

原作者及出處 (Original):

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Pediatr Phys Ther. 2020 Jul;32(3):258-265. doi: 10.1097/PEP.0000000000000706.

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題目 (Title):

在高中服務的物理治療師對於第二次轉銜之實證預測指標

Evidence-Based Secondary Transition Predictors for Physical Therapists Working With High School Students.

摘要中文翻譯**目的：**

跟無身心障礙者(Individuals with disabilities)的同儕相比，身心障礙者通常有較差的高中後成效(postschool outcomes)。有骨科或肢體障礙的青年人面臨到特別是在接受教育與就業方面之轉銜服務的挑戰。物理治療師對於轉銜年紀有肢體障礙的學生，應該繼續更多參與其轉銜計畫設計和服務的提供。本文的目的是闡明為身心障礙學生服務的物理治療師在對於身心障礙學生從高中轉銜到高中後身分所要扮演的角色，及提供現階段成功的高中轉銜之實證預測指標，並給在學校服務這些學生的學校物理治療師建議作法。

重點摘要：

對於身心障礙高中學生的實證教學做法，與身心障礙者在學期間可以用來預測成功轉銜的因子，與物理治療師所提供有效的做法一致。另外，建議納入物理治療師在身心障礙學生轉銜計畫規劃，並在轉銜服務提供中增加團隊合作。

結論：

物理治療師可以提供許多身心障礙者關鍵的專業知識。然而，他們並不總是有效的被包括在身心障礙者的轉銜計畫與服務中。

臨床實務建議：

建議臨床上包含物理治療師參與在轉銜規畫與服務，和增加教師、物理治療師、與其他個別化教育計畫團隊成員的合作，以提供更有效率以及全面的轉銜服務。

Original Abstract

PURPOSE:

Individuals with disabilities experience poorer postschool outcomes compared with their peers without disabilities. Youth with orthopedic or physical disabilities experience challenges during transition particularly in the areas of education and employment. Physical therapists should continue to become more involved in transition planning and providing services for transition-age students with physical disabilities. The purpose of this article is to clarify the role of physical therapists who work with students who have disabilities, as they transition from high school to postsecondary roles as well as provide the current evidence-based predictors of postschool success and recommended practices to school-based physical therapists who work with these students.

SUMMARY OF KEY POINTS:

Evidence-based instructional practices for secondary students with disabilities and identified in-school predictors of postschool success for students with disabilities are aligned with effective practices for physical therapists. Additionally, suggestions for involving physical therapists in transition planning and increasing collaboration in providing transition services for students with disabilities are provided.

STATEMENT OF CONCLUSIONS:

Physical therapists can provide critical expertise for many individuals with disabilities; however, they are not always included effectively in transition planning and services for students with disabilities.

RECOMMENDATIONS FOR CLINICAL PRACTICE:

Recommendations for practice include ways to involve physical therapists in transition planning and services and increasing collaboration between teachers, physical therapists, and other members of the Individualized Education Program team to provide effective, comprehensive transition services.

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