

國立彰化師範大學 102 學年度博士班招生考試試題

系所：特殊教育學系

科目：特殊教育（含資賦優異及身心障礙）的理論基礎

☆☆請在答案紙上作答☆☆

第 1 頁，共 2 頁

一、解釋名詞，請以中文詮釋下列各名詞的意涵（每題 5%，共 4 題，佔分 20%）

1. threshold concept
2. magnet schools
3. Autism spectrum disorders
4. Response interruption procedures

二、簡答題，請閱讀下列文章並以中文回答問題（共 3 題，第 1、2 題每題 10%；第 3 題 20%，佔分 40%）

1. 文本：

However, many of the students currently being identified as gifted students with learning disabilities (G/LD students) do not meet typical criteria for learning disabilities (their academic skills are actually in the average range or better), and their IQ scores do not reach the thresholds typically used for identifying giftedness. Moreover, G/LD scholars argue that the two conditions often mask each other, making any standard identification procedure ineffective, leading diagnosticians to rely on clinical judgment. Given the biases involved in that judgment, along with the incentives for identification, I have argued that it is likely that the G/LD category is being used, in some cases, to identify students whose achievement is simply below that desired or expected for these particular students due to their class background and associated features. The category, then, has the potential to exacerbate inequality in outcomes across classes. (paragraph cited from Lovett, B. J. (2013). The science and politics of gifted students With learning disabilities: A social inequality perspective. *Roeper Review*, 35(2), 136-143.)

※問題：請摘要說明本文之內容，並舉述我國目前資優學障學生鑑定的相關問題。

2. 文本：

Although the ability profiles of the high functioning Autism (HFA) and Asperger Syndrome (AS) groups were more similar than they were different, the results from the Verbal Comprehension Index (VCI), and the subtests that comprise the VCI, revealed important differences between the two groups with respect to their verbal skills. Specifically, the AS group had significantly higher scores on the VCI than the HFA group. These findings replicate those of others (Gilchrist et al., 2001; Klin et al., 1995; Ozonoff et al., 1991) and make sense in terms of diagnostic differentiation; students diagnosed with HFA must have communication deficits, which commonly include speech and language delays, but students diagnosed with AS typically do not have language delays or communication deficits to a level of that seen in children diagnosed with HFA. (paragraph cited from Foley-Nicpon, M., Assouline, S. G., & Stinson, R. D. (2012). Cognitive and academic distinctions between gifted students with Autism and Asperger Syndrome. *Gifted Child Quarterly*, 56, 77-89.)

※問題：請摘要說明本文之內容，並由你的觀點討論此兩類學生的差異。

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第 2 頁，共 2 頁

3. 文本：

INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

VOLUME 48, NUMBER 4: 278-289

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Public Attitudes Toward People With Intellectual Disabilities: A Cross-Cultural Study

Katrina Scior, Ka-ying Kan, Anna McLoughlin, and Joel Sheridan

Abstract

This study investigated attitudes toward people with intellectual disabilities among the general Hong Kong Chinese population and compared these to a White British sample, using the Community Living Attitudes Scales—Mental Retardation form (CLAS-MR; D. Henry, C. Keys, F. Bakczar, & D. Jopp, 1996). As predicted, attitudes among the Hong Kong Chinese public (n=149) were less favorable than the British sample (n=135). The former were less opposed to the exclusion of people with intellectual disabilities, less likely to view them as similar to themselves and more in favor of sheltering such individuals. Of all demographic variables examined, ethnicity was the strongest predictor of attitudes, although it only accounted for a small part of the variance in attitudes. The results are discussed in terms of policy implementation and additional research.

※問題（每小題 5%，共 20%）：

- (1) 請以最新近之APA格式將這篇研究列為參考文獻。
- (2) 請簡述這篇研究的研究目的與待答問題。
- (3) 請條列本篇研究的重要研究發現。
- (4) 請分享這篇研究對於我國近年來大力倡導融合教育(inclusion)、社區統合(community integration)的啟示。

三、問答題，請以中文申論下列各題（每題 20%，共 2 題，佔分 40%）

1. 請由〈特殊教育法〉第 10 條「特殊教育之實施，分下列四階段：一、學前教育階段：在醫院、家庭、幼稚園、托兒所、社會福利機構、特殊教育學校幼稚部或其他適當場所辦理。二、國民教育階段：在國民小學、國民中學、特殊教育學校或其他適當場所辦理。三、高級中等教育階段：在高級中等學校、特殊教育學校或其他適當場所辦理。四、高等教育及成人教育階段：在專科以上學校或其他成人教育機構辦理。」說明其對我國未來推動資優教育可能帶來的改變，並就你的專業討論其可行性。
2. 請比較〈特殊教育法〉及其施行細則在頒佈前後對於各教育階段（含高等教育階段）特殊教育學生適性教育計畫規定的異同。