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題目 (Title):

融合式社區水中活動的心理社會效益
(The Psychosocial Benefits of an Inclusive Community-Based Aquatics Program)

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目的 (Purpose):

檢測身心障礙兒童與一般兒童參與融合式社區水中活動的心理社會效益
(To examine the psychosocial effect of participation in an inclusive community-based aquatics program for children with and without disabilities.)

方法 (Methods):

23 位參與了八週的融合式水中活動的受測者，以「兒童生活品質問卷 4.0」(Pediatric Quality of Life Inventory, PedsQL 4.0)、「皮爾斯 - 哈里斯兒童自我意識量表二版」(Piers-Harris 2 Children's Self-Concept Scale)、「同儕社交計量提名評估(友誼問卷)」來評估介入前後生活品質、自我意識和接受度之改變。並以 2 × 2 重複量測變異數分析方法進行資料分析。

(Twenty-three participants completed an 8-week inclusive aquatics program. Quality of life, self-concept, and acceptance were measured using the PedsQL 4.0, Piers-Harris 2 Children's Self-Concept Scale, and Peer Sociometric Nomination Assessment (Friendship Questionnaire). Data were analyzed using a 2 × 2 analysis of variance with repeated measures.)

結果 (Results):

經過八週的介入，發現一般兒童在兒童生活品質問卷 4.0 的學校分項及身心障礙兒童的皮爾斯 - 哈里斯兒童自我意識量表二版的快樂分項呈統計上顯著下降。同儕社交計量提名評估結果顯示身心障礙兒童介入後有比介入前較少負面同儕評價的趨勢。

(After the 8-week intervention, a statistically significant decrease was found on the School subsection of the PedsQL 4.0 for the children without disabilities, and in the happiness subsection of the Piers-Harris 2 for the children with disabilities. The Peer Sociometric Nomination Assessment showed a trend that children with disabilities received less negative peer nominations at posttest when compared with pretest.)

結論 (Conclusions):

參與融合式社區水中活動或許可以改善身心障礙兒童被一般兒童的接受度。

(Participation in an inclusive aquatics program may lead to improved acceptance of children with disabilities by their peers without disabilities.)