

國立彰化師範大學 101 學年度碩士班招生考試試題

系所：特殊教育學系輕度障礙教育碩士班

科目：特殊教育導論

☆☆請在答案卷上作答☆☆

共 3 頁，第 1 頁

一、名詞解釋（共 6 題，每題 5%，共計 30%）

1. ICF
2. dysgraphia
3. UDL
4. 全校性正向行為支持
5. 結構式教學
6. 優勢能力本位評量

二、簡答題（共二大題，每題 20%，共計 40%）

1. 請閱讀下面期刊摘要內容，並以中文回答下列問題：（每小題 4%）
 - （1） What was the research design used in this study ?
 - （2） According to the descriptions of the participants, please explain why they need literacy interventions ?
 - （3） What is Tier 2 in the response-to-intervention model ?
 - （4） What was(were) the independent variable(s) ?
 - （5） What was(were) the dependent variable(s) ?

Abstract

The purpose of this quasi-experimental study was to (a) compare Tier 2 evidence-based intensive reading instruction to business-as-usual instruction for sixth graders with and without learning disabilities who were "far below" or "below" basic level in literacy and (b) explore the development of a response-to-intervention model in middle school. The study took place in a large inner-city urban setting, where 100% of students received free or reduced-price lunch and 90% of the students were considered English learners at some point in their school history. Intervention students received intensive small-group instruction for 30 hours across 10 weeks. Credential candidates in special education provided the small-group instruction in the treatment condition. Results on oral reading fluency, less so for Maze reading comprehension measures, indicated greater improvements for treatment students, and students with learning disabilities benefited as much or more than the other struggling sixth graders. Educational implications and recommendations for future research are discussed.

References :

- Graves, A. W., Brandon, R., Duesbery, L., McIntosh, A., & Pyle, N. B. (2011). The effects of Tier 2 literacy instruction in sixth grade: Toward the development of a response-to-intervention model in middle school. *Learning Disability Quarterly, 34*, 73-86.

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2. 下列是幾類常見於普通班的身心障礙學生，這些學生也是資源班教師主要的學習輔導對象，請利用下面表格中的代碼，逐一將身障生的醫療診斷類別與其定義加以配合：(每小題 2%)

身心障礙類別	定義																														
1. 【 】	A childhood disorder with onset prior to 36 months of age. It is characterized by extreme withdrawal, self-stimulation, possible intellectual deficits, and language disorders.																														
2. 【 】	An acquired language disorder that is caused by brain damage and characterized by complete or partial impairment of language comprehension, formulation, and use.																														
3. 【 】	Conditions in which the emotional or behavioral responses of individuals in various environments significantly differ from those characteristics of their peer and their ethnic and cultural groups. These responses seriously affect social relationships, personal adjustment, schooling, and employment.																														
4. 【 】	A neurological disorder characterized by motor problems, general physical weakness, lack of coordination, and perceptual difficulties.																														
5. 【 】	A disorder characterized by difficulties in maintaining attention because of a limited ability to concentrate.																														
6. 【 】	A condition that shares certain unusual social interactions and behaviors with autism but typically includes no general language delay.																														
7. 【 】	A condition characterized by motor or verbal tics that cause the person to make repetitive movements, emit strange involuntary sounds, or say words or phrases that are inappropriate for the context.																														
8. 【 】	A speech disorder that occurs when the flow of speech is abnormally interrupted by repetitions, blocking, or prolongations of sounds, syllables, words, or phrases.																														
9. 【 】	A term that reflects the range of functioning found, among those who exhibit symptoms of autism, in the multiple skill areas of communication and language, intelligence and social interaction.																														
10. 【 】	A condition in which one or more of the basic psychological processes involved in understanding or using language are deficient.																														
代碼	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>【A】</td> <td>【B】</td> <td>【C】</td> <td>【D】</td> <td>【E】</td> </tr> <tr> <td>ADD</td> <td>ADHD</td> <td>Aphasia</td> <td>Asperger Syndrome</td> <td>Autism</td> </tr> <tr> <td>【F】</td> <td>【G】</td> <td>【H】</td> <td>【I】</td> <td>【J】</td> </tr> <tr> <td>Autism Spectrum Disorders</td> <td>Behavioral Disorder</td> <td>Cerebral Palsy</td> <td>Cluttering</td> <td>Dysgraphia</td> </tr> <tr> <td>【K】</td> <td>【L】</td> <td>【M】</td> <td>【N】</td> <td>【O】</td> </tr> <tr> <td>Emotional Disorder</td> <td>Functional Articulation Disorders</td> <td>Learning Disability</td> <td>Stuttering</td> <td>Tourette's Syndrome</td> </tr> </table>	【A】	【B】	【C】	【D】	【E】	ADD	ADHD	Aphasia	Asperger Syndrome	Autism	【F】	【G】	【H】	【I】	【J】	Autism Spectrum Disorders	Behavioral Disorder	Cerebral Palsy	Cluttering	Dysgraphia	【K】	【L】	【M】	【N】	【O】	Emotional Disorder	Functional Articulation Disorders	Learning Disability	Stuttering	Tourette's Syndrome
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三、申論題（共 2 題，每題 15%，共計 30%）

1. 某國中資優生同時被診斷為亞斯伯格症，目前就讀於集中式數理資優班。最近，這位學生常拒絕進教室上課。只要班上某位聲音音調高亢的同學也來上學，這種情況會特別嚴重。身為學校的資源班教師，你會如何解決這個問題？試申論之。
2. 請以國中階段融合情境中認知功能輕度受損學生之「學習策略」教學為主軸，
 - (1) 列舉鼓勵學生善用所習得之有效學習策略於七大領域學習的可行方法。
 - (2) 若期望有效學習策略能成為學生「帶得走的能力」，又有哪些自我管理策略的應用是幫得上忙的？