

# 學習障礙案例分析 及輔導作法

## Learning Disability Case Profile and Consultation Means



### 壹、個案背景：

小彰，彰化人，國中畢業後未再升學，入伍前都在家裡幫忙工作。

### Part I Case background

Shiao Zhang, is a native of Changhwa. After graduating from junior high, Chang started working for the family until he went into military service .

### 貳、問題行為概述：

小彰於94年5月中旬某日晚間，於勤務見學時突然情緒失控，歇斯底里約半小時後才控制住情緒。3天後轉介小彰至國軍北投醫院，經心理衡鑑發現小彰智商偏低，有嚴重學習障礙問題。因符合四大疾病標準，小彰已於6月下旬停役。

### Part II Description of problematic behaviors

On an evening in mid May 2005, He interning at the duty room, chang suddenly went hysterical. He was eventually contained in half an hour. Three days later, Shao Zhang was transferred to the Joint Forces Hospital in Peitu, where a psychological evaluation found him suffering from underrated IQ and severe learning disability. Qualified for the criteria of the Four major diseases, Shiao Zhang was de-listed as of late June.

### 參、背景資料：

- 一、**家庭生活：**小彰父親為漁販，家中除二哥正在當兵，自己與母親還有其它皆協助父親生意。小彰國中畢業後即未再升學，一直協助父親做生意，工作內容多為殺魚搬貨等雜務，很少幫客人算錢。過去曾發生要求小彰專心做事時，小彰會不耐煩，進而情緒失控，曾有一次差點做出自我傷害行為。事後小彰對於情緒失控的過程都不復記憶，家人也都沒有與他提起，以免對他造成打擊。
- 二、**求學階段：**小彰表示自己從小學到國中成績永遠都是吊車尾，小彰的

### Part III Background information

1. **Family life:** Shiao Zhang's father is a fish vendor. His second elder brother is in the military. Zhang, his mother and the rest of the family all work in the family business. Shiao Zhang had stopped pursuing his study upon graduating from junior high, and since then started helping out his father's business. His work largely consisted of miscellaneous chores of preparing the fish and moving things, but seldom involved in cashiering with the customers. When asked to concentrate on his work, several times Shiao Zhang became impatient and lost his emotional control. One time he even nearly harmed himself on. Later on, Shiao Zhang did not remember these incidents His family did not mention them to him either, afraid of depressing him.



國中小成績單顯示除了體育有得過甲等，其它科目皆為丙等或丁等。小彰描述自己在國中時屬於被老師放棄的一群，上課時和其它功課不好的同學都被趕到教室旁邊的位置，考試成績永遠在倒數3名之內。久而久之對於要寫字算術的事務沒有興趣，更不想去接觸。

三、單位生活：小彰於94年4月25日至大隊部歸建，5月上旬分發至大坑安檢所。大隊部適應期間執行日常雜務、協助公差皆認真負責，無任何明顯適應問題。分發至安檢所後，由於勤務工作需要寫簿冊，或繪製航跡描繪圖，然而該員讀寫算術能力極差，完全無法學習。引導該員的幹部及資深弟兄亦未察覺該員能力低落問題，幾日下來導致小彰情緒失控。

四、人際關係：小彰個性內向，入伍後只交到一個朋友，不過這位朋友未與其一起分發到一大隊。小彰於大隊部適應期間與同梯弟兄亦無經常互動，只有比較熱心的資深弟兄主動與其聊天才有機會與人接觸。分發至安檢所後對於帶領他的資深弟兄一直覺得非常反感，認為讀書寫字的事情要他做根本做不來，何必一直逼他，何況大家都是義務役的。事發之後，小彰確定調整回勤務中隊時曾向該位弟兄道別，該位弟兄也沒說什麼，彼此大概了解之前的不愉快大部分是部隊環境使然。

#### 肆、分析與診斷：

##### 一、學習障礙：

小彰表示自己過去唸書時都沒有令自己感到愉快的經驗，到目前為止寫字算術能力依然停留在小學1、2年級階段。以心理學的智慧研究來看，人類的智力分佈呈常態分佈，約5分之1的人學習讀書寫字的工作比較遲緩。除了極少數的極度智能不足者，大部分智能偏低者透過適當引導，還是可以習得與一

2. **Schooling stage:** Shiao Zhang said he had always been trying to catch on with his schoolwork from grade school to junior high. In Shiao Zhang's grade school and junior high report cards, only one A appeared in PE, all other subjects come in C's and D's. Shiao Zhang described himself as part of the group that was shoved to the side by the teacher, He and other underachievers were told to sit at the 2 sides of the classroom. His exam scores were these of the word. Over time, he grew tired of writing and doing math, and had no desire to touch those things either.
3. **Performance at the military unit:** Shiao Zhang reported to duty at the Coast Patrol Corps on April 25, 2005, and was subsequently placed at the Dakenggu Security Inspection Checkpoint in the early May. During his stay with the Coast Patrol Corps, he was diligent in carrying out routine miscellaneous chores and helping out with official duties, without any sign of ill adjustment. It was not until when he was assigned to the security checkpoint where the duty work required writing in the journals or sketching navigation charts, was he to be reaching found out extremely low in reading, writing and math capabilities, nearly reaching a point of learning incapability. The officers and seniors responsible for guiding him at the Coast Patrol Corps failed to detect his aptitude deficiency problem. Consequently, a few days' work led to Shiao Zhang's emotional breakdown.
4. **Interpersonal relationship:** As an introvert, Shiao Zhang only managed to befriend one person. Unfortunately his friend was not placed with the Coast Patrol Corps 1-1 with him. At the Coast Patrol Corps, Shiao Zhang did not interact much with men in the same Coast Patrol Corps, and only managed to come into contact with the others when spoken to by senior men with enthusiasm in chatting sessions. Upon coming to the security checkpoint, he resented senior men assigned to tutor him, thinking why they kept pushing him when he could not manage any of the reading and writing he was asked of. Everybody was just in to finish off the civil duty service, after all. After the outbreak, Shiao Zhang returned to the company to bid farewell to the men. His guidance officer said little. Perhaps the two understood the unpleasant incident was only circumstantial.

#### Part IV Analysis and prognosis

1. **Learning disability:**  
Shiao Zhang said that he had not felt any joy in his schooling experience, and his writing and math aptitude were that of a first or second grader. Looking from the angle of IQ study, human intelligence is distributed in a rather consistent manner. Roughly one-fifth of the people may exhibit



般水準的基本認知能力，但在台灣當前教育環境下，還是有不少學童沒有被發現學習能力問題，亦未給予適度教育方式，導致長久以來類似小彰的役男持續出現於軍隊之中，造成部隊管理上的困難。

## 二、伴隨學習障礙的性格不穩問題：

依據DSM-IV的分類，智能偏低有時會伴隨情緒障礙問題，原因在於這類個案面對挫折經驗缺乏正向的解決方式，不懂得用理性方式面對。小彰入伍前不知道自己曾經有情緒失控的紀錄，家人未給予回饋讓小彰無機會了解自己的情绪問題。小彰本身個性內向，亦無朋友了解小彰有情緒管理的問題，更不知道如何向交情不深的幹部或弟兄反映自己的學習問題。人生地不熟加上安檢所需要新進人員儘快熟悉勤務的壓力下，導致小彰發生情緒失控情事。

## 伍、輔導策略與措施：

### 一、體檢篩選宜加入學習能力指標：

役男體檢一直只注重生理層面有無重大殘疾或缺陷等，心理功能的衡鑑措施長期以來付之闕如。如有精神方面的問題皆須由部隊自行發掘，方能進行判定，如此徒增個人與社會資源的浪費。學習能力低落的役男入伍後就一直是部隊教育管理的問題，往往都要到造成重大問題，經過精神科醫師鑑定，才能確定這類役男無法服役。治本方式應由部隊外社會資源提供再教育，使其具備基本讀寫能力，有能力應付當前社會生活需求才是最好的處置。

### 二、入伍受訓階段建議由受過心理衡鑑訓練人員協助篩選：

役男入伍之後皆會接受人格測驗篩選性格情緒不穩定人員，以了解人員素質能否符合部隊需求。然而就筆者入伍以來的經驗，各式人格測驗皆未在標準化情境下實施，施測人員亦是由相關科系出身之義務役

slower learning of reading and writing. Except for a very small number of retards, a majority of low-IQ individuals are able to acquire general basic cognitive capability through proper guidance. Yet under the present educational environment in Taiwan, a number of schoolchildren go undetected of their learning problems, and are deprived of a chance to receive proper education. The results are conscripted men like Shiao Zhang that continue to pop up in the military, creating management problems.

2. The issue of unstable personality accompanying learning disability By DSM-IV classification, low IQ is at times accompanied by emotional barrier problems, because these subjects are unable to confront emotional setback with positive solution. Prior to being enlisted, Shiao Zhang had no idea of his emotional outbreak record, nor did his family provide any feedback for Shiao Zhang to understand his own emotional problems. As an introvert, Shiao Zhang had few friends who knew of Zhang's emotional management problem. He could not inform his learning disability with the officers and men that he knew little of either. Unfamiliar surrounding, coupled with the pressure at the security checkpoint, led to Shiao Zhang's emotional breakdown.

## Part V Counselling strategy and measures

1. It is viable to add learning aptitude indicator in the physical screening process.

The physical examination for men eligible for military conscription has long been focused on the physiological aspects of finding any major disability or defect, but measures for assessing the psychological factors have been nonexistent. Any psychological problem is left for the military to discover before an assessment can be conducted. This process wastes many individuals and social resources. Learning disability has always been an issue in military disciplinary training, and tends to lead to major problems. These people often require physician's assessment before proven they are unfit to serve in the military. A permanent solution calls for re-education through social resources outside the military, preparing the individuals with rudimentary reading and writing capabilities so they can adjust to the present day's society.

2. It is advisable for psychological trainers to facilitate the selection process at the enlistment/training stage

Enlisted men, upon reporting to duty, are required to undergo psychological screening to screen out individuals with unstable personality. Yet as far as the author's experience is concerned, a host of psychological tests are conducted in non-standardized settings. Furthermore, the test givers are volunteer duty officers and servicemen of relevant majors but may not have prior test giving experience. In mainstream psychology training, one would need to take undergradu-



官士兵擔任，不見得有施測經驗。況且在正統心理學訓練之中，必須經過大學及研究所修習心理衡鑑課程，並有1、2年的實習經驗，才有能力運用測驗工具協助精神科醫師鑑定個案精神問題。目前海巡署內缺乏受過正式心理衡鑑訓練人員，施測結果以心理學標準視之其實沒有太多參考價值。何況任何測驗都有其限制，如讀寫能力不好的小彰即不宜用紙筆測驗鑑定其素質。若要掌握素質不佳的人員，宜商請受過專業訓練之人協助篩選。

### 三、發現問題時幹部需立即轉介：

目前多數部隊主官或幹部對於有不適應情形之人員皆有「這個兵是假裝的」這類先入為主的觀念，反而忽視人員的真正問題。如此觀念源於軍中長期以來認為學好本職學能是軍人自身的責任，學習有問題一定是個人態度不佳，然而遇到真實個案一味歸為態度問題則會失去焦點。如小彰的個案是在分發到安檢所兩週後發生，該所勤務內容相當單純，一般新進人員約2、3天即可上手，小彰見學1星期毫無進展時即可轉介心輔官了解，避免狀況發生。

### 陸、結論：

- 一、如何入伍前即行篩選。
- 二、幹部不宜以先入為主的觀念評價人員：道德勸說、作為治標。  
個案問題在入伍之前就已經存在，其問題亦非部隊能給予協助，反而為了照顧個案造成資源分散，影響部隊任務執行。因此治本之道是在入伍前將問題篩選出來，避免造成將來部隊管理及教育的困難。如果這類個案到了部隊，幹部亦不宜用先入為主的觀點評價人員，先做客觀觀察，幹部如無能力進行管教就要立即向心輔人員反映，方能及早發掘個案問題，給予適當處置。

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ate and graduate psychiatric evaluation courses, together with one to two years of internship, to be able to utilize the test tool to assist physicians in psychiatric department to assess the psychological conditions of a case subject. Owing to the lack of formally trained psychiatric personnel, the test results conducted by the Coast Guard Administration, provide very little reference.

### 3. The need for immediate referral at the onset of problems found

When it comes to ill-adjusted personnel, a majority of the military officials and officers tend to think that a soldier is faking it. They inadvertently overlook the true problems that an individual suffers. The military has long regarded learning one's own proficiency and skills remains a serviceman's own responsibility, and that learning deficiency comes from a bad attitude. They tend to lose focus when coming across true cases who had more than an attitude problem. In Shiao Zhang's cases his incident happened in two weeks after his being placed with the security checkpoint, where most new recruits can master their duty in two to three days. A timely referral upon witnessing Shiao Zhang's making little progress to a psychological counseling officer could definitely avoid the incident from occurring.

## Part V Conclusion

1. How best to conduct pre-screening prior to enlistment.
2. It is best for officer staff to refrain from prejudging the enlistees: Moral persuasion to be taken as a remedy.

As the case subject's problems had long existed before his being enlisted, the military could do nothing to help but only to disperse resources to care for the case subject. A permanent solution calls for screening out the problems before enlisting the men, so to avoid difficulties in future management and education. It is best for the officer not to prejudge an individual with a preconceived view, but to conduct an objective review. If an officer is unable to discipline the individual, a psychological counselor would need to be enlisted for assistance in order to timely uncover a case subject's problems and adopt adequate remedial measures.

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