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溝通輔助器材對多重障礙兒童溝通技能影響之研究

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中文摘要

本研究旨在探討溝通輔助器材對多重障礙兒童溝通技能之影響。研究對象為三名就讀於高雄市立成功啟智學校國中部的學生,三名個案都被診斷為腦性麻痺,且伴隨肢體障礙、智能障礙及語言障礙。研究方法採單一受試實驗設計模式中跨個人多探試實驗設計,自變項為使用溝通輔助器材,依變項為主動表達及被動反應之次數與品質。每名個案先後接受基線期、處理期、保留期及類化期的實驗處理。基線期老師與個案以一般上課方式互動溝通,處理期及保留期則介入溝通輔具;並在基線、處理及保留期各抽取一次觀察做類化處理。實驗地點位於高雄市立成功啟智學校的教室;基線、處理及保留期的觀察時間是上課中的個別教學時間,類化期則為下課時間,每次皆為十分鐘。觀察頻率為每星期兩次觀察。本研究的資料蒐集方法是以錄影機拍攝實驗過程,事後以溝通觀察記錄表記錄。所得資料除主動表達及被動反應次數以目視分析與Cubar統計進行分析處理;主動表達及被動反應的適當性以百分比分析;另外,其他觀察資料以及教師訪談則採用質的分析。綜合本研究結果如下:(一)使用溝通輔助器材能促進多重障礙兒童的主動表達次數。(二)使用溝通輔助器材能促進多重障礙兒童的被動反應次數。(三)使用溝通輔助器材對多重障礙兒童主動表達次數之增加具保留效果。(四)使用溝通輔助器材對多重障礙兒童被動反應次數之增加具保留效果。(五)使用溝通輔助器材對多重障礙兒童主動表達次數之增加具類化效果。(六)使用溝通輔助器材對多重障礙兒童被動反應次數之增加具類化效果。(七)使用溝通輔助器材使多重障礙兒童的主動表達及被動反應的品質有:適當性主動表達及被動反應的比例增加、溝通意願及挫折容忍力增加、增加問題解決的類化能力、溝通的主導性增加以及減少不適當的溝通行為等方面的提昇。另外,由教師訪談中得知參與實驗的老師認為溝通輔助器材能促進個案的溝通技能,且在實驗過後願意繼續讓學生使用溝通輔具,顯示本研究具備社會效度。

中文關鍵字：多重障礙； 溝通輔助器材； 溝通板； 溝通技能； 腦性麻痺

Abstract

The purpose of the study was to investigate the effectiveness of training students with multiple disabilities to use communication devices in school environments to improve their communication skills. Three junior high school students with multiple disabilities participated in this study. A single-subject experimental design of multiple probe design across subjects was used to examine the results. Data collected during the study were analyzed by using visual inspection techniques, time-series .Cubar. statistic, percentage, and qualitative analysis. Results showed that all students made gains in communication skills. The frequency of communication response and spontaneous communication were improved by using communication devices within intervention sessions and were maintained during the maintenance period. The communication skills were also extended to a non-training situation. The qualities of communication skills which included the willingness of using appropriate communication skills, fluency of communication, generalization of problem-solving skill, frustration endurance, domination of communication, and reducing inappropriate behaviors were also improved. The results of the teacher evaluation indicated that teachers were encouraged by their students' progress of skills. They felt that they had better understanding of their students communication style and would keep using communication devices to improve the communication skills of students with multiple disabilities.