaining knowledge and expanding personal relation.
2. They have some characteristics of serious leisure, for example perseverance, effort, durable benefit and identity.
3. They could apply reflective learning under different social contexts for highly developed sense of achievement, which relates to Kolb experiential learning stage.
4. The key factors of role changing are guidance of the instructors who introduce them the sport, insistent on self-enhancing volition and concentration of self –reflection.
5. Being a Tai chi Chuan instructor, s/he is well aware of differences of physical fitness, family life and self-other relationship.

Key words: Tai chi Chuan, serious leisure, experiential learning process.

A36

思覺失調症理論與實務

賴彥均¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文旨在介紹思覺失調症的病癥，並比較 DSM-IV-TR 和 DSM-5 之間的差異性，再佐以輔導實例說明之。

關鍵詞：思覺失調症

A36

The Theory and Practice of Schizophrenia

Lai, Yen-Chun Chiang, Chiu-Hua

National Chiayi University

Abstract

This article aimed to introduce the characteristics of schizophrenia, compare the differences between DSM-IV-TR and DSM-5, and accompanied with a real case whose family has been seeking consultations for years.

Key words : Schizophrenia

A37

國小高年級學術性向資賦優異學生同儕關係、課業壓力及學習滿意度之相關研究- 以嘉義縣、市為例

賴彥均

國立嘉義大學特殊教育研究所學生

摘要

本研究之目的旨在探討國小高年級學術性向資賦優異學生的同儕關係、課業壓力及學習滿意度之相關研究。研究方法採描述性問卷並以半結構式訪問方式進行調查，研究國小高年級學術性向資賦優異學生的同儕關係、課業壓力及學習滿意度在不同背景變項上的差異情形，並進一步探討同儕關係、課業壓力及學習滿意度的交互影響，本文呈現研究結果並提供相關意見。

關鍵字：同儕關係、課業壓力、學習滿意度

A37

A study in the Associations among Peer Relationship, Academic Pressure, and Learning Satisfaction of the 5th and 6th Academically Gifted Students in Chiayi Country and Chiayi City

Lai, Yen-Chun

National Chiayi University

Abstract

The purpose of this research aimed to investigate the relationships among peer relationship, academic pressure and learning satisfactions of the 5th and 6th academically gifted students. The research method applied descriptive questionnaires and semi-structured interview to examine the differences among these three factors and further to understand the relationships among them. The data were collected and described. This paper presents research results and to provide relevant advice.

Key words : peer relationship, academic pressure, learning satisfaction

A38

資優障礙學生支援服務需求之研究

王韋鈞

國立嘉義大學特殊教育研究所

摘要

本文主要探討具備資優以及身障兩種特質的資優障礙學生，以自閉症學生為例討論其類型和特質。並透過訪談進行個案資料蒐集與分析，藉以深入了解自閉症資優障礙學生所需之支援服務系統現況與需求。以幫助學生克服障礙，發展潛能。

關鍵字：資優障礙學生、支援服務系統

A38

Support Service Systems Analysis about Gifted Students with Disabilities

Wei- Chun Wang

Graduate Institute of Special Education

National Chiayi University Master Thesis

Abstract

This paper discusses the type and characteristics of autism gifted students with disabilities students who with both gifted and disabilities. These serial studies were to investigate and analyze the set up support service systems based on their specific characteristics and needs as well. To help autism gifted students with disabilities the students to overcome obstacles, develop their potential.

Keywords : gifted students with disabilities, support service systems

A39

身心障礙兒童家庭的現有問題和社會福利需求研究—以汕頭市腦性麻痺兒童家庭為例

李嘉儀

廣東汕頭大學公共管理系（台中朝陽科技大學社會工作系交換生）

摘要

家庭中身心障礙兒的出現，往往給家庭帶來沉重的壓力。腦性麻痺是較嚴重的障礙類別，腦性麻痺兒的醫療復健和日常生活均需要家人費心費力的照料，它是一種持續的責任，通常會拖垮家庭。近年來，中國各地出現了多起腦性麻痺兒童父母殺兒、棄兒慘案，引發了社會對這個特殊群體的關注與思考。腦性麻痺兒童家庭往往會出現家庭關係、心理調適、照顧和教養、主要照顧者生理負荷、經濟壓力等等的問題，是一個非常需要社會幫助的群體。本文運用訪談法、問卷調查法、文獻研究法，對汕頭市八個腦性麻痺兒童家庭進行家訪，而後分析其家庭現有問題和社會福利需求，並結合中國當今社會工作蓬勃發展的現狀，分析專業社會工作者介入腦性麻痺兒童家庭所扮演的角色，以期能夠反映腦性麻痺兒童家庭的物質需求和精神需求的同時，專業的社工能夠有效地給予他們幫助，協助他們走過難關。

關鍵字：腦性麻痺兒童家庭、現有問題、福利需求、社會工作、角色分析

A39

The Research of Problems and Social Welfare Demand of Disability Families-Case Study of Cerebral Palsy Children Families in Shantou City

Jia-Yi Li

an exchanged student of the Social Work Department of Chaoyang University of Technology

Abstract

A disabled child usually brings heavy stress to their family. Cerebral palsy is a kind of severe disability, cerebral palsy children' medical care and daily life are totally depend on their parents, it's a continuing responsibility, which tend to do harm to a family. In recent years, a few cases that parents killed or abandoned their cerebral palsy child occurred in different cities in China, which arouses people to think of the cerebral palsy children families. Cerebral palsy children families tend to have the problems about family relationship, psychological adjustment, daily care, physical stress of the main minder, economic stress and so on. The paper mainly use the following research methods: interviewing method, questionnaire survey and data studies. After visiting eight cerebral palsy children families in Shantou city, the paper tend to analyze problems and social welfare demand of their families. Moreover, combining the tendency that Social Work is developing in full swing, the paper discusses the role of social workers when they intervene in the cerebral palsy children families, hoping to reflect both the material and psychological demand and in the meanwhile, hoping social workers can really do something for them.

Key Words: cerebral palsy child family, problems, social welfare demand,

Social Work, rope analysis

A40

運動參與受代間傳遞影響之探討

王美琇¹ 黃瑞榮² 張家銘¹

國立嘉義大學¹ 崇仁醫護管理專科學校²

摘要

二戰結束的戰後嬰兒潮世代(1949 至 1970 年左右),歷經嬰兒潮次代的 Y 世代(1971 年至 2000 年),到 Y 世代次代的 Z 世代(2001 年以後),因為世代間國民所得的提升、教育的普及暨教育水準的提高、運動促進健康觀念的盛行、公部門軟硬體的介入等諸多主客觀條件的改變,運動參與對社會群體與個體身心靈健康的影響,更受到政府與人們的重視,使得家庭(尤其是父母)對子女學習與成長過程的影響力也因此而提高。社會學習、家庭系統、依附、期望價值等相關理論的觸發,更凸顯運動參與的動機、態度、價值觀念、習慣、成就期待等受代間傳遞的影響不容小覷。國外已著手研究多年,而國內研究篇幅尚不多見,期待本文的探討有助政府於政策規劃、家庭教育與社會教育相關工作者在促進運動參與過程中,更重視家庭教育代間傳遞的深層影響,並期盼運動參與相關研究者,洞見觀瞻皆能將相關議題融入其中。

關鍵字：運動參與、代間傳遞

A40

The Influence of Intergenerational Transmission on Physical Activity Participation

Wang Mei-Hsiu¹ Huang Ruey-Rong² Chang Chia-Ming¹

National Chiayi University¹

Chung Jen Junior College of Nursing²

Abstract

From baby boomers to Generation X and Y following the World War II, it seems obvious that throughout generations the increase of family income, spread of education, health benefits of sports, and public awareness all contribute to boost physical activity participation of general population. When sports participation has been proved to have social, physical, and spiritual benefits, it certainly draws attention from government as well as the public. Triggered by various studies on social learning, family system, attachment, and expectancy value, research on the impact of intergenerational transmission on motivation, attitude, habits, and expected achievement of sports participation has been thriving for years. However, while intergenerational transmission and physical activity participation have been on the research focus for a long time in the Western literature, such a research topic does not receive enough attention in Taiwan. The study results indicate that understanding the impacts of intergenerational transmission has implications for educators, social workers and government when promoting physical activity participation. It is also hoped that more studies on the influence of intergenerational transmission on physical activity participation will be carried out in the near future.

Key words: Intergenerational Transmission, Physical Activity Participation

A41

我國參加 2014 年仁川亞洲帕拉運動會保齡球競賽成績分析與檢討

黃子軒¹ 黃景星²

台南大學特殊教育學系博士班研究生¹ 台南應用科技大學副教授²

摘要

亞洲帕拉運動會主要是提供身心障礙者運動競賽的舞台，保齡球項目以肢障及視障為主要對象，本研究之目的在於探討 2014 年仁川亞洲帕拉運動會保齡球賽我國參賽選手之相關成績：一、不同障別直球選手、曲球選手與飛碟球選手之比例。二、曲球與飛碟球不同球路之成績分析。三、曲球不同角度球路之成績分析。四、不同障別使用不同球路之成績比較。所得結論如下（一）除全盲選手採直球外，各國選手皆採曲球打法，僅我國採飛碟球打法。（二）我國除全盲選手外，飛碟球及曲球選手各占一半比例。（三）飛碟球有快速適應球道的特性，成績相對穩定。（四）短油層大曲球表現較差，成績不佳；相對飛碟球及小曲球路較穩定。（五）長油層大曲球有高分的優勢，飛碟球及小曲球仍可穩定獲高分。研究結果建議（一）長油層、短油層變化將是國際賽事趨勢，考驗選手的穩定性。（二）身心障礙選手奪牌不需很高分數，注重穩定分數，避免高低分落差太大。（三）飛碟球打法是我國的優勢，發展小曲球打法，兩者並重，才是我國未來要推展的目標。

關鍵字：保齡球、身心障礙者、飛碟球、曲球

A41

An Analytical Discussion and Evaluation on Chinese Taipei Bowlers' Scores in the 2014 Incheon Asian Para Games

Tzu-Hsuan Huang¹ Ching-Hsing Huang²

Student of PhD Department of Special Education National University of Tainan¹

Associate Professor Tainan University of Technology²

Abstract

The purpose of Asian Para Game is to provide a stage for the disabled athletes. Bowling ball players are mainly limb and sight disabled. This research aims to analyze and explore the relative bowling scores of our national representative participants in the 2014 Asian Para Game at Incheon, Korea as follows:(1)the proportion of spinner ball players, curve ball players and straight ball players in various disable grades(2)the score analyses of curve ball and spinner ball(3)the score analyses of curve ball in view of various angle styles(4)comparison of scores resulted from different playing styles in different disable grades. The outcome from the research is as follows:(1)Except for the whole-blind players, who adopted straight ball, participants from other countries adopted curve ball, and only our national participants adopted spinner ball.(2)Except for the whole-blind players, the proportion of spinner ball and curve ball players of our country is half to half.(3)The scores of spinner ball players are relatively stable owing to the characteristic of speedy adjustment to the lane.(4)Big curve ball players in short-oil pattern perform worse, not good in scores. Spinner ball and small curve ball players perform steadily.(5)Big curve ball players in long-oil pattern tend to superiority, and spinner ball and small curve ball players still can win high scores steadily. Therefore, three points are suggested:(1)Changes of long-oil pattern and short-oil pattern will be the tendency in the international contest, which tests a player's stability.(2)The disabled players don't need very high scores, but attend to stable scores and avoid the big distance between high scores and low scores.(3)Spinner ball is the superiority of our national players. It should be valued with small curve ball, and they both surely become the goal of promotion and development in the future.

Key Words: Bowling, Disabled, Spinner ball, Curve ball

A42

我國身心障礙運動員體位鑑定與分級介紹－以保齡球為例

黃子軒

國立臺南大學特殊教育學系博士班

摘要

我國身心障礙運動的正式發展已有近三十年的歷史，自 1989 年中華民國殘障體育運動總會正式成立，並於 1994 年於高雄舉辦第一屆的全國身心障礙運動會，且定期每兩年舉辦一次；並自 2002 年在屏東舉辦的第五屆起，比照國際模式採用「功能性分級制度」將所有參賽的運動員加以分級，以便未來讓我國運動員能與國際比賽順利接軌，同時讓我國身心障礙運動的發展邁向更全面的發展。分級的目的就是將特性相近的運動員安排在一起比賽，才不會因為重度身心障礙運動員其功能明顯較輕度身心障礙運動員差但又必須在一起比賽，進而感覺到不公平的比賽並退出比賽及之後的訓練。我國身心障礙保齡球運動的參賽障礙類別包含：視覺障礙、智能障礙、腦性麻痺、截肢、脊髓損傷、小兒麻痺及其他障礙（如：侏儒症），依據殘障體總《身心障礙運動員體位分級準則》，我國身心障礙保齡球運動員可細分成 11 種體位等級：TPB1~3 屬於視覺障礙類（TPB1 為重度視覺障礙全盲組，TPB2 為中度視覺障礙組，TPB3 為輕度視覺障礙組）；TPB4 為智能障礙組；TPB5~7 屬於腦性麻痺類（TPB5 為重度腦性麻痺組，TPB6 為中度腦性麻痺組，TPB7 為輕度腦性麻痺組）；TPB8~10 屬於肢體障礙類（TPB8 為坐姿輪椅組，TPB9 為下肢障礙站立組，TPB10 為上肢障礙站立組）；TPB11 為侏儒症。

關鍵字：身心障礙、體位鑑定、分級、保齡球

A42

The Introduction of Disabled Athletes Identification and Classification in Taiwan-An Example for Bowling

Tzu-Hsuan Huang

Student of PhD, Department of Special Education, National University of Tainan

Abstract

The development of disability sport in Taiwan began 30 years ago. Chinese Taipei Sports Federation for the Disabled(CTSFD) was built since 1989. Then, the 1st National Athlete Meets for the Physically and Mentally Impaired was held at Kaohsiung in 1994, and regularly be held every 2 years. Since 2002, CTSFD adopted the functional classification to classify all disabled athletes in order to adapt international competitions and to integrate the development of disabled sport. The purpose of classification is to identify athletes whose abilities are similar to attend the competition together. They would not feel unfair and drop out of competitions and training because of severe and light disabled athletes are classified in the same level. The classification of disabled bowling athletes includes: visual impairment, intellectual disability, physical impairment, and dwarfism. According to "Disabled Athletes Classification", disabled bowling athletes could be classify with 11 levels: TPB1~TPB3 for visual impairment(TPB1 is the blind, TPB2 is middle level, TPB3 is light level); TPB4 for intellectual disability; TPB5~TPB7 for CP(TPB5 is severe level, TPB6 is middle level, TPB7 is light level); TPB8~TPB10 for physical impairment(TPB8 is wheelchair, TPB9 is standing position with lower limbs disability, TPB10 is standing position with upon limbs disability); TPB11 for dwarfism.

Key words: disabled, identification, classification, bowling

A43

建構身心障礙者專屬健身房-以臺中市身心障礙者體育會為例

黃鴻鈞^{1*} 梁建偉² 陳薇任³ 詹博涵⁴ 林承峰⁵

國立成功大學¹ 國立中興大學² 台中市身心障礙者體育會³

署立桃園醫院⁴ 國立臺灣體育運動大學⁵

摘要

近日國際風靡的健身運動係以展現苗條身材、粗曠線條代表現代人所追求的健身目標。臺灣也正追尋這股熱潮，許多健身房紛紛在國內開啟，為的就是讓更多民眾能有良好的運動場地，但在這股旋風背後，卻忽略掉社會上另一族群-身心障礙者。身心障礙者因先天或後天造成身體的缺陷，導致無法從事許多體育相關活動，在缺乏運動的介入，使健康亮出紅燈，又因外在缺陷導致低自信心，進而封閉自我，遠離社會，造成身心皆不健康。台中市身心障礙者體育會為讓更多身障者參與健身運動，實地參訪台中市知名健身房，發現其駐點並無適當的無障礙設施，也沒有身障者的人會方案和措施，加上健身房內器材擺放及動線設計都不利輪椅進出，明顯不重視身障者的人會權利。因此本會向社會局申請此案，希望能建立一個屬於身心障礙者專屬的健身房，並聘請專業運動教練，小班教學，為每位學員設計運動處方，且全程免費參加，希望讓更多身障者朋友能一同從事健身運動，達到改善健康狀況、降低外在因素引發的焦慮感以及提高自我信心。

關鍵字：台中市身心障礙者體育會、身心障礙、健身房

A43

Construct the exclusive gym for disabilities-A case of Taichung Disabled Persons' Sports Federation

Hong-Chun Huang^{1*} Chien--Wei Liang² Wei-Ren Chen³ Po-Han Chan⁴ Cheng-Feng Lin⁵

Physical Education Office, National Cheng Kung University¹

National Chung Hsing University²

Taichung Disabled Persons , Sports Federation³

Tao Yuan General Hospital⁴

National Taiwan University of Sport⁵

Abstract

Recently, the fitness goal of the modern man is to show slim figure or rugged lines of the body by popular international physical exercise. People are chasing this trend in Taiwan and many gyms are building to allow more people to have good places. But there are some people, disabilities, ignored behind this trend. Disabilities' defects caused by congenital or acquired lead to that they cannot do physical activities. Disabilities' healths appear warning sign because of lack of exercise and they lost self-confidence because of external defects. And then, they may isolated themselves and keep away from the society and this may cause them unhealthy in both physical and mental part. Taichung Disabled Persons' Sports Federation (TDPSF) visited the famous gyms in Taichung and found that there are no appropriate facilities and club programs for disabilities. The design of routes and arrangement of equipments are not good for disabilities. It obviously doesn't take the disabilities' rights of joining the club seriously. Therefore, TDPSF apply this case to social welfare department and hope to build the exclusive gym for disabilities and hire professional coaches to design exercise recipe for everyone in small classes for free. We hope that more disabilities can do physical exercise to improve their healthy situation and elevate self-confidence and reduce anxiety caused by external factor.

Keywords : Taichung Disabled Persons' Sports Federation, gym for disabilities

A44

偏鄉老人運動參與行為與阻礙之探討

陳佑淵

國立中正大學成人及繼續教育研究所 博士生

摘要

人類平均壽命不斷延長，人口老化已成為世界各國必然趨勢，更成為全球的普世現象，在這一波全球灰色化浪潮中臺灣也已逐步邁入高齡社會，要如何讓老人面對及適應漫長的晚年生活，將是當前台灣社會很重要的課題。現今由於人口老化，疾病型態已由過去的急性傳染病轉變為現在十大死亡原因的惡性腫瘤、腦血管疾病、心臟病、糖尿病、高血壓等慢性疾病，這些疾病的致病與身體運動程度有密切關係，又稱之為「運動不足症」，而這種情況又以偏鄉老人更加嚴重忽視其重要性。

由於偏鄉老人運動環境及空間充滿複雜與風險，而且許多老人因為運動環境與設施的設計不良，因而摔倒造成嚴重的傷害，這樣的危險運動場域並沒有受到多數有關單位的重視。根據衛福部國民健康署 101 年統計，事故傷害占國人十大死因的第六位，「跌倒」是我國老人事故傷害的第二大因素，跌倒、跌傷者有五成以上歸因於個人因素，四成歸因於環境因素。因此瞭解偏鄉老人從事運動參與的行為與阻礙因素，進而規劃適合高齡者專屬的運動場域，將減少老人運動的困難和風險，能增進更多老人從事適當的運動，透過運動參與達到體能與健康促進。目前臺中市和平區偏鄉運動場域設施並沒有完善的規劃與設計，更未針對高齡者運動行為進行評估研究，希望能藉由本研究對偏鄉高齡者運動參與行為與阻礙因素進行探討，以促進老人運動參與，增強身心健康，提升其生活品質具有重要研究意涵。

基此，本研究的目的：

- (一) 瞭解偏鄉地區老人，經常從事的運動類型。
- (二) 探討偏鄉地區老人，對於社區運動設施、規劃等各方面的認知與需求。
- (三) 分析偏鄉老人在運動參與之行為與阻礙之差異情形。
- (四) 綜合研究結果與發現，能提供偏鄉相關單位在未來規劃、輔導及推展老人運動增能時做為參考。

本研究問題有三：(一)瞭解偏鄉地區老人，經常從事的運動類型為何？(二)探討偏鄉地區老人，對於社區的運動設備、設施、規劃等各方面的認知與需求為何？(三)分析偏鄉老人在運動參與之行為與阻礙之情形為何？為達研究目的與問題，本研究採用問卷調查法，以台中市和平區老人福利服務站和社區關懷據點 55 歲以上的老人為抽樣調查對象，問卷共發出 200 份，回收 165 份，回收率為 82.5%；經蒐集實證資料進行分析探討。

研究結果與發現：

- 一、偏鄉地區女性老人較男性老人積極從事運動健身，學歷高的老人有較強的運動動機與認知。
- 二、偏鄉地區老人較喜歡從事的運動有慢跑、體操、爬山、槌球、元極舞、氣功等。
- 三、偏鄉地區資源設備缺乏，缺少適合的運動場所、運動場設施老舊不堪使用、運動場所離家太遠不方便。
- 四、身體常有慢性病痛、沒有足夠時間、缺乏自我紀律、懶惰、缺少運動同伴、社會支持。
- 五、根據研究發現有六成的老人在居家活動範圍內並沒有運動場所，每次平均需花費超過 10 到 30 分鐘的交通時間才能到達運動地點。對經濟能力及行動活力均相對弱勢的偏鄉老人之運動參與形成障礙。

本研究建議：

- 一、政府相關單位應設立適合老人運動之場所。如公園健康步道、槌球場、簡易運動場地等。
- 二、設計適合老人運動場所，應考量老人運動場所之便利性與安全性問題。
- 三、開放閒置農地轉型開發為老人運動休閒場地。
- 四、結合偏鄉觀光產業規劃完善的運動健行、爬山路線，進而成為適合老人運動的場域。
- 五、引進大專院校運動專業資源及樂齡體適能專業指導員，設計符合偏鄉老人需求的運動健身課程。
- 六、建議老人福利服務站應開設適合老人的體適能運動課程，以強度輕之運動、有節律性及持續性運動為主。
- 七、結合社區關懷據點調查沒有從事規律運動的老人，鼓勵他們走出家門參與正式與非正式的運動學習增能活動。

關鍵字：老人、運動參與行為、運動阻礙

A44

Explore the Sports Participation Behavior and Hinder of the Rural Elderly

Chen Yu-Yuan

National Chung Cheng University

Abstract

Since the partial Township old sports complex environment and the space filled with risk, but many older people because the design of sports facilities, poor environment and thus fall could cause serious injury, such as sports fields and not subject to the risk of most of the relevant units of attention. According to the Ministry of Health, Welfare 101 years of National Health Department statistics, accident injuries accounted for the sixth leading cause of death of people, "fall" is the second major factor of elderly accident injuries, falls, falls over half of those who have attributed to personal factors, four percent attributed to environmental factors.

Therefore, understanding the behavior of the movement in the partial participation of the rural elderly and obstacles, and then planning for elderly exclusive playground field, will reduce the difficulties and risks for the elderly movement, can promote more elderly people in the proper exercise through sports participation to achieve physical fitness and health promote. Currently, Heping District, Taichung City partial Township Stadium field facilities and no proper planning and the design, but did not assess motor behavior research for the elderly, hoping by this study, the partial participation of the rural elderly movement behavior and discuss impediments to promote elderly sports participation, enhance physical and mental health, improve their quality of life has important research implications.

Based on this, the purpose of this study :

- (1) to understand the bias and rural areas for the elderly, exercise regularly engaged in the type of.
- (2) investigate the bias and rural areas for the elderly, for all aspects of community sports facilities, planning and other cognitive and demand.

(3) analyze the differences in behavior and sports participation of the rural elderly partial obstruction of the case.

(4) the results of a comprehensive study and found that the relevant units to provide partial township as a reference in future planning, counseling and promotion of old sports energizing time.

In this study, there are three issues : (1) understand the bias and rural areas for the elderly, exercise type is often engaged in that? (2) investigate the partial elderly rural areas, sports equipment for all aspects of the community, facilities, planning and other cognitive and requirements? (3) Analysis of the rural elderly partial movement in behavior and circumstances hinder the participation of why?

To achieve the research objectives and questions, this study used questionnaires to Heping District, Taichung City welfare for the elderly and community care service stations stronghold over the age of 55 for a sample survey, issued a total of 200 questionnaires were returned 165 recoveries 82.5%; by collecting empirical data were analyzed and discussed.

The results and findings:

(1)partial rural areas are actively engaged in sports and fitness elderly women than men for the elderly, educated elderly people have a strong motivation and awareness campaign.

(2)partial and rural areas for the elderly prefer to engage in sports jogging, gymnastics, hiking, croquet, Yuanji dance, qigong.

(3)the partial lack of resources and facilities and rural areas, the lack of suitable sports facilities, sports facilities, old unusable, sports venues too far from home inconvenient.

(4)the body often chronic pain, there is not enough time, lack of self-discipline, laziness, lack of exercise companion, social support.

(5)according to the study found that 60% of elderly people in a range of activities at home and no sports facilities, each on average spend more than 10-30 minutes of travel time to reach the sports locations. The ability to act on the economy and the vitality of the movement are relatively weak bias involved in the formation of the rural elderly obstacles.

Key words: Elderly, Sports participation behavior , Hinder movement

A45

Comparison of Issues between Local Control and National Curriculum Standard under Changes in U.S. Educational Policy

I-Han Chen¹ I-Fan, Chen² Yu-Ju Liu³

Department of Tourism and Recreation Management, Hsiuping University of Science and Technology¹

Physical Education Department, Chinese Culture University²

Education Program, William Woods University³

Abstract

Since "No Child Left Behind Act" was established, the states reduced educational standards in order to avoid disciplinary action from the United States of America government. Thus, the authority and effectiveness of The National Educational Standards in 1994 has been significantly decreased (Chan, 2012). Student achievement on the Program for International Student Assessment in the United States was below the average of the Organization for Economic Co-operation and Development. Therefore, the National Governors' Association and The Council of Chief State School Officers currently decided to implement a national curriculum, such as "Common Core State Standards (CCSS)" for K-12 students (Forgione and Sovde, 2010). The purpose of this study was compare between local control of education and the idea of national curriculum standards (Common Core State Standards) addresses the issues of the changing of educational policy in United States. The analysis discusses the issues of its strength and weakness of the Common Core Standards and local control by the analysis of literature review. Such these cases of educational policy will be as a reference for the K-12 education in Taiwan.

Key words: Common Core Standards, No Child Left Behind Act, local control of education

A46

The Relationship between Students' Sports Enjoyment in Curriculum Physical Education Class and Involvement in Leisure Activities after School

I-Han Chen¹ Ming-Chia Weng²

Department of Tourism and Recreation Management, Hsiuping University of Science and Technology¹

Physical Education Department, Chinese Culture University²

Abstract

Taiwanese population who participated in regular leisure activities was obvious at a much lower level when compared to worldwide countries. The Ministry of Education in Taiwan promoted a policy on Grade 1-9 Compulsory Curriculum, which emphasized not only pleasure but also recreational education. Therefore, it is urgent priority issue that how to assist students with enhancing their willingness to engage in leisure activities through the physical education (PE) curriculum. The method of the current study was to review relevant literatures for investigating two facets: the enjoyment in sports and leisure involvement of high school students in PE classes. It was found that both sports enjoyment in PE and leisure involvement existed positively significant relationship; meanwhile peer relationship in sports enjoyment was able to augment the students' willingness to engage in leisure activities. Such finding will provide educators and PE teachers with how to enhance the students' motivation and participation in leisure activities in PE curriculum in future.

Key words: physical education class, sports enjoyment, leisure involvement.

A47

小週期心肺訓練對乙組排球選手有氧適能之影響

黃鴻鈞¹ 林顯丞² 陳裕安³ 康金塗⁴ 林政達⁵

國立成功大學體育室¹ 國立臺北教育大學體育學系²

國立臺灣體育運動大學³ 台中市立東山高中⁴ 遠東科技大學⁵

摘要

本研究主要係針對國內乙組排球選手利用短週期耐力訓練介入，是否能對心肺適能有所改善。以 12 名國內大專乙組選手為受試者，平均年齡 22.8 ± 3.1 歲、平均身高 177.7 ± 4.4 公分、平均體重 67.8 ± 9.2 公斤。利用每週兩次，連續三週共六次的耐力訓練介入，每次訓練以 60% 強度完成 2000m（400m * 5 圈操場）。所得資料以 SPSS12.0 for Windows 統計套裝軟體進行資料處理，以變異數分析（one way ANOVA）及費雪法（LSD）分析，顯著值設為 $\alpha < .05$ 。結果發現第 1 次（平均為 641s）介入完成時間與第 4、5、6 次（分別為 618(s)、602(s)、601(s)）介入完成時間達顯著差異。此研究結果顯示短週期耐力訓練對乙組選手心肺適能能有效提升並達顯著。期望此結果能提供國內乙組球隊教練未來訓練方針之參考，不應只著重技術訓練，而忽略基本耐力訓練。

關鍵字：排球選手、心肺適能、小週期訓練

A47

Effect on class-2 volleyball athletes' aerobic fitness by minor cycle cardiopulmonary trainingHong-Chun Huang¹ Hsien-Chen Lin² Yu-Am Chen³ Chin-Tu Kuang⁴ Cheng-Ta Lin⁵Physical Education Office, National Cheng Kung University¹Department of Physical Education, Nation Taipei University of Education, Taipei, Taiwan²National Taiwan University of Sport³Dongshan High School⁴Far East University⁵**Abstract**

This study is mainly aimed at whether the class-2 volleyball athletes' aerobic fitness can be improved by minor cycle cardiopulmonary training. Twelve subjects are the class-2 volleyball athletes and their average age, height and weight are 22.8 ± 3.1 years old, 177.4 ± 4.4 cm and 67.8 ± 9.2 kg, respectively. Every endurance training finished by the intensity of 60% is 2000m (400m*5rounds) twice a week for three weeks. The statistics is processed by SPSS12.0 for Windows and use one way ANOVA and Fisher method (LSD) to analysis with $\alpha < 0.05$. The results show that the significant difference is between the finishing time of the first training (641(s)) and finishing time of the fourth, fifth, sixth training (618(s), 602(s), 601(s)). This result indicates that the effect on class-2 volleyball athletes' aerobic fitness can be elevated effectively and significantly by minor cycle cardiopulmonary training. We are hopeful that this inference can be the reference of training course to class-2 volleyball athletes' coaches in the future. It shouldn't only focus on the skill training and ignore the basic endurance training.

Keywords: volleyball athletes , aerobic fitness , minor cycle cardiopulmonary training

A48

適應體育介入對學齡前視障兒童的影響之個案研究

曾若華¹ 邱家緯¹ 梁宛真¹ 余思賢²

家立諾管理顧問公司¹ 國立宜蘭大學休閒產業與健康促進學系²

摘要

過去研究指出由於視障者缺乏視覺回饋，從事動作技能時需更多體力、平衡感與協調性。於日常生活活動中，對定向、安全、物體位置鎖定等需額外的注意力及更多體力與平衡感，因此對於視障族群著重在定向、聽覺、平衡、敏捷等項目做訓練介入。目的：本研究為探討適應體育對於學齡前視障兒童體適能的影響。方法：本研究以適應體育為理論基礎，根據學齡前視障兒童特殊需求，包含定向、敏捷、平衡等生活技能，設計一系列符合學齡前視障兒童身心發展的體育課程。研究對象為台北市一位五歲學齡前視障兒童，介入期程為八周，並在課程介入前後依照受試者身體狀態進行課程調整與教學，同時也運用應用行為方法(Applied Behavior Analysis, ABA)因應受試者在體育活動中出現的問題。測驗項目包含「坐姿體前彎」、「一分鐘仰臥起坐」、「立定跳遠」、「單腳平衡」、「兩分鐘登階」、「足球投擲」、「落尺反應」、「定向速度」及「定向偏差」，以蒐集受試者在運動介入前的體適能狀態，並以上述測驗項目為適應體育課程為設計內容，且在實驗結束後進行後測。結果：適應體育課程介入後，受試者在坐姿體前彎測驗(25 公分 vs. 32 公分)、一分鐘仰臥起坐測驗(4 次/分 vs. 13 次/分)、立定跳遠測驗(20 公分 vs. 34 公分)、兩分鐘登階測驗(20 次/兩分鐘 vs. 22 次/兩分鐘)、足球投擲測驗(43 公分 vs. 110 公分)、落尺反應測驗(>50 公分 vs. 14 公分)、定向速度測驗(6.47 秒/公尺 vs. 3.56 秒/公尺)及定向偏差測驗(50 公分 vs. 0 公分)等部分有大幅度的進步。儘管如此，在平衡項目之測驗指標皆沒有改善。結論：針對學齡前視障兒童所設計的適應體育課程介入後，除了平衡外，其他項目皆有所進步，原因可能為練習後身體能力提升，也可能是指令及動作熟悉因而有此表現。此外，在介入過程中因使用 ABA 應用行為處理受試者的問題行為，因而減少了負向情緒、口語行為、固著行為、引起注意等問題行為產生的次數。

關鍵字：適應體育、應用行為方法、視障、定向、敏捷

A48

Adapted Physical Education intervention on the influence of preschool children with visual impairment

Ruo-Hua Tseng¹ Chiu Chia Wei¹ Liang Wan-Chen¹ Szu-Hsien Yu²
 Carino Management Consultants Ltd.¹
 Department of Leisure Industry and Health Promotion²

Abstract

The past research pointed out that due to the lack of visual feedback for the visually impaired, the visually impaired motor skills required to engage in more physical, sense of balance and coordination. In the daily life activity, on directional, security, object position lock needs extra attention and more physical, sense of balance, so for the visually impaired groups focus on orientation, hearing, balance, agility and other projects to do training interventions. Purpose: The study of preschool children with visual impairment participates in Adapted Physical Education effect. Methods: This study in order to Adapted Physical Education as the theoretical basis, according to the special needs of preschool children with visual impairments, contains a directed, agility, balance life skills, design a series of in line with the preschool children with visual impairments with disabilities and mental development of sports, with eight weeks as intervention duration, and in the intervention in accordance with the motion state of the subjects was adjusted and teaching activities, And in the intervention activities and teaching in accordance with the adjustment of the motion state of the subjects, and also the use of Applied Behavior Analysis (ABA) for problem behavior should be the subjects appear in physical activities. In Adapted Physical Education curriculum before intervention, by the body subjects front bend test, one minute sit ups test, standing long jump test, single foot balance test, two minutes step test, the football throw test, falling feet reaction test, speed test and directional orientation deviation test part fitness early test, to collect the subjects can adapt in the state of exercise intervention in front of the body, and in the test project for adapted physical education curriculum for the design content, and post-test at the end of the experiment. Results: Adapted physical education curriculum after the intervention, the subjects in the sit and reach test (25 vs. 32cm), one minute sit ups test (4 vs. 13/min), standing long jump test (20 vs. 34cm), two minutes step test (10 vs. 11/min), the football throw test (43 vs. 110cm), falling feet reaction test (>50 vs. 14cm), speed test (6.47 vs. 3.56s/m) and directional orientation deviation test (50 vs. 0cm) part has a great progress. Conclusion and discussion: According to the design of the visually impaired children adapt to preschool physical education curriculum after the intervention, in addition to other project balance no progress are improved, the test project is mostly some progress, may be due to enhance physical ability exercise, may also be familiar with the action instruction and hence the performance, in addition, to intervene in the process because of problem behavior using ABA management subjects, thus reducing the number of negative mood, verbal behavior, stereotyped behavior, problem behavior generated attention etc.

Keywords: Adapted Physical Education, Applied Behavior Analysis, visual impairment, orientation, agility

A49

團體適應體育對成年智能障礙者的身體適能、認知能力及反應能力的影響林郁心¹ 余思賢² 呂宗憲¹ 梁宛真¹ 許銘芬³家立諾管理顧問公司¹國立宜蘭大學²法語天主教魯汶大學³**摘要**

智能障礙者因身體功能缺陷、認知能力及活動參與機會少等因素，使他們的生活多偏向靜態，且缺乏運動及團體活動，在成年後除了身體適能較一般人退化得快速，其認知能力及反應能力也隨年紀快速下降，故本研究將探討團體適應體育對於智能障礙者的身體適能、認知能力及反應能力的影響。方法：本實驗針對 20 位成年智能障礙者(年齡 33.2 ± 14.6 歲)，給予每週 90 分鐘團體適應體育課程介入，連續八週，每堂介入的課程皆包含一暖身、身體能力訓練、動作技術訓練、團體闖關活動。且在介入前後測驗下肢爆發力、肌耐力、心肺耐力、單腳平衡、認知反應力之數值。並以成對樣本 T 檢定進行前、後測的統計分析比較，並定義 $p < 0.05$ 為顯著差異。結果：左腳平衡(4.18 ± 0.84 v.s. 4.49 ± 0.83 , $p = 0.01$)、立定跳遠(69.14 ± 8.52 v.s. 78.92 ± 8.39 , $p < 0.01$)、坐姿體前彎(14.83 ± 2.86 v.s. 18.67 ± 3.62 , $p < 0.01$)、一分鐘仰臥起坐(13.93 ± 1.64 v.s. 19.55 ± 1.63 , $p < 0.01$)、兩分鐘抬腳(41.67 ± 4.76 v.s. 49.17 ± 5.42 , $p < 0.01$)、單色拿球反應(2.91 ± 0.39 v.s. 2.13 ± 0.29 , $p = 0.04$)、3 色拿球反應(2.60 ± 0.39 v.s. 2.19 ± 0.20 , $p = 0.03$)皆達到顯著。結論：本實驗結果顯示，給予成年智能障礙者八週的適應體育課程，對其生活適能—單腳平衡、下肢爆發力、柔軟度、肌耐力及認知反應能力，皆有顯著的提升。

關鍵字：適應體育、智能障礙者、障礙者體適能

A49

Effect of Group Adapted Physical Education on Physical Fitness, Cognition and Responsibility in Adults with Intellectual Disability

Lin Yu-Hsin¹ Lu Tsung-Hsien² Yu Szu-Hsien¹ Lian Wan-Chen¹ Hsu Ming-Fen³

Carino Management Consultants Ltd.¹

National Ilan University²

Catholic University of Louvain³

Abstract

Background: Because of physical dysfunction, low cognitive abilities and low events participation, people with intellectual disability to make their lives much biased sedentary, and the lack of exercise and group activities. The physical fitness of adult with intellectual disability decline more quickly than normal adult. Their cognitive capacity and respond ability also decline rapidly with age. The proposal of this study was to investigate the effects of adapted physical education on physical fitness, cognitive ability and response capacity in adults with intellectual disability. **Methods:** 20 adults with intellectual disability (age 33.2 ± 14.6 years) were participated in this study. They were asked to join a physical education intervention for eight weeks, 90 minutes per week. Each intervention class is included warm-up, physical ability training, action technical training, groups pass through the activities. lower limb power, muscular endurance, one foot balance, cardiovascular capacity, and cognition were measured before and after 8 weeks intervention. Paired t-test was used as statistical analysis to compared the difference, and $p < 0.05$ for significance. **Results:** The left foot balance (4.18 ± 0.84 vs 4.49 ± 0.83 , $p = 0.01$), standing long jump (69.14 ± 8.52 vs 78.92 ± 8.39 , $p < 0.01$), sit and reach (14.83 ± 2.86 vs 18.67 ± 3.62 , $p < 0.01$), one minute sit-ups (13.93 ± 1.64 vs 19.55 ± 1.63 , $p < 0.01$), two minutes heels (41.67 ± 4.76 vs 49.17 ± 5.42 , $p < 0.01$), one-color ball reaction (2.91 ± 0.39 vs 2.13 ± 0.29 , $p = 0.04$), three-color ball reaction (2.60 ± 0.39 vs 2.19 ± 0.20 , $p = 0.03$) were significantly improved after 8 weeks training. **Conclusion:** We suggested that adapted physical education for 8 weeks could improve balance, limb power, flexibility and cognitive ability in adult with intellectual disability.

Keywords: Adapted Physical Education, Intellectual Disability

A50

亞斯伯格症學童之母職壓力-質性研究前奏曲

張雅晴¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文主要記錄一位母親養育患有亞斯伯格症兒子之母職壓力。內文論述研究者 A 與案母及研究者 B 之訪談紀錄，記錄案母親歷經亞斯伯格症學童的不受控制、確診為亞斯伯格症到就學之路的辛苦歷程；並藉此篇文章將兩位訪談者的訪談紀錄進行交叉比對，以進行資料的驗證並釐清事實。

據研究者 B 的輔導紀錄，案母的育兒過程壓力大到研究者 B 必須派遣大學部學生夜間到家提供喘息服務，以降低案母與個案之衝突，但研究者 A 訪談案母時，卻發覺案母對育兒過程的挫折語多保留，反而不時提到個案聰明靈巧的優勢部分，與研究者 B 的訪談記錄呈現諸多不一致的地方。

研究者 A 推估可能與案母的信任度尚未建立，且晤談技巧還有諸多修正的空間，故日後將依據案母與研究者 B 訪談紀錄不一致的地方進行質性研究的深度晤談，以敘事研究的研究方法深入探討案母養育亞斯伯格症兒子的母職壓力。

關鍵字：母職壓力、個案研究、亞斯伯格症

A50

**A Mother's Pressures on Fostering A Child with Asperger-A Pilot Study Before Conducting
Narrative Researches**

Ya-Ching Chang Chiu-hua Lotus Chiang

National Chiayi University

Abstract

This paper aimed to conduct a pilot study before conducting a formal narrative study on a mother's pressure of fostering her son with Asperger syndrome. Researcher A interviewed the mother and researcher B, who has been providing consultations to the boy's family in the past 18 months to practice researcher A's interview skills. The interviewing manuscripts indicated there were many inconsistent parts between client's mother and researcher B. This inconsistency might be contributed to the distrust between client's mother and researcher A. Researcher A's interview skills need improvement before conducting a formal narrative study on the mother's pressure of fostering her son with Asperger.

Key words: pressures of mothering, case study, asperger

A51

嘉義啟智學校教學經驗與省思

黃鈺婷¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文旨在說明作者在嘉義啟智學校之教學經驗，教學對象大多為重度障礙之學生，分為全班性和一對一教學，敘述教學內容，並省思教學過程與改進方法，期能增進作者本身日後之教學成效並提供對投身特殊教育學校有興趣的教育夥伴卓參。

關鍵字：

A51

Reflections on the Teaching Experiences in Chiayi Special School for Cognitive Deficiency

Yu-Ting Huang Chiu-hua Lotus Chiang

National Chiayi University

Abstract

This article aimed to illustrate the teaching experience of the author, who has been pursuing her master degree in the department of special education in National Chiayi University. The author provided individual lessons and also taught the whole group. The author conducted some reflections on her own teaching and provided suggestions for the future teachers, interested in teaching inside the special school as a valuable reference.

A52

利用空中滑鼠作為輔助科技工具控制環境刺激來鼓勵殘疾人士積極進行步行活動

何明霞¹ 呂芷璇¹ 李孟芳¹ 施清祥²

國立東華大學特殊教育學系教學碩士學位班¹

國立東華大學特殊教育學系²

摘要

無線旋轉空中滑鼠為一個手持的商用電腦滑鼠裝置，其嵌入了 MEMS（微機電系統）陀螺儀傳感器，用以測量手腕或肘部的旋轉、角度和速度。本研究主要目的為探討是否可利用旋轉空中滑鼠結合環境刺激，讓二位肥胖又不喜歡運動的殘疾人士積極從事步行活動。本研究採用了 ABAB 設計進行測試。實驗結果顯示在介入期，二位參與者透過啟動控制系統產生的環境刺激，大幅度增加其目標任務(即進行步行活動)。

關鍵字: 空中滑鼠、肥胖、步行活動、殘疾人士

A52

Encouraging people with disabilities to actively perform walking activity using an Air mouse as an Assistive Technology Tool to control preferred environmental stimulation

Ho, Ming-Hsia Lu, Chih-Hsuan Li, Meng-Fang Shih, Ching-Hsiang

National Dong Hwa University

Abstract

The wireless gyration air mouse is a hand-held commercial computer mouse device embedded with a MEMS (Micro Electro Mechanical Systems) gyro sensor, which can measure the rotation, angle and speed of the wrist or elbow. The purpose of this study was to explore whether two people with disabilities who were obese and disliked exercising would engage in walking actively through applying a gyration air mouse combined with preferred environmental stimulation. This study adopted an ABAB design to carry out the tests. The data show substantial increases in both participants' target responses (i.e. the performance of the activity of walking) to activate the control system to produce environmental stimulation during the intervention phases. The practical and developmental implications of the findings are discussed.

Keywords: Air mouse, obese, walking actively, disabilities

A53

淺談憂鬱症與躁鬱症-質性研究前奏曲

黃鈺婷¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文以研究者在大學時期所親身經歷之憂鬱症朋友為撰寫此文動機，文中簡介憂鬱症與躁鬱症的定義與症狀差別，並略述其所因應之模式與調節方法。雖然研究者對於友人罹患精神疾病的生命故事充滿好奇與同情，可惜，基於質性研究之倫理，研究者不便邀請友人為未來撰寫論文的訪談對象，故本文是研究者進行質性研究的前奏曲，研究者已尋獲一名本身具有輔導背景的情感性疾患，願意讓研究者以敘事研究的研究方法深入探討其身為精神疾病者的壓力來源與因應之道，希望藉由她的生命故事，協助研究者培養日後陪伴友人度過難關的能力。

關鍵字：憂鬱症、躁鬱症、調適

A53

Depression and Manic-Depression Disorder-Before Narratives of A Sufferer's Life Stories

Yu-Ting Huang Chiu-hua Lotus Chiang

National Chiayi University

Abstract

One of the author's close friends has been suffering from her depression in her college years. This aroused the author's motivations of understanding what the severely emotional disorder means so she got into the field of special education and focused her graduate program in the field of EBD. Due to the ethics of conducting a qualitative research, the author did not invite her friend to be the participant of her future research. Instead, she invited a sufferer with manic-depression disorder, who also has the background of counseling. The future participant would share her life stories through narratives when the formal thesis is conducted. The author hoped to understand deeper about depression and manic-depression disorders to get her ready in interviewing the future participant

Key words: depression, manic-depression disorder, coping skills

A54

重度多重障礙學生輔導實例

黃鈺婷¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文旨在記錄一名重度多重障礙學生小哲(假名)的輔導歷程，處理小哲之自傷、攻擊行為，在追蹤與檢視成效中逐見輔導的正向結果。文中，並佐以多重障礙學生自傷行為之文獻說明之。

關鍵字：多重障礙、自傷行為、問題行為

A54

A Real Case Study on A Student with Severely Multiple Impairment

Yu-Ting Huang Chiu-hua Lotus Chiang

National Chiayi University

Abstract

This was a real case on a student with severely multiple impairments. It described the treatments used to deal with the student's serious behavioral problems such as self-injury and aggressive behaviors. Brief literature review on self-injury was also included.

Key words: multiple impairment, self-injury, problem behaviors

A55

教導二位自閉症學生利用 RFID 技術的自動回應請求功能來請求影片持續撥放黃茜郁¹ 蘇微茵² 林呈聯² 施清祥³國立高雄師範大學特教所聽語碩士班¹國立東華大學特殊教育學系教學碩士學位班²嘉義大學特殊教育副教授³**摘要**

本研究主要目的是協助兩名自閉症學生，利用感應卡(RFID 標籤)存取溝通設備(RFID 讀卡器)，積極地進行影片持續撥放的溝通請求。借助於安裝溝通請求及自動回應輔助程序(CRARAP)軟體，RFID 讀卡器和標籤可被用作具備自動回應請求的替代性溝通輔助科技(AT)設備。本研究採用跨受試多基線設計。研究結果顯示二位參與者都表現出積極的非口語溝通行為，其於介入期的正確目標回應次數有顯著增加。在維持期，二者亦可保持其有效的溝通請求表現。

關鍵字：自閉症、無線射頻辨識(RFID)、溝通請求、非口語溝通

A55

Teaching two students with autism spectrum disorders to request the continuation of video playback using RFID technique with the function of automatic response to requests

Huang, Chien-Yu¹ Su, Wei-Yin² Lin, Cheng-Lian² Shih, Ching-Hsiang²

National Kaohsiung Normal University¹

National Dong Hwa University²

Abstract

The purpose of this study was to assist two students with autism spectrum disorders (ASDs) to actively communicate requests for the continuation of video playback using the flash card (RFID tag) to access the communication device (RFID reader). By virtue of installing Communication Request and Automatic Response Assistive Program (CRARAP) software, the RFID reader and tag were used as alternative communication assistive technology (AT) devices with the function of automatic response to requests. This study adopted a multiple baseline design across participants. The results show that both participants exhibited positive non-verbal communication behaviors and the numbers of correct target responses increased significantly in the intervention phase. It was also found that they could maintain this effective performance during the maintenance phase. The practical and developmental implications of the findings are discussed.

Keywords: ASD, RFID, communication request, non-verbal communication

A56

國小資源班學生性別平等教育之行動研究

黃小華¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育學系副教授²

摘要

本研究採用行動研究法探討「實施性別平等教育課程」的教學歷程及其對國小資源班學生性別平等概念的影響。研究對象為六名就讀於國小資源班之輕度智障、學障及情障生。研究者先蒐集 IEP、輔導紀錄及測驗等資料，輔以訪談導師及家長了解學生現況能力及家庭狀況；此外，依據「97 年國民中小學九年一貫課程綱要-性別平等教育」能力指標及 100 年公布的「特殊教育課程大綱-特殊需求領域課程」中的「生活管理領域」能力指標，發展學生的性別平等教育課程，每週一次，每次四十分鐘，以紙本繪本、繪本剪報檔、新聞時事、故事、影片、網路繪本等多元方式，進行八週的小組教學，課程包含「性別認同」、「生涯發展」及「性別角色」等三個主要概念。最後再透過觀察、訪談、教師日誌及前後測驗等方式蒐集資料並進行資料分析。

根據資料分析結果與研究者教學省思，本研究的主要發現如下：

一、學生接受性別平等教育課程後，在「性別認同」、「生涯發展」及「性別角色」等三個主要概念有正向的成長。

二、透過教學與省思，研究者在性別平等教育專業知能有所提升。

根據本研究，提出相關的討論與建議，以作為國小資源班學生性別平等教育之課程規劃、教學設計及未來研究之參考。

關鍵字：身心障礙學生、性別平等教育、行動研究

A56

An Action Research of Gender Equality Education on Resource Room Students at Elementary Level

Ya-Ching Chang Chiu-hua Lotus Chiang
National Chiayi Univ. National Chiayi Univ.

Abstract

This study applying the action research method was to explore the teacher's teaching processes and the students' concept on the gender equality education. Subjects were six elementary students with mild Intellectual Disabilities, Learning Disabilities or Emotional Behavioral Disorder. Data were collected from IEP, counseling records and tests; then, the interviews with the classroom teachers and the parents of students to realize the students' abilities and their family. Based on the Competence Indicators of Gender Equality Education in Grade 1-9 Curriculum Guidelines and the Competence Indicators of Life Management Areas in Special Education Curriculum Guidelines, the gender equality education curriculum was developed. The research was conducted once a week, forty minutes each time. The researcher taught eight weeks through multiple methods, such as picture books, PPT, news, stories, films, and the picture books on the internet. The curriculum included three main concepts of gender identity, career developing, and gender role. Finally, the data were collected through the observations, the interviews, the teacher's journals and the tests, and were analyzed.

In addition to the researcher's self-reflections, the results were summarized as follows:

1. Most of the students learned the concepts of gender equality through 8-week lessons.
2. The researcher's professionalism has been enhanced in conducting an action research independently in the future and in teaching through the immediate feedbacks of the professor and her co-teaching partner, an outstanding special education teacher in another elementary school. The researcher's knowledge in gender equality education was thus updated accordingly.

At the end of this paper, the researcher proposed suggestions for developing and implementing gender equality education curriculum, and for the further researches.

Keywords: students with special needs, gender equality education, action research

A57

認知行為偏差學生輔導實例

張雅晴¹ 江秋樺²

嘉義大學特殊教育研究生¹ 嘉義大學特殊教育副教授²

摘要

本文主要是紀錄學校專任輔導教師在面對目睹家庭暴力兒童時，所採取的輔導策略及成效。

個案因從小獨自承受父母離異、拋棄自己的事實，又在缺乏愛與安全感的家庭中成長，導致個案嚴重缺乏自信心，渴望以友情來彌補缺乏的親情。

專任輔導教師在了解孩子的狀況後，即採取耐心關懷、穩定陪伴及運用校內資源等方式來進行協助，期能讓個案感受到愛與關心，使其狀況穩定，並增加自身的自信心。

關鍵字：個案研究、學習障礙

A57

A Case Study on A Student with Cognitive and Behavioral Problems

Ya-Ching Chang Chiu-hua Lotus Chiang

National Chiayi Univ. National Chiayi Univ.

Abstract

This was a paper about the strategies of the student counselling. Client was a victim who witnessed the family violence and was abandoned by her own divorced parents. She grew up in an unsecured family full of violence and lacking of love and thus became no self-confident, longing for friendship.

The student counsellor not only adopted caring and stable companionship, but also introduced other resources available in the school to support the client, hopefully, to facilitate her self-confidence by caring and love.

Key words: case study, learning disability

A58

體育課程樂趣化教學探討—以卡巴迪運動為例

許智強 許雅雯 楊惠芳

國立嘉義大學

摘要

本文旨在介紹將樂趣化體育課程融入卡巴迪運動，而國人多數學習運動技能是來自學校教育，學校是教育一個人學習運動與養成運動習慣的重要來源。體育的發展應是多元化、樂趣化，藉由童玩遊戲的樂趣特性帶入卡巴迪樂趣化體育課程，讓學習者可以在愉快的學習環境下學習有趣的體育課程，培養同儕間溝通與合作能力，學習中產生興趣，使學生對教學內容有新鮮感、滿足感和成就感，進而提升學習者的課堂參與，讓學習者漸漸喜歡上體育課，養成終身運動的習慣。進而培育優秀運動人才，幫助卡巴迪運動在國內的推展，讓更多人接觸到卡巴迪運動，並從中得到樂趣及滿足，進而促使卡巴迪運動在臺灣蓬勃發展。

關鍵字：體育課程、樂趣化教學、卡巴迪運動

Abstract

This study was purposed to introduce applying the fun-oriented PE curriculum in Kabaddi, and most people in Taiwan learn the sport skills from school educating, campus is an important source of educating sport learning and cultivating the sport habit of a person. The development of PE should be diversified and fun-oriented, by the specific of children's folk game brings to Kabaddi fun-oriented PE curriculum, let learners can have interesting PE curriculum with joyful learning environment, cultivate the communication and cooperation with peer groups, inspire the interest during learning, let students feel freshness, satisfied and achievement with teaching content, and then enhance the curriculum participation of learners, let them enjoy having PE curriculum gradually, cultivate the habit of lifelong exercising. By fostering excellent athletes, help the promotion of Kabaddi in Taiwan, let more people to touch with Kabaddi, and get fun and satisfaction from it to improve the development of Kabaddi in Taiwan.

Key word: fun-oriented, PE curriculum, Kabaddi

A59

美國行政救濟特殊教育調解制度運用於解決爭議之研究

周俊良¹ 黃雅雯²

國立體育大學 適應體育學系暨碩士班 副教授兼主任¹

國立體育大學 適應體育學系碩士班研究生²

摘要

本研究旨在探究美國行政救濟之調解制度，規範於特殊教育法中的意義、功能和實際作法，以及施行特殊教育實務時，其在家長及教育人員間，各項服務提供所衍生之爭議解決介入的現況。本研究揉合法律釋義學與社會科學的研究方法，採擷文獻分析法、比較研究法與法條研究法，作為資料蒐集及論釋的方略，具體用以梳理美國身心障礙者之教育權利觀，以及剖析調解制度運用於家長與教育人員間爭議解決的利弊得失，俾利我國特殊教育運作及修法之參酌與借鏡。

關鍵字：行政救濟、特殊教育、調解制度、解決爭議

A59

**A Study on American Special Education Mediation of Administrative Remedies Employed for
Dispute Resolution**

Chun-Liang Chou Ya-Wen Huang

Adapted Physical Education Department, National Taiwan Sport University

Abstract

The main purpose of this study was to explore the meaning, function, practice, and current situation of American special education mediation system, employed to solve dispute between parents and education personnel concerning the provision of educational service. There were three methods, literature review, comparative and lawful analytical approaches, used to dissect and interpret related mediation system reference in order to realize the concept of educational rights of students with disabilities as well as those advantages and disadvantages in special education dispute resolution. Above all, the analyses will refer to special education law amendment and governmental executive organization in Taiwan.

Key Words: administrative remedy, special education, mediation system, dispute resolution

2014 惠明特殊教育學術研討會論文集—第一
版．臺中市：私立惠明盲校, 民 103.12
面： 公分
ISBN 978-986-89259-2-2 (平裝)

1.特殊教育 2.文集

2014 惠明特殊教育學術研討會論文集

出版機關 / 臺中市私立惠明盲校

發行人 / 賴弘毅

審查委員 / 王立志、江秋樺、吳昇光、林晉榮、林慶仁、侯堂盛、張家銘、
程鈺雄、曾怡惇、楊惠芳、鳳華、蔡俊傑(以上依姓氏排列)

地址 / 42854 臺中市大雅區雅潭路四段 336 號

電話 / 04-25661024

傳真 / 04-25661180

郵政劃撥 / 20517166 戶名：私立惠明盲校

網址 / <http://www.hmsh.tc.edu.tw>

出版日期 / 中華民國 103 年 12 月

版次 / 第一版 第一刷

ISBN / 978-986-89259-2-2

定價 / 新臺幣 240 元整

Printed in Taiwan

·版權所有 翻印必究·
