

案號：_____

日期：_____

同日，第_____時段

教學型態量表

(Teaching Styles Rating Scale; TSRS)

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觀察時段情境：

☐結構化：_____ ☐非結構化：_____

☐團體：_____ ☐個別：_____ ☐其他：_____

老師：_____ 班級/方案：_____ 課程：_____ 觀察者：_____

時間：上午/下午 _____：_____		從不 (Never)		偶爾 (Occasionally)		經常 (Often)		總是 (Most of the time)
教學行為 以下的行為有多常出現								
1	重新引導 (Redirects). 不讓孩子繼續做他們正在做的事 (例如對孩子說“不可以”或“不要”做...) (不包括一般的課堂轉換).	1	2	3	4	5	6	7
2	引介 (Introduces). 當孩子不投入或面對新活動時，引領他做些事	1	2	3	4	5	6	7
3	延伸支持 (Elaborates). 提供訊息以擴展孩子的投入，並不需要引發額外的行為	1	2	3	4	5	6	7
4	跟隨 (Follows). 誘發孩子產生與他已經在做的事相關的行為	1	2	3	4	5	6	7
5	告知 (Informs). 提供非延伸性的訊息，如說故事、唱歌	1	2	3	4	5	6	7
6	回應 (Acknowledges). 只是回應，沒有延伸他們正在做的事，也沒有提供協助) (包括模仿)	1	2	3	4	5	6	7
7	讚美 (Praises). 由衷的讚美孩子，傳達對於孩子、包括孩子的行為與作品之喜悅或讚嘆	1	2	3	4	5	6	7

Dr.Robin McWilliam 授權研究計畫使用；科技部編號：MOST 106-2314-B-182-047
計畫名稱：執行社區啟健早期幼兒介入方案之長期效益:作息本位課堂參與模式之群集隨機對照試驗。譯者：黃麗雯、江筱穎。

情感 (AFFECT)		在每個項目當中圈選一個分數				
8	活力程度 (Activity Level)	1 沒有精力滿足孩子的需求 (Exerts no energy to meet children's needs)	2	3 展現一些精力以滿足孩子的需求 (Exerts some energy to meet children's need)	4	5 展現很多精力以滿足孩子需求 (Exerts much energy to meet children's needs)
9	正向表情 (Positive Expression)	1 溝通時面無表情 (例如:很少有笑容) (Looks blank when communicating [i.e., rarely smiles])	2	3 溝通時有一些情感或表情(例如:偶爾笑) (Communicates with little affect or expressiveness [i.e. occasionally smiles])	4	5 溝通常帶著笑容並以愉悅的聲音回應 (Very frequently smiles and uses pleasing voice inflection when communicating)
10	負向表情 (Negative Expression)	1 溝通時聲音聽起經常是不開心或是負向的 (Often sounds grouchy or negative when communicating)	2	3 溝通時聲音聽起來有時是不開心或負向的 (Sometimes sounds grouchy or negative when communicating)	4	5 溝通聲音聽起來從來不會是負向的 (Never sounds grouchy or negative when Communicating)
11	視覺介入 (Visual Involvement)	1 不曾看著孩子或不曾用視線追隨孩子們的活動 (Never looks at children or visually follows their activities)	2	3 時而看著孩子或者偶爾用視線追隨孩子的活動 (Inconsistently looks at children and/or occasionally visually follows their activities)	4	5 不時都看著看著孩子並追視著孩子的活動 (Continually looks at children and visually follows their activities)
12	肢體回應 (Physical Responsiveness)	1 從來沒有與孩子有肢體接觸 (Never has physical contact with children)	2	3 偶爾與孩子有肢體接觸 (Occasionally has physical contact with children)	4	5 與孩子有頻繁的肢體接觸 (Very frequently has physical contact with children)

情感 (AFFECT)		在每個項目當中圈選一個分數				
13	情感回應 (Emotional Responsiveness)	1 用與孩子情緒無關且非情感的態度回應孩子 (Responds children in a detached unemotional manner)	2	3 偶爾用溫暖或安撫的方式回應孩子 (Occasionally responds to children in a warm and nurturing manner)	4	5 很常用溫暖或安撫的方式回應孩子 (Very frequently responds to children in a warm and nurturing manner)
14	互動的一致性 (Consistency of Interactions)	1 用極不一致且不可預測的方式回應孩子 (Responds to children in a highly inconsistent, unpredictable manner)	2	3 回應孩子有些一致性或可預測性 (Responds to children in a somewhat consistent, predictable manner)	4	5 回應孩子的方式有高度的一致性及預測性 (Responds to children in a highly consistent, predictable manner)
15	回應孩子的興趣 (Responsiveness toward children's interest)	1 很少回應孩子，忽略孩子的興趣(Highly unresponsive. Ignores children's interests)	2	3 有些回應，偶爾跟隨著孩子的興趣 (Somewhat responsive. Occasionally follows children's interests)	4	5 高度的回應，經常跟隨著孩子得興趣 (Highly responsive. Often follows children's interests)
16	Child-Directedness (孩子導向)	1 控制並主導孩子的步調與活動 (Controls and dominates in pace and activities)	2	3 有時讓孩子支配自己的步調與活動 (Sometimes lets children dictate the pace and activities)	4	5 總是讓孩子支配自己的步調與活動 (Always lets children dictate the pace and activities)
17	語調 (Tone)	1 經常用指揮的方式溝通 (Very frequently communicates in a bossy manner)	2	3 偶爾用指揮或掌控的方式溝通 (Occasionally communicates in bossy, controlling manner)	4	5 從沒有用指揮或掌控的方式溝通 (Never communicates in n bossy or controlling manner)

情感 (AFFECT)		在每個項目當中圈選一個分數				
18	融合活動 (Inclusion in Activities)	1 忽略特殊需求的孩子 (Forgets about children with special needs)	2	3 偶爾幫助特殊需求孩子參與活動 (Occasionally helps children with special needs participate)	4	5 確保特殊需求的孩子在活動中充分參與 (Ensures that children with special needs participate fully in the activity)
19	教導特定技能 (Teaching specific skills)	1 沒有具體教導特殊需求孩子特定的技能 (Teaches no specific skills to children with special needs)	2	3 教導特殊需求的孩子與其他一般孩子一樣的技能(Teaches the same skills to children with special needs as to other children)	4	5 用個別化的教導來教特殊需求孩子 (Individualizes the instruction of specific skills for children with special needs)
20 (手冊有，計分表無此題)	課程內如適合度 (Content appropriateness)	1 課程內對整班都太難或太簡單 (Content well below or above the developmental level)	2	3 課程內容適合一般發展程度 (Content toward general developmental level)	4	5 課程內容適合個別程度 (Content toward individual developmental level)
20A (手冊無，計分表有這題)	延伸 (Expansion)	1 沒有延伸孩子所專注的事情 (Does not expand on child's focus of attention)	2	3 有時候會延伸孩子的興趣 (Sometimes expands on child's interest)	4	5 常常延伸孩子所專注的事情 (Frequently expands on child's focus of attention)
21 (手冊無，計分表有這題)	互動品質 (Interaction Quality) [我自己定義為孩子們之間的互動]	1 讓孩子被動的、無目的互動 (Passive, nondirective interaction)	2	3 偶爾激發與孩子的互動 (Occasional stimulating interaction)	4	5 頻繁來回的刺激孩子互動 (Frequent reciprocal stimulating interaction)