

國立成功大學

112學年度碩士班招生考試試題

編 號：302

系 所：職能治療學系

科 目：臨床兒童職能治療學

日 期：0207

節 次：第 3 節

備 註：不可使用計算機

※ 考生請注意：本試題不可使用計算機。請於答案卷(卡)作答，於本試題紙上作答者，不予計分。

一、請在閱讀下列摘要後，根據本摘要的內容，以中文回答下列問題（請勿以英文回答）：（15%）

- (1) 請說明本研究的目的。
- (2) 請列點說明本研究的結果。
- (3) 請為本研究簡要地寫出其主要的結論。

Relationship between screen-time and hand function, play and sensory processing in children without disabilities aged 4-7 years: A exploratory study

Introduction: Screen-time has become a regular occupation for young children at home and school, with little evidence of its impact on children's developmental skills. This study explored the association between children's screen-time, fine motor, in-hand manipulation (IHM), visual-motor integration (VMI), sensory processing (SP) and parent-reported play skills.

Method: The fine motor, IHM, VMI, SP and play skills of a sample of 25 Australian children without disabilities (M age = 6.2 years, SD = 1.03; 64% girls) were assessed using the Bruininks-Oseretsky Test of Motor Proficiency-Second Edition, Test of In-Hand Manipulation-Revised, Berry Buktenica Developmental Test of Visual-Motor Integration Sixth Edition, Sensory Processing Measure-Home Form and Pretend Play Enjoyment Developmental Checklist (PPEDC). Parents completed a week-long log of their child's screen-time. Spearman's rho correlations and linear regressions with bootstrapping were used for data analysis.

Results: Statistically significant moderate level negative correlations were found between Total Screen-Time (TST) and VMI skills ($r = -.67, p < .01$); Interactive Screen-Time and IHM abilities ($r = -.46, p < .05$) and TST and bilateral coordination skills ($r = -.42, p < .05$). There were significant negative correlations between SP ability and both TST ($r = -.53, p < .01$) and Watching Screen-Time ($r = -.66, p < .01$). When the PPEDC Object Substitution variable was entered into a regression model as a co-variate of hand function, it appeared to lessen the impact of TST as an independent predictor variable of children's VMI and bilateral coordination skills ($p < .23$ and $p < .61$).

(出處：Aust Occup Ther J.. 2020 Aug;67(4):297-308. Paula Dadson, Ted Brown, Karen Stagnitti)

二、臨床兒童在家庭、學校、治療室等都常容易出現行為問題。請說明 5 項事先預防之策略，以減少兒童問題行為的發生。（15%）

三、兒童視知覺功能與其生活或學校表現有著密切之關係。請說明 4 項視知覺面向之意涵，並闡述這些面向的缺失將如何影響兒童生活或學校功能之表現。(20%)

四、請描述下列理論的內容，並舉例說明其在特定臨床兒童族群之應用。(30%)

- (1) Als's synactive theory 在新生兒加護病房早產兒之應用
- (2) Acquisitional/motor learning theory 在寫字易讀性差學童之應用

五、請就下列兩項發展功能，各分別舉出和說明 4 項臨床介入策略以期改善自閉症類群障礙症兒童在這兩項功能的表現。(20%)

- (1) 動作技巧/動作運用 (motor skills/praxis)
- (2) 遊戲行為/概念運用 (play/ ideational praxis)