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特殊教育長期追蹤資料庫建置第二期

Special Needs Education Longitudinal Study (SNELS) (II)

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中文摘要

在「特殊教育長期追蹤資料庫」建置計畫六年期研究時程下，本計畫將延續前一計畫，進行第二階段後三年之建置工程，持續追蹤收集學前、國小、國中和高中職四階段身心障礙樣本包括學生、家庭及學校教育等以學生為本之資料，也收集縣市概況資料，以瞭解全國身心障礙教育實施現況與發展情形，更公開供特教及相關專業領域研究人員使用，以進行各項主題探討。本階段計畫預計將逐年於 99 學年度完成學前組小一、國小組小六及國中組國三之追蹤調查，100 學年度完成國小組國一、國中組高一、高中職組高三之追蹤調查，101 學年度完成學前組小三、及高中職組離校一年之追蹤調查。本計畫抽樣來源為教育部「全國特殊教育通報網」學生資料。為考量高拒絕率，抽樣時，將針對某些障礙類別人數超過預計取樣人數者，採擴大抽樣方式進行隨機抽樣。延續過去做法，本計畫仍將徵詢家長參與意願後才納入調查對象，但將針對拒絕樣本進行重要題項調查，以分析失敗

與有效樣本間可能之差異情形。調查時，將透過訪員訪問家長及其他受調查者上線填寫問卷方式，進行學生家長、教師、學校行政人員和學生本人的追蹤調查。調查資料經核對及事後分層加權處理後才公開釋放。期待本資料庫的建置，對國內身心障礙教育的發展和學術研究都有助益。

關鍵字：身心障礙；資料庫；長期追蹤研究

#### Abstract

The Special Needs Education Longitudinal Study (SNELS) was designed to collect data over a six-year period, from 2007 to 2012, involving a sample nationally representative of student with disabilities ages 3 through 19. Data will be collected with four age cohorts in three to four waves, with each individual student as a data unit, from several sources, including parent survey, teacher survey, school program survey, assessment data and/or student survey. Local educational authorities in 25 cities or counties will also be surveyed in three waves. This proposed project will span second three years for data collection on students with disabilities receiving special education at preschool, elementary, junior and senior high school levels in the school years of 2010, 2011 and 2012. Data on Grades 1, 3, 6, 7, 9, 10, 12, as well as post-secondary year 1, will all be collected. Follow-up surveys to local educational authorities in divisions of special education will also be employed and as a result, a national picture of special education practices and changes will be analyzed to address issues of academic and practical importance. Student samples will be randomly selected from Special Education Transmit Net according to disability categories. Questionnaires which cover the most influential issues in students, families, and school education will be separately designed and completed by parents, teachers, school administrators, and disabled students placed in regular classes. Most importantly, after collection data and cleaning, this database will be open

to the researchers in the fields of special education and allied professionals as well so that in-depth analyses can be performed for differing purposes of advanced studies. With the establishment of this database, the special education quality is expected to improve substantially; meanwhile, the scope and depth of research on special education will be enhanced.