1. 以下摘要取自 Lobo MA, Harbourne RT, Dusing SC, McCoy SW. Grounding early intervention: physical therapy can not just be about motor skills anymore. Physical Therapy 93:94-103,2013. 請回答以下問題：【本題佔 50%】

   a. 請將本摘要重新整理，書寫成 300 字以內的中文摘要（非直接原文翻譯）(15%)。

   b. 請針對一位實際年齡為 9 個月而發展年齡為 6 個月的發展遲緩嬰孩，為其分別設計 "object interaction" "sitting" 以及 "locomotion" 三項活動的訓練內容，以增進 "perception-action experience" (15%)。

   c. 請設計一項實驗，以檢驗本摘要所敘述之假說(20%)。

   Abstract:

   This perspective article provides support for 4 interrelated tenets: grounded perceptual-motor experience within cultural and social contexts forms cognition; exploration through early behaviors, such as object interaction, sitting, and locomotion, broadly facilitates development; infants and children with limited exploration are at risk for global developmental impairments; and early interventions targeting exploratory behaviors may be feasible and effective at advancing a range of abilities across developmental domains and time. These tenets emphasize that through the promotion of early perceptual-motor behaviors, broader, more global developmental advancements can be facilitated and future delays can be minimized across domains for infants and children with special needs. Researchers, educators, and clinicians should build on these tenets to further demonstrate the effectiveness of targeted early interventions. The goals of these interventions should be not only to advance targeted perceptual-motor skills in the moment but also to more broadly advance future abilities and meet the early intervention goal of maximizing children's learning potential.

2. 小華是一位七歲的國小一年級學童，他患有痙攣型腦性麻痺，主要受影響的部位為軀幹與二側下肢。小華可以放手站，可以自行從地板上站起來，在家裡、醫院治療室、以及空曠的走廊都可以自由行走，但步長短且速度約為同齡兒童的 50%，可以自行扶欄杆上下樓梯。小華的平衡反應較差且慢，站與走的活動時若受外力碰撞或干擾則容易跌倒。此外，小華行走時呈現輕微屈膝步態 (crutch gait)，站與跪立時軀幹也稍微前傾。小華在學校時的上課教室主要在二樓，學校沒有電梯。小華在學校內的行動都是由輔導員或媽媽推輪椅代步，換教室或下課時同班同學都很樂意幫忙推輪椅，但上課期間需要離開座位時會放手走。小華的個性害羞且膽小，但學校老師與同學都很支持他，也很樂意提供需要的協助。

   根據以上描述，請回答下列問題。【本題佔 50%】

   a. 依粗大動作功能分類系統 (Gross Motor Function Classification System)，小華的粗大動作功能之嚴重度屬於哪一等級？請說明你的判斷根據。(6%)

   b. 你如何使用標準化或量化的方式評估小華的行走功能與在校行走表現?(10%)

   c. 請根據國際功能與身心障礙分類系統（International classification of functioning, disability, and health）分析小華在學校的走路表現以及其可能的影響因素。(12%)

   d. 呈上題，針對影響小華在校行走表現的個體生理因素，你如何使用標準化的評估方式或工具作進一步檢查?(10%)

   e. 請根據 evidence-based practice，提出以改善小華的行走功能表現為目標的訓練計劃，並說明你所依據的 evidence base。(12%)

試題隨卷繳回