國立臺南大學108學年度 　 　　　　　　　　 招生考試 特殊教育導論 試題卷

**特殊教育學系碩士班**

**特殊教育學系輔助科技碩士班**

**特殊教育學系重度障礙碩士班**

1. **選擇題【單選題】(每題3分，共30分)**
2. 阮祖里（Renzulli）的資優三環定義，除了包括創造力與工作的專注性，還包括下列何者？

(A)領導才能 (B)前百分之一的智力 (C)中等以上的智力 (D)中等的智力

1. 有關普通班教師協助班上的視障學生，下列何者為錯誤？

(A)鼓勵其自己在教室走動以拿取所分配的東西

(B)老師要把視障學生當一般學生看待，所以考試時間與標準都一樣

(C)當接近盲生時，請和你的學生主動報上名字，不要玩猜人遊戲

(D)不需要刻意介紹視障學生

1. 有關視覺障礙兒童的綜合性教育評量，應包含下列何者？

甲.學業技能 乙.社會學習 丙.視覺功能 丁.智力

(A)甲、乙、丙、丁 (B)甲、乙、丙 (C)甲、丙 (D)乙、丙

1. 「分析問題或產品的重要成分，然後針對每項特性提出改良或改變的構想」是指下列何種創造思考技巧？

(A)腦力激盪術(Brainstorming) (B)屬性列舉法(Attribute listing)

(C)奔馳法(SCAMPER) (D)以上皆非

1. 國內目前聽障教育的趨勢為下列何者？

(A)綜合溝通法 (B)手語法 (C)口語法 (D)雙語雙文化模式

1. Erber將傾聽(listening)的技能分成四個層次，助聽器或人工電子耳的輔助是屬於哪個層次？

(A)區辨(discrimination) (B)識別(recognition)

(C)偵測(detection) (D)理解(comprehension)

1. 下列何者不是自閉症者之顯著問題？

(A)口語、非口語溝通困難 (B)社會互動困難

(C)固定而有限之行為模式 (D)智力功能低下

1. 下列何者不是注意力缺陷過動症(Attention Deficit Hyperactivity Disorder, ADHD)的鑑別特徵？

(A)粗心大意、常不注意細節、常出錯 (B)無法遵照指示，完成指定工作

(C)無法安靜的玩或參與活動 (D)表現出刻板而重覆的動作

1. 某生魏氏量表全量表IQ為95，學業成績明顯低下，溝通與生活自理能力均與一般人無異，其最可能的障礙類別為何？

(A)智能障礙 (B)情緒行為障礙 (C)學習障礙 (D)以上皆是

1. 下列哪些障礙的組合符合「身心障礙及資賦優異學生鑑定辦法」中對「多重障礙」的定義？

甲：智能障礙+語言障礙 乙：自閉症+情緒行為障礙

丙：腦性麻痺+視覺障礙 丁：聽覺障礙+身體病弱

(A)甲、乙 (B)乙、丙 (C)丙、丁 (D)乙、丁

1. **名詞解釋 (每題6分，共18分)**

(一)擴散思考（divergent thinking）

(二)中樞性聽覺障礙（central hearing disorder）

(三)全方位設計學習 (Universal Design for Learning)

1. **問答題(配分如各題所示，共52分)**

(一)請說明全面新生兒聽力篩檢的1-3-6時間表是什麼意思？ 並說明為何要訂此時間表？ (12分)

(二)我國新近修訂之「[特殊教育法施行細則](http://edu.law.moe.gov.tw/LawContent.aspx?id=FL009141)」第九條明訂:「具情緒與行為問題學生所需之行為功能介入方案」須列入身心障礙學生的IEP中。小華是一位身心障礙學生，常在上課時起身走動，藉以引起老師與同學的注意，雖經老師多次口頭告誡，仍未見改善。試回答下列問題：

1.請說明應如何評量小華行為問題的可能功能。 (12分)

2.請針對小華行為問題的可能功能，擬定「行為功能介入方案」。 (12分)

(三)請閱讀以下的英文研究摘要，並簡述這個研究的研究參與者、自變項與其特徵、依變項與研究結果。 (16分)

The purpose of the present study was to test the efficacy of a modified cognitive strategy instructional intervention originally developed to improve the mathematical problem solving of middle and high school students with learning disabilities (LD). Fifth and sixth grade general education mathematics teachers and their students of varying ability (i.e., average-achieving [AA] students, low-achieving [LA] students, and students with LD) participated in the research study. Several features of the intervention were modified, including (a) explicitness of instruction, (b) emphasis on meta-cognition, (c) focus on problem-solving prerequisites, (d) extended duration of initial intervention, and (e) addition of visual supports. General education math teachers taught all instructional sessions to their inclusive classrooms. Curriculum-based measures (CBMs) of math problem solving were administered five times over the course of the year. A multilevel model (repeated measures nested within students and students nested within schools) was used to analyze student progress on CBMs. Though CBM scores in the intervention group were initially lower than that of the comparison group, intervention students improved significantly more in the first phase, with no differences in the second phase. Implications for instruction are discussed as well as directions for future research.

出處：Krawec, J., & Huang, J. (2017). Modifying a Research-Based Problem-Solving Intervention to Improve the Problem-Solving Performance of Fifth and Sixth Graders with and without Learning Disabilities. *Journal of learning disabilities, 50(4)*, 468-480.