

科技部人文社會科學研究中心
補助科技部跨領域研究計畫之前置規劃案結案報告

中心專案計畫名稱

幼兒執行功能之介入以及專業人員之培訓:

從認知心理學至教學實務的轉譯與應用

規劃案編號：MOST 107-2420-H-002-007-MY3- PA10806

規劃案執行期間：108 年 10 月 1 日至 109 年 03 月 31 日

執行機構及系所：中原大學特殊教育系

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中 華 民 國 109 年 4 月 30 日

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摘要

本計畫以學齡前幼兒執行功能的介入為主軸，共發展出橫跨教育、心理、和語言等領域的四個子計畫，包含幼兒執行功能與語言發展的介入成效、特殊教育師資培訓方案的發展歷程、臨床心理專業人員的應用，以及敘事介入融入課程的成效探討等主題。

子計畫一和子計畫二為介入研究，主要的研究目的為探討如何培訓專業人員運用具實證基礎的介入課程來促進幼兒的執行功能。**子計畫一**欲採取課程行動研究的方法來瞭解能有效訓練師資生運用「關鍵能力小幫手」課程促進幼兒執行功能的培訓方案。**子計畫二**旨在將「關鍵能力小幫手」課程納入研究者開設之父母諮詢與兒童心理治療課程，作為「實徵基礎服務方案知識/範例、策略、執行」核心能力訓練一部分。

子計畫三則為成效追蹤研究，探討兒童在介入前後語言能力是否有所變化且是否與執行功能的變化有關。此外，透過觀察並比較一般發展學前兒童與語言發展遲緩兒童在與主要照顧者互動過程，了解家長和兒童的語言使用以及家長回應能力和兒童執行功能作業之間的關係，以及家長的回應能力是否與執行功能的介入成效有關。

子計畫四則將針對語言遲緩兒童的敘事缺陷，導入支持工作記憶的方式，以提升兒童敘事架構為目標進一步融入介入的課程。本計畫將比較典型發展組及和發展遲緩組，兩組間以及組內的介入前、後故事架構之完整性是否有顯著的差異。

執行此計畫過程中，所有計畫成員定期參與每月的共同會議。此外，各子計畫主持人也會依子計劃的需要召開小型的諮詢會議，收集更廣泛的資訊或就計畫具體的議題邀請其他主持人及相關的專家學者或實務工作者出席提供諮詢。半年來所召開之共同及諮詢會議討論逾 20 場。綜合討論結果，我們認同 EF 的研究領域應從更寬廣的生態觀點採取變革，即更明確和更準確地專注於在種族和經濟不平等的背景下的 EF 和自我調節。而在前置計畫結束之後，本團隊也將持續針對此思維的轉移討論後續的研究設計和實務推廣。

中關鍵詞：執行功能、心靈幫手、敘事介入、語言遲緩

ABSTRACT

This project focuses on the intervention of preschoolers' executive functions, and has developed four sub-projects across the fields of education, psychology, and language. Topics such as the development process, the application of clinical psychologists, and the effectiveness of narrative interventions in the curriculum.

Subproject 1 and subproject 2 are intervention studies. The main purpose of the study is to explore how to train professionals to use empirical based intervention to promote children's executive function. Subproject 1 takes the action research method to understand the training program that can effectively train teachers and students to use the "Core Competence Helper" curriculum to promote children's executive function. Subproject 2 aims to incorporate the "Core Competence Helper" into the parental counseling and children's psychotherapy courses offered by the researcher as part of the core competency training on "Evidence-based Basic Service Program Knowledge / Examples, Strategies, and Implementation".

Subproject 3 is a follow-up study on effectiveness, to explore whether children's language ability changes before and after intervention and whether it is related to changes in executive function. In addition, by observing and comparing the process of interaction between the development of preschool children and children with language delays and their main caregivers, we can understand the relationship between parents and children's language use, parents' responsiveness and children's functional tasks, and whether parents' responsiveness is related to the effectiveness of the intervention.

Sub-project 4 will target narrative deficiencies in children with language delays, and introduce a way to support working memory, with the goal of improving children's narrative structure of the intervention curriculum. This plan will compare the typical development group and the developmental delay group, whether there is a significant difference in the integrity of the story structure between the two groups and before and after the intervention as well.

During the implementation of this project, all group members regularly participate in monthly joint meetings. In addition, the host of each sub-project will also hold a small consultation meeting according to the needs of the sub-project to collect more extensive information or invite other hosts, related experts, scholars or practical workers to provide consultation on specific topics of the project. There have been more than 20 joint and consultation meetings held in the past six months. Based

on the results of extensive discussion, we agree that the research field of EF should transform from a broader ecological perspective, that is, to focus more clearly and accurately on EF and self-regulation in the context of racial and economic inequality. After this pre-planning project is over, the team will continue to discuss the follow-up research design and practice promotion for this shift of thinking.

Keywords: Executive functions, language delays, narrative intervention, Tools of the mind

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