

出國報告（出國類別：參加國際研討會）

## 第 22 屆亞洲認知障礙聯盟國際研討會 出國報告

服務機關：國立高雄師範大學特殊教育系

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## 摘要

亞洲認知障礙聯盟(The Asian Federation on Intellectual Disabilities, AFID) 於 1973 年成立，此聯盟在菲律賓的馬尼拉召開第一次國際研討會，也同時創立此亞洲最大也是歷史最悠久的國際認知障礙組織，目前此聯盟共有 14 個會員國，臺灣是創始會員國，值至今日臺灣也一直是以身體的身份成為主要會員國。

亞洲認知障礙聯盟每兩年在其不同的會員國召開研討會，2015 乃為第 22 屆研討會，也代表此聯盟已經成立有 44 年了。臺灣曾於 1985 年主辦過第 7 藉此聯盟的國際研討會，以及 2007 年的第 18 屆研討會。第 22 屆國際研討會乃在斯里蘭卡的可倫坡舉行會議，總共有約 15 個國家的人員報名參加，內容包含專題演講，國家報告，口頭發表，海報發表，教育參觀以及文化之夜等等，內容豐富且精彩，讓所有與會人員皆收穫豐盛，留下美好的專業分享和文化交流。

## 目次

一、目的 .....	4
二、過程 .....	4
三、會議議程.....	4
四、報告內容.....	5
五、心得及建議.....	5
六、附錄 .....	7

## 第 22 屆亞洲認知障礙聯盟國際研討會出國報告

### 一、 目的

此次出國目的為參與**第 22 屆亞洲認知障礙聯盟**國際研討會發表論文。此次研討會的主題是-陽光下我的站立之處(A place for me under the sun)，本研究論文發表者包含林素貞老師(高雄師範大學)，陸弈身老師(高雄啟智學校)和蔡宜玲老師(屏東特殊教育學校)。我們發表論文題目是「學習普通教育課程-以臺灣一所特殊教育學校為例」(The access to the general education curriculum-A special education school model in Taiwan)。我們將四年來在屏東特殊教育學校發展學校本位課程的歷程提出實作報告，此實作經驗分享獲得許多與會人員的肯定和讚賞，讓台灣的特殊教育經驗得到鄰近國家特殊教育工作人員的高度肯定。

### 二、 過程

本次會議共舉行四天，共由來自於亞洲的十個國家的人員參加。此國際研討會乃以亞洲國家對於認知障礙者的教育、社會福利和自我倡導為主題，研討會內容包含國家報告、專題演講、研究論文發表、互動式海報、機構參訪和文化友誼之夜等活動。

本研究小組乃報名參加互動式海報，大會將所有參與者的海報都設立茶點區，所以每到研討會休息茶點期間，發表者皆在海報前面和與會者進行討論與交換意見，主要的討論者包含日本新加坡，韓國，日本、澳門和斯里蘭卡等國從事特殊教育的人員和身心障礙者本人。

### 三、 會議議程

第一天: 報到、研討會前工作坊

第二天: 開幕式、專題演講、國家報告、頒獎、研究者研究報告、海報分享、文化表演

第三天: 專題演講、國家報告、研究者研究報告、海報分享、文化表演

第四天: 機構和學校參訪、各國表演之友誼之夜

第五天: 身心障礙者的自我倡議報告、閉幕式

## 四、 報告內容

### 「學習普通教育課程-以臺灣一所特殊教育學校為例」

#### 研究目的

依據我國 2010 年的特殊教育法的規定，各級學校應彈性調整普通教育課程以因應身心障礙學生的教育需求；本研究報告即是以一個特殊教育學校為例，說明台灣的學校的教師如何調整普通教育課程，以發展出以具有實用性和功能性的課程目標和教材內容，讓中重度身心障礙學生也可以學習調整後的普通教育課程內容。

#### 研究方法

這是一個四年期的行動研究，以屏東特殊教育學校為例，這所學校的所有 39 名老師接參與課程的發展。教師們以其所教導的領域課程組成教學研究小組，再透過小組討論方式形成課程調整的內容，老師們會依據學生的能力現況和特殊教育需求找出學生能學習的內容和能力指標。

#### 研究結果

研究者四年來皆長期參與學校教師的討論和形成決議，最後各領域小組再將其所發展的課程能力指標，透過學校的課程發展委員會討論，形成學校本位課程。此學校的成功經驗證明重度障礙學生也可以學習普通教育課程，學習到未來成人生活所需要的技能和知識，只要老師能適當調整普通教育的課程內容、教材、評量和環境調整。

本組的海報內容呈現如附錄一，附錄二為大家在本研究小組的海報前討論狀況，附錄三為本次國際研討會的所有海報發表者目錄。

## 五、 心得及建議

**心得:** 本人此次相當榮幸能參加此次會議，能和亞洲幾個國家的特殊教育工作人員一起分享台灣在認知障礙學生教育上的成效。臺灣的學校和老師可以跨越學生認知學習上的障礙，考量認知障礙學生的學習困難之現況，透過課程與教材的刪減、減量、簡化、替代等調整原則，將普通教育的能力指標和教材內容成功轉換成功能性和實用性的教學內容，以讓中重度認知障礙的學生也可以有效學習實用的知識和技能。臺灣在課程的學習已經達到跨越認知障礙的藩籬之水準，我們以一所特殊教育學校的成功經驗，讓其他國家的與會人員艷羨和稱讚不已，十足展現我國特殊教育的進步與成熟發展。

**建議:** 亞洲認知障礙聯盟是一個以家長團體和教育機構為主軸的國際特殊教育組織，此聯盟每兩年在不同國家舉辦一次國際研討會，此研討會的論文發表大致以實務經驗的分

享為主，實證研究或理論的研發對於各國的主要參與者而言吸收較為有困難。臺灣的特殊教育發展在亞洲各國乃居領先地位，因此不管是特殊教育的學校經驗分享，或是教師的個人教學經驗報告，對於亞洲其他國家的參與者而言皆為寶貴的學習經驗，因此我國宜多鼓勵特殊教育的實務教學或行政工作者，多多報名參加此國際研討會，一方面可以分享臺灣經驗，二者也可以增加國際視野，讓台灣的特殊教育工作者和研究者皆得以提昇我們自己的自信與士氣。

## 附錄

### 附錄一 本研究小組之海報

## The access to the general education curriculum- A special education school model in Taiwan

Su-Jan Lin National Kaohsiung Normal University  
Yi-Shen Lu Kaohsiung Special Education School  
Yi-Ling Tsai Pingtung Special Education School

### Study Purpose:

Based on the Taiwan special education curriculum regulation of 2010, all of the 1-12 graders with special education needs should receive the general education curriculum with the adaptation. This regulation also included the students with severely disabilities who are placed in the special education schools. The purpose of this study pursues a school-based curriculum model with implement of general education curriculum adaptation for their students.

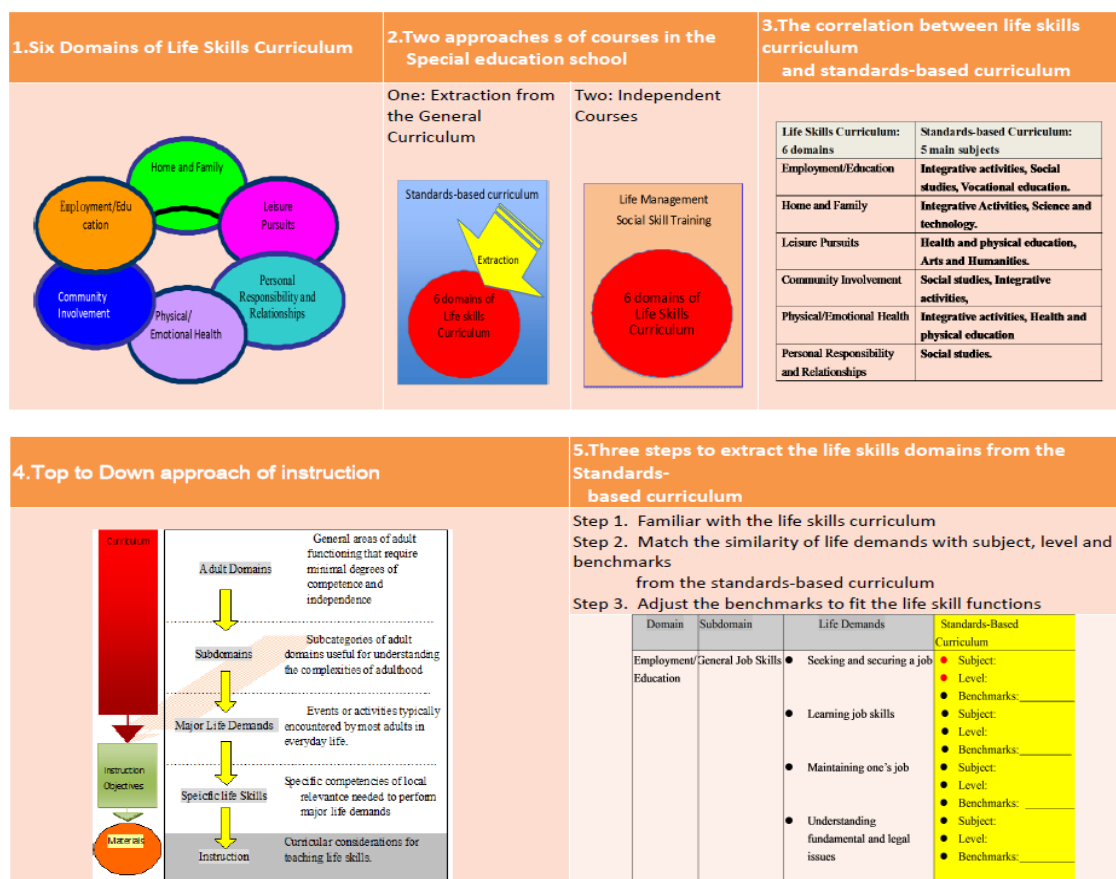
### Methodology:

This study is an action research. The setting of this is the Pingtung special education school located in the south of Taiwan. This school has total 184 students from the first to the twelve graders. All of 39 teachers in this special education school were involved to this process. The teachers grouped by the subjects which they taught in the school year. The teachers' subjects study group consisted by teachers will discuss the adaptation of competence indicators from the grade 1-12 national general education curriculum guidelines. This study mainly used the Life Skills Curriculum model (Cronin, Patton & Wood, 2007) to lead the adaptation of standards-based curriculum in Taiwan. The adaptation will base on the students special education needs and their present performance level. The teachers' subjects study groups also reported their results to the school-level curriculum development committee. This COMMITTEE also had professor to participant the discuss process. The school-level curriculum development committee had the final conclusion about the adaptive competence indicators in all of the academic subjects. This process built the school-based curricula for this special education school.

### Results:

Based on the four years effort this school already built their own school-based curriculum to help the students with severely disabilities to access to the general education including as approach one of extraction from the standards-based curriculum. The approach two is applying to the independent courses such as life management or social skills training.

There are positive result for the students with severely disabilities could learn the general education curriculum. However, it needs the teachers to adapt the curriculum goals, content, materials and assessment. In addition, teachers need to use the appropriate instructional strategies. This school-based curriculum successful could help the students to develop their life skills for their adult community lives.



## 附錄二 活動照片





# 附錄三

## Posters list

All posters will be displayed in the Lobby Area commencing 1300 hrs on the 03<sup>rd</sup> October to 2000 hrs on the 06<sup>th</sup> October. The authors will be present with the posters during 1700 - 1900 hrs on 04<sup>th</sup> October to provide any clarifications.

NO.	TITLE	PRESENTER	COUNTRY
1	The Study on Feelings and Perspectives of the Consultants of Special Education Consulting Team in Taoyuan City in Taiwan	Te-Chou, Huang	Taiwan
2	The access to the general education curriculum-A special education school model	Su-Jan Lin, Yi-Shen Lu, Yi-Ling Tsai	Taiwan
3	Three-tier prevention model for students with disabilities by Taipei Behavior Support Team	Shu-Wan Cheng	Taiwan
4	The Effectiveness of Self-regulated Strategy Instruction for SEN college students	Hsiu-Fen Chen, Chun-Jing Ye, Yi Ting Lee	Taiwan
5	Teaching Children with Twice-Exceptionality - A Case Study	Hui-ChingKo	Taiwan
6	Being a College Student : The Study of Persons with Intellectual Disabilities who study in Higher Education in Taiwan	Yi-Yuan Huang, Hui-Fang Lin	Taiwan
7	The implementation of the Guardianship of Adults in Taiwan	Prof. Chen-Liang Chen, Jian- Fong Lio, Ya-Lun Tseng	Taiwan
8	Support Programme for "Invisible Children" - Siblings of Clients with Special Needs	Tay Yu Ping & Lim Yuan Ying Gervina	Singapore
9	A Study on Recognized Job Performance and Job Satisfaction of Special Education Teachers at Special Education Support Centers	Lee Weon-Hee, Kwak Seung-Chul	Korea
10	A Structural Analysis on the Factors Related to Teaching Professionalism of Special Education Teachers	Eun-Hye Jeon, Sang-Jin Moon, Byung-Un Jeon	Korea
11	The Effects of Enhanced Millieu Teaching on Spontaneous Requesting of Children with Intellectual Disabilities	Kim Na-Ae Kim, Yeon-Ok Kwon, Hwi-Jeong Lim, Kyoung- Won	Korea
12	The Analysis of Experimental Research of Horticultural Treatment Program for Students with Disabilities	Da-Ji Noh, Sang-Jin Moon, Byung-Un Jeon	Korea
13	The Hardships of after-school programmes Instructors in the Special Education Teachers at Special Education School	Gim, Hyeon-Hui & Kim, Hyo-Sung & Lim, Kyoung-Won	Korea
14	Special Education Teacher's Practical knowledge from the math class using story telling	Hong, Deok-Pyo & Choi, Sang-Bae & Lim, Kyoung-Won	Korea
15	PE Teacher's Professional Growth in an Inclusive Physical Education Environment for Students with Intellectual Disabilities	Pro. Won-Kyung Kim, Seok-Min Yun	Korea
16	Physical Educators' Decision Making in an Inclusive Physical Education Class for Students with Intellectual Disabilities	Prof. Yong-Wook Kim, Seok-Min Yun	Korea
17	Leveraging Software to Improve Quality of Care in the Intellectual Disability Community	Mojahedul Hoque Abul Hasanat	USA