

摘要

本研究旨在瞭解一位自閉症幼兒之母親接受親子音樂活動訓練，並執行親子音樂活動的歷程，以及該幼兒在親子音樂活動歷程中主動式相互注意力的轉變。本研究採個案研究法，母親接受訓練並執行 10 次親子音樂活動的過程均全程錄影以進行記錄，並在每次訓練或執行活動後進行非結構式訪談。研究結果發現，母親在歷程中有以下的成長：(1) 能藉由歌唱來帶領親子音樂活動；(2) 能細心觀察孩子的行爲，隨時透過音樂給予回饋；(3) 能在日常情境中運用音樂元素。此外，親子音樂活動能誘發自閉症幼兒的主動式相互注意力，包含眼神注視、眼神交替、歌唱展示、動作展示、物件展示等行爲。本文根據以上研究結果加以討論並提出建議，以供實務工作者與未來研究之參考依據。

關鍵詞：自閉症幼兒、相互注意力、親子音樂活動

Abstract

The purposes of this study were: (1) to train the musical and non-musical skills of a mother of a child with autism spectrum disorder in order to implement the parent-child music activities designed based on the theory of Orff music therapy, and (2) to investigate the influences of the parent-child music activities on the child's initiating joint attention. This study adopted the case study approach. The parent-child music activities took place once a week, for 10 weeks, and the mother implemented the activities after receiving training for each session. The mother's implementation of the parent-child music activities was recorded. In addition, informal interviews were conducted with the mother. This study found that the mother showed improvements in the following areas: (1) implementing parent-child music activities by singing songs, (2) carefully observing the child's behavior and giving feedback through music, and (3) incorporating music activities in the child's daily routine. The child's initiating joint attention behaviors were promoted, including eye-gazing, eye-alternating, singing with shared gaze, gestures with shared gaze, and showing objects.

Keywords: autism spectrum disorder, joint attention, parent-child music activities