

學習障礙學生改善學習成效之重要評估因素

劉光泰, 蔡綉菁

工業管理學系

管理學院

kuliu@chu.edu.tw

摘要

Learning disability is a classified some function in which a student has difficult learning in a typical attitude, caused an unfamiliar factors. Learning disability is related obvious learning problems in an academy. However, these problems are not enough to authorized an official diagnosis certification. Learning disabilities are lifelong but with appropriate academic interventions assistance may overcome their disability. Resource class provide a major source of assistance to improve learning disability student. This study determines what priority criteria from some professors in academy by analytic hierarchy process method that explores three facets and nine sub-constructs for each respectively to determine how resource classes in the school improve learning disability students. It found that school administration is the most important, individual factors, and family background following.

關鍵字：Resource classes, students with learning disabilities