**基隆市104學年度第2學期學生鑑定資料表(智能障礙)**

105-1-14更新

**□第一次提報□再鑑定□轉銜階段□移除特教身份**

|  |  |  |  |
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| 報名表編號 | **－** | 學生姓名 |  |
| 身分證字號 |  | 學生年級 |  |

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| **請具下列文件之一(可複選)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| □有效期限之身心障礙手冊(證明) | | | 身心障礙手冊： ，障礙等級：□輕度 □中度 □重度 □極重度  身心障礙證明：障礙代碼：  ICD診斷：  身心障礙手冊／證明  反面  身心障礙手冊／證明  正面 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| □醫療診斷證明  (附在鑑定資料表後) | | | 醫療診斷  證明 | | | | (具備以下任一項證明)  □檢附 教學醫院等級醫院專科醫師開具的半年內醫療診斷證明  □檢附 兒童發展聯合評估中心有效期內之評估報告 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 診斷結果 | | | | □智能障礙 □發展遲緩  □臨界智能障礙 □其他: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 醫療院所 | | | | | | | | |  | | | | | | | | | | | | | | |
| 診斷時間 | | | | | | | | | 年 月 日 | | | | | | | | | | | | | | |
| 建議及  處方 | | | | 建議: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 醫師是否建議用藥：□否 □是（藥名：\_\_\_\_\_\_\_\_\_\_\_\_\_、劑量：\_\_\_\_\_\_\_\_\_\_\_\_\_）  目前學生服藥情形：□否 □是(□持續服藥中□斷斷續續，原因：\_\_\_\_\_\_\_\_\_\_\_\_） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **學業表現資料(必填)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 目  前  學  業  成  就 | 最近的三次成績 | | | | | 第 次成績考查 | | | | | | | | | | | | | | | | | | | | | | 第 次成績考查 | | | | | | | | | | | | | | | | | | | | 第 次成績考查 | | | | | | | | | | | | |
| 成績  科目 | | | | | 分數 | | | | | | 名次 | | | | | | | | | 全班  總人數 | | | | | | | 分數 | | | | | | | 名次 | | | | | | | 全班  總人數 | | | | | | 分數 | | | | | | 名次 | | | | | 全班  總人數 | |
| 國語 | | | | |  | | | | | |  | | | | | | | | |  | | | | | | |  | | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | |  | |
| 數學 | | | | |  | | | | | |  | | | | | | | | |  | | | | | | |  | | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | |  | |
| 社會 | | | | |  | | | | | |  | | | | | | | | |  | | | | | | |  | | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | |  | |
| 自然 | | | | |  | | | | | |  | | | | | | | | |  | | | | | | |  | | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | |  | |
| 英語 | | | | |  | | | | | |  | | | | | | | | |  | | | | | | |  | | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | |  | |
| **備註:** (請註明考卷是否經過資源班調整、請填寫最接近的三次成績) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 學業表現 | □第一次提報：檢附足以證明學科(領域)學習著注困難相關資料及基本學習能力  □重新鑑定：檢附足以證明學科(領域)學習著注困難相關資料(請註明哪些是普通班成績、哪些是資源班或巡迴輔導班成績)及基本學習能力  □集中式特教班轉銜:檢附個別化教育計畫IEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 行為特徵檢核表  國民中小學學習 | 分測驗名稱 | | | | | | | | | 原始  分數 | | | | | | | | | 換算  PR值 | | | | | | | 切截點  (PR值) | | | | | | 結果 | | | | | | | | | | | | | | | | | | | | | | | | | 施測者  與日期 | | | |
| 注意與記憶（A） | | | | | | | | |  | | | | | | | | |  | | | | | | | 83 | | | | | | □有學習行為問題  （至少一項≧切截分數）  □沒有學習行為問題  （全部<切截分數） | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 理解與表達（B） | | | | | | | | |  | | | | | | | | |  | | | | | | | 81 | | | | | |
| 知動協調 （C） | | | | | | | | |  | | | | | | | | |  | | | | | | | 86 | | | | | |
| 社會適應 （D） | | | | | | | | |  | | | | | | | | |  | | | | | | | 80 | | | | | |
| 情緒表現 （E） | | | | | | | | |  | | | | | | | | |  | | | | | | | 87 | | | | | |
| 全量表 | | | | | | | | |  | | | | | | | | |  | | | | | | | 83 | | | | | |
| **智能評估(若無法施測魏氏兒童智力量表，請說明原因並使用其他替代測驗)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 魏氏兒童智力量表第四版 施測者：【 】施測日期：【 】  (必填或填寫兩年內的施測資料，如無法施測請在以下說明原因) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 分測驗  分數 | | | | 全量表  智商  FSIQ | | | | 語文理解 | | | | | | | | | | | | | | | | | | | 知覺推理 | | | | | | | | | | | | | | | | 工作記憶 | | | | | | | | | | | | 處理速度 | | | | | |
| 類同 | | | | | | 詞彙 | | | 理解 | | | | | | 常識 | | | | 圖形設計 | | | | 圖畫概念 | | | | | 矩陣推理 | | | | 圖畫補充 | | | 記憶廣度 | | | | 數字序列 | | | | 算術 | | | | 符號替代 | | | 符號尋找 | | 刪除動物 |
|  | | | | | |  | | |  | | | | | |  | | | |  | | | |  | | | | |  | | | |  | | |  | | | |  | | | |  | | | |  | | |  | |  |
| 量表分數總分 | | | |  | | | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | | | | |
| 組合分數 | | | |  | | | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | | | | |
| 百分等級 | | | |  | | | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | | | | |
| （95％）信賴區間 | | | |  | | | |  | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | | | | |
| ※受試者或測驗情境之特殊狀況：（施測教師在施測過程中需觀察學生的反應與表現並詳細記錄）  □無  □有：(□社會/溝通問題□行為與興趣問題)，請詳述： | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ※說明無法施測魏氏兒童智力量表第四版原因： | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TONI  III | 原始分數 | | | | | | | | | | | | | | | | | 智商 | | | | | | | | | | | | | | | | | | | | | 百分等級 | | | | | | | | | | | | | | | | | | 施測者  與日期 | | | |
|  | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | | | |
| 之測驗結果說明  其他依個案需求 | （請自行填寫） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 行為觀察  個案受測 | （請描述學生受測時之行為表現及與障礙相關之特殊行為表現） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 適應行為檢核表 (擇一必填) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 行為量表  🞎修訂中華適應 | | 評量項目    結果 | | | 居家 | | | | | | | | 學校 | | | | | | | | | | | | | | | | | 社區 | | | | | | | | | | | | | | 工作 | | | | | | | | | | | | 施測者  與日期 | | | | |
| 生活自理 | | | | 家事技能 | | | | 溝通能力 | | | 實用知識 | | | | | | 獨立自主 | | | 安全衛生 | | | | | 社區活動 | | | 消費技能 | | | | | 社會技能 | | | 休閒活動 | | | 動作發展 | | | | | | 工作活動 | | | 社會  ∣  工作 | | |
|  | | | | |
| 行  為 | | |
| 百分等級 | | |  | | | |  | | | |  | | |  | | | | | |  | | |  | | | | |  | | |  | | | | |  | | |  | | |  | | | | | |  | | |  | | |
| 原始分數 | | |  | | | |  | | | |  | | |  | | | | | |  | | |  | | | | |  | | |  | | | | |  | | |  | | |  | | | | | |  | | |  | | |
| 🞎文蘭適應行為量表 | | 評量項目  結果 | | | 溝通 | | | | | | | | | | | | | | | 日常生活技巧 | | | | | | | | | | | | | | | | | | 社會化 | | | | | | | | | | | 動作技巧 | | | | | | | 施測者  與日期 | | | | |
| 接受性語言 | | | | | | 表達性語言 | | | | 書寫能力 | | | | | 個人的 | | | | 家庭的 | | | | | 社區的 | | | | | | | | | 人際關係 | | | 遊戲和休閒 | | | | 技巧  應付進退 | | | | 粗大動作 | | | 精細動作 | | | |  | | | | |
| 百分等級 | | |  | | | | | |  | | | |  | | | | |  | | | |  | | | | |  | | | | | | | | |  | | |  | | | |  | | | |  | | |  | | | |
| 原始分數 | | |  | | | | | |  | | | |  | | | | |  | | | |  | | | | |  | | | | | | | | |  | | |  | | | |  | | | |  | | |  | | | |
| 核表  🞎社會適應表現檢 | |  | | | 自我照顧 | | | | | | | | | | 動作 | | | | | | | | | 溝通 | | | | | | | | | | 社會情緒 | | | | | | | | | | 學科學習 | | | | | | | | 總量表 | | | | 施測者  與日期 | | | | |
| 百分等級 | | |  | | | | | | | | | |  | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | |  | | | | | | | |  | | | |  | | | | |
| 原始分數 | | |  | | | | | | | | | |  | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | |  | | | | | | | |  | | | |
| 標準九 | | |  | | | | | | | | | |  | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | |  | | | | | | | |  | | | |

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| 🞎學生適應調查表 | 教師版 | 向度 | 學業 | 人際 | 生活 | 社會 | | | 標準  分數  總分 | 適應  商數 | 施測者  與日期 |
| 分量表  分數 | 學業  適應 | 人際  適應 | 活動  適應 | 溝通  能力 | | 團體  適應 |
| 原始分數 |  |  |  |  | |  |  |  |  |
| 標準分數 |  |  |  |  | |  |  |  |
| 百分等級 |  |  |  |  | |  |  |  |
| 達PR25  以下勾選 |  |  |  |  | |  |  |  |
| 家長版 | 向度 | 生活 | | 社會 | | | 人際 | 標準  分數  總分 | 適應  商數 | 施測者  與日期 |
| 分量表  分數 | 居家  生活 | 自我  指導 | 活動  適應 | 溝通  能力 | | 人際  適應 |
| 原始分數 |  |  |  |  | |  |  |  |  |
| 標準分數 |  |  |  |  | |  |  |  |
| 百分等級 |  |  |  |  | |  |  |  |
| 達PR25  以下勾選 |  |  |  |  | |  |  |  |
| ※適應商數呈現適應困難者（75以下）：  □家長版  □教師版 | | | | | | ※分量表呈現適應困難：  家長版適應困難項目： □生活□社會□人際  教師版適應困難項目： □學業□人際□生活□社會 | | | | |

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| **其他相關資料** | | | | | | | | | | |
| 摘要  家長晤談 |  | | | | | | | | | |
| 摘要  教師觀察 | 生活表現 | | | |  | | | | | |
| 學習表現 | | | |  | | | | | |
| 作業表現 | | | |  | | | | | |
| 轉介前介入 | （可描述個案的主要問題現況、針對其問題所介入的方法或所做的調整、持續時間、成效……） | | | | | | | | | |
| 評估結果  其他專業人員 | 其他專業人員評估結果 □無 □有 | | | | | | | | | |
| 評估結果  及建議 |  | | | | | | | | |
| 評估者／職稱 | (例如臨床心理師、物理治療師、職能治療師等) | | | | | | | 評估日期 |  |
| **心評教師初判結果(必填)** | | | | | | | | | | |
| 綜合分析 | 因素排除 | 感官障礙  （有無視力、聽力問題） | | | | |  | | | |
| 文化不利  （家長有無監督、家庭環境） | | | | |  | | | |
| 教學不當  （有無補教教學、課後輔導） | | | | |  | | | |
| 心智功能明顯低下 | | | | | |  | | | |
| 自我照顧、動作、溝通、社會情緒或學科學習有顯著困難 | | | | | |  | | | |
| 初判 | □確認智能障礙 □疑似智能障礙 □非特教生 □其他\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 安置建議 | 家長安置意願 | |  | | | | | | | |
| 國小 | | □集中式特教班 □不分類資源班  □巡迴輔導：□視覺障礙巡迴輔導 □在家教育巡迴輔導  □情緒行為障礙巡迴輔導 □自閉症巡迴輔導  □其他 | | | | | | | |
| 國中 | | □集中式特教班 □不分類資源班  □巡迴輔導：□視覺障礙巡迴輔導 □在家教育巡迴輔導  □不分類巡迴輔導 （□情緒行為障礙巡迴輔導 □自閉症巡迴輔導）  □其他 | | | | | | | |
| 特殊需求 | 酌減班級人數 | | | □是，原因:  □否 | | | | | | |
| 特殊需求課程 | | | □生活管理 □社會技巧 □學習策略 □定向行動 □點字 □溝通訓練  □動作機能訓練 □輔助科技應用 □其他： | | | | | | |
| 課程調整 | | | □簡化 □減量 □分解 □替代 □其他： | | | | | | |
| 助理人員 | | | □協助行動 □協助生活自理 □協助處理嚴重行為問題 □其他： | | | | | | |
| 專業團隊需求 | | | □無此項需求  □有此需求：(參考學校功能篩檢表或專業人員評估報告或聯合評估報告)  □物理 □職能 □語言 □心理 □專業團隊評估  □聽力評估 □職業輔導 □定向行動 □社工人員介入 □其他：\_\_\_\_\_\_\_\_ | | | | | | |
| 勾選以上服務，請說明需治療師服務的原因：  ：  ：  ： | | | | | | |
| 輔具 | | | □無此項需求  □有此需求：  □助聽器材 □大字書 □點字書 □擴視機 □放大鏡  □點字機 □輪椅 □輔具評估 □語音報讀光碟播放器 □其他：\_\_\_\_\_\_\_\_\_ | | | | | | |
| 無障礙環境 | | | □無此項需求  □有此需求：  □特殊桌椅 □廁所 □電梯 □斜坡道 □樓梯扶手 □教室位置調整  □教室座位安排 □其他：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 特殊需求 | 考場需求 | | | □現場報讀 □電腦作答 □延長考試時間 □延長作答時間20分鐘  □座位安排 □教室位置 □提早5分鐘入場 □語音報讀  □安排在一樓或設有電梯之試場應試 □情緒行為障礙者視情況安排特殊試場  □安排接近音源的座位 □免考英聽試場（限聽覺障礙考生申請）  □其他: | | | | | | |
| 無障礙考試評量服務 | | | 有需要者請參考附件一做補充: | | | | | | |
| 家長或監護人簽名 | | 稱謂 | | | | | 姓名 | | 連絡電話 | | |
|  | | | | |  | | (住宅)  (公司)  (手機) | | |
| **★我已閱讀，並且理解本項資料。** | | | | | | | | | |