

個案研究-以 13 歲過動症及輕度智能障礙之少女「才藝課程」 的繪畫作品為例

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摘 要

當今社會中對於特殊生的教育需求，比以往更為重視，也有更多的資源去幫助他們，學校中也期望能讓特殊生能夠更融入社會，因此在個案能力許可的情況下，會平均安插一些特殊生在各班中。面對特殊生已不再只是少數教師或家長的責任，而是處在教育界的每一位工作者所需具備的基本能力。本研究立基於長期與研究對象的互動及觀察上，以其在繪畫表現中較常出現的特點為研究問題，輔以對其母親所做的訪談，並參酌美國藝術治療先驅Edith Kramer 所提倡之「藝術創作即治療」理念，設計一藝術課程做為本研究的核心資料，並參考文獻作分析。期望藉此研究，可做為未來相關學術探討及實務應用之參考。

關鍵字：過動症、智能障礙、繪畫表現、藝術教育

Case study - Based on Paintings Drawn by A 13 Years Old Girl with ADHD, Mild Mental Disorder During Art Lessons

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Abstract

In today's society, people pay more attention on educational needs of students with special needs. As more educational resources become available, students with special needs can be better supported with the goal of being integrated into the society more smoothly. It is expected to include some special needs students in each class when conditions allow. Teaching students with special needs is not only the responsibility of parents or those teachers who are trained in special education, but it's a basic skill that every educator should know about.

This case study was based on long-term observations and interactions with a research subject. The research questions focus on the most prominent feature of the research subject's paintings while an interview with the research subject's mother is done as a research tool. An art class was developed referencing "Art as Therapy" philosophy promoted by art therapy pioneer Edith Kramer to collect the research data. The data was later analyzed and comparisons were made between the research data and the data from the reference materials. This study was done with the hope that it will become a reference resource for future academic research and practical implication in the related fields.

Key words: ADHD, mental disorder, art expression, art education