

2017 特殊需求幼兒早期療育學術研討會

- 中文題目：

幼托整合下學前普通班教師修習特教三學分之現況與相關問題研究～以臺南市一所私立大學幼保系為例

- 英文題目：

A Study on the Current Situation and Related Issues of Pre-School Teachers Taking a Three-Credit Special Education Course after Merging with Integrated Kindergarten and Nursery School Policy - A Case Study of the Department of Child Care at a Private University in Tainan City.

- 關鍵字：學前融合教育、幼托整合、特教三學分

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中文摘要

特教法第 15 條：「為提升特殊教育及相關服務措施之服務品質，各級主管機關應加強辦理特殊教育教師及相關人員之培訓及在職進修。」其目的是希望透過系統化之特殊教育課程來強化普通班教師特教知能，在「融合教育」實施的前提下，積極維護特教需求學生受教權益與品質。另第 17 條提及幼兒園及各級學校應主動或依申請發掘具特殊教育需求學生，並提供相關服務措施。」幼托整合政策自民國 101 年實施迄今，學前特殊需求學生在「融合教育」的大環境中面臨如何「被察覺、鑑定與安置輔導」？需求日益迫切。「幼托整合政策」發想與立意雖良善，但從研究者擔任大學教學者現場得知，許多在職教保員對於特殊教育學生入學所需及相關配套措施一知半解，正面臨許多實務及陌生領域的挑戰，「特教三學分」的課程設計便成為學習特教的重要起點，對於職場所面對的特殊需求學生在融合教育的趨勢下必須克服尚多主客觀因素及應有的認知和態度，才得以讓學生更加適性發展！

幼兒教育及照顧法第 13 條規定：「直轄市、縣（市）主管機關應依相關法律規定，對接受教保服務之身心障礙幼兒，主動提供專業團隊，加強早期療育及學前特殊教育相關服務，並依相關規定補助其費用」。基於問題背景與研究動機，本研究目的如下：一、瞭解學前普通班教師對特殊需求學生在融合教育的環境中應具備的知能。二、瞭解學前普通班教師對特殊需求學生在融合教育的環境中應具備的做法。三、瞭解學前普通班教師針對特教三學分課程規劃需求

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程度及順序。本研究以臺南市某一私立科技大學進修部幼保系學生為研究對象，以「問卷調查」為主，輔以「訪談」，分析瞭解學前普通班教師對於特教三學分修習現況，瞭解不足及所需，俾利瞭解修習特教三學分現職教師的想法和作法。

本研究主要結論如下：一、學前普通班教師對於「特殊教育法規規定」、「學生鑑定安置輔導流程」、「IEP 暨 IFSP」及「親師溝通部分觀念與作法」尚待釐清且有高度興趣，未來可優先著重這些方面的概念。二、學前普通班教師對於與「學前巡迴輔導教師」及「專業團隊」的溝通合作較無概念，顯然不利於「早期介入」的積極作為。三、對於課程規劃安排前三者依序分別是「親職溝通」、其次是「鑑定安置」及「特教法規」。四、訪談過程中讓第一線老師體現最無奈的現況便是「家長不願意配合」導致影響學生後續的介入。五、「特教人力的支持（援）和諮詢」是學前普通班教師較期望行政單位支持的項目。本研究相關討論與建議將作為未來編（修）訂幼保系學生進修之參考，讓學術與實務能更加契合，符合現今「融合教育」的大環境趨勢。

Abstract

In the current trend of the “Childcare integration policy”, many educators who graduated from the vocational education system have very little knowledge on the admission needs of special education students and its related supporting measures. Challenges they face include numerous practical and unfamiliar areas. The curriculum design of the “Special Education – 3 units” has become an important starting point for learning special education. For special needs students the trend on “inclusive education” does not need to overcome various objective and subjective factors. Subsequently, proper awareness and attitude are keys to enable students to have a more suitable development.

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Based on the problem background and research motivation, the research objectives are as follows: First, understand the required knowledge for pre-school regular class teachers in providing special needs students an inclusive education environment. Second, understand the required practice for pre-school regular class teachers in providing special needs students an inclusive education environment. Third, understand the planning needs and order of pre-school regular class teachers on the 3 units Special Education course. The participants for this research were students in the Extension Education program from one of Tainan's private technological university majoring in Early Childhood Education. The research made use of questionnaires to and supplemented by interviews. After analysing and understanding the data, it provided valuable insights on the current situation of pre-school regular class teachers, understanding what they lack and need, and learn more about the ideas and practices of present teachers in the 3 unit Special Education course.

The conclusions of the study are as follows: first, pre-school regular class teacher needs further clarifications and has not much interest on the "Special Education Laws and Regulations", "Student Identification and Placement Counselling Process", "IEP and IFSP", and some parts of the "Parent-teacher communication concept and practice." In the future, priority can be given to these concepts. Second, pre-school regular class teachers demonstrate inadequacy in active involvement and on concepts regarding "pre-school counselling teachers" and "professional teams" that leads to missed opportunities on "early intervention". Third, for the curriculum planning, it can be ordered as "Parental Communication" first, followed by "Identification and Placement" and "Special Education Regulations". Fourth, during the interview the most frustrating situation for front-line teachers is that "parents do not want to cooperate" which then affects subsequent student interventions. Fifth, "Support Special Education through additional man-power and aids and Consultation" are the support items that regular class teachers expect from the administrative unit.