

幼兒園融合教育合作諮詢歷程之研究

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摘要

本研究探討合作諮詢模式在一所臺北市公立幼兒園之應用。希望幼兒園(化名)共有6個班級，收托11名特殊需求幼兒，園內參與研究的9位幼兒園教保服務人員、學前巡迴輔導教師(研究者本身，以下簡稱巡輔教師)及3位治療師，運用合作諮詢模式集思適合特殊需求幼兒的學習目標及輔導策略。本研究採取質性研究取向，研究者以訪談、觀察與文件分析等方式蒐集資料，研究目的為了瞭解團隊成員的合作歷程，在歷程中所面臨的困難及因應方式，團隊成員的省思與成長。研究結果如下：

一、實施合作諮詢之歷程包括：共同擬定 IEP、共同檢視 IEP、將 IEP 目標放入作息及自然情境中、共同執行 IEP、共同進行 IEP 期中評量、總結性評量及檢討五個歷程。在當中發現以自然情境為思考的 IEP 目標，才能融入作息實施；經過團隊成員共同討論、激盪及決定的 IEP 及輔導策略，有助於教保服務人員執行；尋找團隊成員共同的關注，有助於建立信任關係；合作諮詢是一支持、分享的歷程，讓彼此更有能量；行政支持有助於建立合作諮詢模式。

二、希望幼兒園在合作諮詢歷程所遇到的困難及因應之道：

1. 所遇到的困難：很難落實與教保服務人員晤談，治療師仍會提供非符合自然情境的目標或輔導策略，巡輔教師或治療師入班對於班級或多或少會造成干擾；團隊成員對於幼兒理解不同、在意的點也不同；巡輔教師一度質疑自己的角色功能及合作關係。
2. 因應之道：修正與教保服務人員的晤談時間及型態，巡輔教師配合治療師入班時段，嘗試整合治療師所提供的建議；瞭解班級文化及作息，必

要時提供教保服務人員入班時段；尋找共同的基礎知識及關注；尋求園方行政支援。

三、團隊成員在合作諮詢歷程中之成長：合作，讓巡輔教師角色重新定位；合作，擴大彼此的視野；合作，讓團隊成員創造更多的可能；我們也深刻理解沒有共同平等的討論，是無法發展出符合統整性及自然情境的策略；在這歷程中，更體會到行政支持是融合教育之重要推手。

根據上述結果，提供對園所主管的建議：宜時常和教保服務人員及巡輔教師交流，以瞭解其困境；協助安排團隊成員共同的晤談時間。對教保服務人員之建議：嘗試與巡輔教師共同討論、擬定及執行 IEP；宜將班上特殊需求幼兒視為與巡輔教師的共同責任。對巡輔教師之建議則為：巡輔教師角色定位重新釐清；以共同討論取代直接提供輔導策略；彼此宜聚焦特教與普教相似的地方，才能與團隊成員建立共識。

關鍵字：合作諮詢、幼兒園教保服務人員、學前巡迴輔導教師

A Study on Process of the Collaborative Consultation in Preschool Inclusive Education

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Abstract

The study aimed at researching the application of collaborative consultation in a municipal Preschool in Taipei City. “Hope Preschool,” a pseudonym, consists of 6 classes and 11 kids with special needs. The nine preschool educators , includes researchers themselves, in the preschool, a preschool special education itinerant teacher (hereinafter referred as itinerant teacher) and three therapists involved in the study who come up with learning targets and consultation strategies for kids with special needs via collaborative consultation. The study is a qualitative research. Researchers collected data through interviews, observation, document analysis, etc. The aim of this study is realize the collaboration process of team members, difficulties they face in the process and their countermeasures, and the reflection and growth of team members. The research results are as follow:

- A. The process of implementing collaborative consultation includes the following five: designing IEP, inspecting IEP, combining IEP targets with routines and natural circumstances, executing IEP, having IEP midterm evaluation, final evaluation and reflection. Researchers find out that IEP targets can only be combined with routines through thinking under a natural circumstance. IEP and consultation strategies resulted from the collaborative discussion, brainstorm and decision, which is helpful for the implementation for preschool educators. Also, finding out the common concerns of team members is beneficial to building a trust relationship. Collaborative consultation is a process of supporting and sharing, which makes people have more energy. Last, administration support is helpful for the establishment of collaborative consultation.
- B. Difficulties and countermeasures in the process of collaborative consultation in Hope Preschool:
 - 1. Difficulties: It was quite difficult to implement interviews with preschool educators. Therapists still offered targets or consultation strategies that do not correspond to natural circumstance. The involvement of Itinerant teachers and therapists in class will bring interferences. Also, team members have different

understandings and concerns. Itinerant teachers once questioned their role functions and collaborative relationship.

2. Countermeasures: Revise the time and norm of interviews with preschool educators. Itinerant teachers follow the time when therapists are in class and integrate the suggestions provided by therapists. Realizing class culture and routine, and the time of preschool educators involving in class is provided if necessary. Find common basic knowledge and concern. Try to find administration support from the preschool.

C. Growth of team members in the process of collaborative consultation: Collaboration makes itinerant teachers find a new position for their roles; collaboration broadens their horizons; collaboration lets team members create more possibilities. Also, we deeply realize that without mutual and equal discussion, no strategies of integration and natural circumstance will be developed. Through this process, we realize that administration support is the crucial promoter of inclusive education.

Suggestions are provided to the executive of the preschool according to above results: It would be better that the communication between preschool educators and itinerant teachers is constant, which helps realize difficulties of each other. Also, arrange the common time of interviews for team members. Suggestions for preschool educators: Try to have discussion with itinerant teachers, and design and execute IEP together. It would be better if special need kids seen as a responsibility for both preschool teachers and itinerant teachers. Suggestions for itinerant teachers: The role of itinerant teachers should be clarified; discussing together instead of directly providing consultation strategies. It would be better if they focus on the similarity between special education and general education to reach a consensus among team members.

Key words: Collaborative Consultation, preschool educators, preschool special education itinerant teachers