一、 選擇題(每題 3 分，共 30 分）

1.有關特殊教育的發展趨勢，下列何者影響資賦優異的觀念最大？
　　(A)LRE；(B)多元論；(C)社區本位；(D)非機構化。

2.有關學習障礙學生的教學策略，下列何者的理念在於用內在語言控制行為？
　　(A)自我教導訓練；(B)關鍵字記憶法；(C)交互教學；(D)資料本位學習。

3.下列有關聽覺障礙的敘述，何者為正確？
　　甲：語言前聾者比語言後聾者在學業上通常表現更佳
　　乙：音波在機能傳遞上發生障礙的位置在中耳稱為感音性聽覺障礙
　　丙：懷孕前三個月感染到德國麻疹是導致兒童聽障的常見原因
　　丁：聽能訓練旨在訓練聽障學生運用殘存的聽力辨識所聽到的聲音
　　(A)甲、丙與丁；(B)乙、丙與丁；(C)丙與丁；(D)丙。

4.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、丙與丁；(B)甲、乙與丙；(C)甲與丙；(D)乙與丙。

5.下列有關普渡三階段充實模式(The Purdue Three-Stage Enrichment Model)之敘述，下列何者為正確？
　　(A)原本是設計給國中階段的資優生。
　　(B)適用於集中式的資優班。
　　(C)篩選智商在一百三十或以上的學童。
　　(D)其第三階段是發展獨立研究技能。

6.關鍵反應訓練(pivotal response training) 所強調的關鍵行為為何？
　　(A)動機、多重線索、自我管理、自發性。
　　(B)動機、自然增強、知動訓練、自發性。
　　(C)多重線索、自我管理、知動訓練、多重感官。
　　(D)自發性、知動訓練、多重感官、社交技能。

7.請問以功能分析法來評量問題行為和特定環境事件之間的因果關係時，常操弄的實驗情境有哪些？
　　(A)互動、單獨、食物、注意。(B)音樂、互動、注意、治療。
　　(C)要求、遊戲、食物、注意。(D)要求、單獨、注意、遊戲。

8. Computer-assisted instruction has been shown to be an important teaching method for students with intellectual disability for all of the following reasons <u>EXCEPT</u>:

   (A) The computer requires little teacher intervention, freeing the teacher to prepare upcoming lessons.

   (B) The computer can be programmed to immediately deliver feedback on the correctness of a response.

   (C) The computer can be programmed to provide as much repetition as a student needs.

   (D) Computer graphics and sound can maintain a student's motivation and attention to task.

9. Using a functional approach is important when designing instruction for students with moderate and severe degrees of intellectual disability because this approach.

   (A) follows a sequence according to normal child developmental milestones.

   (B) breaks down the skills to be taught into a series of discrete behaviors and then sequences those behaviors into the progression in which they occur when performing the skill.

   (C) concentrates on behaviors that are critical to performing a necessary task.

   (D) teaches those skills that occur naturally within a school environment.

10. A 12-year-old student with a severe mental retardation has a verbal expressive vocabulary of a few isolated words. Which of the following augmentative communication systems can most immediately be used in a community setting with the student?

   (A) Sign language；(B) Cued speech；(C) A communication board using pictures；
   (D) A communication board using the alphabet and number system.

二、 名詞解釋(每題 5 分，共 15 分)

1. 聾人文化（deaf culture）

2. 指痙型腦性麻痺（athetoid type）

3. 流體智力（fluid intelligence）

三、 問答題(共 35 分)

1.請敘述如何針對學習障礙學生實施直接教學（direct instruction）。(15 分)

2.請說明自閉症學生與注意力缺陷過動症學生的哪些特質可能導致數學文字題解題上的困難？並請舉例說明如何因應學生不同的學習特質，以達到促進其解題表現之教學目標？(20 分)

四、英文摘要與評論題(簡述 10 分、評論 10 分，共 20 分)

請閱讀下面這篇文章，簡述這篇文章的要旨，然後予以評論。

Adequate Yearly Progress for Students with Emotional and Behavioral Disorders through Research-Based Practices

Because schools are held accountable for the academic performance of all students, it is important to focus on academics and the need for effective teaching practices. Adequate yearly progress, a method of accountability that is part of the No Child Left Behind Act, profoundly affects the education of students who have emotional and behavioral disorders (EBD). These students, who typically and consistently perform below grade level, are tested on grade level across content-area courses. The authors conducted a review of academic interventions for students with EBD to broaden the impact of research by developing a list of instructional interventions that researchers have demonstrated to be effective in improving academic performance of students with EBD. Results indicated that when teacher improved instruction by selecting and using strategies on the basis of evidence and maintain, adapt, or change those strategies on the basis of data, students with EBD were engaged in more academic-related responses and fewer disruptive behaviors.