

輔助溝通系統結合繪本教學應用於學前重度障礙幼兒之探討

Effects of an Intervention of Picture Books Teaching Combined with
Provision of Augmentative and Alternative Communication (AAC) System for
Young Children with Severe Disabilities

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臺灣目前已有 AAC 介入溝通障礙需求學童之研究，也有許多紙本繪本或電子繪本應用於身心障礙幼兒語言學習的相關研究，但尚無以 AAC 結合繪本閱讀活動應用在學前重度多重障礙幼兒上。研究者目前任教於學前特教班，班上有多位重度障礙且無口語發展之幼兒，而高科技輔具的語音輸出設備能提升重度障礙幼兒的溝通動機，繪本的特色又能吸引幼兒學習興趣，因此本研究乃發想以高科技輔助溝通系統結合多媒體繪本的教學，提升重度障礙幼兒在繪本共讀中的學習參與表現。

具體而言，本研究目的主要在探討學前特教班之重度障礙幼兒，在輔助溝通系統結合繪本教學中的參與歷程變化表現，以及教師在教學中所扮演的角色。本研究採用個案研究設計，透過教學錄影、訪談、紀錄以及其他相關資料的整理分析，深入探究兩名就讀集中式學前特教班之重度障礙幼兒的學習歷程變化。

在研究準備階段確定個案起點基本能力，於研究場域進行輔助溝通系統結合繪本教學介入方案。本研究進行每週進行 2 次，每次約 30 分鐘，為期 8 週的教學介入，介入過程中以研究者自編之「學習紀錄表」記錄個案參與表現，觀察個案在活動參與的變化以及蒐集個案的行為反應，針對教學介入做教師教學紀錄與

省思，並固定與家長透過面談、電子郵件通信。

研究結果顯示在輔助溝通系統結合繪本教學中運用教師提示策略，兩名個案深受電子繪本呈現的畫面、音效以及溝通板的語音輸出系統所吸引，在參與行為（表情、聲音、動作）及同儕互動都有明顯的變化，兩位個案也都能運用輔助溝通系統來參與繪本活動。

透過本研究之研究結果可知輔助溝通系統結合繪本教學對學前重度障礙幼兒有正面的影響，其影響包括：提升學前重度障礙幼兒參與學習活動的興趣、有助學前重度障礙幼兒社會互動的發展以及教師必須在教學過程中調整提示策略，並對教學歷程自省。

根據研究發現，本研究提出包含了繪本的挑選、教學活動的安排、輔助溝通系統的應用等相關具體建議給教師、家長及未來研究者。茲說明如下：

1. 挑選繪本時宜從重複性高的繪本開始共讀。
2. 設計與繪本相關的遊戲活動，並將語音輸出結合擬聲音效來進行教學。
3. 可嘗試運用繪本教學結合輔助溝通系統提升障礙幼兒的閱讀理解能力。
4. 讓家長參與研究教學介入，並將活動延伸至家中，記錄家長在家中與幼兒利用輔助溝通系統共讀的狀況。

關鍵字：重度障礙幼兒、輔助溝通系統、繪本教學

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Abstract

The purpose of this study was to examine the effects of an intervention of picture books teaching combined with provision of augmentative and alternative communication (AAC) system on the learning of vocabulary and participation of shared reading activities of young children with severe disabilities in pre-school, special education classes.

The research method used in the current study was a case study. Two pre-school children with severe disabilities participated in this study. Through the analyses of teaching videos, interviews, teacher-made vocabulary comprehension tests, and other related materials, the participants' performances in learning vocabulary and the responses or participation in the intervention were recorded and analyzed.

Overall, the results of the study are shown as below:

1. Intervention of picture books teaching combined with provision of augmentative and alternative communication (AAC) system yielded a positive effects on preschool children with severe disabilities. The effects included:
 - (1) Promoting motivation and active participation in learning activities.
 - (2) Increasing the vocabulary comprehension skills.
2. When teachers provided appropriate scaffolding, strategies and accommodations within the teaching process, preschool children with severe disabilities were able to participate in shared reading activities.

Key words : preschool children with severe disabilities, augmentative and alternative communication, AAC, picture books teaching