

摘要

本研究探索低視力多重障礙（以下簡稱多障）兒童塗鴉階段之繪畫特徵，並提出教學策略建議。參與者為兩位就讀視障學校少有繪畫經驗的低視力多障男童，一位5歲有癲癇與肢體障礙，就讀小班；一位9歲有聽覺障礙，就讀小二；分別進行個別17週與19週的教學。教學過程混合實物觀察、圖畫書共讀、創意遊戲、多媒材塗鴉，收集作品各55張與224張。研究發現：參與者能從無秩序塗鴉快速進階並停滯在命名塗鴉；塗鴉階段內的細部發展順序大致與既有理論相符，但渦線、封閉形等則為較困難的基礎塗鴉。參與者在肌肉控制、專注力拉長、以及口語表達上有所進步；且建立了繪畫觀念，能感受畫畫的樂趣，出現創作需求；也能將命名分別與顏色、動作、視覺形式連結說出故事。最後研究者歸納教學心得提出教學建議。

關鍵詞：多重障礙、低視力、塗鴉、認知發展、繪畫

Abstract

This study aimed to investigate the drawing characteristics of children with low vision and multiple disabilities during the scribbling stage, and to propose corresponding instructional strategies. The participants were two male students with low vision and multiple disabilities, both of whom were enrolled in special education schools and had little or no experience in drawing. One participant, aged five (K1-2), had epilepsy and physical disabilities; the other, aged nine (G2-3), had a hearing impairment. They received individualized instruction for 17 and 19 weeks, respectively. The teaching approach integrated observation, picture book co-reading, creative play, and multimedia-based scribbling activities, resulting in 55 and 224 drawings from the younger and older participants, respectively, in various sizes. Findings revealed that both participants progressed rapidly from the Disordered Scribbling stage to a plateau at the Named Scribbling stage. Their developmental trajectories were generally consistent with existing theories of scribble development, although certain basic forms—such as spirals and closed shapes—proved to be relatively more challenging. The participants demonstrated notable improvements in fine motor control, sustained attention, and verbal expression. They developed a conceptual understanding of drawing, began to enjoy the creative process, and showed a growing desire for self-expression. Moreover, they exhibited the ability to associate names with colors, actions, and visual forms thereby beginning to construct simple narratives. The study concludes with reflections on the instructional process and offers practical recommendations for educators working with children with similar needs.

Keywords: multiple disabilities, low vision, scribbling, cognitive development, drawing