**花蓮縣學前教育階段疑似智能障礙學生鑑定報告書**

113學年度

**個案編號： 心評人員： 填表日期： 年 月 日**

**一、基本資料：**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 學生姓名 | |  | 學校 |  | | 班 級 | |  |
| 性別 | | □男 □女 | 生日 |  | | 實足年齡 | | 歲 月 |
| 家庭社區概況 | 主要照顧者稱謂： | | | | 原住民族：□是 □否 | | 新住民：□是 □否 | |
| 家庭成員及教養態度： | | | | | | | |
| 家庭環境及其他：經濟收入、職業及居住環境 | | | | | | | |
| 生長及醫療史 | 簡述生長及醫療史：各發展階段表現及接受醫療情形 | | | | | | | |
| 用藥紀錄：有無用藥、藥名、服用劑量次數、有無副作用、調整或停藥紀錄 | | | | | | | |
| 教育史 | 學前教育：□無 □有，□普通幼兒園，歷時： □特幼班，歷時： | | | | | | | |
| 特教服務經驗：□無 □有，服務類型： 歷時： | | | | | | | |
| 在校適應情形及輔導：學習適應、生活適應、輔導措施及特殊事件 | | | | | | | |

**二、身心障礙證明與醫療證明：**（請依學校檢附資料填寫，無相關證明者則勾選☑無）

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| --- | --- | --- | --- | --- |
| 身心障礙證明 | 障礙類別ICF： | | | 鑑定日期： 年 月 日 |
| □無 □有 | ICD診斷： | 障礙等級： | | 有效日期： 年 月 日 |
| 醫療證明 | 醫院名稱： | | 開立日期： 年 月 日 | |
| □無 □有  一年內開立者始為有效(以申請鑑定日為計算標準) | 診斷病名： | | | |
| 醫師囑言： | | | |

**三、測驗與質性資料分析：**

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| **智能發展明顯遲緩** | 測  驗  與  評  量 | 魏氏幼兒智力量表  ＊若學生完全無口語，則免施測，改以其他測驗替代（如托尼非語文智力測驗或畢保德圖畫詞彙測驗）並於認知能力現況中說明   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **分測驗** | | | **原始**  **分數** | **量表分數** | | | | | | | | | | **全量表** | | **語文**  **理解** | | **視覺**  **空間** | **流體**  **推理** | **工作**  **記憶** | **處理**  **速度** | | | 圖形設計 | | |  |  | |  | |  |  |  |  | | | 常識 | | |  |  | |  | |  |  |  |  | | | 矩陣推理 | | |  |  | |  | |  |  |  |  | | | 昆蟲尋找 | | |  |  | |  | |  |  |  |  | | | 圖畫記憶 | | |  |  | |  | |  |  |  |  | | | 類同 | | |  |  | |  | |  |  |  |  | | | 圖畫概念 | | |  | ( ) | |  | |  |  |  |  | | | 刪除衣物 | | |  | ( ) | |  | |  |  |  |  | | | 動物園 | | |  | ( ) | |  | |  |  |  |  | | | 物型配置 | | |  | ( ) | |  | |  |  |  |  | | | 詞彙 | | |  | ( ) | |  | |  |  |  |  | | | 動物替代 | | |  | ( ) | |  | |  |  |  |  | | | 理解 | | |  | ( ) | |  | |  |  |  |  | | | 聽詞指圖 | | |  |  | |  | |  |  |  |  | | | 看圖命名 | | |  |  | |  | |  |  |  |  | | | 刪除衣物雜亂排列 | | |  |  | |  | |  |  |  |  | | | 刪除衣物結構排列 | | |  |  | |  | |  |  |  |  | | | 量表分數總計 | | | |  | |  | |  |  |  |  | | |  | | | | **全量表** | | **語文**  **理解** | | **視覺**  **空間** | **流體**  **推理** | **工作**  **記憶** | **處理**  **速度** | | | 組合分數（智商/指數） | | | |  | |  | |  |  |  |  | | | 百分等級 | | | |  | |  | |  |  |  |  | | | 95%信賴區間 | | | |  | |  | |  |  |  |  | | | 施測人員 | |  | | | 施測日期 | | 年 月 日 | | | | | | 測驗結果分析 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ※其他認知與發展測驗結果與分析 | | | | | | | | | | | | | | | | | |
| 測驗名稱 | | 測驗結果 | | | | | | | | | 測驗分析 | | | | | 人員／時間 | |
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| 認知現況評估 | 請說明個案日常生活的認知學習狀況，如：記憶、注意及理解等表現 | | | | | | | | | | | | | | | | | |
| **學習及生活適應能力顯**  **著困難** | 測驗與評量 | **ABAS II 適應行為評量系統-第二版（幼兒版父母/主要照顧者評）** | | | | | | | | | | | | | | | | | |
| **填表者** | |  | | | | | 填表日期 | | | | | 年 月 日 | | | | | |
| 關係 | |  | | | | | 評分者 | | | | |  | | | | | |
| **分量表** | | **原始**  **分數** | | | **量表分數** | | | | | | | | | | | | |
| **一般適應**  **組合** | | | | **概念**  **知能** | | | | **社會**  **知能** | | | **實用**  **技巧** | |
| **溝通** | |  | | |  | | | |  | | | |  | | |  | |
| **社區應用** | |  | | |  | | | |  | | | |  | | |  | |
| **學前功能** | |  | | |  | | | |  | | | |  | | |  | |
| **家庭生活** | |  | | |  | | | |  | | | |  | | |  | |
| **健康與安全** | |  | | |  | | | |  | | | |  | | |  | |
| **休閒** | |  | | |  | | | |  | | | |  | | |  | |
| **自我照顧** | |  | | |  | | | |  | | | |  | | |  | |
| **自我引導** | |  | | |  | | | |  | | | |  | | |  | |
| **社交** | |  | | |  | | | |  | | | |  | | |  | |
| **動作技巧** | |  | | |  | | | |  | | | |  | | |  | |
| **量表分數總分** | | | | |  | | | |  | | | |  | | |  | |
| **組合分數** | | | | |  | | | |  | | | |  | | |  | |
| **百分等級** | | | | |  | | | |  | | | |  | | |  | |
| **95%信賴區間** | | | | |  | | | |  | | | |  | | |  | |
| **ABAS II 適應行為評量系統-第二版（幼兒版教師/日間照顧者評）** | | | | | | | | | | | | | | | | | |
| **填表者** | | |  | | | | | 填表日期 | | | | 年 月 日 | | | | | |
| 關係 | | |  | | | | | 評分者 | | | |  | | | | | |
| **分量表** | | | **原始**  **分數** | | | **量表分數** | | | | | | | | | | | |
| **一般適應**  **組合** | | | **概念**  **知能** | | | | | **社會**  **知能** | | | **實用**  **技巧** |
| **溝通** | | |  | | |  | | |  | | | | |  | | |  |
| **學前功能** | | |  | | |  | | |  | | | | |  | | |  |
| **學校生活** | | |  | | |  | | |  | | | | |  | | |  |
| **健康與安全** | | |  | | |  | | |  | | | | |  | | |  |
| **休閒** | | |  | | |  | | |  | | | | |  | | |  |
| **自我照顧** | | |  | | |  | | |  | | | | |  | | |  |
| **自我引導** | | |  | | |  | | |  | | | | |  | | |  |
| **社交** | | |  | | |  | | |  | | | | |  | | |  |
| **動作技巧** | | |  | | |  | | |  | | | | |  | | |  |
| **量表分數總分** | | | | | |  | | |  | | | | |  | | |  |
| **組合分數** | | | | | |  | | |  | | | | |  | | |  |
| **百分等級** | | | | | |  | | |  | | | | |  | | |  |
| **95%信賴區間** | | | | | |  | | |  | | | | |  | | |  |
| 測驗結果分析 |  | | | | | | | | | | | | | | | | |
| ※其他適應行為量表結果與分析 | | | | | | | | | | | | | | | | | |
| 測驗名稱 | | | | 測驗結果 | | | | | | 測驗分析 | | | | | 人員／時間 | | |
|  | | | |  | | | | | |  | | | | |  | | |
| 學習現況 |  | | | | | | | | | | | | | | | | | |
| 生活自理 |  | | | | | | | | | | | | | | | | | |
| 動作與行動 |  | | | | | | | | | | | | | | | | | |
| 語言與溝通 |  | | | | | | | | | | | | | | | | | |
| 人際與情緒 |  | | | | | | | | | | | | | | | | | |

**四、教育需求評估與支持服務建議：**

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| **項目** | **（一）教育需求評估** 評估沒有困難者，仍應說明其優弱勢能力，說明欄不可空白 |
| **健康狀況**  生理健康、心理健康、疾病等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：疾病： |
| 說明：如有身體病弱或長期服藥應詳細填寫照護注意事項 |
| **感官功能**  視覺、聽覺、觸覺、平衡覺等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：功能異常： |
| 說明：若有限制，應詳細填寫相關醫療診斷結果 |
| **知覺動作**  精細及粗大動作協調、操作、運動機能、社區移動等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：□手眼協調 □粗大動作  □精細動作 □移動 □動作機能 □其他： |
| 說明：若有限制，應詳細填寫相關醫療診斷結果 |
| **生活自理**  飲食、如廁、盥洗、購買、穿脫衣服、上下學等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：□生活自理能力 □個人衛生 □其他： |
| 說明：就學校實際適應情況，描述個案的限制 |
| **認 知**  記憶、理解、推理、注意力等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：□注意力 □記憶 □理解  □推理 □知覺 □知覺動作 □其他： |
| 說明：應以標準化測驗輔助實際觀察結果說明 |
| **溝 通**  口語、文字、動作之表達及語言理解等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：□語言理解 □口語表達  □文字表達 □動作表達 □其他 |
| 說明：應以實際觀察結果舉實例說明 |
| **情緒及社會行為**  人際關係、情緒控制、行為問題、社會適應等 | □沒有困難（仍需說明優弱勢能力）；□有，可能原因：□人際關係 □情緒控制  □行為問題 □活動參與 □其他 |
| 說明：應以實際觀察結果舉實例說明 |
| **項目** | **（二）教學與輔導建議** 請依學生教育需求提出教學、評量與輔導方面的建議 |
| **教學與評量**  多元評量、教學方法與教材內容適性調整等 | 說明： |
| **輔導**  生活適應、社會適應、人際溝通、情緒與行為管理等 | 說明： |
| **項目** | **（三）特殊教育支持服務建議** 學校仍需依照相關規定申請各項特殊教育支持服務 |
| **教師助理人員或特教學生助理人員** | □無此需求；有，□協助行動或生活自理 □協助處理嚴重行為問題 |
| **相關專業**  **服務** | □無此需求；有：□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： |
| **輔具服務** | □無此需求；有：□大字書、點字書或有聲書 □其他輔具： |
| **無障礙環境調整** | □無此需求；有：□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： |
| **轉銜輔導** | □無此需求；有：□升學輔導 □心理輔導 □福利服務 □生活及就業服務  □相關專業服務 □其他： |
| **交通服務** | □無此需求；□有需求。仍需依本縣身心障礙學生無法自行上下學交通服務規定提出申請 |
| **其他支持**  **服務** | □無此需求；有：□視覺障礙學生巡迴輔導 □聽覺障礙學生巡迴輔導  □情緒行為問題專業支援團隊 |

**五、綜合研判與安置建議：**

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| 鑑定基準 | 指個人之智能發展較同年齡者明顯遲緩，且在學習及生活適應能力表現上有顯著困難者。  前項所定智能障礙，其鑑定基準依下列各款規定：  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。 | | |
| **項目** | | | **（一）綜合研判** |
| **基準檢核** | | | **□符合 □不符合 鑑定基準；其他：** |
| **結論** | | | 說明：請依鑑定基準綜合上述資料進行摘要說明 |
| **項目** | | **（二）安置學校及班別建議** | |
| **安置學校** | |  | |
| **安置班別** | | □普通班 □集中式特教班 | |
| **特殊教育**  **服務方式** | | □普通班接受特教服務 □不分類巡迴輔導班 | |