**臺東縣114學年度學習障礙鑑定結果摘要表-依智障鑑定流程**

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| **壹、個案背景資料** | | | | | | | | | | |
| **一、基本資料** | | | | | | | | | | |
| 學生姓名 |  | 性別 | | □男 □女 | | | | | | |
| 身分證字號 |  | 出生日期 | | 年 月 日 | | | | | | |
| 就讀學校 |  | 目前安置 | | □普通班 □資源班 □特教班  □不分類巡迴輔導班  □其他： | | | | | | |
| 族群別 | □原住民（族別： 　　 ） □父或□母為外籍（國籍：　　　）　□其他： | | | | | | | | | |
| **二、家庭狀況** | | | | | | | | | | |
| 家庭結構、成員背景（如學經歷、職業）、使用語言、生活作息狀況、家庭環境、經濟狀況；家庭對個案的支持等資訊（如安排的治療或訓練、主要照顧者、家庭互動關係、教養態度方式）；對個案的規劃與期待；個人家庭生活需求、家庭在個案生活照顧及學習支持上的需求；個案手足的課業表現… | | | | | | | | | | |
| **三、生長發展史及醫療健康史** | | | | | | | | | | |
| 個案出生狀況、生長發展狀況以及目前對學習生活適應有嚴重影響之疾病診斷、治療復健情形及影響；醫院的專業診斷和治療，伴隨症狀或疾病、服用藥物與效果、目前使用輔具情形、有無家族病史、其他特殊狀況… | | | | | | | | | | |
| **四、教育史** | | | | | | | | | | |
| 說明個案曾接受之早期療育、正式教育（學前教育、普通教育）及非正式教育（補習、家教）的場域、時間、策略、方法、成效等，以及個案是否曾接受特殊教育及接受服務的內容（課程、節數、持續時間），或曾改變教育安置之記錄與原因… | | | | | | | | | | |
| **五、在校表現 （請提供113學年度上學期或113學年度下學期定期評量成績）** | | | | | | | | | | |
| 在校人際表現、師生相處狀況、擅長科目或能力、特別困難的學科；曾有拒學、輟學或中輟情形（何時、持續多久、現況）；學習意願、作業繳交情況；能否遵守班規… | | | 科目 | | 國語文 | | | 數學 | | |
| 評量時間 | | 一 | 二 | 三 | 一 | 二 | 三 |
| 考試成績 | |  |  |  |  |  |  |
| 全班平均 | |  |  |  |  |  |  |
| 全班人數 | |  |  |  |  |  |  |
| 班排名 | |  |  |  |  |  |  |
| **六、轉介原因簡述** | | | | | | | | | | |
| 學習的主要困難、出現學習低落狀況的時間、學生現況能力重點摘要… | | | | | | | | | | |

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| **貳、測驗評量結果摘要** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **一、基本學校技能表現相關測驗** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 項目 | | 測驗名稱 | | | | | | | | | | | | | | | 原始分數 | | | | | | | | | | **百分等級、量表分數或切截** | | | | | | | | | | | | | | | | | | | 施測日期 | | | | | |
| **全國常模** | | | | | | | | | | **花東常模** | | | | | | | | |
| 團測 | | 國字測驗A | | | | | | | | | | | | | | | 識字量估計： 字 | | | | | | | | | | PR= | | | | | | | | | | PR= | | | | | | | | |  | | | | | |
| 國民中學閱讀推理測驗 | | | | | | | | | | | | | | |  | | | | | | | | | | □通過切截  □未過切截 | | | | | | | | | | □通過切截  □未過切截 | | | | | | | | |  | | | | | |
| 個測 | | 常見字流暢性B | | | | | | | | | | | | | | | 正確性： 字（音詞皆對） | | | | | | | | | | PR=＜  量表分數=＜ | | | | | | | | | | PR=＜  量表分數=＜ | | | | | | | | |  | | | | | |
| 流暢性： 字/分 | | | | | | | | | | PR=＜ | | | | | | | | | | PR=＜ | | | | | | | | |  | | | | | |
| （其他測驗，自行新增） | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | |  | | | | | |
| （其他測驗，自行新增） | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | |  | | | | | |
| 基本數學核心能力測驗G2 | 核心  因素 | | 數感 | | | | | | | | | | | | | | | | | | | 計算 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 核心  能力 | | 數字概念 | | | | | | | | | | | | | | | | | | | 簡單計算 | | | | | | | | | | | | | | | | 複雜計算 | | | | | | | | | | | | | |
| 分測驗(題數) | | 認識數字 | | | | | | | | | | | | | | | | | | | 算算看 | | | | | | | | | | | | | | | | 算算看 | | | | | | | | | | | | | |
| 一  (7題) | | | | | | | 二  (11題) | | | | | 三  (5題) | | | | | 四  (6題) | | 一-1  (8題) | | | 一-2  (8題) | | | | 一-3  (8題) | | | | 一-4  (8題) | | | | | 二-1  (7題) | | | | | 二-2  (7題) | | | | | | 二-3  (8題) | | |
| 答對  題數 | |  | | | | | | |  | | | | |  | | | | |  | |  | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | | |  | | |
| 通過率\* | | \_\_\_\_\_÷29=\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | \_\_\_\_\_÷32=\_\_\_\_\_ | | | | | | | | | | | | | | | | \_\_\_\_\_÷22=\_\_\_\_\_ | | | | | | | | | | | | | |
| 百分  等級 | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| 通過率  切截點 | | 0.52(15題) | | | | | | | | | | | | | | | | | | | 0.85(27題) | | | | | | | | | | | | | | | | 0.69(15題) | | | | | | | | | | | | | |
| 基本數學核心能力測驗  G34 | 核心  因素 | | 數感 | | | | | | | | | | | | | | | | | | | 計算 | | | | | | | | | | | | | | | | | | | | | | | | 應用 | | | | | |
| 核心  能力 | | 數字概念 | | | | | | | | | | | | | | | | | | | 簡單計算 | | | | | | | | | | | 複雜計算 | | | | | | | | | | | | |
| 分測驗(題數) | | 認識數字 | | | | | | | | | | | | | | | | | | | 算算看 | | | | | | | | | | | 算算看 | | | | | | | | | | | | | 應用題  (7題) | | | | | |
| 一  (9題) | | | | | | | 二  (9題) | | | | | 三  (7題) | | | | | 四  (6題) | | 一-1  (8題) | | | 一-2  (8題) | | | | 一-3  (10題) | | | | 二-1  (8題) | | | | | 二-2  (8題) | | | | 二-3  (8題) | | | |
| 答對  題數 | |  | | | | | | |  | | | | |  | | | | |  | |  | | |  | | | |  | | | |  | | | | |  | | | |  | | | |  | | | | | |
| 通過率\* | | \_\_\_\_\_÷31=\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | \_\_\_\_\_÷26=\_\_\_\_\_ | | | | | | | | | | | \_\_\_\_\_÷24=\_\_\_\_\_ | | | | | | | | | | | | | \_\_\_÷7=\_\_\_ | | | | | |
| 百分  等級 | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | |  | | | | | | | | | | | | |  | | | | | |
| 通過率  切截點 | | G3 | | | | | | 0.68(21題) | | | | | | | | | | | | | 0.89(23題) | | | | | | | | | | | 0.55(13題) | | | | | | | | | | | | | 0.43(3題) | | | | | |
| G4 | | | | | | 0.75(23題) | | | | | | | | | | | | | 0.94(24題) | | | | | | | | | | | 0.80(19題) | | | | | | | | | | | | | 0.58(4題) | | | | | |
| 基本數學核心能力測驗G56 | 核心  因素 | | 數感 | | | | | | | | | | | | | | | | | | | 計算 | | | | | | | | | | | | | | | | | | | | | | | | 應用 | | | | | |
| 核心  能力 | | 數字概念 | | | | | | | | | | | | | | 估算 | | | | | 簡單計算 | | | | | | | | | | | 複雜計算 | | | | | | | | | | | | |
| 分測驗(題數) | | 認識數字 | | | | | | | | | | | | | | 選選看  (8題) | | | | | 算算看 | | | | | | | | | | | 算算看 | | | | | | | | | | | | | 應用題  (8題) | | | | | |
| 一  (10題) | | | | | 二  (9題) | | | | | | 三  (6題) | | | 一-1  (8題) | | | 一-2  (10題) | | | | 一-3  (8題) | | | | 二-1  (8題) | | | | | 二-2  (8題) | | | | 二-3  (8題) | | | |
| 答對  題數 | |  | | | | |  | | | | | |  | | |  | | | | |  | | |  | | | |  | | | |  | | | | |  | | | |  | | | |  | | | | | |
| 通過率\* | | \_\_\_\_\_÷25=\_\_\_\_\_ | | | | | | | | | | | | | | \_\_\_÷8=\_\_\_ | | | | | \_\_\_\_\_÷26=\_\_\_\_\_ | | | | | | | | | | | \_\_\_\_\_÷24=\_\_\_\_\_ | | | | | | | | | | | | | \_\_\_÷8=\_\_\_ | | | | | |
| 百分  等級 | |  | | | | | | | | | | | | | |  | | | | |  | | | | | | | | | | |  | | | | | | | | | | | | |  | | | | | |
| 通過率  切截點 | | 0.68(17題) | | | | | | | | | | | | | | 0.50(4題) | | | | | 0.93(24題) | | | | | | | | | | | 0.80(19題) | | | | | | | | | | | | | 0.50(4題) | | | | | |
| 二年級基本數學概念評量 | 分測驗 | | | | | 全部題數 | | | | | | 做完題數 | | | 答對題數 | | | 答對/全部  百分率 | | | | 對照常模 | | | | | | | | | | | | 答對/做完  百分率 | | | | | | | | | | | | | | 對照常模 | | | |
| 高中低 | | | | | | | | | | | | 高中低 | | | |
| 比較大小  (圈大) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 比較大小  (圈小) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 不進位加法  (結果2-9) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 進位加法  (結果0-18) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 不借位減法  (結果8-1) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 借位減法  (十位數為1) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 借位減法  (十位數為2) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 借位減法  (十位數為6) | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 九九乘法 | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 橫式運算  填空題 | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| 三則運算  選擇題 | | | | |  | | | | | |  | | |  | | |  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | | |
| **二、認知能力相關測驗** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **魏氏兒童智力量表第五版（備註：請檢附答案紙封面影印本）** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 分測驗 | 類同 | 詞彙 | | 常識 | | | 理解 | | | | 圖形設計 | | 視覺拼圖 | | 矩陣推理 | 圖形等重 | | | | 圖畫概念 | 算術 | 記憶廣度 | 圖畫廣度 | | | 數字序列 | | 符號替代 | | | 符號  尋找 | 刪除動物 | | | | 分測驗組合 | | | 全量表 | 語文理解 | | | | 視覺空間 | | | 流體推理 | | | 工作記憶 | 處理速度 |
| 量表分數 |  |  | |  | | |  | | | |  | |  | |  |  | | | |  |  |  |  | | |  | |  | | |  |  | | | | 組合分數 | | |  |  | | | |  | | |  | | |  |  |
| 百分  等級 | | |  |  | | | |  | | |  | | |  |  |
| 結果解釋 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **三、社會適應表現檢核表第二版** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 一般學生組常模 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 向度 | | 生活自理 | | | | | | | | | | | | | 動作與  行動能力 | | | | | | | 語言與溝通 | | | | | | | | 社會人際與  情緒行為 | | | | | | | | | | | 學科(領域)  學習表現 | | | | | | | | | | |
| 分量表 | | 飲食 | | | 穿著 | | | | | | | 衛生安全 | | | 動作 | | | | 行為 | | | 語言 | | 溝通 | | | | | | 社會  人際 | | | | | 情緒  行為 | | | | | | 語文 | | | | 數學 | | | | | 綜合  應用 | |
| 原始  分數 | |  | | |  | | | | | | |  | | |  | | | |  | | |  | |  | | | | | |  | | | | |  | | | | | |  | | | |  | | | | |  | |
| 量表  分數 | |  | | |  | | | | | | |  | | |  | | | |  | | |  | |  | | | | | |  | | | | |  | | | | | |  | | | |  | | | | |  | |
| 標準分數 | |  | | | | | | | | | | | | |  | | | | | | |  | | | | | | | |  | | | | | | | | | | |  | | | | | | | | | | |
| 百分  等級 | |  | | | | | | | | | | | | |  | | | | | | |  | | | | | | | |  | | | | | | | | | | |  | | | | | | | | | | |
| 智能障礙學生組常模 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 向度 | | 生活自理 | | | | | | | | | | | | | 動作與  行動能力 | | | | | | | 語言與溝通 | | | | | | | | 社會人際與  情緒行為 | | | | | | | | | | | 學科(領域)  學習表現 | | | | | | | | | | |
| 分量表 | | 飲食 | | | 穿著 | | | | | | | 衛生安全 | | | 動作 | | | | | 行為 | | 語言 | | 溝通 | | | | | | 社會  人際 | | | | | 情緒  行為 | | | | | | 語文 | | | | 數學 | | | | | 綜合  應用 | |
| 原始  分數 | |  | | |  | | | | | | |  | | |  | | | | |  | |  | |  | | | | | |  | | | | |  | | | | | |  | | | |  | | | | |  | |
| 量表  分數 | |  | | |  | | | | | | |  | | |  | | | | |  | |  | |  | | | | | |  | | | | |  | | | | | |  | | | |  | | | | |  | |
| 量表分數平均數 | |  | | | | | | | | | | | | |  | | | | | | |  | | | | | | | |  | | | | | | | | | | |  | | | | | | | | | | |
| **四、心評教師施測其他觀察紀錄** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **參、綜合研判**依據：[特殊教育學生及幼兒鑑定辦法](https://edu.law.moe.gov.tw/LawContent.aspx?id=FL009187)(民國113年04月29日修正) | |
| **鑑定原則** | **研判描述** |
| 心智功能明顯低下或個別智力測驗結果未達平均數負二個標準差。 | ***評量結果***（說明評量工具或方式及其結果）：  ***研判：*** |
| 學生在生活自理、動作與行動能力、語言與溝通、社會人際與情緒行為等任一向度及學科（領域）學習之表現較同年齡者有顯著困難情形。 |  |

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| **肆、評估教師初判意見■** | | | | | | |
| **一、特殊教育資格研判** | | | | | | |
| □確認智能障礙 | | 說明：（依鑑定基準綜合心評所得簡述研判結果）  一、心智功能明顯低下或個別智力測驗結果未達平均數負二個標準差。  二、學生在生活自理、動作與行動能力、語言與溝通、社會人際與情緒行為等任一向度及學科（領域）學習之表現較同年齡者有顯著困難情形。 | | | | |
| □疑似智能障礙 | | □經評量發現學生目前有學習/生活/適應困難，但仍有相關問題**待釐清**  說明： | | | | |
| 待釐清項目：  □生活/適應困難 □受其他障礙或疾患影響 □其他： | | | | |
| □其他  □非特殊教育需求學生  □建議循( )障礙  流程鑑定 | | 說明： | | | | |
| **二、就學輔導建議** | | | | | | |
| **教育安置** | 安置學校 | | 國小/國中 | | | |
| 安置班別 | | □普通班 □分散式資源班 □集中式特教班  □普通班接受特教服務 □不分類巡迴輔導班 | | | |
| 建議安置理由 | | 說明： | | | |
| **相關支持服務** | **類別** | | **建議項目** | | | **說明** |
| 人力資源協助 | | □無此需求 | | |  |
| □教師助理員 □酌減人數 人 □志工  □其他 | | |
| 相關專業服務 | | □無此需求 | | |  |
| □物理治療 □職能治療 □語言治療 □心理治療  □聽能管理 □定向行動　□社會工作  □其他： | | |
| 教育及運動輔具服務 | | □無此需求 | | |  |
| □視覺輔具(□擴視機 □盲用電腦 □大字書 □其他：)  □聽覺輔具(□調頻助聽器 □人工耳蝸 □其他：)  □行動移位與擺位輔具 □閱讀與書寫輔具  □溝通輔具 □電腦輔具  □運動輔具(□體育活動用 □調整運動設施  □調整運動設備及器材)  □其他輔具：  註：有勾選者請註明輔具內容 | | |
| 適性教材服務 | | □無此需求 | | |  |
| □點字 □放大字體 □有聲書籍 □觸覺式學習教材  □色彩強化 □手語 □影音加註文字 □數位及相關軟體 □其他： | | |
| 考試評量服務 | | □無此需求 | | |  |
| □調整考試時間 | | □提早入場  □延長作答時間＿＿＿分鐘 |
| □無障礙試場 | | □無障礙環境  □設有昇降設備之試場  □地面樓層 |
| □提醒服務 | | □視覺提醒作答  □板書注意事項說明  □聽覺提醒作答 □手語翻譯 |
| □提供特殊試場 | | □單人試場  □設有空調設備試場  □少數人試場 |
| □輔具服務 | | □擴視機　 □放大鏡  □點字機　 □盲用算盤  □盲用電腦 □印表機  □檯燈 　 □特殊桌椅  □其他 |
| □試題(卷)調整服務 | | □試題與考生之適配性、題數或比例計分  □放大試卷　□點字試卷  □電子試題 □有聲試題  □觸摸圖形試題  □提供試卷並報讀 |
| □作答方式調整服務 | | □電腦輸入法作答  □盲用電腦作答  □放大答案卡（卷）  □電腦打字代謄  □口語（錄音）作答  □代謄答案卡 |
| 無障礙環境調整 | | □無此需求 | | |  |
| □安排適當座位 □教室近廁所或無障礙廁所  □適當教室位置  □其他： | | |
| 行政支援 | | □無此需求 | | |  |
| □區塊排課□課後照顧□補救教學□調整到校時間  □出缺勤管理  □獎學金/助學金申請□其他： | | |
| 適應體育服務 | | 一般體育課程或活動 | □無需調整(以下免填) | |  |
| □需調整  調整活動為：  □體能活動 □球類活動 □遊戲 □其他  調整方式：  □簡化 □減量 □分解 □替代 □重整 | |
| □專為特殊需求生設計之適應體育或活動  □適應體育(如：地板滾球、輪椅籃球，請說明： )  □其他 | |
| 一般休閒運動或活動 | □無需調整(以下免填)  □目前無此需求(以下免填) | |  |
| □需調整  調整活動為：  □一般運動社團(如：桌球、籃球，請說明： )  □運動觀賞及相關活動  調整方式：  □簡化 □減量 □分解 □替代 □重整 | |
| □專為特殊需求生設計之適應體育或活動  □地板滾球 □樂樂棒 □輪椅飛盤  □其他： | |
| 其他支持服務 | | □無此需求  □建議安排：  說明： | | |  |
| **三、教學重點及輔導策略建議** | | | | | | |
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註：簽名欄需親筆簽名

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| --- | --- | --- | --- |
| 評估教師簽名 |  | 報告完成日期 |  |
| 服務學校 |  | 聯絡電話 |  |
| 研判教師簽名 |  | | |
| 研判意見 |  | | |