

The Following Study of the Children with Developmental Delay of Inclusive Education

Pi-Hsun Hsu *

Abstract

This study is a follow-up investigation of one exceptional child who has undergone inclusive education in kindergarten. As he is entering to a primary school, he needs to adjust himself in order to adapt to a new learning environment and to interact with peers and teachers. The purpose of this research is to study the feasibility of instituting inclusive education in kindergarten and to investigate the possibility of extending inclusive education from kindergarten to primary school. Other issues investigated include: professional knowledge and attitudes of general teachers towards special education, the impact of implementing inclusive education to primary school teachers, parents and administration.

The data of this study come from natural observation, semi-structured interviews, journals, literature reviews and videotaping of the classroom interactions. The data are discussed and analyzed through triangulation. The measurements used in this study include: revised PPVT, the Language Achievement Test for students in elementary and secondary schools, the Mathematics Diagnosis Test for students in low and middle grades in elementary schools, Chung-hwa Adaptive Behavior Scale.

The study finds: (1) The child, through inclusive education, received stimulation from his peers and improved in every developmental field with positive

* Associate Professor, Department of Early Childhood Development and Education, Yu Da college of Business

social assessment among normal children. (2) How well the child can incorporate into the group life depends on the following relevant factors: the degree of retardation, individual ability and behavior, provision of interaction opportunities by the teacher, an effective learning environment, curriculum designing and instructing of life-learning.(3) Professional trainings in special education should be given to general teachers to ensure that exceptional children are provided with adequate care. (4) The inclusive education obtains support of primary school teachers.

According to the study finds in this research we propose some suggestions for relevant institutions and interested researchers for reference.

**Keywords : inclusive education, exceptional children,
children with developmental delay**

融合教育中一位發展遲緩兒童的追蹤研究

許碧勳*

*育達商業技術學院幼兒保育系副教授

摘 要

本研究係追蹤一位國小附幼之發展遲緩兒童於幼稚園畢業後進入小學就讀，瞭解其學習適應狀況，並探討該校國小低年級教師有關特殊教育之專業知能及教學態度。研究進行主要採質性研究以自然觀察、訪談，輔以施測評量進行資料蒐集。所得資料以三角檢核法(triangulation)、次數、百分比統計進行資料討論與比較分析，歸納出研究結果。研究之評量工具為：修訂畢保德圖畫詞彙測驗（PPVT）、國民中小學國語文成就測驗、國民小學中低年級數學診斷測驗、中華適應行為量表。

本研究結果發現：(1)個案可以透過融合式教育的實施，獲得同儕的刺激，在各發展領域上皆有所進步，適應行為呈現穩定狀態；(2)其融入團體的相關因素為：障礙程度、個別的能力及行為、教師提供同儕互動的機會、營造有利的學習環境、課程的規劃及生活學習的引導；(3)級任教師缺乏特教實務教學技巧的觀摩與訓練的機會，無法提供個案具體且足夠的專業協助，亦無法為特殊兒童設計課程；(4)教師對融合式教育之實施持正向且支持的態度，對於其存在的價值及意義抱持樂觀的看法。

最後，根據研究結果提出建議以供相關單位及後續研究者之參考。

關鍵字：融合式教育、發展遲緩、特殊兒童