

對話本位對使用低科技輔助溝通系統的多重障礙學生之溝通成效

Effects of a Conversation-Based Intervention on the Communication Behavior of a Student with Multiple Disabilities Who Uses Low-Tech Augmentative and Alternative Communication

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國內目前有許多透過低科技輔助溝通系統幫助重度或多重障礙學童表達需求的相關研究，但目前尚無研究探討多重障礙學生使用低科技輔助溝通系統在對話上之研究。研究者目前任教的班級中，有位多重障礙學生，能簡單說出幾個字，但尚無法使用高科技方面的溝通輔具。有鑑於低科技輔助溝通系統符號簡單易懂且操作方便，可透過對話的過程，教導個案正確的句型及詞彙來與人溝通，因此研究者乃發想將低科技輔助溝通系統中簡單易懂的圖卡依據主題組合成溝通簿，結合對話本位的教學，提升多重障礙兒童的溝通成效。

具體而言，本研究目的主要在探討對話本位介入對使用低科技輔助溝通系統的多重障礙學生的溝通成效。本研究採個案研究設計，透過教學影片、訪談以及相關資料進行整理與分析，以了解對話本位介入對使用低科技輔助溝通系統多重障礙兒童之溝通影響的過程。

本研究進行為期 10 週的教學介入，每週兩次，每次 40 分鐘。教學內容依據個案在學校參與事件，進行主題式的對話內容編輯，每個對話主題進行兩次教學。介入期間，研究者與一位共同觀察者利用「自編對話觀察紀錄表」記錄個案使用低科技輔助溝通系統的對話能力變化，並進行資料分析與教學省思，來修正研究。

研究結果顯示對話本位搭配低科技輔具溝通系統的介入教學，可提升多重障礙兒童的溝通能力。個案學會簡單句型的運用後，對話者能了解個案表達的內容，而提升個案溝通動機，且個案可從溝通簿「問句」與「答句」區塊中的視覺提示，修正自己表達有誤的地方，且個案的詞彙量有增加。

研究結果顯示對話本位搭配低科技輔具溝通系統的介入教學對個案有正面的影響，包含：主動性，在介入前個案屬被動的回應對話者，介入初期個案漸能主動回

應對話，到介入中期可主動延續交談。輪替次數方面，在介入前個案的提問與對話內容無關，到介入中期個案可與對話者維持在同一話題進行對話，到介入後期，與人對話的輪替次數增加至兩輪的對話。

本研究依據結果提出下列建議：

1. 對話本位的教學可結合不同的策略，教導學生的對話學習。
2. 與個案一同使用低科技輔助溝通系統進行對話，提升個案在句型以及對話技巧的能力。
3. 選擇簡單易懂的詞彙呈現方式，且日常生活中使用性較高的詞彙進行教學。
4. 與家長保持良好的聯繫，以協助觀察學生的溝通改變。

關鍵字：多重障礙兒童、對話本位、低科技輔助溝通系統、溝通成效

Effects of a Conversation-Based Intervention on the Communication Behavior of a Student with Multiple Disabilities Who Uses Low-Tech Augmentative and Alternative Communication

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There were many researches in Taiwan that related the students with severe or multiple disabilities to express their needs through low-tech augmentative and alternative communication system. However, there was no research to explore the use of low-tech augmentative and alternative communication system in conversation system. Among the classes that the researcher was teaching, there was a student with multiple disabilities who could say a few words, but he was still unable to use high-tech augmentative and alternative communication system. In view of the fact that low-tech augmentative and alternative communication system was simple and easy to use; therefor, we could teach the correct sentence patterns and vocabulary through the process of conversation. So, the researcher tried to combine a communication book based on the theme of low-tech augmentative and alternative communication system with conversation-based intervention, to improve the communication effectiveness of a student with multiple disabilities.

Specifically, the purpose of this study was to explore the use of conversation-based intervention on the communication effectiveness of a student with multiple disabilities who used low-tech augmentative and alternative communication system. A case study design was used in this study. Data were collected from the videos of teaching, the interviews with participants' teacher, and other related documents. All the data was analyzed for deciding the effects of a conversation-based intervention on the communication skills of the participant.

Intervention was provided at 40 minutes lesson and a rate of twice a week for 10 weeks. Each conversation topic was taught twice. The conversation topics were edited from the student participated events in the school. During the intervention period, data

were collected from the videos of teaching, the interviews with participants' teacher, and other related documents. All the data was analyzed for deciding the effects of a conversation-based intervention on the communication skills of the participant.

The conversation-based intervention applied to a student with multiple disabilities who used low-tech augmentative and alternative communication improved his communication behavior. After the case learned the use of simple sentence patterns, the interlocutor could understand the content of the case and enhanced his motivation of communication. The case could correct the mistake from the visual cues in the "question" and "answer" blocks of the communication book during conversation and increase the vocabulary.

The conversation-based intervention applied to a student with multiple disabilities who used low-tech augmentative and alternative communication evidenced positive effect on his communication behavior, including : initiative. Before the intervention, student responded passively to the interlocutor. In the early stage of the teaching intervention, student responded to the dialogue actively, and even in the middle of the teaching intervention, student could continue the conversation. In turn way, before the teaching intervention, student ask an unrelated question in conversation. In the middle of the teaching intervention, student could maintain the same topic with interlocutor. In the later of the teaching intervention, the turn of conversation was increased to two turns.

This study proposes the following recommendations based on the results:

1. Conversation-based intervention can be combined with different strategies to teach student the conversation.
2. We can use the low-tech assisted communication system to conversation with the case to enhance the ability of the case in sentence patterns and communication skills.
3. Choosing easy-to-understand vocabulary presentations and using highly vocabulary in everyday life to teach.
4. Maintaining good contact with parents to help observe student communication changes.

Key words: student with multiple disabilities, conversation-based, low-tech augmentative and alternative communication, communication effectiveness