

# 國立彰化師範大學 99 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☆☆

共 3 頁，第 1 頁

## 一、解釋名詞

※請敘述下列名詞的意義並舉實例說明其在身心障礙教育領域的應用

1. RTI (5 分)
2. Milieu teaching (5 分)
3. Personal future planning (5 分)

## 二、請解釋下列名詞並舉例

1. learning helplessness (5 分)
2. dual credits (5 分)

## 三、簡答題

1. 請簡要說明輔導學業低成就資優學生與學習障礙資優學生之不同處有哪些？(6 分)
2. 請說明何謂回應性的學習環境 (responsive learning environment) ？(6 分)
3. 請依據下面的一篇研究摘要，回答問題：(6 分)

### Abstract

Over the past 10 years, the numbers of students with physical disability who are being educated in inclusive or universal design for learning (UDL) classrooms have been increasing steadily. These students are expected to complete grade-level assignments, but not all of them are provided the necessary supports to do so. Many teachers in inclusive classrooms are neither aware of nor informed regarding technologies available to help these students achieve success in their classes. Fortunately, there are schools, teachers, and assistive technology (AT) specialists that can provide assistance so that students with physical disability can succeed in general education and co-taught classrooms. AT can be applied in many situations within the school and classroom settings. Areas of application are: (1) existence; (2) communication; (3) positioning; (4) mobility; (5) physical education; and (6) environmental interaction. This article discusses purposes and types of assistive technology and describes methods of selecting the appropriate type of AT for a student. The authors then provide examples of AT uses. In addition to the technologies discussed in this article, a wide array of others may also serve important purposes in helping students with physical disability to participate within their school environment. As technology continues to advance, the authors stress that teachers and other school staff need to stay informed of the availability of these devices, the advances that have been made, and methods of using these tools.

Title: [Assistive Technology: Supporting Learners in Inclusive Classrooms](#)  
(EJ865397)

# 國立彰化師範大學 99 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☆☆

共 3 頁，第 2 頁

Author(s): [Simpson, Cynthia G.](#); [McBride, Rebecca](#); [Spencer, Vicky G.](#); [Lowdermilk, John](#); [Lynch, Sharon](#)  
Source: Kappa Delta Pi Record, v45 n4 p172-175 Sum 2009

- (1) 請以 APA 格式呈現本篇研究的完整出處。
  - (2) 請為這個研究設定「關鍵字」。
  - (3) 如果要進行本研究的成果發表，您認為最適合受邀參與並可實際受惠的對象可以包括哪些？請提出至少三類的參與者名單。
4. 下圖是美國 AAIDD 協會在 2002 年提出第十次修訂定義時所呈現的「智能障礙理論模式」(Theoretical model of mental retardation)，請回答下列問題：(6 分)

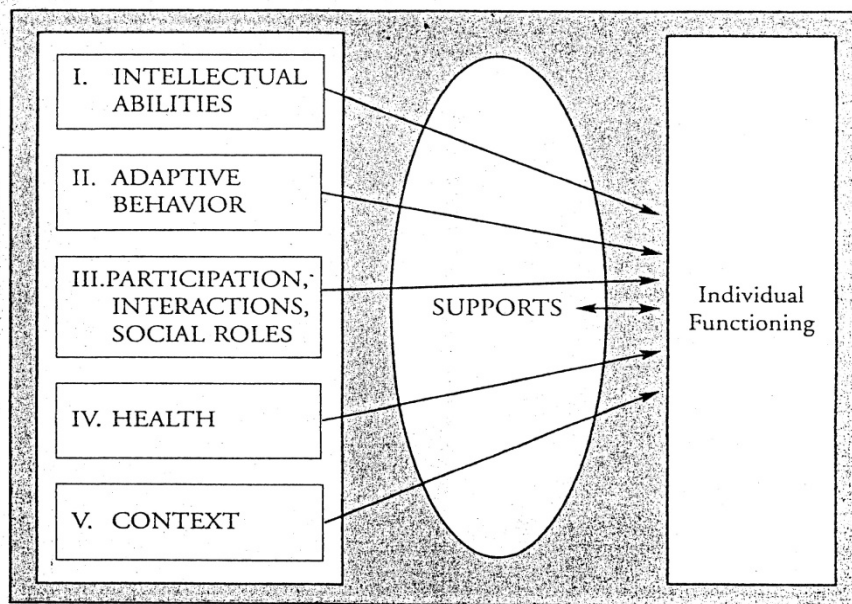


Figure 1.1. Theoretical model of mental retardation.

- (1) 請簡單說明這個理論模式所傳達的意涵。
  - (2) 請以啟智教育課程與教學專家的身份，向全國各啟智類特殊教育學校提出至少三個具體的啟智教育新方向。
5. 下圖是您在參訪某國中資源班時貼在牆上的一個「個人工作系統」，請回答下列問題：(6 分)

# 國立彰化師範大學 99 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☆☆

共 3 頁，第 3 頁

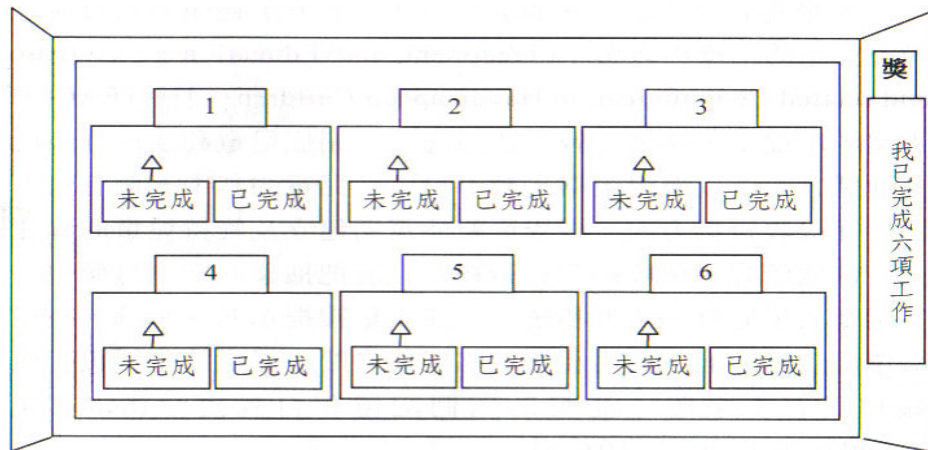


圖 6-10 個人工作系統

- (1) 請簡單說明這個個人工作系統的主要理論依據及實施方式。
- (2) 請列舉適用這套個人工作系統的課程活動以及特殊需求學生類別至少各兩種。

## 四、申論題

1. 請由民國 98 年 10 月 23 日立法院修正通過之特殊教育法相關條文，說明我國資優教育的立法精神及可能產生的影響。(15 分)
2. 試說明 2009 年我國新修訂特殊教育法的精神，並提出未來我國執行特殊教育學生鑑定安置輔導工作的新藍圖。(15 分)
3. 試分別從個人、同儕、學校、家庭四大因素分析輕度障礙學生在融合情境中的學習困境，並提出具有實證研究基礎的有效改善策略。(15 分)