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**題目 (Title):**

動作學習策略評量：接受一般和虛擬實境物理治療介入情境時的測試者間信度  
(The Motor Learning Strategy Instrument: Interrater Reliability Within Usual and  
Virtual Reality Physical Therapy Interventions)

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**目的 (Purpose):**

評估和比較動作學習策略評量(簡稱 MLSRI)對於後天腦傷之兒童在接受一般治療  
介入和虛擬實境(簡稱 VR)介入時的測試者間信度。

(To evaluate and compare the interrater reliability of the Motor Learning Strategy  
Rating Instrument (MLSRI) within usual and virtual reality (VR) interventions for  
children with acquired brain injury.)

**方法 (Methods):**

十一位兒童在接受兩種不同的治療介入情境時分別被錄影下來(共 22 次治療)，由  
4 位物理治療師負責提供以上的治療介入。錄影帶進一步被區分為一般治療介入  
情境和 VR 情境，再由 2 位觀察者使用 MLSRI 評分。使用概化理論來決定每種治  
療介入情境下的測試者間的信度。

(Two intervention sessions for each of 11 children (total, 22) were videotaped;  
sessions were provided by 4 physical therapists. Videotapes were divided into usual

and VR components and rated by 2 observers using the MLSRI. A generalizability theory approach was used to determine interrater reliability for each intervention.)

**結果 (Results):**

MLSRI 總得分在一般治療介入情境下的測試者間信度高 (g-係數為 0.81)，而在 VR 情境下的總得分信度為低 (g-係數為 0.28)；MLSRI 分類的 g 係數有差異，在平常治療介入情境下從 0.35 至 0.65 不等，在 VR 情境下為從 0.17 到 0.72。

(Interrater reliability for usual interventions was high for the MLSRI total score (g-coefficient, 0.81), whereas it was low for the VR total score (g-coefficient, 0.28); MLSRI category g-coefficients varied from 0.35 to 0.65 for usual and from 0.17 to 0.72 for VR interventions.)

**結論 (Conclusions):**

在平常治療介入情境下，MLSRI 已有足夠的信度做評分；但 VR 為基礎的治療情境下使用 MLSRI 來評估仍具有挑戰性，需要進一步評估。

(Adequate reliability was achieved within ratings of usual interventions; however, challenges related to MLSRI use to rate VR-based interventions require further evaluation.)