

## 幼兒園實施融合教育之個案研究

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### 中文摘要

本研究目的旨在瞭解幼兒園實施融合教育的看法、過程與困擾，研究對象為一所與啓能中心合作進行融合教育之幼兒園（成功托兒所）。收集資料的方法有訪談、觀察記錄與文件收集。研究結果顯示成功托兒所堅持實施融合教育的動機是因為所長及老師體認到融合教育對一般幼兒及特殊幼兒之益處，且感受到特殊幼兒的貼心，所以願意排除萬難提供此教育服務。要使融合教育能成功，不僅在實施融合教育前應針對一般幼兒事先進行引導，在特殊幼兒方面應減少其負面行為表現，才能增加一般幼兒及幼兒教師之接納度，另外融合應考量其障礙程度，通常以輕度障礙、具備生活自理能力者且能與他人互動者較易融合成功。在融合教育的實施與困擾方面發現於特殊幼兒的通報與安置時，感受到政府的之支援不足與政府單位間的協調不佳；在課程教學方面幼兒教師的特教專業能力不足，需要資源教師之協同合作，促進幼兒各方面之發展與學習。

關鍵字：融合教育，幼兒園，個案研究

### 英文摘要

This study elucidates the process and difficulty of implementing an inclusive education program in a preschool. This sample preschool works in cooperation with a special education center. Data was collected through interviews, observations and documents. Study results indicated that children with and without disabilities benefited from the inclusive program. Interviews revealed that teachers felt as close to disabled children as they did to typically developed children. For an inclusion

program to succeed, a teacher must guide typically development children in understanding children with disabilities, and limit the disruptive behaviors of disabled children. Additionally, administrators and teachers must consider the result of inclusion because of the type and severity of a child's disability. Young children with mild disabilities who can successfully interact with other children can do well in inclusive program. The preschool administrator in this study reported that she believed that the government is not concerned with placement of special children, and the communication between government departments is not coordinated. The ability levels of preschool teachers of inclusive education were generally inadequate. Preschool teachers and special education teachers require more cooperation for children with disabilities to improve the development of disabled and non-disabled children.

Keywords : Inclusive education, preschool, case study