

摘要

本研究旨在探討特殊教育教師的有效能教學之內涵，採質性研究法與深度訪談蒐集資料，以立意抽樣選取 6 位特教教師為對象，個別訪談以深入探討其教師信念、教學設計與班級經營與自我檢討及省思改變。本研究結果發現：

- 一、教師從事特教契機包含教師個人求學、成長經驗、考試與修習時機。
- 二、持續任教之動力為利他及成就感。
- 三、教師信念則強調常規遵守、有教無類與尊重個別差異。
- 四、有效能教學強調「功能性目標」、「工作分析」與「多感官教學」等。
- 五、班級經營特色包含班級凝聚力、親師溝通、結構化教室環境、常規遵守、歡愉班級氣氛、自由班級風格等
- 六、教師反思方式包含自我檢視、觀察學生反應、教學觀摩、同儕專業對話等

最後，分別對現職特教教師、特教系師培生以及未來研究方向給予建議。

ABSTRACT

This study aims to explore the teaching efficiency of special education teachers. The study adopts qualitative research methods, and the data collection was based on interviews. The six participants were selected by purposive sampling. Each interview focused deeply on their teacher beliefs, instructional designs, classroom management, self-reflection and self-correction.

The following statements summarize the findings:

1. The motivations of being a special education teacher are their experiences of study, growth, the better opportunity for being a special education teacher, and the exact time to study the subject.
2. The motivation of going-on teaching is benefitting others and the feeling of accomplishment.
3. The teachers' beliefs are letting students follow daily routines, accepting students' individual differences and paying attention to each individual.
4. The efficient teaching emphasizes the functional goal, task analysis, multi-sensory approaches, etc..
5. Classroom management specializes in the cohesiveness, the communication between teachers and students, structured teaching approach (TEACCH), following the daily routines, joyful classroom atmosphere, and free to express themselves in class.
6. The way of teacher's reflection: self-examination, observing students' reaction, teaching demonstration, professional dialogue between teachers and peer, etc..

Lastly, here are some suggestions to special education teachers, preservice teachers majored in special education and follow-up researchers about future study.