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題目 (Title):

國小學生的學校成果評量和學校功能量表的同時效度

Concurrent Validity of the School Outcomes Measure and the School Function Assessment in Elementary Students.

摘要中文翻譯**目的：**

本研究之目的為檢驗幼稚園到國小六年級學生的學校成果評量(School Outcomes Measure, SOM)和學校功能量表(School Function Assessment, SFA)的同時效度。

方法：

24位學校系統治療師對42位分別屬於粗大動作功能分類系統(Gross Motor Function Classification System, GMFCS)第一到五級之學生，進行SOM和SFA評量。

結果：

SOM中的自我照顧、移行和學生角色項目之總分的中位數，和SFA中的21項活動表現之校標分數中位數，有統計上的顯著相關性。此外，SOM中的學習和行為項目，與SFA中的校標分數中位數，也有統計上之相關性。SOM的所有身體任務項目可以區辨GMFCS等級，但認知和行為任務則無法；SFA中一半的身體任務項目可以區辨。

結論：

整體而言，學生在SOM的表現與在SFA的參與結果一致，這些結果支持SOM的初步效度。GMFCS的分析也顯示SOM的身體任務可以區辨學生的GMFCS等級。

Original Abstract

PURPOSE:

Examine the concurrent validity of the School Outcomes Measure (SOM) and the School Function Assessment (SFA) in students kindergarten through sixth grade.

METHODS:

Twenty-four school-based therapists completed the SOM and the SFA for 42 students, representing Gross Motor Function Classification System (GMFCS) levels I to V.

RESULTS:

Correlation coefficients between SOM Self-Care, Mobility, and Assuming Student's Role median total scores and the 21 SFA Activity Performance scale median criterion scores were statistically significant. There were significant correlation coefficients between SOM Expressing Learning and Behavior and SFA median criterion scores. The SOM differentiated between GMFCS groups for all physical tasks but not cognitive/behavioral tasks, and the SFA for half of the physical tasks.

CONCLUSIONS:

Overall, student performance on the SOM was consistent with participation on the SFA, which lends support to the preliminary validity of the SOM. The GMFCS analysis suggests that the SOM differentiates between the GMFCS levels for physical tasks.

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