

# 摘要

本研究主要以研究團隊所任教的國小身心障礙資源班學生為對象，旨在透過樂高教學的方式，藉以提升身心障礙資源班學生之專注力與自我概念。

本研究採用行動研究的方式，於民國一〇四年二月起至民國一〇四年六月止進行，一共上課十二次。研究團隊將課程分為四個主題，依序為高塔、帆船、名片架和人物；並使用「國小兒童注意力量表」和「國小兒童自我概念量表」測驗，與學生、教師及愛心媽媽的訪談，以及研究者的課堂觀察等資料，進行三角驗證。研究結果發現：

## 一、積木教學能提升國小身心障礙學生的專注力

本研究結果顯示積木教學對於資源班學生的持續性及選擇性專注力有正向影響，尤其在積木課程進行到實作拼組積木時，其專注力有明顯的提升，但是對集中性注意力未有顯著差異。

## 二、積木教學能提升國小身心障礙學生的自我概念

積木教學在量化測驗的結果上雖然未有明顯的正向結果，但是在訪談資料以及研究團隊的觀察中顯示，學生在積木教學過程中，透過積木作品的自然回饋與上台的作品分享等，都對其自我的概念以及對學校課程產生正向態度。

## 三、積木教學對研究者的專業成長有所助益

研究團隊在積木教學的過程中，藉由多元的備課資源與團隊研討，大量提升研究教師自我的教學專業能力、教學課程的設計，以及與夥伴的教學互動關係。

本研究依據研究結果及限制，提出對資源班教師、有志進行樂高積木教學者及未來研究提出相關建議，作為往後相關人員教學或未來研究參考。

**關鍵詞：**樂高教學、國小身心障礙學生、專注力、自我概念、行動研究

# Abstract

The purposes of this study were aimed at the influence of attention and self-concept of students with disabilities through Lego training approach. The targeted subjects were students taught by the research team members in resource classrooms.

An action research method was adapted starting from February, 2015 to June, 2015. There were 12 classes in total with four-theme curriculum, included towers, sail boats, name card racks and human characters. The data was collected through questionnaires, scales, interviews and observations, and analyzed by qualitative as well as quantitative methods.

The findings were as follows:

1. Lego training approach was effective in improving attention of students with disabilities. This study showed that Lego training approach had positive improvement on selective attention and sustained attention of subjects. Especially, when the training came to applying Lego assembly, students' attention improved significantly. But it didn't show much difference over focused attention.
2. Lego training approach had positive impact on self-concept of students with disabilities. Although significance was not reached in quantitative data analyses, students demonstrated positive attitude toward school courses and self-concept revealed in data gathered from interview and researchers' observations.
3. Lego training approach did help with researchers' professional-growth. By conducting the process of Lego training, researchers had improved dramatically in abilities of teaching, courses designs, and building relationship among team members while interacted in teaching.

According to the results and limits of this study, researchers provided relative suggestions for teachers of resource classrooms, those who wish to apply Lego

training approach, and researchers of future research.

**Keywords:** Lego training approach, Elementary students with disabilities,  
Self-concept