＜參考資料＞

**（一）「正向行為支持」運作模式**

1. **行為資料**

團隊成員形成共識：

→ 定義「問題」

→ 界定「標的行為」

→ 收集記錄標的行為基準線資料

→訂定支持目標

（持續以曲線圖呈現策略調整後的支持成效或標的行為變化的量化資料）

1. **行為診斷**

詳閱、彙整並分析各項相關資料（個體身心診斷、健康醫療、能力現況及家庭

機構、社區環境因素…等）：

探討「標的行為」演變、處理的歷史；探討肇因（背景因素、隱含前事）

了解「標的行為」的「遠因」

1. **功能分析**

觀察記錄標的行為發生的「經過」，

探討行為的「近因」，發現個體的先兆和行為可能的功能（動機），

從而形成「支持策略」

1. **行為處理**：根據上述「2、3」的分析，形成「支持策略」
2. 策略的目標

消弭標的行為 （治標）

建立「替代行為」、增加「期待行為」（治本）

1. 支持的重要原則

˙ 接納行為：行為不見了，不代表問題就「解決」了

˙ 工作人員是協助處理問題的人，而不是消滅有「行為問題」的人

˙ 反應 ≠ 處理 ≠ 教育(服務) （五W 1H）

˙ 優先順序：生理 → 生活 → 社會人際

˙ 最少干擾原則

˙ 最少限制原則

˙ 一次只處理一個行為

˙ 必要時使用褪除的策略（fading）

˙ 覺察當下使用策略的目標，釐清策略的治標？治本？

1. 支持策略

˙ 標的行為前策略

˙ 標的行為中策略

˙ 標的行為後策略

**（二）分析行為功能的工具**

＜**標的行為觀察記錄表**＞，填表說明如下：

1. **情境**：指標的行為發生在什麼人在場時，什麼地點？做什麼事時？個案生理及情緒情況如何？例如在用午餐時、張老師在帶領大家唱歌時、他早上來不及吃早餐。

2. **立即前事**：指標的行為發生之前最近的時間，個案的周遭環境發生什麼事？

如老師拒絕了他上課中吃東西的要求、阿明拿走他手上的繩子。

3. **先兆**：指標的行為發生之前，個案本身的活動或表情，如口中唸唸有詞，嘟起

嘴巴，來回踱步。

4. **介入**（處理）：指個案標的行為發生後，老師或父母如何對此行為做介入。例如老

師要他離開現場，媽媽以糖果來促使他停止哭叫、老師要個案向同學道歉。

5. **結果**：指標的行為發生之後個案所承接的外來刺激。這些後果是填表人實際觀察到的現象，如被打的同學哭了，老師安撫個案，被駡的同學大發脾氣。

6. **功能假設**：填表人根據實際觀察得到的標的行為及此行為發生後所得到的後果做功能的假設，如引起注意或反應，逃避厭惡的事物，獲得具體的事物，發洩情緒。

7. 檢討處理的過程並設計處理的策略：根據這一次行為事件與記錄，檢討處理失當之處，如無意中增強了問題行為或忽視了正面的行為。然後設想更有效的處理策略，如建立並增強替代行為，縮短區別性增強其他行為的時距。

8. 記錄人簽名以示負責。

※ 發現或找到行為功能之後，即可不必再填「標的行為觀察紀錄表」

如策略無效，則再填寫「標的行為觀察紀錄表」，重新釐清行為功能。

**標的行為觀察記錄表**(例)

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| **日**  **期** | **時**  **間** | **情 境** | **立即前事** | **先 兆** | **標的**  **行為** | **後 果** | | **功能假設** | 紀錄者 |
| **介入（處理）** | **結 果** |
| 11  /  25  (五) | 9:00 | 休息時間，大家準備下一節要到活動室做運動；他要求老師給他原子筆 | 老師說：「等一下有做運動，才給你」。 | 他嘴角上揚微笑、手舉起  說:我要打你、我要揍死你 | 手掌用力拍打老師的背後 | 老師把他手抓住，提醒他說：生氣時要說說”走開”， | 1.老師抓了他的手  2.他甩開老師的手，跑去主任辦公室拿到原子筆。  3.同儕大聲叫老師 | 引起注意  獲得物品  發洩情緒 | O  O  O |
| 11  /  28  (一) | 8:40 | 大家都在教室做自己的工作，他玩拼圖、畫畫(持續約20分鐘) | 老師詢問：「要不要再塗一個點點？」 | 他把筆放下，面露微笑表情說:我要打你 | 手掌用力拍打老師的手臂 | 老師把他手抓住，說：「不可以」。 | 1.老師抓了他的手  2.他甩開老師的手，跑去主任辦公室按主任的電腦  3.同儕大聲叫 | 引起注意  逃避工作  無聊 | O  O  O |
| 11  /  29  (二) | 9:42 | 大家都在體能室做運動，他坐在主任辦公室的電腦桌前 | 主任走進辦公室，看到他在按電腦，跟他說：「OO，起立  不可以玩我的電腦」 | 大聲對主任說說:「你不准關電腦、走開」 | 用手推開主任後，隨之用力打主任的身體 | 主任把他手抓住，隨手拿一個拼圖問他要不要玩。 | 1. 主任抓了他的手，問他要不要玩拼圖 2. 他跑回教室 | 引起注意  發洩情緒 | O  O  O |
| 11  /  30  (三) | 9:50 | 全班從體能室回教室的途中 | 走到門口，老師要他把上一節課掉在地上的拼圖撿起來。他說：我要打老師，並轉頭回來手揮向老師，但被主任抓住。 | 他轉身面向主任，微笑 | 兩手搥打主任5~6下 | 主任將他的手抓住兩人僵持約5分鐘後，主任用身體推他，讓他坐在椅子上；並告訴他，如果他不生氣，放學前就給他一支原子筆。 | 1.老師抓了他的手  2.他得到了原子筆  3.路過的老師看到  他，並詢問他到  底怎麼了。 | 引起注意  獲得物品  發洩情緒 | O  O  O |

**標的行為觀察記錄表**

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| **日**  **期** | **時**  **間** | **情 境** | **立即前事** | **先 兆** | **標的**  **行為** | **後 果** | | **功能假設** | 紀錄者 |
| **介入（處理）** | **結 果** |
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藥效評估紀錄表 (例)

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| 個案姓名：王OO | 紀錄者：林OO | 藥品名稱/劑量/用法 | 評估項目/紀錄方法/相關說明 |
| 紀錄期間：101年3月1日至3月31日 | | 理斯必妥（Risperdal）：早上9點(0.5ml)  晚上9點(1ml) | ⦁ 睡眠：前一晚睡眠時間長度  ⦁ 參與活動時間：上午9:00-12:00參與活動時間百分比  ⦁ 攻擊次數：打人、咬人、踢人次數 |
| 標的行為：攻擊（打人、咬人、踢人） | |

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| 小時 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 睡眠時間 | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  | ⦁ | ⦁ | ⦁ |  |
| 7 |  |  |  |  | ⦁ |  |  |  |  |  |  |  | ⦁ | ⦁ | ⦁ |  | ⦁ | ⦁ | ⦁ | ⦁ | ⦁ | ⦁ | ⦁ | ⦁ |  | ⦁ | ⦁ |  |  |  |  |
| 6 |  |  |  |  |  |  | ⦁ |  | ⦁ | ⦁ | ⦁ | ⦁ |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | ⦁ | ⦁ | ⦁ | ⦁ |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 百分比 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 參  與 | 100 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 90 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  |  |  |  | ⦁ | ⦁ |  |
| 80 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ⦁ | ⦁ |  |  |  |  |  |  |  |  |  |  | ⦁ | ⦁ |  |  |  |
| 70 | |  |  |  |  |  |  |  |  | ⦁ |  |  |  | ⦁ | ⦁ |  |  |  |  | ⦁ |  | ⦁ | ⦁ |  |  |  | ⦁ |  |  |  |  |  |
| 60 | |  | ⦁ |  |  |  | ⦁ | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |
| 活動 | | 50 | ⦁ |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40 |  |  |  |  | ⦁ |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 次數 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 攻擊行為 | 5 | ⦁ |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  | ⦁ |  |  | ⦁ |  |  | ⦁ |  |  |  |  |  |  | ⦁ | ⦁ |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  | ⦁ |  |  |  | ⦁ |  |  |  |  |  |  | ⦁ | ⦁ | ⦁ | ⦁ |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  | ⦁ | ⦁ |  |  |  |  |  |  | ⦁ |  |  |  |  |  |  |  |  |  |  |  |  | ⦁ |  |  |  |  |
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| 日期 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 星期 | | 四 | 五 | 六 | 日 | 一 | 二 | 三 | 四 | 五 | 六 | 日 | 一 | 二 | 三 | 四 | 五 | 六 | 日 | 一 | 二 | 三 | 四 | 五 | 六 | 日 | 一 | 二 | 三 | 四 | 五 | 六 |

藥效評估紀錄表

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| 個案姓名 |  | 紀錄者 |  | 藥品名稱/劑量/用法 | | | 評估項目與符號說明 |
| 紀錄期間 |  | | |  |  |  |  |
| 標的行為： | | | |  |  |  |

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