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題目 (Title):

物理治療介入強化認知和動作技能：單一腦性麻痺幼兒個案研究。

A Physical Therapy Intervention to Advance Cognitive and Motor Skills: A Single Subject Study of a Young Child With Cerebral Palsy.

摘要中文翻譯**背景:**

對於患有嚴重動作損傷兒童之物理治療介入未著重在其動作與認知發展之間的關係。

目的:

評估運用物理治療介入著重於強化嚴重動作損傷兒童的認知與動作成效的可能性。

設計:

無逆轉之A-B階段設計。

方法:

單一兒童從4到29個月大參與了8次評估。此研究於前12個月內進行了4次基線評估後，接著提供了3個月的START-Play治療介入。評估內容包含粗動作功能評量表(Gross Motor Function Measure, GMFM)總分、坐姿、伸手和解決問題的行為。結果的分析使用視覺分析、兩個標準差區間帶法與數據不重疊的百分比方法。

結果:

在接受介入後，這個兒童的GMFM總分和坐姿分數都有進步，接觸玩具的頻率增加，也增加了解決問題的行為比率。

結論:

研究結果顯示運用START-Play於嚴重動作損傷兒童有可行性。需要更多研究來評估其療效。

Original Abstract

BACKGROUND:

Physical therapy interventions for children with severe motor impairments do not address the relationship between motor and cognitive development.

PURPOSE:

Evaluate the potential of a physical therapy intervention focusing on enhancing cognitive and motor outcomes in a child with severe motor impairments.

DESIGN: AB phase design without reversal.

METHODS:

One child participated in 8 assessments from 4 to 29 months of age. The START-Play intervention was provided for 3 months following 4 baseline assessments over 12 months. Total Gross Motor Function Measure (GMFM), Sitting, Reaching, and Problem Solving assessments were completed. Visual inspection, 2 standard deviation (SD) Band Method, and percent of nonoverlapping data methods evaluated change.

RESULTS:

This child had improved GMFM total and sitting scores, increased frequency of toys contacts, and increased rate of problem-solving behaviors following intervention.

CONCLUSION:

START-Play shows promise for children with severe motor impairments. Additional research is needed to evaluate efficacy.

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