26th Conference of Asian Federation on Intellectual Disabilities
第二十六屆亞洲智障聯會研討會

Realization, Nurturance, Development – Living by Values
發現・培養・發展 – 活出生命價值

Nov 27 – Dec 1, 2023
2023年11月27日至12月1日

Activity Handbook
活動手冊



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Message from President / 主席致辭



Message from the President of AFID Mr. Tak Toi Chang

In my capacity as the President of the 26th Asian Federation on Intellectual Disabilities(AFID), I extend a warm welcome to all attendees joining us in Macau for the 26th AFID Conference. As a Chinese proverb goes, "It is such a delight to have friends coming from afar." I am very delighted we have the opportunity to convene in Macau for this important conference.

The 26th AFID conference will adopt the format of an on-site one. There are three advantages to this arrangement, firstly, an on-site meeting can provide us with a platform to share knowledge and experiences, allowing everyone to have ample opportunities for interaction and exchange. Secondly, by convening on-site, we are able to extend invitations to more parents' groups and rehabilitation organizations from the Greater Bay Area region to participate in the discussions. Thirdly, an on-site conference will better enable us to realize our goal of promoting exchange and collaboration. Through convening locally, it is believed that we can enhance communication and partnership between all participants.

With the successful convening of the 8th National Congress of the China Disabled Persons' Federation in mid-September in Beijing, where General Secretary of the Communist Party of China, President of the People's Republic of China, and Chairman of the Central Military Commission, Xi Jin Ping personally attended, it fully demonstrated the Party and state's special care and attention to the cause of persons with disabilities. Under

the strong leadership of the Communist Party of China, the goal of "building a moderately prosperous society in all respects and leaving no one behind" for persons with disabilities has been achieved as scheduled, as well as promoting the comprehensive development of the disability cause. It is imperative to firmly grasp the principles of equality, inclusion and shared benefits. Clear directions and objectives have been outlined for the future development of rehabilitation services to contribute high-quality development of disability programs.

Therefore, this conference will be held at a conference center rich in cultural characteristics. Various types of activities will be organized. All discussion sessions and concurrent sessions will provide valuable insights through sharing of ideas and experience exchanges. Cultural exchange performances will allow participants to appreciate each other's unique cultures. Representatives, including those with intellectual disabilities, will gain more experience and understanding of how to communicate with others through speeches, performances and networking opportunities.

We aspire you enjoy each part of the conference, feel the charm of the Macau World Heritage, enjoy the cuisine of Macau and stay safe and healthy!

亞洲智障人士聯會主席曾德岱先生的致辭

我謹以第二十六屆亞洲智障聯會主席的名義，熱烈歡迎各位來澳門參加「第二十六屆亞洲智障人士聯會」研討會，中國人有句老話，「有朋自遠方來，不亦樂乎」，大家高興在澳門聚會！

本屆會議我們將採取在地會議的形式舉行。有以下三個好處：首先，在地會議能為我們提供一個分享知識和經驗的平台，讓大家有非常多交流互動的機會。第二，透過在地會議，我們能夠邀請更多中國大灣區地區的家長團體和康復機構一起參與研討。第三，藉由在地會議，我們可以更好地達成促進交流與合作提高智力殘疾人服務的宗旨。

本人有幸參與 9 月中旬在北京隆重舉行的中國殘疾人聯合會第八次全國代表大會，國家主席習近平等重要領導人親自到會及祝賀，親身體會到國家對殘疾人士事業的格外關心、格外關注，在國家及政府的堅強領導下，如期實現『全面建成小康社會，殘疾人一個也不能少』的目標，以及促進殘疾人事業全面發展，必須牢牢把握平等、融合、共享的價值導向。明確地給予康復服務未來的工作方向及奮鬥目標，共同為殘疾人事業高質量發展貢獻力量。

故是次會議會選址在充滿特色文化的會議中心內舉行，並設有不同類型的活動。所有的討論環節和分場會議均將通過分享想法和交流經驗，為參與者帶來寶貴的見解。文化交流表演將可以欣賞彼此文化的獨特性，包括智障人士在內的代表們將獲得更多的經驗，瞭解如何藉著演講、表演和與人建立網絡來與他人溝通。

我們祝願您享受會議的每一個部分，感受澳門世界遺產的魅力，享受澳門的美食，並保持安全和健康！

Message from Secretary General / 秘書長致辭

Greetings,

I am Dr. (Professor) Kim WON-KYUNG, a former president of the Korean Association on Intellectual & Developmental Disabilities and currently serving as the Secretary-General of the Asian Federation on Intellectual Disabilities (AFID), a position I assumed after Korea took over the permanent secretariat from Singapore in 2014.

I extend my warmest regards to all of you. Our organization boasts a total of 14 member countries/regions represented by 21 affiliated associations, convening biennially. Our 25th conference, which was held in the Philippines, had to be conducted online due to the COVID-19 pandemic. While it was regrettable that we couldn't meet in person, I believe it was a more diverse and meaningful encounter in the virtual space.

This year, I am delighted to announce that the 26th Conference of the Asian Federation on Intellectual Disabilities will be hosted in Macau. I would like to express my sincere gratitude to Mr. Tak Toi Chang, the President of the Macau Association, for this significant development.

The global trend is progressively shifting towards supporting individuals with intellectual disabilities to lead ordinary lives and make decisions in accordance with their own will. Efforts are being actively made to advocate for the rights of people with developmental disabilities, to the extent that separate legislation has been introduced to safeguard their rights. Furthermore, there is a movement towards transitioning facility-based residents to community living arrangements, and pilot programs are implementing individualized budgets for disabled individuals. I believe these developments are not unique to Korea but are indicative of a broader international commitment to improving the genuine human rights of people with developmental disabilities.

In this biennial gathering, I hope that each

participating member country/region will have the opportunity to share their respective concerns, and I wish all attendees a fruitful and enriching experience during the four-day stay.

May peace and stability be with you all.

Sincerely,

Dr. Kim WON-KYUNG

Secretary-General of AFID

敬啟者：

我是 Kim WON-KYUNG 博士（教授），曾任韓國智能及發展障礙協會主席。自 2014 年韓國接替新加坡擔任常設秘書處以來，我擔任亞洲智障聯會（AFID）秘書長一職。

我向各位致以最熱誠的問候。我們的組織擁有 14 個會員國 / 地區，由 21 個關聯協會代表參與，每兩年一次舉行聚會。由於 2019 冠狀病毒病疫情，我們在菲律賓舉辦的第 25 屆會議不得不在線上進行。雖然那次無法與大家見面令人遺憾，但我相信在虛擬空間中的相遇更加多元和有意義。

今年，我非常高興地宣布第 26 屆亞洲智障聯會會議將在澳門舉辦。我要向澳門弱智人士家長協進會會長曾德岱先生表示衷心的感謝，感謝他為此重要發展所做的貢獻。

全球的趨勢逐漸轉向支持智障人士過上一般生活，按照自己的意願做出決策。我們積極努力倡導智障人士的權利，甚至引入了專門的立法保障他們的權益。此外，還有一個運動正在推動將居住在院舍的智障人士過渡到社區生活安排，而項目正在為他們作個別化試點實施。我相信這些發展不僅僅是韓國獨有的，而是表明國際社會致力於改善智障人士的真正人權的廣泛承諾。

在這次每兩年一次的聚會中，我希望每個參與的會員國 / 地區都有機會分享各自的關注點，並祝願所有與會者在為期四天的活動中獲得豐富而有意義的經歷。

祝願您們安康！

此致

Kim WON-KYUNG 博士

亞洲智障聯會秘書長

The 26th AFID Executive Board Member List

26th AFID Conference Structure

2023/11/08 update

President	Mr. Tak Toi Chang, MACAU
1st Vice-President	PROF. Li-Yu Hung, TAIWAN
2nd Vice-President	Mr. Lee JeongSik, KOREA
Immediate Past President	Dr. Yolanda S. Quijano, PHILIPPINES

Members-at-Large

Prof. Takeshi Kaneko, JAPAN
Prof. Dr. Basudev Kafle, NEPAL
Mr. Jowaherul Mamun, BANGLADESH
Ms. Park Sun-ja, KOREA

Honorary Members

Mrs. Pramila Balasundaram, INDIA
Prof. Tai-Hwa Emily Lu, TAIWAN
Dr. Won-Kyung Kim, KOREA
Dr. Teresita Inciong, PHILIPPINES

Secretary General

KOREA	Dr. Won-Kyung Kim, KOREA

Asian Resource Centre

JAPAN	Prof. Takeshi Kaneko

Asian Journal Centre

KOREA	To be announced

List of previous conference
歷屆研討會名單

No.	Year	Venue	Theme
1st	1973	Manila, Philippines	Hope for the Mentally Retarded
2nd	1975	Tokyo, Japan	Rights of the Mentally Retarded
3rd	1977	Bangalore, India	Mentally Retarded in a Changing Society
4th	1979	Kuala Lumpur, Malaysia	Integration in Our Community
5th	1981	Hong Kong	Resources and Personnel Training
6th	1983	Indonesia	Towards Independent Living
7th	1985	Taipei, Taiwan	Growing in Wisdom-The Mentally Retarded Person in Asia
8th	1987	Singapore	Vision-2000-Perspective & Challenges
9th	1989	Bangkok, Thailand	Quality of Life for the Mentally Retarded
10th	1991	Karachi, Pakistan	New Horizons in Caring and Sharing
11th	1993	Seoul, Korea	Global Harmony for Human Equality
12th	1995	Colombo, Sri Lanka	As Asian Perspective towards the 21st Century
13th	1997	Dhaka, Bangladesh	Rights of Persons with Mental Retardation: The Role of Government Agencies in Asia
14th	1999	Kathmandu, Nepal	Strategies for Equalization of Opportunities for Persons with Mental Retardation
15th	2001	Manila, Philippines	Inclusion: From Vision to Reality, Policy and Action
16th	2003	Tsukuba, Japan	Empowerment and Full Participation

17th	2005	Jogjakarta, Indonesia	A Concerted Effort
18th	2007	Taipei, Taiwan	Universal Design Environment
19th	2009	Singapore	Towards Holistic Development
20th	2011	Jeju, Korea	Towards Happiness over Freedom
21st	2013	New Deli, India	Towards Dignity and Quality of Life
22nd	2015	Colombo, Sri Lanka	A Place of Me under the Sun
23rd	2017	Dhaka, Bangladesh	Acceptance, Accessibility, Inclusion – A Key towards Sustainable Development
24th	2019	Kathmandu, Nepal	Equity, Equality and Inclusion of People with Intellectual Disability
25th	2021	Mega Manila, Philippines	Transforming Schools & Communities for Inclusion
26th	2023	Macau	Realization, Nurturance, Development- Living by Values

AFID accepts into full membership those national organizations from any Asian Country/Region, whose objectives are similar to those of the Federation. One can find Membership Application form through
e-mail: kaidd@hanmail.net

亞洲智障人士聯會 (簡稱亞智聯 -AFID) 接受來自亞洲任何國家 / 地區具有與聯合會目標相似的全國性組織作為正式會員。有意申請會員的組織可通過電子郵件 kaidd@hanmail.net 獲得會員申請表格。
亞智聯歡迎同亞洲各國致力促進智障人士和發育障礙人士權利、尊嚴和福祉的組織共同行動，實現我們的共同願景。請通過上述電子郵件進行會員查詢並索取申請表格。
我們期待迎來更多具有相同使命的新會員加入我們的大家庭。

26th AFID Conference 2023
Activity Itinerary

Activity Date: 27/11/2023 to 01/12/2023
Hotel Name: Harbourview Hotel Macau
Conference Venue: Macau Fisherman's Wharf Conference and Exhibition Centre

Activity Schedule (May be subject to further adjustments.):

<table>
<tr><th>Time/Date</th><th>27th November (Monday)</th><th>28th November (Tuesday)</th><th>29th November (Wednesday)</th><th>30th November (Thursday)</th><th>1st December (Friday)</th></tr>
<tr><td>09:15-10:45</td><td rowspan="3">Check-in for Mainland China and Foreign Delegates (Whole day in Hotel Lobby)</td><td>26th AFID Conference and Opening Ceremony</td><td>Conference Paper</td><td>Study Tour</td><td>//</td></tr>
<tr><td>10:45-11:15</td><td colspan="2">Tea Break (Poster Exhibition, Artwork Display)</td><td>Study Tour</td><td rowspan="2">General Assembly, Election and Closing ceremony
<u>*FOR AFID MEMBERS ONLY</u>
(10:30-12:00)</td></tr>
<tr><td>11:15-12:45</td><td>Conference</td><td>Conference Paper</td><td>Study Tour</td></tr>
<tr><td>12:45-14:00</td><td colspan="2">Lunch Break (Poster Presentation/ Art Work Display)</td><td>LUNCH BREAK</td><td>LUNCH BREAK
(12:30-14:00)</td></tr>
<tr><td>14:00-15:30</td><td rowspan="2">Pre-Conference Workshop/ Art and Baking Workshop</td><td>Concurrent Session (2 simultaneous Sessions)</td><td>Concurrent Session (2 simultaneous Sessions)</td><td>Sightseeing <u>*FOR AFID MEMBERS ONLY</u></td><td rowspan="3">Farewell to Foreign Delegates Leaving Macau in the Afternoon</td></tr>
<tr><td>15:30-16:00</td><td colspan="2">Tea Break (Poster Presentation/ Art Work Display)</td><td>Sightseeing <u>*FOR AFID MEMBERS ONLY</u></td></tr>
<tr><td>16:00-18:30</td><td>Arrival check in for Mainland China Delegates (Hotel Lobby)
Executive Board Meeting 1 (APPIDM Creativity House)
16:30-18:00</td><td>Concurrent Session (2 simultaneous Sessions)</td><td>Concurrent Session (2 simultaneous Sessions)
Presentation for Persons with Special Needs</td><td>Free Time/
Executive Board Meeting II (APPIDM Creativity House)
16:30-18:00
<u>*FOR AFID MEMBERS ONLY</u></td></tr>
<tr><td>19:00-21:30</td><td>//</td><td>APPIDM 32th Annual Celebration & AFID 26th Conference Welcome Dinner</td><td>//</td><td>Cultural and Friendship Night <u>*FOR AFID MEMBERS ONLY</u></td></tr>
</table>

2023 年「第二十六屆亞洲智障聯盟研討會」
活動日程

活動日期：2023 年 11 月 27 日至 12 月 1 日
入住酒店：澳門勵庭海景酒店
會議地點：澳門漁人碼頭會展中心

活動日程表（初定）：

<table>
<tr><td>時間/日期</td><td>11月27日
(星期一)</td><td>11月28日
(星期二)</td><td>11月29日
（星期三）</td><td>11月30日
(星期四)</td><td>12月1日(星期五)</td></tr>
<tr><td>09:15-10:45</td><td rowspan="3">內地及海外嘉賓報到(酒店大堂)</td><td>第二十六屆亞洲智障聯會研討會及開幕禮</td><td>大會報告</td><td>參觀機構</td><td>//</td></tr>
<tr><td>10:45-11:15</td><td colspan="2">茶點時間(海報展示、學員藝術作品展示)</td><td>參觀機構</td><td rowspan="2">會員大會及選舉
<u>*只適用亞智聯會員</u>
閉幕儀式
<u>*只適用亞智聯會員</u>
(10:30-12:00)</td></tr>
<tr><td>11:15-12:45</td><td>研討會</td><td>大會報告</td><td>參觀機構</td></tr>
<tr><td>12:45-14:00</td><td colspan="2">午餐時間(海報展示、學員藝術作品展示)</td><td>午餐時間</td><td>午餐時間
(12:30-14:00)</td></tr>
<tr><td>14:00-15:30</td><td rowspan="2">會議工作坊/
藝術興趣工作坊</td><td>研討會-分2場</td><td>研討會-分2場</td><td>遊覽澳門
<u>*只適用亞智聯會員</u></td><td rowspan="4">下午歡送海外嘉賓離澳</td></tr>
<tr><td>15:30-16:00</td><td colspan="2">茶點時間(海報展示、學員藝術作品展示)</td><td>遊覽澳門
<u>*只適用亞智聯會員</u></td></tr>
<tr><td>16:00-18:30</td><td>內地嘉賓報到
(酒店大堂)
理事會會議I
(家協會創意軒)
16:30-18:00</td><td>研討會-分2場</td><td>研討會-分2場

為特殊人士而設的會議專場</td><td>自由時間/
理事會會議II
(家協會創意軒)
16:30-18:00
<u>*只適用亞智聯會員</u></td></tr>
<tr><td>19:00-21:30</td><td>//</td><td>澳門弱智人士家長協進會32周年晚會暨第二十六屆亞洲智障聯會歡迎晚宴</td><td>//</td><td>文化交流及友誼之夜
<u>*只適用亞智聯會員</u></td></tr>
</table>

Rundown of Conference
研討會流程

28th Nov, 2023(Tuesday)11月28日(星期二) 9:30-12:30 Main Hall主會場	
Time時間	Items 項目
9:30-10:00	Openig Ceremony開幕儀式
10:00-10:15	Speech 致辭
10:15-10:35	Sharing from Social Welfare Bureau of MSAR Government 社工局代表分享
10:35-10:55	Kaoru Star Raft Award
10:55-11:10	Tea Break (Poster Exhibition, Artwork Display) 茶點時間（海報展示，藝術作品展示）
11:10-11:30	Modification to filial piety: middle-aged siblings' perspectives on taking care responsibility of adult siblings with intellectual and developmental disabilities--Kyung Mee Kim&Se Kwang Hwang(Korea) 孝道的改變:中年兄弟姐妹對智能和發展障礙手足照護責任的看法---韓國代表分享
11:30-11:50	Behavior Management Techniques and Teaching Adaptability of Parent to their Children with Special Needs Toward the Development of a Parent-Teacher Collaboration Guide-- Ms. Syrel Hyacinth M. Vicentino(PAFID Member)& Dr. Teresita G. de Mesa(PAFID Secretary/ Philippines) 家長對特殊需求孩子的行為管理技術和適性教學再到家長教師合作指南的開發---菲律賓代表分享
11:50-12:10	Therap Global代表分享
12:10-12:30	Q&A 提問時間
12:30-14:00	LUNCH BREAK午膳時間

28th Nov, 2023(Tuesday) 11月28日(星期二) 14:00-17:15 Afternoon: Concurrent Session 1 下午:分場一	
Time時間	Items 項目
14:00-14:20	Social Inclusion of Individuals with Intellectual Disabilities from the Perspective of Culture and Arts--Hsiao-Ting Lin(senior staff/ Taiwan) 從文化和藝術觀點看智能障礙人士的社會包容---台灣地區代表分享
14:20-14:40	A Brief Analysis of the Expression and Appreciation of Drawing Creations by Children with Intellectual Disabilities from the Perspective of Contemporary Art Studies -- Heidi (Artist and Teacher/Macau) 從當代藝術學的觀點淺析智障兒童繪畫創作的表達與欣賞---澳門地區代表分享
14:40-15:00	Talent Enrichment Program for Students with Disabilities - An

	After-school Art Club in Elementary School Resource Room--Yu Jung Tsao(doctoral candidate/ Taiwan) 身心障礙學生才能增益計劃-小學資源室課後藝術社團---台灣地區代表分享
15:00-15:30	Q&A 提問時間
15:30-15:45	Tea Break (Poster Exhibition, Artwork Display) 茶點時間（海報展示，藝術作品展示）
15:45-16:05	Beyond Classroom Walls: St. Philomena School's Commitment to Inclusion and Empowerment-- Charmaine Isobel G. Maquinto, MAEd, LPT, CPMT(Co-School Administrator/ Philippines) 教室以外:聖菲洛梅娜學校對包容和賦能的承諾---菲律賓代表分享
16:05-16:25	Action research on the family-oriented online teaching model at home in special education schools-- Huang Kuo-Chen(Adjunct Assistant Professor/Taiwan)& Hwang Yuanher Robin(Associate Professor/Taiwan)& Huang Kai-Cheng (Associate Professor/Guangdong) 特殊教育學校以家庭為導向的居家線上教學模式的行動研究---台灣地區代表分享
16:25-16:45	Enhancing support systems of students and parents undergoing mid-stream school transfers-- Sherann Teo(Associate Psychologist/ Singapore) 增強轉學至中繼學校學生與家長的支援系統---新加坡代表分享
16:45-17:15	Q&A 提問時間

28th Nov, 2023(Tuesday)11月28日(星期二) 14:00-17:15 Afternoon: Concurrent Session 2 下午:分場二	
Time時間	Items 項目
14:00-14:20	「A support system – Care, training, and empowerment for people with intellectual disabilities-- KIKI HSU(Occupational Therapist/Macau) 支援系統 - 對智能障礙人士的照護、 訓練和賦權
14:20-14:40	Applying "Easy-Read Information Checklist - Easy-Read Version" for Supporting Persons with Intellectual Disabilities as Proofreaders: Experiences from St. Theresa Opportunity Center of Taiwan--Mei-hua Charity Yang(Organization President/ Taiwan) 應用「易讀資訊清單 - 易讀版」支援身為校對者的智能障礙人士:台灣德蘭啟智中心的經驗---台灣地區代表分享
14:40-15:00	Effect of task-oriented training on the improvement of grip strength in children with mild intellectual disabilities-- Sujata Kumari Jaiswal(Occupational Therapist/ Singapore) 任務導向訓練對輕度智能障礙兒童握力改善的成效---新加坡代表分享
15:00-15:30	Q&A 提問時間
15:30-15:45	Tea Break (Poster Exhibition, Artwork Display) 茶點時間（海報展示，藝術作品展示）

15:45-16:05	Home Collaboration and Family Engagement: Learning Support for Children with Intellectual Disabilities for Hybrid/e-Learning Modality--KIMBERLY CASINO DE ALBAN(Co-School Administrator for Academics and Programs/ Philippines) 家庭協作和家人參與:以複合/ 數位學習模式學習支援智能障礙孩童---菲律賓代表分享
16:05-16:25	Case Counseling Practice Sharing About the Family of the Intellectual Disability—Stacey Mao (Social Worker/Macau) 智障人士及其家長個案輔導實務分享---澳門地區代表分享
16:25-16:55	Q&A 提問時間

29th Nov, 2023(Wednesday) 11月29日(星期三) 9:30-12:30 Conference Paper 大會報告	
Time時間	Items 項目
9:30-9:50	Bangladesh(孟加拉)-- Mr. Mahabubul Munir, Secretary General,SWID Bangladesh
9:50-10:10	Japan(日本)-- Atsushi Ozawa, Chairman of JLDD, Professor, University of Tsukuba
10:10-10:30	Korea(韓國)—Dr. Won-Kyung Kim, Korean Association on Intellectual and Developmental Disabilities (KAIDD)
10:10-10:50	Nepal(尼泊爾)-- Lambodar Kayastha, Chairperson, NAID
10:50-11:05	Tea Break (Poster Exhibition, Artwork Display) 茶點時間（海報展示，藝術作品展示）
11:05-11:25	Philippines(菲律賓)—Yolanda Quijano, Vice President, Philippine Association for Intellectual Disabilities (PAFID) Inc.
11:25-11:45	Singapore(新加坡)--Koushik Ghosh, Senior Manager, Allied Professionals, APSN Chaoyang School
11:45-12:05	Sri Lanka(斯里蘭卡)-- Nihal Nanayakkara, President, Association for the Intellectually Disabled
12:05-12:25	Taiwan(台灣)-- Li-Yu Hung, Ph. D., Professor Taiwan Normal University, Special Education Association of Taiwan

11月29日(星期三) 14:00-18:30 Afternoon: Concurrent Session 1 下午:分場一	
Time時間	Items 項目
14:00-14:15	Integrating Fundamental Movement Skills: A Progressive Approach in Chaoyang School's Physical Education Curriculum--Nur Rasyidah Binti Andi Satria(Head of Department (PE/Art/CCA)/ Singapore) 整合基礎運動技能:朝陽小學體育課程的漸進方法---新加坡代表分享 **線上發佈
14:15-14:30	Social Support System for People with Profound Intellectual Disabilities in Korea : Challenge and Implications--Kim Mi Ok(Professor/ Korea) 深度智能障礙者在韓國的社會援助制度:挑戰和影響---韓國代表分享 **線上發佈
14:30-14:45	Code to Think, Think to Code: Developing Computational Thinking of Students with Intellectual Disability--Ms Fanny Ng(Head-of-Department, ICT & Digital Literacy/Singapore)& Ms Mardiana Binte Mohamed Ithnin(Senior Teacher, ICT & Digital Literacy/Singapore) 程式編碼思考, 思考程式編碼:開發智能障礙學生的運算思維---新加坡代表分享 **線上發佈
14:45-15:00	Perceptions of Filipino Parents of Students with Special Needs on Inclusion--Sandra G. Co Shu Ming(Philippines) 菲律賓特殊需求學生的家長們對於包容性的看法---菲律賓代表分享
15:00-15:30	Q&A 提問時間
15:30-15:45	Tea Break (Poster Exhibition, Artwork Display) 茶點時間（海報展示，藝術作品展示）
15:45-16:05	Financial Inclusion for Persons with Intellectual Disabilities--I-Hsin Sun(Deputy Secretary General/ Taiwan) 智能障礙者的包容性金融---台灣地區代表分享
16:05-16:25	The Process of Producing Easy-to-Read Information of Labor Insurance and Retirement Pension--Ya-Ning Weng(Licensed Social Worker/ Taiwan) 製作易讀的勞保和退休金資訊的過程---台灣地區代表分享
16:25-16:45	Q&A 提問時間
16:45-17:45	Presentation for Persons with Special Needs 為特殊人士而設的會議專場 1- The Experience of Independent Living -- Xiu-Zhen Zhang(Taiwan) 獨立生活的經驗 2-Self-advocates' life in Japan--Akane Shimoura&Saori Fujiya&Kenta Takeuchi&Kenya Funaki&Ryota Kukiya(Japan) 自我倡導者在日本的生活 3-IC2

11月29日(星期三) 14:00-18:30 Afternoon: Concurrent Session 2下午:分場二	
Time時間	Items 項目
14:00-14:20	iRISE:Individualized Resource for Independent Skills Enhancement--Engr. Alphonsus Castro De Alban, MAEd, LPT(School Administrator/Philippine) iRISE:讓獨立技能增強的個人化資源---菲律賓代表分享
14:20-14:40	A Sensory Experience For Students in Katong School A Collaboration between Teaching Staff and Allied Professionals--Cruz Elizabeth Casipit(Senior Occupational Therapist)& Kalyani Yathavan(SPED Teacher/ Singapore) 加東小學學生的感官體驗教學人員與相關專業人士間的合作---新加坡代表分享
14:40-15:00	Remediation、accommodation or extension ? A case study of enriched program for vocational and technological college students with learning disabilities--CHING-JU LIN(Associate Professor / Taiwan) 「補救、調整或延伸 ?-- 技職校院學習障礙學生職涯發增能方案之個案研究 」
15:00-15:30	Q&A 提問時間
15:30-15:45	Tea Break (Poster Exhibition, Artwork Display) 茶點時間 (海報展示、藝術作品展示)
15:45-16:45	Presentation for Persons with Special Needs 為特殊人士而設的會議專場 Ten Years—Sin Kei Cheong (Macau) 十年 I Want to Share My Community Living Experience-- Yang Jia Wei(Taiwan) 我想分享我的社區生活經驗 Health Improvement: My Journey of Doing Exercises-- Yi-Chun Chen(Taiwan) 健康改善：我的運動之旅
16:45-17:45	Screening of Documentary "On The Road" 《同行路上》紀錄片放映

MODIFICATION TO FILIAL PIETY:

MIDDLE-AGED SIBLINGS' PERSPECTIVES ON TAKING CARE RESPONSIBILITY OF ADULT SIBLINGS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

孝道的改變：

中年兄弟姐妹對智能和發展障礙手足照護責任的看法

Authors



Se Kwang Hwang/ Korea
Email: sekwang.hwang@northumbria.ac.uk



Kyung Mee Kim/ Korea (* presenter)
Email: kyungm@ssu.ac.kr

Background:

The increasing lifespan of individuals with intellectual and developmental disabilities have brought attention to their middle-aged sibling's role in their later life. However, studies on this topic for Global South countries/regions are scarce. This study explored middle-aged siblings' perceived role in the life of their siblings with the disabilities, and the impact of ‘filial obligation’ in this Korea.

Method:

In-depth, semi-structured interviews were conducted with 13 married middle-aged siblings, who aged over 40,of adults with the disabilities.

Results:

this study found that filial piety was the primary motivation behind taking responsibilities based on modified reciprocal interdependence for their sibling with the disabilities. The following themes reflected the patterns of fulfilling the filial obligation: a sense of duty: birth ordered division and gender division, money for filial care, a sense of duty: living and care arrangement. Participants had 'triple-caring responsibilities' of own family, parents, and siblings with the disabilities, and wanted to fulfil filial obligation.

Conclusions:

Under the dual background of disability and filial piety, this study showed that siblings are willing to continue the family’s legacy of caring and fulfilling filial obligation throughout their life but their filial piety is modified in the family. Professionals need to develop formal services and provisions to support them and their disabled siblings to recognise diverse expectations within the family and to facilitate in planning future living, support and care arrangements.. Moreover, policies need to focus on providing individualized,

culturally-sensitive support to individuals to take care of their siblings with intellectual disabilities. Individualised, culturally sensitive support from families and professionals can help middle-aged siblings successfully perform this responsibility.

Keywords: intellectual and developmental disability, siblings, middle aged, Korea, filial piety



背景

智能和發展障礙者的壽命增長令人開始關注到他們的中年兄弟姊妹在他們的晚年生活中扮演的角色。然而，針對南方世界（Global South）國家/地區在這個主題的研究相當罕見。本研究探討中年兄弟姐妹在身心障礙手足生活中的認知角色，以及「孝道義務」在韓國的影響。

方法

對40歲以上，13位已婚有成年身心障礙手足的中年兄弟姊妹進行深入半結構性訪談。
結果：研究發現基於修改過相互依賴的孝道是承擔照護身心障礙手足責任最主要的動機。以下主題反映履行孝道義務的模式：責任感：出生順序分類和性別分類、照護的金錢、責任感：生活和照護安排。參加者有自己的家庭、父母和身心障礙手足三重照護責任，而且都想履行孝道義務。

結論

在身心障礙和孝道雙重背景下，本研究顯示手足們都願意終生繼續家庭照護傳統並履行孝道義務，但他們的孝道在家中是經過調整的。專業人士需要發展正式服務和規定支援這些兄弟姊妹和他們身心障礙的手足認知到家庭內的各種期望，並且促進未來生活、支援照護安排的規劃。更甚者，政策需要著重在提供照顧智能障礙手足者個人化、文化敏感支援。家庭和專業的個人化、具有文化敏感性的支持能協助中年手足們成功地進行此一責任。

關鍵字：智能和發展障礙、手足、中年、韓國、孝道

Modifying Filial Piety

Middle-aged siblings' perspectives on the responsibility of taking care of adults with intellectual and developmental disabilities

Dr. Sekwang Hwang/ Korea
Email: sekwang.hwang@northumbria.ac.uk

&

Kyung Mee Kim/ Korea
Email: kyungm@ssu.ac.kr

Introduction

Individuals with intellectual and developmental disabilities and their siblings have a profound influence on each other's lives (Avieli et al., 2019). Consequently, there exists a substantial body of literature that explores the childhood experiences of individuals who had a sibling with a disability.

However, there is limited understanding of middle-aged siblings of individuals who have intellectual and developmental disabilities, in terms of their involvement in their lives and their views about taking on increased caregiving responsibilities. In particular, there is a lack of knowledge about how these views are shaped if these individuals are taking care of disabled siblings as a single individual or within the context of a family.

There are also other factors to be taken into consideration, such as family size, the age of their parents, and various other support factors (Lee & Burke, 2018; Avieli, 2020). Although there is no unified definition of care, Thomas (1993) has defined care as a practical and functional activity involving intimacy and emotions. However,

the concept of care is highly contextual. In the Global South, especially in East Asian countries, family is perceived as a unit comprising a web of familial social networks, centred around elderly parents with an adult child- in particular, the oldest male child- residing in the same household. The responsibility of caregiving, therefore, generally falls within the purview of the family. In contrast to countries comprising the Global North, provisions for care in policies in many East Asian countries are fairly novel.

These East Asian countries value interdependence over personal independence; relationships between family members are considered ironclad and based on reciprocity in terms of providing care and family obligations. Intergenerational family solidarity exists in terms of support obligations, cultural norms (such as filial piety), and familism (Wongboonsin & Tan, 2019).

Parents are responsible for their children's care, and adult children are expected to fulfil obligations and their responsibilities toward their family. Therefore, the subject of providing care is very complex due to the fact that the boundaries that exist between duties and burdens in other cultures are blurred within the context of East Asian families. Previous research studies explored various aspects of the caregiving roles of siblings. Meltzer (2017) summarises that these inquiries have explored various essential domains. First, they studied whether these siblings tend to provide more emotional or instrumental care. Second, they kept track of the duration of their caregiving responsibilities and when they take place. Lastly, they shed light on the expectations these siblings have placed on them regarding their future caregiving roles.

One noteworthy aspect found in literature on the subject, was that the most important issue that adult siblings face throughout their life is fulfilling their future role as the primary guardian on behalf of their

parents (Davys et al., 2016). Indeed, many adult siblings are aware of these future caring roles but they still report feeling that they are not prepared for them (Orsmond & Seltzer, 2007; Weiss et al., 2014). According to the literature, these individuals anticipate a future caring role and recognise the importance of establishing future plans, but they tend not to have had in-depth discussions with their families regarding this issue because their parents are reluctant to discuss future plans with them (Choi & Kim, 2022). According to a recent report on parents' perceptions and expectations about the future plans of their adult children with intellectual and developmental disabilities in Korea, nearly 62% of parents expected that their child without disabilities would take care of their child with disabilities (Chon, 2018). Nevertheless, parents did not have open conversations with their adult children who did not have disabilities due to feelings of guilt or regret for passing on the caregiver role.

It is important to note that studies on siblings from different cultural backgrounds remain relatively scarce, even though siblings' experiences in the countries of the Global South could vary from those in the Global North. For instance, one study comparing three East Asian countries/regions–Korea, Japan, and Taiwan- reported that Korean siblings had more negative perspectives about disability, Japanese siblings engaged in future-planning less than the other two area did, and Taiwanese siblings were more involved in caregiving activities (Lee et al., 2022).

To contextualise this study, culture specific aspects, such as Confucianism, patriarchy, and patrilineal kinship, distinguish families coming from East Asian cultures from those with Western cultural backgrounds. East Asian countries/regions are strongly influenced by Confucianism, where family cohesiveness is exceptionally prominent, and the

society values filial piety (i.e., families are expected to take care of each other) (Cheung, 2015).

South Korean society is experiencing social challenges to the filial tradition of adult children caring for ageing family members due to rapid industrialisation and globalization. Among people with developmental disabilities, the middle-aged and older populations are increasing. The number of people with intellectual and developmental disabilities in their 40s was 25,161 in 2010 and 33,853 in 2020; the number in their 50s was 16,334 in 2010 and 27,605 in 2020; and number in their 60s was 9,164 in 2010 and 22,024 in 2020 (Ministry of Health and Society, 2021). Most people who had intellectual and developmental disabilities lived with their family members (Employment Development Institute, 2021).

In summary, literature has indicated that siblings follow certain trajectories to gradually intensify their involvement in caregiving. However, adult siblings' perspectives on caring obligations in East Asian countries/regions, which are influenced by the Confucian cultural norm of filial piety, is still unknown. Therefore, the aims of the study were to explore how the roles of middle-aged siblings of adults with intellectual and developmental disabilities are shaped and perceived within the context of ageing families in Korea, and to examine how their roles are influenced by traditional filial norms.

Method

Using non-probability purposive and snowball sampling, 13 participants were recruited through key contacts. These included staff from the Community Centers for People with Disabilities, a sheltered workshop, a residential care facility, and an advocacy agency for people with disabilities in Seoul, South Korea. Broad criteria were used to recruit participants: 1) aged over 40; 2) had at least one sibling with

intellectual and developmental disabilities aged over 30 who needed high level support; 3) married; 4) had parents aged over 60.
In-depth, semi-structured interviews were conducted with the 13 participants via Zoom and the data were thematically analysed (Braun and Clarke, 2006).

Results

By analysing participants' thoughts and experiences of the responsibility of taking care of their adult siblings with intellectual and developmental disabilities, three themes were identified.

Theme 1: Birth order

Participants often played multiple roles, such as those of husband, wife, son, daughter, mother, and father. The sibling's caregiving role often escalated in midlife or later if one or both parents' caregiving capacity decreased due to health and ageing. In such cases, the participants, especially those who were the eldest siblings, took upon themselves multiple caregiving responsibilities for their siblings with disabilities, their parents, and their spouses and children, all driven by the duty of filial piety. For instance, when "Participant 1"'s mother had a major operation after a car accident four years ago, she had to move her family to her mother's house for three months to look after her mother and her sibling with a disability.

The eldest siblings in this study expressed a stronger willingness to take over as the primary caregiver in the future. Despite this, their parents were likely to oppose them on this issue. The eldest siblings tended to be reluctant to pass their filial duty onto a younger sibling who also did not have a disability. In contrast, younger siblings tended to take care of their disabled sibling, but they did not want to assume the role of the primary caregiver.

Theme 2: Gender

Because of family obligations for family care (i.e., filial piety), participants believed that the default future primary caregiver would be the male sibling who did not have a disability, regardless of their birth order. Interestingly, male siblings were willing to live with their siblings with disabilities in the future in order to look after them. However, if they lived together, caregiving for their siblings with disabilities was considered as the responsibility of their spouses.

In addition, older female siblings were also willing to fulfil these family obligations. When the female siblings got married, they sought consent to fulfil family obligations for their siblings with disabilities from their parents-in-law. However, younger female siblings tended to prefer sharing family obligations with older siblings who did not have a disability.

Theme 3: Future care planning

The participants in this study faced multiple changes in their lives, including the death of parents, the declining health of ageing parents, and the inclusion of new members to their families, such as in-laws and grandchildren. Additionally, they also had their own needs for services and support to assist them in balancing care for their siblings with disabilities, elderly parents, and their own families. Therefore, they realised the importance and need for future care planning to fulfil their filial obligation for their siblings with disabilities. However, no practical plans, such as financial and living arrangements for the care of disabled siblings, were made.

Participants expressed concerns and anxieties about future care planning for their disabled siblings, especially when their parents became incapable of supporting them. The expectation of taking on the role of carer for their disabled siblings was implied but it was hardly ever discussed. Eleven participants

reported that they did not have a conversation with their family on future planning. They also reported that their elderly parents simply refused to communicate with them about setting up a future care plan for their adult disabled children after their passing. For participants who either did not plan for or failed to communicate their future care plans, the sudden shift in caregiving responsibilities to another family member after their parents' death put lots of pressures on them. For instance, two participants talked about the chaotic circumstances that arose after becoming the primary caregiver when they were unable to discuss future plans with their parents who had passed away suddenly. They were unsure what measures were needed to ensure the future welfare and security of their disabled siblings.

The important aspect of a sibling's caregiving role after the death of their parents shifts the focus from the parents to the disabled sibling. This is due to the fact that they became the legal guardian of their disabled sibling. We found that partners of siblings were often involved in caregiving for the disabled sibling. Therefore, some participants often discussed care plans for their disabled siblings with their partners. Nevertheless, no participant mentioned anything about how ageing will affect their ability to provide care in the future.

Conclusion

This study found that the difference between having a sibling with intellectual or developmental disabilities, gender, birth order, and financial status are significant factors for fulfilling filial obligations. In contrast with previous studies (Heller & Arnold, 2010; Orsmond & Seltzer, 2000) which reported that sisters were more likely to be perceived as potential primary caregivers, this study found that the majority of adults who fulfilled filial obligations for their disabled siblings tended to be older and had sufficient

financial resources for future care plans. Although the majority of younger female participants felt a strong sense of responsibility and could not ignore their filial obligations, they tended to maintain a physical distance between themselves and their siblings with intellectual or developmental disabilities. They wanted to both care for their siblings while being freely able to live their own lives. Consistent with Chui's study (2021), this study found that cultural dispositions (i.e., being the oldest son as the head of the household) is an important factor for fulfilling filial obligations.

Consistent with Confucian values, this study also found that family members should provide continuous and consistent support to their disabled siblings, including financially. This kind of support is different from that found in European and American countries (Burke et al., 2018). In Korea, for instance, there are many policies in place to encourage adult children to financially support their elderly parents who are economically inactive. However, there are no such policies to financially support disabled siblings. Therefore, a financial support programme or a set of policies are needed to help individuals fulfil their filial obligations to their siblings financially.

After assuming the caregiving responsibilities from their parents, participants in this study were found to have encountered a variety of challenges. These challenges included dealing with the loss of their parents and addressing the health needs of their aging parents. Consequently, they found themselves shouldering what can be described as 'triple caregiving responsibilities': caring for their elderly parents, their siblings with intellectual and developmental disabilities, and their own immediate families. Although they were willing to fulfil filial obligations, they faced tension between the demands imposed by the filial obligations and the desires they had for freely living their own lives. This phenomenon was also found in previous studies (Davys

et al., 2016). Therefore, proactive care planning is important to minimise the tension caused by caring responsibilities. Consistent with previous studies (Lee & Burke, 2020; Lee & Kim, 2021),this study found that elderly parents never thought of finding or talking about caregivers who would succeed them, neither did they pressure any of their children to take this role. However, they also did not have any clear or systematic future plans for their intellectually or developmentally disabled children. This lack of discussion on future planning made some participants anxious, particularly those whose parents passed away. This is because very little disability support is available for elderly people with intellectual and developmental disabilities in the Korean disability support system. This finding is consistent with that of studies conducted by Davys et al. (2016), Leane et al. (2016), and Lee & Kim (2021). Clearly, there is a great need for a range of support which could help families manage the transition and future planning required for their siblings with intellectual or developmental disabilities.

Implications and limitations

This study reveals a number of inherent implications which may help improve support for families of adults with intellectual and developmental disabilities. This is particularly true in families in which filial piety remains a core value of family life. More specifically, policy makers, professionals, and service providers need to become more 'sibling aware' to understand the changes and complexities in a sibling's role over the course of their life. Therefore, practitioners need to adopt approaches that take into consideration families, their life courses, and other person-centered methods when it comes to implementing policies for disabled people and their siblings. Unique family circumstances and responsibilities also need to be taken into consideration, especially considering the impact that filial obligations have on the whole family. This will help identify the needs of each family member, and deliver appropriate

support according to the different stages of their lives.

Professionals may need to develop formal services and provisions to support older people with intellectual and developmental disabilities. They can also support disabled individuals' families and help them to recognise diverse expectations required from different family members, and to facilitate the planning of future living, support, and care arrangements.

Future planning requires a number of sources of support. At the present time, however, there is no dedicated Korean resource to meet the needs of people to receive this kind of information and support, particularly the needs of adult siblings of people with intellectual and developmental disabilities. Therefore, a formal peer support model that reflects different cultural backgrounds would be desirable to support those siblings.

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孝道的改變

中年兄弟姐妹對有智能和發展障礙之成年手足照護責任的看法

Dr. Sekwang Hwang/ Korea
Email: sekwang.hwang@northumbria.ac.uk

&

Kyung Mee Kim/ Korea
Email: kyungm@ssu.ac.kr

介紹

智能及發展障礙人士和他們的手足間對彼此的生活有著深切的影響（Avieli et al., 2019）。因此，有大量文獻探討有身心障礙手足的個體的童年經驗。然而對於有智能及發展障礙人士的中年兄弟姊妹，就他們參與手足的生活及他們對於承擔日漸增加的照顧責任的看法的了解卻相當有限。特別的是，如果這些個體單獨或在家庭內照顧身心障礙手足，目前仍缺乏有關這些看法如何被塑造的知識。同時也有其他因素被列入考量，像是家庭成員多寡、他們的父母年紀以及其他各種支援因素（Lee & Burke, 2018; Avieli, 2020）。

儘管對於照護並沒有統一的定義，Thomas (1993) 定義照護是和親密及情緒有關的實際及功能活動。然而，照顧的概念是高度相關的。在南方世界（Global South）中，特別是東亞國家裡，家庭被認為是組成家庭社會網路的一個單元，由一位成年子女 - 最年長的男性孩子一同居住，伴隨圍繞處於中心的年邁雙親。因此照護的責任通常落在家庭內。相較於北方世界（Global North）的國家，政策的照護條款在許多東亞國家仍相當新穎。這些東亞國家重視相互依賴甚於個人獨立；家庭成員的關係就提供照護及家庭義務而言，被認為是堅不可摧並立基於互惠原則。代際家庭的團結存在於支援義務、文化規範（如孝道）及家庭主義（Wongboonsin & Tan, 2019）。家長們有責任照顧他們的小孩，而成年的孩子被期待履行他們對家庭的義務及責任。因此，提供照顧的對象非常複雜，因為在其他文化責任和負擔間的界線，在東亞家庭內是模糊不清的。

之前的研究探討兄弟姊妹照護角色的各種面向。Meltzer（2017）

總結這些調查探討各種重要領域。首先，他們研究這些手足們是否打算提供更多情緒的或儀器的照護。再者，他們持續追蹤他們照護責任期間及他們何時開始承擔照護。最後，他們闡述這些手足對他們未來照護角色的期許。在以此主題為主的文獻中有個值得注意的方面，即是成年手足一生中面對的最重要議題即是，代表他們的雙親在未來履行他們主要守護者的角色（Davys et al., 2016）。的確，許多成年手足意識到他們未來的照護角色，但他們仍感覺自己尚未準備好（Orsmond & Seltzer, 2007; Weiss et al., 2014）。根據文獻，這些個體預先考量到未來的照護角色並認知建立未來計劃重要性，但他們卻沒有就這個議題和他們的家庭進行深入的討論，因為他們的父母不願和他們討論未來的規劃（Choi & Kim, 2022）。根據最近有關韓國父母對智能和發展障礙成年子女未來規劃的認知和期望報告中，將近 62% 的父母期望無身心障礙的子女能照顧患有身心障礙的子女（Chon, 2018）。然而，由於對於傳遞照護者角色有罪惡感或感到歉疚，父母並未和無身心障礙成年子女有過公開的溝通。

值得注意的是對不同文化背景手足的研究相對而言仍十分稀少，即便南方世界國家的手足經驗和北方世界不同亦然。例如，有篇研究比較三個東亞國家 / 地區——韓國、日本及台灣——調查報告顯示韓國的手足對身心障礙持有較多的負面觀點，日本的手足相較其他兩個區域在未來規劃方面參與較少，而台灣的手足則參與較多的照護活動（Lee et al., 2022）。

本研究以特定文化面向為考量，例如儒家、父權社會及父系親屬，以此區別來自東亞文化和西方文化背景的家庭。東亞國家深受儒家影響，家庭凝聚力異常重要，同時社會重視孝道（如人們期待家庭成員會照顧彼此）（Cheung, 2015）。因為快速變遷的工業化及全球化的關係，南韓正經歷社會對成年子女照顧年邁家庭成員孝道傳統的挑戰。在發展障礙人士中，中老年族群正逐漸增加。40 多歲智能及發展障礙的人口在 2010 年為 25,161 人，到 2020 年時已成長至 33,853 人。50 多歲的人口在 2010 年為 16,334 人，到 2020 年時已是 27,605 人；而 60 多歲的人口在 2010 年為 9,164 人，到 2020 年時已成長至 22,024 人（Ministry of Health and Society, 2021）。大多數智能及發展障礙人士都和家庭成員同居（Employment Development Institute, 2021）。

總而言之，文獻指出手足們遵循特定趨勢逐漸地強化他們在照護的參與程度。然而，深受儒家孝道文化規範影響的東亞國家 / 區域，

其成年手足對照護義務的觀點仍未可知。因此，本研究旨在探討智能及發展障礙成年人的中年手足角色在韓國年邁家庭中如何被行為塑造及被看待，並調查他們的角色如何被傳統孝道規範所影響。

方法

採用非機率立意抽樣及雪球式抽樣，透過主要聯絡人招募 13 位參加者。這其中包括南韓首爾身心障礙者社區中心（Community Centers for People with Disabilities）、庇護工場、住宅照護設施以及身心障礙人士倡導機構的職員。使用廣泛的標準招募參加者：1）年齡 40 歲以上；2）至少有一位 30 歲以上需要高度支援的智能及發展障礙手足；3）已婚；4）父母年齡 60 歲以上。

透過 Zoom 和 13 位參加者進行更深入的半結構性訪談，並就資料做主題式的分析（Braun and Clarke, 2006）。

結果

經由分析參加者對於照顧他們智能及發展障礙成年手足的責任的想法和經驗，確認三大主題。

主題 1：出生順序

參加者常扮演多重角色，例如丈夫、妻子、兒子、女兒、母親及父親。手足的照護角色常在中年或之後晉升，若是父母一方或雙親由於健康及年老導致照護能力減少。在這樣的案例中，參加者，特別是那些最年長的手足，承擔起照護身心障礙手足、父母以及他們的配偶和子女的多重責任，這全都基於孝道責任使然。例如，當「參加者 1」的母親在四年前一場車禍後有過一次重大手術，她必須帶著自己全家搬去母親家三個月以便照顧母親及身心障礙的手足。

最年長的手足在此研究中表達更為強烈在未來擔任主要照護者的意願。儘管如此，他們的父母可能就這個議題反對他們。最年長的手足不願將他們孝道的責任傳承給較年輕未有身心障礙的手足。相對地，較年輕的手足試圖照顧他們身心障礙的手足，但他們不想擔任主要照護者的角色。

主題 2：性別

因為家庭照顧的家庭義務（如孝道），參加者相信預設的未來主要照護者會是未有身心障礙的男性兄弟，而非他們的出生順序。

有趣的是，男性兄弟願意和他們身心障礙的手足在未來共同居住以便照顧他們。然而，若他們住在一起，照護他們身心障礙的手足被認為是他們配偶的責任。此外，年長的女性姊妹也願意履行這些

家庭義務。當女性姊妹結婚，他們會尋求公婆的同意以履行照顧他們身心障礙手足的家庭義務。然而，較年輕的女性姐妹比較喜歡和未患有身心障礙的年長兄弟姐妹分擔家庭義務。

主題 3：未來照護計劃

本研究中的參加者面臨生活中的多重挑戰，包括雙親去逝、年邁父母衰退的健康以及他們家庭新成員的融入，如姻親和孫子女。此外，他們也有自身需要的服務和支援以支持他們平衡照顧身心障礙手足、年邁雙親及自己家庭。因此，他們理解到未來照護計劃的重要性及必要性以實現他們對身心障礙手足孝的義務。然而，沒有實際計劃被制定，如照護身心障礙手足的財務及生活安排。參加者表達對於照護他們身心障礙手足未來計劃的關心及焦慮，特別是當他們的雙親變得無法支援他們時。他們被暗示期許擔任身心障礙手足的照護者但卻幾乎從未討論過。11 位參加者表示他們並未和他們的家庭就未來規劃有過溝通。他們也表示年邁的雙親就是拒絕和其溝通在他們逝世後為成年身心障礙子女設定未來照護計劃。

對於沒有計劃或未能溝通他們未來照護計劃的參加者而言，在雙親過世後突然將照護責任移轉至另一位家庭成員會為他們帶來許多壓力。例如，兩位參加者表示他們無法和突然去世的雙親討論未來計劃並在隨之成為主要照護者後，混亂的情況也跟著發生。他們無法確定需要何種方法以確保他們身心障礙手足未來的福利和安全。

手足照護角色在雙親去世後的重要面向是其焦點自父母轉移至身心障礙手足。這是由於他們成為身心障礙手足的法定監護人。我們發現兄弟姐妹們的另一半常會參與照護身心障礙手足。因此，有些參加者經常和他們的伴侶討論他們身心障礙手足的照護計劃。然而，沒有參加者提及有關年歲增長會如何影響他們在未來提供照護的能力。

結論

本研究發現有智能或發展障礙手足間的差異，性別、出生順序及財務狀況是履行孝道義務的重要因素。相較於之前的研究（Heller & Arnold, 2010; Orsmond & Seltzer, 2000）顯示姊妹們更有可能被認定為潛在主要照護者，本研究發現大多數對身心障礙手足履行孝道義務的成年人傾向更年長並對未來照護計劃擁有足夠財務資源。儘管大多數較年輕的女性參加者有強烈的責任感且無法忽略他們的孝道義務，他們傾向和他們智能或發展障礙手足間保持物理距離。她們想要在照顧手足的同時能夠自由地過著自己的生活。和 Chui 的研究（2021）相一致，本研究發現文化意向（如做為家庭

領導的最年長的兒子）在履行孝道義務上扮演重要的因素。

和儒家的價值觀相符，本研究也發現家庭成員應該對他們身心障礙手足提供持續且一致的支援，包括財務上的支援。這類的支援和歐美國家的發現有所不同（Burke et al., 2018）。在韓國，舉例來說，有許多政策是為鼓勵成年子女在財務上支援他們無經濟來源的年邁雙親。然而，目前沒有這樣在財務上支援身心障礙手足的政策。因此，確實需要一個財務支援計劃或一套政策在財務上協助個體履行他們對手足的孝道義務。

在從雙親手中接下照護責任後，本研究發現參加者面臨各種挑戰。這些挑戰包括處理失去雙親的問題及應對年邁雙親的健康需求。因此，他們發現自己肩負被稱之為「三重照護責任」：照顧他們年邁雙親、他們智能及發展障礙手足以及自己的直系親屬。雖然他們願意履行孝道義務，但他們面臨孝道義務需求和自由生活渴望間的緊張關係。這種現象在之前的研究（Davys et al., 2016）中也有發現。因此，主動的照護計劃對於將照護責任引起的緊張關係降到最低程度是相當重要的。和之前研究（Lee & Burke, 2020; Lee & Kim, 2021）一致，本研究發現年邁雙親從未思考找尋或討論接續他們的照護者，同時他們也不迫使任何一個子女承擔此一角色。然而，他們對智能或發展障礙的子女也未有任何清楚或系統化的未來計劃。這種缺乏對未來規劃的討論讓有些參加者感到焦慮，特別是那些雙親已過世的參加者。這是因為在韓國身心障礙支援制度中對老年智能和發展障礙人士的身心障礙支援十分有限。這個發現與 Davys et al.（2016）， Leane et al.（2016），及 Lee & Kim（2021）進行的研究相一致。

目前顯然非常需要一系列的支援來協助家庭管理他們智能及發展障礙手足的轉換及未來規劃。

結果及限制

本研究揭露一些既有的結果或許有助於改善智能及發展障礙成年人家庭的支援。孝道仍舊是家庭生活的核心價值觀這點在家庭中特別的真實。更確切地說，決策者、專家及服務提供者需要變得更「有手足意識」以理解他們生活過程中在手足角色的變化及錯綜複雜的情況。因此，執業人員在對身心障礙人士及其手足執行政策時，需要採取考量到家庭、他們的生活進程以及其他以人為中心方法的方式。獨特的家庭情況和責任也需要被納入考量，特別是考量到孝道義務對整個家庭的影響。此將有助於確認每位家庭成員的需求，並

依據他們人生不同階段提供適當的支援。

專家們可能需要制定正式的服務及規定以支援較年長的智能及發展障礙人士。他們也能支援身心障礙人士的家庭並協助他們認識不同家庭成員的多樣化期望，同時促進未來生活的規劃、支援以及照護安排。未來規劃需要一些支援的資源。然而，目前韓國尚未有專門的資源符合人們接收這類資訊和支援的需求，特別是智能及發展障礙人士的成年手足的需求。因此，值得成立一個反映不同文化背景的正式同儕支援模式以支援這些手足。

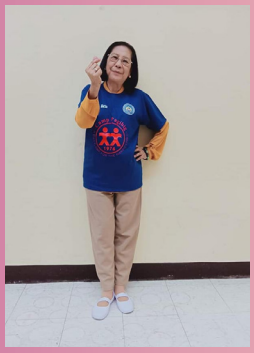
BEHAVIOR MANAGEMENT TECHNIQUES AND TEACHING ADAPTABILITY OF PARENT TO THEIR CHILDREN WITH SPECIAL NEEDS TOWARD THE DEVELOPMENT OF A PARENT-TEACHER COLLABORATION GUIDE DISABILITIES.

家長對特殊需要孩子的行為管理技術和適性教學再到家長－教師合作指南的開發

Authors



Ms. Syrel Hyacinth M. Vicentino/ Philippines



Dr. Teresita G. de Mesa/ Philippines

ABSTRACT

In the Philippines, the workforce of teachers and parents have been honorable to adopt innovative techniques for educating their children and stayed connected with their communities in response to the learning crisis brought about by the Covid 19 pandemic. Our Department of Education aspires that teachers and parents to communicate more closely and work together to ensure that the children will continue learning while the pandemic is in effect. Hence, the study's primary purpose was to assess the challenges, knowledge, attitudes, and practices of the parents and teachers regarding behavior management techniques and the teaching adaptability for their learners with special needs toward the proposed parent-teacher collaboration guide. The RQs include what were the behavior management techniques used by the teachers and parents in teaching children with special needs and what was the level of teaching adaptability of the respondents? The descriptive method of research was applied, and a survey questionnaire were administered to the fifty parents' respondents of the study. The results of the study showed that the behavior management techniques used ranked as follows: reinforcement, chaining, fading, modelling, and shaping and it implied that both behavior techniques and teaching adaptability had a significant impact on the intellectual improvement, socialization, and behavioral growth of children with special needs, as well as parent-teacher collaboration. The parent-teacher collaboration guide manual is an effective material in managing their children with special needs.

KEYWORDS: behavior modification techniques, special children, parental capabilities

THEMES/SUB-THEMES: Family Support, Teaching Adaptability, Behavior Management Techniques

家長對特殊需要孩子的行為管理技術和適性教學再到家長 - 教師合作指南的開發

在菲律賓，教師和家長們很榮幸能採用創新技術教育孩子，同時和社區維持聯繫以因應新冠疫情帶來的學習危機。我們的教育部希望老師和家長的溝通更為密切，共同合作確保孩子們在疫情期間能繼續學習。因此，這個研究的主要目的是了解家長和老師對他們的特殊需要學習者在行為管理技術和適性教學上所面臨的挑戰、知識、態度和實踐乃至於提議的家長 - 教師合作指南。研究問題包括老師和家長在教育特殊需要孩子時運用了哪些行為管理技術，以及受訪者適性教學的等級是什麼？採用描述性研究方法，並對研究的 50 位家長受訪者進行問卷調查。研究結果顯示行為管理技術使用排列如下：增強、連鎖、褪除、示範，以及行為塑造，同時它暗示行為技術和適性教學在智能改善、社會化，以及特殊需要孩子行為成長上皆有顯著的影響，也對家長 - 教師的合作有明顯影響。家長—教師合作指南手冊在管理他們具有特殊需要孩子時是個有效的工具。

關鍵字：行為改變技術、特殊兒童、父母的能力

PARENT-TEACHER COLLABORATION GUIDE

BEHAVIOR MANAGEMENT TECHNIQUES AND TEACHING ADAPTABILITY OF PARENT TO THEIR CHILDREN WITH SPECIAL NEEDS TOWARD THE DEVELOPMENT OF A PARENT-TEACHER COLLABORATION GUIDE DISABILITIES.

Authors:
Rhea Joy O. Odsinada,
Joan C. Villalobos,
Lemuel Joel O. Villamate,
Mr. Nolito Roque N. Alvarez,
Adviser, Syrel Hyacinth M. Vicentino
Dr. Teresita G. de Mesa

&

Corresponding authors:
Syrel Hyancinth M. Vicentino
Dr. Teresita G. de Mesa
Presenters)

INTRODUCTION

"The COVID-19 epidemic has caused enormous disruption of education systems in history, affecting approximately 1.6 billion learners in more than 190 nations across all continents," according to a recent United Nations report Closures of schools and other learning places have impacted 94 percent of the world's student population, with rates as high as 99 percent in low- and lower-middle-income countries (The Economic Times, 2020). In the Philippines, students suffer as Covid-19 school shutdowns hang on.

Parents serve as an essential link between their children and their schools. In education, the necessity of a healthy and robust relationship between parents and other caregivers and instructors is well-recognized and investigated. Collaboration between parents and teachers has been shown in several

studies to increase children's academic achievement, work habits, social skills, and emotional well-being. According to the Organization for Economic Co-operation and Development (OECD), Teaching and Learning International Survey (TALIS) 2018, 62 percent of principals believe that parents or guardians contribute significantly to student achievement on average across the OECD countries.

Recognizing the importance of parent involvement in boosting children's learning results, the Department of Education in the Philippines has included instructions on collaborating with parents in their curricular framework. Parents are essential stakeholders in education because they can hold schools responsible for their children's education. In the 'new normal,' parents and other service providers must have a more significant part in their child's learning and development than they did in the past. Learning takes place from home rather than on a school site and without the physical presence of teachers. As a result, under the 'new normal,' an effective education strategy necessitates new adjustment methods for all major stakeholders. It encourages teachers and parents to re-engage in collaborative efforts in the best interests of pupils. Thus, crafting of the Parent-Teacher Collaboration Guide material was proposed as the output of this study.

Theoretical Framework

This study is anchored on two theories such as the metacognition theory introduced by John Flavel describing it as an individual’s ability to manage and monitor the input, storage, search, and retrieval of the contents of his own memory (Cooper, 2009). According to Flavel, meta-cognition is comprised of person knowledge, task knowledge, and strategic knowledge. Person knowledge encompasses understanding one's own capabilities. Task knowledge is concerned with a person's level of perception of the level of difficulty

of the task. Strategic knowledge is the learner's capability to use strategies to learn information (Nielsen,2014). In relation to the completed study, it explained the knowledge and understanding of what teachers and parents know about the characteristics of children with disabilities, the teaching techniques that are developmentally appropriate to the ability of these children to learn, and how they think in planning instructional activities, including the ability to regulate their thinking as they work on a task of teaching children with disabilities. Another theory of this study is learning theory, the Edward Thorndike's "Law of Effect," which stated that any responses with positive effects to the person, he/she is likely to repeat it again whereas any behavior with negative consequences is likely to stop doing it. (Mcleod,2023). In relation to this study, the respondents used behavior techniques such as reinforcements, fading, modeling, shaping, and chaining in teaching children with disabilities.

Conceptual Framework

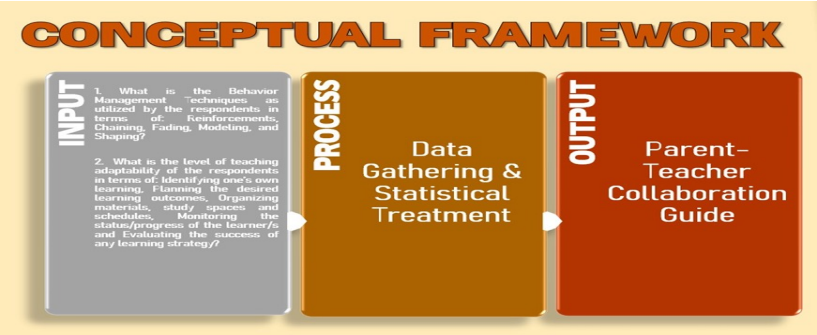


Figure 1. Research Paradigm

Figure 1 shows the conceptual framework of the study where it follows the IPU format. In input are the behavioral management techniques and level of teaching adaptability. In process are the procedures in conducting this research: data gathering procedure and statistical treatment. While in output is the manual

guide for parent-teacher collaboration based on the results of the study.

The study's primary purpose is to assess the challenges, knowledge, attitudes, and practices of the parents/teachers regarding behavior management techniques and the teaching adaptability for their learners with special needs toward the proposed parent-teacher collaboration guide. It sought to answer the research questions 1) What is the Behavior Management Techniques as utilized by the parents and teachers in terms of reinforcements and chaining, fading, modeling and shaping; 2) What is the level of teaching adaptability of the respondents in terms of: identifying one's own learning style and needs; planning the desired learning outcomes; organizing materials, study space, and schedule; monitoring the status or progress of the learner/s and evaluating the success of any of the learning strategy used; 3) Is there a significant relationship between the respondents' behavior management techniques and their level of teaching adaptability? 4) Based on the findings of the study, what parent-teacher collaboration guide may be proposed?

Research Design

The descriptive method of research gives the present facts regarding the nature of the individuals involved in the study. Using a descriptive correlational process, the researchers determined how the parent manages the child's behavior and instructs their child in this new regular learning. The descriptive method provided facts for better decisions and judgment's basis. Based on the results of the study, a parent-teacher collaboration guide was crafted and conducted observation and survey on the effects of the guide.

Respondents of the Study

The study respondents were fifty parents of children with special needs who were enrolled in a new regular learning modality, the online and modular education in

a selected locale of the study.

Research Instrument

The instrument of the study was a survey questionnaire administered to the respondents. The survey questionnaires served as the source of gathering data in answering all the research questions. The experts evaluated and validated the survey questionnaires, and a grammarian edited the final manuscript of the study. Procedures and protocols were strictly followed in the gathering of information and data. For the statistical tool, the Lickert Scale method was used.

Summary of Findings

This study was conducted to determine the relationship between the level of behavior management techniques utilized by the respondents and their teaching adaptability skills.

Behavior Management Techniques and Teaching Adaptability

1. For research question 1, it revealed that the parents and teachers moderately utilized behavior management techniques indicated by (reinforcement) (Rank 1) with a weighted mean of 3.94, followed by (chaining (Rank 2) with a weighted mean of 3.69, moderately practiced indicated by (fading) (Rank 3) with a weighted mean of 3.64, (modeling) (Rank 4) with a weighted mean of 3.63, and lastly, (shaping) (Rank 5) with a weighted mean of 3.60. It implies that all the five behavior modification techniques can be utilized appropriately in teaching children with disabilities.

2. For research question 2, the results revealed that the parents and teachers have high teaching adaptability indicated by (organizing materials, study space and schedule) (Rank 1) with a weighted mean

of 3.67, followed by (evaluating the success of any learning strategy) (Rank 2) with a weighted mean of 3.65, (identifying one's own learning) (Rank 3) with a weighted mean of 3.63, (monitoring the status or progress of the learner/s) (Rank 4) with a weighted mean of 3.55, and lastly, (planning the desired learning outcomes) (Rank 5) with a weighted mean of 3.54. The results implies that parents can really instruct their own children with disabilities during a calamity in collaboration with the teachers who are skillful and knowledgeable in teaching children with special needs and disabilities. Hence, parents and teachers are an effective team to take care of the children in time of crisis.

3. For research question 3, the findings revealed a categorical mean between the behavior management technique and the teaching adaptability of the parent of children with special needs, the categorical mean of the behavior management techniques is 3.70 and a descriptive interpretation of moderately utilized. and the categorical mean of the teaching adaptability is 3.61 and an illustrative interpretation of high. The results implies that behavior modification techniques are effective in teaching children with disabilities and the teaching adaptability of the parents are extraordinarily strong because of their willingness, dedication, and commitment to keep their children learning using the varied modalities designed, prepared by the teacher, and prescribed by the Department of Education,

4. For research question 4. What parent-teacher collaboration guide may be proposed? Based on the results of the study, A Parent-Teacher Collaboration Guide was crafted.

Conclusion

1. An effective education plan in the 'new normal' demands innovative adjustment approaches for all main stakeholders. It encourages teachers and parents to recommit working together in the best interests of students. For the sake of children with disabilities and young people, the researchers devised methods to collaborate the parent and teacher. They hope that this collaboration guide inspires even more teachers and parents to communicate and work together to ensure that children with disabilities continue to learn during the pandemic.

2. The Behavior Management Techniques used such as reinforcement, chaining, fading, modeling, and shaping are appropriate methods of teaching that the parents and teachers used in working together to continue the learning of the children with special needs.

3. The teachers and parents utilized teaching adaptability to build up awareness of and control over how they ponder and teach by planning, monitoring, assessing, and adapting their learning goals and teaching practices according to their learners'/ children's needs and socio-cultural context through organizing materials, study space, and schedule, evaluating the success of any learning strategy, identifying one's own learning and monitoring the status or progress of the learner/s and planning the desired learning outcomes.

4.The behavior management technique and teaching adaptability have a significant relationship in the study, implying that both techniques and teaching have a significant impact on the improvement and growth of children with special needs, as well as parent-teacher collaboration.

5. The Parent-Teacher Collaboration Guide is a good material for enhancing the learning skills of children

with disabilities and or special needs.

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家長 - 教師合作指南的開發

家長對特殊需要孩子的行為管理技術和適性教學再到家長 - 教師合作指南的開發

作者：
-Rhea Joy O. Odsinada,
-Joan C. Villalobos,
-Lemuel Joel O. Villamate,
-Mr. Nolito Roque N. Alvarez,
-Adviser, Syrel Hyacinth M. Vicentino
-Dr. Teresita G. de Mesa

&

通訊作者：
-Syrel Hyancinth M. Vicentino
-Dr. Teresita G. de Mesa
(Presenters)

介紹

根據最新的聯合國（United Nations）報告指出：「新冠疫情造成教育制度歷史上重大的崩壞，影響全球 190 多個國家大約 16 億學習者」，學校及其他學習機構關閉影響全世界 94% 的學生族群，在低收入或中低收入國家影響率更高達 99%（The Economic Times, 2020）。在菲律賓，學生因為 – 新冠毅情的緣故而面臨學校關閉停課的情形。

家長是孩子與學校間重要的連結橋樑。在教育中，家長和其他照護者與教學者之間健康及穩固關係的必要性被廣為認可及研究。多個研究中顯示家長及教師間的合作會促進孩子的學業進步、工作習慣、社交技能及情感上的幸福感。依據經濟合作暨發展組織（Organization for Economic Co-operation and Development；OECD）主持的 2018 年教學與學習國際調查（Teaching and Learning International Survey；TALIS），在所有經濟合作暨發展組織（OECD）國家中平均 62% 的校長相信家長或指導者對學生的進展貢獻卓著。

認知到家長的參與在改善孩子學習成果的重要性後，菲律賓教育部

把與家長的合作說明加入現行的課程架構中。家長們在教育中是重要的利害關係人，因為他們能確保學校對孩子的教育負責。在「新常態」中，家長及其他服務提供者必須在孩子的學習及發展中有著比過去更重要的角色。學習發生於家中而非學校，同時沒有教師實際在場。因此，在「新常態」下，一個有效的教育策略需要所有主要利害關係人新的調整方法。它鼓勵教師及家長為學生最佳利益再度合作努力。因此，本研究提出編訂家長—教師合作指南資料做為研究結果。



理論架構

本研究以兩個理論為主，例如後設認知理論（Metacognition Theory）由約翰・弗拉維爾（John Flavel）提出，解釋此理論為個人在管理及監控輸入、儲存、尋找及檢索自己記憶內容的能力（Cooper, 2009）。根據弗拉維爾，後設認知（meta-cognition）由個人知識、任務知識及策略知識構成。個人知識包括了解自己的能力。任務能力是有關個人對任務困難程度的感知程度。策略知識是學習者運用策略學習資訊的能力（Nielsen,2014）。完成的研究解釋了教師及家長對身心障礙孩子特色的知識及了解、發展符合這些孩子學習能力的教學方法、以及他們在規劃教學活動時如何思考，包括當他們在教導身心障礙兒童任務時調節自身思考的能力。此研究的另一個理論是學習理論——桑戴克（Edward Thorndike）的效果律（Law of Effect）——指出任何對個人有正面效果的回應，就可能會重蹈覆轍，而任何負面結果的行為或許會讓人停止從事此行為（Mcleod,2023）。因此本研究中，受訪者運用如增強、褪除、模仿、行為塑造及連鎖等行為方法用以教導身心障礙兒童。

概念架構

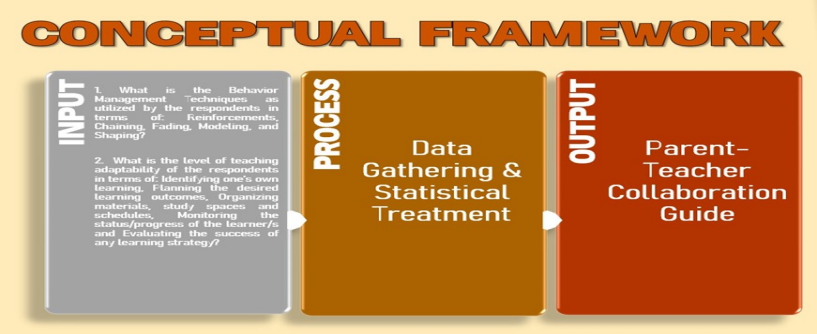


表 1 研究範例

圖 1 顯示本研究遵循輸入 / 過程 / 輸出（Input / Process / Output；IPU）模式的概念架構。輸入是行為管理技術及適性教學程度。過程是管理研究的過程：資料蒐集過程及統計處理。而輸出是根據研究結果產出的家長—教師合作的手冊指南。

研究的主要目的在評估家長 / 教師在特殊需要學生行為管理技術及適性教學的挑戰、理解、態度及實踐，再到提出家長—教師合作指南。它試圖回答研究問題 1）何種行為管理技術（Behavior Management Techniques）- 增強和連鎖、褪除、模仿及行為塑造被家長和教師採用；2）受訪者的適性教學程度為何：辨識自己的學習風格及需求；規劃期望的學習成果；整理教材、學習空間及時間表；監控學習者（們）的進展狀態，並評估任何使用的學習策略的成效；3）受訪者的行為管理技術及他們的適性教學程度之間有沒有顯著關聯？ 4）基於此研究的發現，哪種家長—教師的合作指引可能被提出？

研究設計

研究的描述性方法提供參與研究個體本質的目前實際情況。運用描述性相關過程，研究者確認家長如何管理孩子的行為，以及如何在這個新常態學習中指導孩子。描述性方法提供實際狀況做為更好的決定及評斷的基礎。根據研究的結果編訂家長—教師合作指南，並進行此指南的成效觀察及調查。

研究的受訪者

本研究受訪者為 50 位特殊需要兒童的家長，他們選擇註冊就讀新常態學習模式 - 亦即本研究選擇地點的線上及模組教育。

研究工具

研究的工具是給予受訪者調查問卷。調查問卷做為蒐集所有研究問

題答案的資料來源。專家們評估及批准調查問卷，一位文法學家編輯研究的最終原稿。在蒐集資訊及資料過程中嚴格遵循程序及協議。統計工具方面使用李克特量表（Lickert Scale）。

研究總結

本研究用於確認受訪者使用的行為管理技術程度與他們的適性教學技能之間的關係。

行為管理技術與適性教學

1. 針對研究問題 1，顯示家長與教師適度運用行為管理技術在（增強）（等級 1）加權平均數為 3.94，接著在（連鎖（等級 2））加權平均數為 3.69，適度實行在（褪除）（等級 3）的加權平均數為 3.64，（模仿）（等級 4）加權平均數為 3.63，而最後，（行為塑造）（等級 5）的加權平均數則為 3.60。這指出所有五種行為調整方法皆能被適當運用於教導身心障礙兒童。

2. 針對研究問題 2，結果顯示家長及教師有高度適性教學在（安排教材、學習空間及時間表）（等級 1）的加權平均數為 3.67，接著是（評估任一學習策略的成功）（等級 2）加權平均數為 3.65，在（辨識自己的學習）（等級 3）的加權平均數為 3.63，而（監控學習者/們的狀態或進展）（等級 4）加權平均數為 3.55，最後是（規劃期望的學習成果）（等級 5）加權平均數為 3.54。此結果指出家長能在疫情期間真正的指導他們身心障礙的孩子，與熟練且知悉教導特殊需要及身心障礙兒童的老師合作。因此，家長及教師是學生危機時期的有效團隊。

3. 就研究問題 3，發現顯示特殊需要兒童的家長的行為管理技術和適性教學之間的類別平均值，行為管理技術的類別平均值是 3.70，為適度使用描述性解釋。適性教學類別平均值為 3.61，是高度說明解釋。結果指出行為調整技術在教導身心障礙兒童的有效性，以及家長的適性教學非常有力，因為他們的意願、付出及承諾讓孩子使用教育部規定、由老師設計準備的各種模式持續學習。

4. 針對研究問題 4，何種家長—教師合作指引可能被提出？根據本研究的結果編訂家長—教師合作指南（A Parent-Teacher Collaboration Guide）。

結論

1. 一個有效的教育規劃在「新常態」中，需要所有主要利害關係人的創新調整方法。它鼓勵教師及家長再度為學生最佳利益一同合作。為了身心障礙兒童及青少年，研究者設計讓家長及教師合作的方法。他們希望這份合作指南能啟發更多教師及家長互相溝通及合作，確保身心障礙兒童在疫情流行期間持續學習。

2. 行為管理技術運用如增強、連鎖、褪除、模仿及行為塑造，是家長及教師共同合作用於讓特殊需要孩子持續學習的合適教學方法。

3. 教師及家長運用適性教學，根據他們的學習者 / 兒童的需求及社會文化環境，經由規劃、監控、評估及適應他們的學習目標及教學實踐建立意識並掌握他們如何思考及教學，透過安排教材、學習空間及時間表，評估任何學習策略的成功，辨識自己的學習並監控學習者 / 們的狀態或進展，並規劃期望的學習成果。

4. 行為管理技術及適性教學在研究中有顯著的關聯，顯示方法及教學兩者同時對於特殊需要兒童的進步及成長，以及家長—教師的合作有顯著影響。

5. 家長—教師合作指南在提升身心障礙及 / 或特殊需要兒童的學習技能是很好的資料。

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SOCIAL INCLUSION OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES FROM THE PERSPECTIVE OF CULTURE AND ARTS

從文化和藝術觀點看智能障礙人士的社會包容

SOCIAL INCLUSION OF

INDIVIDUALS WITH INTELLECTUAL DISABILITIES FROM THE PERSPECTIVE OF CULTURE AND ARTS

Authors:
Hsiao-Ting Lin/ Taiwan
Contact Details:ting@papmh.org.tw

Artistic creation serves as a means for creators to express their inner emotions and observe the world from unique perspectives, becoming a channel through which creators connect with the world. Consequently, through artistic endeavors, we can witness the profound and moving connections between individuals with intellectual disabilities and the world around them. Moreover, cultural participation is an essential element in social inclusion and contemporary human rights.

Parents' Association for Person with Intellectual Disability, Taiwan (PAPID Taiwan) is dedicated to promoting the lifelong rights of individuals with intellectual disabilities and focuses on holistic development, including cultural equity. In this article, PAPID Taiwan will share its efforts of three events: (1) The nationwide art competitions since 2002. (2) Since 2011, it has organized 20 international exchange exhibitions held alternately in Taiwan, Japan, and Thailand, with a cumulative total of over 330,000 visitors. (3) In 2014, it introduced Easy-to-Read indicators from the European Union into various cultural venues, increasing cultural participation opportunities for individuals with intellectual disabilities from various aspects. These initiatives aimed to enhance cultural equity and enable individuals with intellectual disabilities to become both creators and consumers of culture, fostering meaningful interactions with the broader society.

Under the promotion and practices of PAPID Taiwan, the cultural and artistic creations of individuals with intellectual disabilities, as well as cultural equity, have

blossomed throughout Taiwan. As the world strives for "social inclusion" as a goal, disabilities are no longer perceived as limitations, but rather as attributes that reveal the opportunities and strengths of individuals with disabilities in full inclusion in society.

Key Words: Cultural Equity, Artistic Creation, Parents of Persons with Intellectual Disabilities, Individuals with Intellectual Disabilities, Easy-to-Read

從文化和藝術觀點

看智能障礙人士的社會包容

Authors: Hsiao-Ting Lin/ Taiwan
Contact: Details:ting@papmh.org.tw

藝術創作是創作者表達他們內在情感和以獨特觀點觀察世界的方法，已成為創作者和世界連結的管道。因此，透過藝術探索，我們能見證智能障礙者和週遭世界之間深刻又動人的連結。更甚者，文化參與在社會包容和當代人權是相當重要的元素。

台灣智障者家長總會（Parents' Association for Person with Intellectual Disability, Taiwan；PAPID Taiwan）致力於推廣智能障礙人士的終身權力，並著眼於整體發展，其中包括文化平等。在本文中，台灣智障者家長總會將分享其在三項活動中的努力：（1）自 2002 年起全國性藝術比賽。（2）自 2011 年起，在台灣、日本及泰國輪流舉辦 20 次國際交流展，總計參觀者超過 330,000 人次。（3）2014 年，將歐盟易讀指標引進各類文化場所，從多方面增加智能障礙者文化參與的機會。這些措施旨在增強文化平等，並讓智能障礙人士能夠成為創作者和文化消費者，在更寬闊的社會中鼓勵有意義的互動。

在台灣智障者家長總會的推廣和實行下，智能障礙者的文化和藝術創作以及文化平等得以在台灣開花結果。若全世界努力將「社會包容」當作目標，身心障礙不再被認為是種限制，反而會是特點顯示在社會全然包容下身心障礙人士的機會和優勢。

關鍵字：文化平等、藝術創作、智能障礙者家長、智能障礙人士、易讀

A BRIEF ANALYSIS OF THE EXPRESSION AND APPRECIATION OF DRAWING CREATIONS BY CHILDREN WITH INTELLECTUAL DISABILITIES FROM THE PERSPECTIVE OF CONTEMPORARY ART STUDIES

從當代藝術角度研究淺析智障兒童在繪畫創作的表達與欣賞

Author



Macau - Hoi Teng Ng

A BRIEF ANALYSIS OF

THE EXPRESSION AND APPRECIATION OF DRAWING CREATIONS BY CHILDREN WITH INTELLECTUAL DISABILITIES FROM THE PERSPECTIVE OF CONTEMPORARY ART STUDIES

Abstract:

In recent years, my country has been increasingly recognizing the application of visual art creation for special education with intellectually disabled children. By utilizing non-verbal artistic forms like visual art, it provides these children with more avenues to express their inner feelings and experiences. This approach also carries certain educational value. However, whether the works produced by intellectually disabled children hold aesthetic, characteristic and social significance has not been fully acknowledged or discussed.

This paper aims to explore the expression behind the graphic creations of intellectually disabled children and appreciate their value, through a lens of contemporary art studies. Firstly, it analyzes the uniqueness of works by defining intellectually disabled children and their artistic process. It examines the importance of emotional expression and communication conveyed through their works, as well as their value as a non-verbal means of expression.

Finally, it discusses the insights brought to aesthetic concepts, social meaning and education by appreciating works from intellectually disabled children. This seeks to promote public recognition and understanding of their creative styles and subject matter. The goal is to interpret the significance of artistic endeavors by intellectually disabled children from a contemporary art perspective. In doing so, it aims to highlight their works' multidimensional worth in various areas.

A Brief Analysis of the Expression and Appreciation of Drawing Creations by Children with Intellectual Disabilities from the Perspective of Contemporary Art Studies

Macau - Ng Hoi Teng

Keywords: image creation of mentally retarded children; non-verbal expression; contemporary art

1. Abstract

In recent years, China has been increasingly recognizing the application of visual art creation for special education with intellectually disabled children. By utilizing non-verbal artistic forms like visual art, it provides these children with more avenues to express their inner feelings and experiences. This approach also carries certain educational value. However, whether the works produced by intellectually disabled children hold aesthetic, characteristic and social significance has not been fully acknowledged or discussed.

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2. Background and Characteristics of Visual Art Creation by Children with Intellectual Disabilities

2-1 Definition of Children with Intellectual Disabilities and their Artistic Creation

The definition of intellectual disabilities may vary slightly across different countries or cultures, but generally refers to a condition characterized by slow intellectual development or limited brain functioning. According to the American Association on Intellectual and Developmental Disabilities (AAIDD), individuals with intellectual disabilities are typically classified as individuals with IQ scores below 70 and experience significant difficulties in their daily lives and learning processes . Due to brain impairments, they often struggle to establish abstract and logical thinking patterns, and their learning abilities are severely limited. Furthermore, they face challenges in expressing their thoughts and emotions, particularly in language usage and communication skills. Intellectual disability is a lifelong condition and not considered a disease or mental illness, and it cannot be cured through medication. However, with appropriate educational methods and training, their limited potential can be stimulated, and their abilities for independent living can be developed at an early stage (Schalock et al., 2010).

Many developed Western countries have long been researching how to utilize artistic creation to assist children in need of special education, viewing art as a therapeutic approach for the human spirit. Visual arts, as a non-verbal and unique form of expression, convey information and emotions through visual elements such as color, lines, images, and shapes. At the same time, incorporating artistic creation into special education aims not to teach painting techniques and skills but rather focuses on promoting the inner self-expression of special children. It serves as a means to transcend

language and cultural barriers and engage in direct communication and interaction with the external world.

2-2 Uniqueness and Diversity in Artistic Creations of Children with Intellectual Disabilities

Due to the cognitive limitations of children with intellectual disabilities, their artistic creations often exhibit distinct differences in content and expression compared to typically developing children (Shaw, J. M., 1967). For instance, their ability to depict figures in drawings may be less advanced than that of their typically developing peers. Their drawings often display random scribbles rather than intentional structural planning. Despite the restricted expressive abilities resulting from their cognitive limitations, children with intellectual disabilities still demonstrate a unique visual aesthetic different from that of typically developing children. Cathy A. Malchiodi (2019), an American scholar, noted that human creativity is not confined to age or individual abilities. Drawing and other forms of artistic creation are inherent modes of expression for almost everyone. Furthermore, artistic creation is deeply influenced by personal internal factors and life experiences, making each person's artistic experience inherently unique. The artwork of children with intellectual disabilities primarily conveys emotions through visual elements such as color and lines. Their compositional concepts are simple and straightforward, seeking intrinsic visual enjoyment rather than technical proficiency. Their innocence often leads them to embrace self-expression and exhibit rich and enthusiastic imagination.

While there are certain common characteristics in the artistic creations of children with intellectual disabilities, the varying levels of cognitive abilities among individuals inevitably result in distinctive features in their artwork. These differences in ability levels contribute to the diverse range of artistic expressions within the group of children with intellectual disabilities. Additionally, the educational

environment and training methods also influence the outcomes of their artistic creations, just as artworks by typically developing children with the same level of intelligence differ from one another.

3. Expression and Appreciation of Artistic Creations by Children with Intellectual Disabilities

3.1 The Importance of Emotional Expression and Self-Expression in Artistic Creation by Children with Intellectual Disabilities

Numerous studies have highlighted the significant challenge of language impairment as a barrier to communication for children with intellectual disabilities. For instance, Yanget al., (2007) indicated that these children have limited vocabularies, and they rely more on nonverbal communication than verbal language (Zeng, 2004). To provide alternative means of communication and foster increased expressive abilities, art has been advocated as a second language for children with intellectual disabilities (Rosal et al., 1997), serving as a primary mode of conveying their inner emotions and needs.

In recent years, there has been a growing recognition in our country of incorporating art and drawing into special education. Although research on this aspect is still limited, some noteworthy findings have emerged regarding the application of drawing in interventions for special needs children. These findings can be summarized into three main points. Firstly, drawing serves as a channel for special needs children to communicate with the external world, enhancing their observational and logical abilities. Through drawing, they can enrich their imagination and memory by conveying personal information. Secondly, drawing aids in stabilizing their emotions and expressing a diverse range of feelings, thereby positively influencing their psychological well-being. Thirdly, presenting individual traits and ideas through drawing helps strengthen their self-confidence and identity, bridging the gap between

themselves and the external world, and enhancing their social adaptation skills.

3.2 Artistic Works as a Medium for Non-Verbal Expression

In the field of art studies, art is considered a form of direct communication and exchange that transcends language and cultural boundaries, particularly in the case of drawing, which is seen as a unique language (Wang, 2008). The language of drawing is intuitive and diverse, capable of inspiring imagination, resonance, and reflection in audiences. Through drawing, artists can express their thoughts, emotions, and perspectives, creating works with unique visual significance. At the same time, viewers can interpret the symbols and symbolism within the artwork, and even further experience and feel the emotions and stories portrayed. Thus, in the process of art creation, art is initially a subjective expression by the artist. However, in the second stage, it becomes the interpretation and speculation of the expressed information from the perspective of the audience, approached with a relatively objective mindset. The interpretation of art in the second stage emphasizes the viewer's own cultural cultivation and experiences in life. Therefore, some scholars suggest that art therapy should focus on teaching special needs children artistic skills and the use of materials, with an emphasis on the creative process and personal inner experiences, rather than solely on the final product (Lu, 1991). However, in the process of interpersonal communication, the ultimate goal is to convey ideas, concepts, and emotions between individuals through verbal and non-verbal actions. Thus, the advocacy for incorporating drawing into special education aims to bridge the gap between children with special needs and society through non-verbal expression. Therefore, understanding and appreciating the artistic creations of children with special needs inevitably becomes a controversial topic.

4. Reflection on the Appreciation Value of Artistic Creations by Children with Intellectual Disabilities

4.1 Aesthetic Concepts and Innovative Thinking in the Artistic Creations of Children with Intellectual Disabilities

From classical art to the Renaissance, to the rise of modern art and the speculative nature of contemporary art, "What is art?" has always been a significant question that humanity has posed to this eternal world. In the 21st century, the perspective of contemporary art emphasizes the diversity and openness of art, expanding our definition of artistic creation. For example, Marcel Duchamp, the father of contemporary art, challenged the boundaries of traditional art and the audience's concept of art with his work "Fountain." He believed that art is not just about showcasing skills and aesthetic value, but more importantly, the artist's intentions and concepts. In this view, the visual creations of children with intellectual disabilities have unique appreciation value and the ability to provoke reflection.

Firstly, the artistic creations of children with intellectual disabilities embody the qualities of innocence and intuition, which are sought after in contemporary art. They express their inner world in a free and unconstrained manner, unaffected by traditional drawing techniques and conventions. This unconscious expression brings about a sense of originality and purity, capable of touching the emotions and sentiments of the audience.

Secondly, the artistic creations of children with intellectual disabilities break through the framework and limitations of traditional art, exhibiting unique innovation and experimentation. They are not influenced by society's stereotypical impressions of beauty, allowing them to present images and concepts

in non-traditional ways. This innovation stimulates the imagination of the audience and prompts them to reconsider the boundaries and definitions of art.

4.2 The Social Significance and Educational Value of Artistic Creations by Children with Intellectual Disabilities

Artistic creations by children with intellectual disabilities offer a unique perspective and viewpoint to explore an alternative side of the world, which may go unnoticed or be unattainable for everyday audiences. Their works exhibit innocence and ignorance towards the world, stimulating resonance among viewers and prompting them to reconsider their own perceptions of the real world. It encourages reflection on one's judgments of others, the level of acceptance of diversity, and the attention given to marginalized groups in society.

Furthermore, the artistic creations of children with intellectual disabilities hold educational value. These works showcase their unique ways of perception and expression, inspiring viewers to explore creativity and imagination. These creations can serve as educational tools to cultivate aesthetic abilities, critical thinking, and humanistic care among the audience. By interacting with the artworks of children with intellectual disabilities, viewers can experience different artistic styles and modes of expression, and learn the values of inclusivity and respect.

Through the appreciation of artistic creations by children with intellectual disabilities, society can gain insight into their perspectives and experiences, fostering empathy and understanding. It promotes a more inclusive and accepting society, where the talents and contributions of individuals with disabilities are recognized and celebrated. Additionally, art can serve as a means of self-expression and empowerment for children with intellectual disabilities, providing them with a platform to communicate their thoughts,

emotions, and unique identities to the world.

5. Conclusion

This study begins by clarifying the definition of children with intellectual disabilities and their artistic creations, analyzing the uniqueness of their artwork, and emphasizing the role of artistic creation in strengthening their communication and connection with the outside world, compensating for their limitations in verbal expression, and facilitating self-expression. However, the complete transmission of information requires not only the subjective expression of the creators but also the objective understanding of the content by the audience. Therefore, understanding and appreciating the artistic creations of special needs children are considered crucial. Through the perspective of contemporary art studies, this research elucidates the expression and appreciation value underlying the visual creations of children with intellectual disabilities and objectively summarizes the following points:

Artworks created by children with intellectual disabilities express their inner emotions through a language of visual originality and purity, embodying the core values of contemporary art.

These artworks transcend the forms and limitations of traditional art, prompting viewers to reconsider the boundaries and definitions of art.

Cultivating public recognition and understanding of diverse aesthetics enhances their inclusive capabilities within society.

In conclusion, the artistic creations of children with intellectual disabilities exhibit a unique aesthetic perspective and innovative thinking, reflecting qualities of innocence and intuition. These creations transcend traditional artistic boundaries and possess distinct appreciation value, provoking reflection. Moreover, the artistic creations of children with intellectual disabilities hold significant social and educational value, fostering public recognition and understanding of diverse aesthetics, and enhancing their inclusive capabilities within society.

從當代藝術角度

研究淺析智障兒童在繪畫創作的表達與欣賞

作者： 澳門 - 吳凱婷

一、引言

近年中國開始重視繪畫創作在特殊兒童教育中的應用效果，利用非語言的視覺藝術，讓智 障兒童有更多渠道表達內心感受，同時也具有一定的教育價值。然而，智障兒童作品是否具有 的審美、特質及社會意義，一直未獲充分重視和論述。

本文旨在以當代藝術學的角度，探討智障兒童圖像創作背後的表達及其欣賞價值。首先，以智障兒童及其藝術創作的定義，剖析智障 兒童作品的獨特性。分析作品在情感表達和溝通上的重要性，以及作為非語言表達形式的價值 。

最後，通過討論智障兒童作品在審美觀念、社會意義和教育方面帶來的啟發，以推動公眾對 其創作形式和內容的認同和理解。力求通過以當代藝術學的觀點，來闡釋智障兒童藝術創作的重要性，為其帶動多方面的價值。

二、智障兒童圖像創作的背景與特點

2.1 智障兒童及其藝術創作的定義

智力發展障礙在不同的國家或不同的文化中的定義都略有不同，但一般泛指智力發展緩慢或腦部功能上的發育受限的情況。根據美國智能不足協會所指，智障人士須為 IQ 智商範圍值低於 70 的水平，在日常生活與學習上有嚴重困難的未成年人士。由於腦部的缺陷，他們一般難以建立抽象與邏輯的思考模式，學習能力也十分有限。而在溝通能力方面，他們亦不擅長表達內心的想法和感受，尤其是在語言的運用。智障是一種永久的缺陷，也不屬於疾病或精神病，無法透過藥物來根治。然而，透過合適的教育方式和訓練，能激發他們有限的潛能，及早培養其獨立生活的能力（Schalock 等人， 2010）。

許多西方發達的國家很久以前便開始研究如何利用藝術創作來幫助需要特殊教育的 兒童學習，把藝術創作視為人類精神上的一種治療方式。視覺藝術作為一種非文字性的獨特表達方式，通過色彩、線條、圖像和形狀等視覺元素來傳達信息和情感。與此同時，把藝術創作納入特殊教育的目的，不在於傳授繪畫技巧與技法，而是更著重於 促進特殊兒童內在的自我表達，以跨越語言和文化的界限，與外界

進行直接的溝通和交流。(Cathy A. Malchiodi，2006)

2.2 智障兒童繪畫創作的獨特性和多樣性

由於智障兒童的認知受限，因此他們的藝術作品多數呈現的內容和表達方式都與一般兒童有明顯差異，譬如他們在人物繪畫表達能力上表現不如同齡健康兒童（Shaw, J. M.,1967)；他們的繪畫多數呈現隨機性的塗鴉而非有意圖的結構規劃。儘管智障兒童在藝術創作上的表現力會受到認知能力的限制，但卻依然展現出不同於一般兒童的視覺美感。美國學者 Cathy A. Malchiodi（2006）提到人的創造力並不侷限於其年紀與個人能力，繪畫與其他藝術形式的創作幾乎是每個人天生俱備的表達方式，再者藝術創作深受個人內在因素和生活經歷的影響，因此每個人的藝術經驗都應該是獨特的。智障兒童的作品多以色彩和線條等視覺元素傳達情緒，構圖理念簡單直白，追求本質上的視覺享受，而非技性水準，純真的他們往往更致力於放開自我，表現出豐富熱情的想象力。

儘管智障兒童的繪畫創作存在一定的共性特徵，但不同程度的智障兒童由於認知能力水準的差異，其作品特徵也必定有所區別，這種在能力水準上的差異，進而構成了智障兒童群體在創作表現上的豐富多樣性。教育環境和訓練方法的差異也會影響他們繪畫的結果，正如同一智商兒童作品亦不盡相同。

三、智障兒童繪畫創作的表達與欣賞方式

3.1 情感表達與自我表達的重要性

既往已有不少研究指出，語言障礙是導致智障兒童與外界溝通的最大問題。如楊秀鳳，劉欣惠及賴曉莉 (2007) 表示智障兒童的語彙相當有限；他們使用肢體語言比口語詞彙多（曾怡惇，2004）。為了幫助智障兒童開拓更多溝通管道，藝術被提倡成為他們的第二語言 (Rosal et al., 1997)，是智障兒童傳達內心情緒和需要的主要方式之一。

近年我國亦開始重視繪畫創作融入特殊教育中，儘管現時這方面的實踐研究不多，但仍有部分的研究結果值得受到關注，當中對於利用繪畫應用在特殊兒童的干預中的研究結果大致可歸納為以下三點。首先，繪畫不僅是特殊兒童與外界交流的信息的渠道，同時亦提升他們對環境的觀察能力與邏輯能力，通過繪畫自我的信息能豐富其想象力和記憶力。第二，有助於穩定他們的情緒，並體現不一樣的感情，對其心理健康的發展有正面的影響。第三，以繪畫呈現個人的特質和想法，能增強自信和身份的認同，拉近他們與外界的連繫，改善社會的適應能力。

3.2 藝術作品作為非語言表達的媒介

在藝術學的研究裡，藝術被認為是能夠跨越語言和文化的界限，與觀眾進行直接的溝通和交流，尤其是繪畫，都被視為一種獨特的語言。（王謙，2008）。繪畫的語言是直觀而具有豐富多樣性的，它能夠啟發觀眾的想像力，引起共鳴和思考。透過繪畫，藝術家能夠表達內心的想法、感受和觀點，創造出具有獨特視覺意義的作品。同時，觀眾可以通過欣賞繪畫作品，解讀其中的符號和象徵，甚至進一步體驗和感受其中所呈現的情感和故事。由此可見，藝術在第一生產過程裡，單純是創作者的主觀的表述;相反，在進入第二階段後，轉變為由欣賞者的角度解讀與揣摩創作者所表達的信息，則是以相對客觀的精神作為觸發點。在第二階段的藝術解讀更講求觀眾自身對文化的修養，以及來於生活裡的經驗。故此有學者認為，藝術治療過程中應該著重於教導特殊兒童在藝術表現技巧及媒材的使用，將重心集中在創作過程和個人內在經驗，而非最後的產物（陸雅青，1991）。然而，在人際交流溝通的過程中，最終目的必然是以口語表達和非口語的行動，讓人與人之間傳達的想法、理念和情感。所以繪畫創作融入特殊教育的提倡，就是希望通過非語言的表達，拉近特殊兒童與社會的距離。因此，如何理解與欣賞特殊兒童的繪畫創作，必然是個具有爭議性的話題。

四、智障兒童圖像創作的欣賞價值與反思

4.1 智障兒童圖像創作的美學觀念與創新思維

從古典藝術到文藝復興，再到現代藝術的掘起，以及當代藝術的思辨，「藝術是什麼？」一直是自古以來人類對這個永恆世界提出的一個重大問題。來到二十一世紀，當代藝術的觀點強調藝術的多元性和開放性，並且擴大了我們對藝術創作的定義。如當代藝術之父杜象的作品《噴泉》，挑戰了傳統藝術的界限和觀眾對於藝術的概念。他認為藝術不僅僅是關於技巧和美學價值的展示，而更重要的是藝術家的意圖和觀念。在這種觀點下，智障兒童的圖像創作便具有獨特的欣賞價值和引發反思的能力。

首先，智障兒童的圖像創作展現出純真和直觀的特質，這種特點是當代藝術所追求的。他們通過自由、無拘束的方式表達內心世界，不受傳統繪畫技巧和慣例的束縛。這種無意識的表達帶來了一種原始性和純粹性，能夠觸動觀眾的情感和情緒。

其次，智障兒童的圖像創作突破了傳統藝術的框架和限制，具有獨特的創新性和實驗性。他們不受社會對美的刻板印象的影響，從而能夠以非傳統的方式呈現形象和意象。這種創新性激發了觀眾的想像力，並促使他們重新思考藝術的界限和定義。

4.2 智障兒童圖像創作的社會意義與教育價值

智障兒童通過獨特的視角和觀點去探索世界的另一面，而這一種視野是日常觀眾不易察覺或不具備的。故此，他們的作品展現了對世界的純真和無知，能激發觀眾的共鳴，讓他們重新思考自己對現實世界的看法，反思自己對他人的評價、對多元性的接納程度以及對社會中弱勢群體的關注。此外，智障兒童的圖像創作也具有教育價值。這些作品展現了他們獨特的感知和表達方式，可以啟發觀眾對創意和想像力的探索。這些創作可以作為教育工具，用於培養觀眾的審美能力、批判思維和人文關懷。通過與智障兒童的作品互動，觀眾可以體驗到不同的藝術風格和表達方式，並從中學習到包容和尊重的價值。

五、總結

本研究首先闡明智障兒童及其繪畫創作的定義， 剖析智障兒童的繪畫的獨特性，並強調通過繪畫創作有助加強他們與外界的溝通能與聯繫，彌補其語言表達的不足，從而實現自我表達。然而完整信息的傳遞，不僅是創作者的主觀的表達，亦講求信息內容觀眾對信息的客觀，因此如何理解與欣賞特殊兒童的繪畫創作被視為重要的關鍵所在，通過當代藝術學的角度，闡釋智障兒童圖像創作背後的表達及其欣賞價值，並客觀總結出以下的觀點：一、智障兒童繪畫作品以原始性和純粹性的視覺語言來表達內心情感，乃是當代藝術的核心價值。二、智障兒童繪畫突破了傳統藝術的形式和限制，促使觀眾重新思考藝術的界限和定義。三、培養大眾對多元美學的認同和理解，從而提升他們對社會的包融能力。

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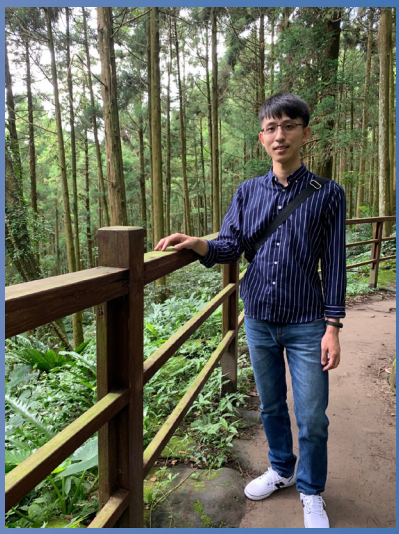
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TALENT ENRICHMENT PROGRAM FOR STUDENTS WITH DISABILITIES – AN AFTER-SCHOOL ART CLUB IN ELEMENTARY SCHOOL RESOURCE ROOM

身心障礙學生才能增益計劃 小學資源室課後藝術社團

Author



Yu Jung Tsao/ Taiwan
email : jsjhalbert@gmail.com

Background/Research Question:

Inclusive schools emphasize providing academic curriculum adjustments for students with special needs. However, non-academic learning/talent learning with support is often overlooked, especially after-school club. Therefore, addressing how to empower students with disabilities through talent enrichment programs during this period, considering their strengths in visual arts and hands-on learning traits, is a focal issue.

Purpose: The special education teacher in the resource room initiated this program, inviting art teachers to teach, aiming to provide students opportunities to learn visual art with support, in addition to learning support.

Method:

A case study approach was used to explore the learning process and outcomes of five students participating in this program. The research was conducted as follows: (a) Purposive sampling and recruiting, (b) Participation in a 12-week after-school art program, (c) Data collecting through observations, behavior records, and interviews with stakeholders were addressed, and (d) Data analysis by using document analysis to discover changes before and after the program.

Results/Conclusion: The program, (a) As an additional form of talent learning support beyond mainstream classroom art class, it benefits students with various types of disabilities. (b) It aligns with students' strengths in hands-on learning, increasing their learning involvement and achievement. (c) It reduced negative emotions and behaviors within mainstream classrooms due to the sense of achievement. (d) It provided opportunities for early career exploration. (e) Stakeholders strongly endorse and commit to continued participation. (f) The special education teacher's role transforms from a subject-oriented instructor to a partner in curriculum design and implementation.

Keywords： Talent learning with support, Resource room, After-school Art Club

背景 / 研究問題：

融合學校強調為特殊需要學生提供調整的學術課程。然而，非學術學習 / 有支援的才能學習則經常被忽略，特別是課後社團。因此，考量身心障礙學生在視覺藝術和通過實際參與來學習的特點的優勢，如何在這段期間經由才能增益計劃幫助身心障礙學生是個重要的議題。

目的：

特殊教育老師在資源室發起這項計劃，邀請美術老師教導學生，目的除了學習支持外，也提供學生在有支援的情況下學習視覺藝術的機會。

方法：

採用案例學習方法探討此計劃中五名參與學生的學習過程和成果。研究進行如下：（a）目標性的抽樣和招募，（b）參加為期 12 週的課後藝術課程，（c）透過觀察、行為紀錄和所述利害關係人訪談蒐集資料，並（d）運用文件分析來做資料分析以發掘課程前後的變化。

結果 / 結論：

這項計劃，（a）做為主流課堂外以附加形式的支援才能學習藝術課程，對各類身心障礙的學生皆有幫助。（b）符合學生在通過實際參與來學習的特點上的優勢，增加他們學習參與和完成任務。（c）因成就感生成，減少在主流課堂內負面的情緒和行為。（d）提供早期職業探索的機會。（e）利害關係人強烈認可並承諾繼續參與。（f）特殊教育老師的角色由科目導向指導者轉變為課程設計和執行的夥伴。

關鍵字：支援才能學習、資源室、課後藝術社團

TALENT ENRICHMENT PROGRAM

FOR STUDENTS WITH DISABILITIES – AN AFTER-SCHOOL ART CLUB IN ELEMENTARY SCHOOL RESOURCE ROOM

Authors: Yu Jung Tsao/ Taiwan
email : jsjhalbert@gmail.com

Abstract

Research Background

Under the principles and advocacy of inclusive education, providing personalized curricula and teaching approaches for students with disabilities to attain a high quality of education within mainstream schools in the community is one of the focal points emphasized in the Salamanca Statement and the Convention on the Rights of Persons with Disabilities (UN, 1994, 2006).According to Johnstone et al. (2020), within the context of inclusion, universal education is transitioning from a focus on equitable educational opportunities to equitable educational experiences. Therefore, the current crucial issue revolves around how to achieve a learning experience of comparable quality to that of their peers of the same age through tailored curriculum design and instructional adjustments for students with special needs (Rambla & Langthaler, 2016).

Research Questions

In 2014, the Ministry of Education in Taiwan promulgated the 12-Year Basic Education Curriculum Guidelines, officially incorporating the domain of special needs into the prescribed curriculum to cater to the learning needs of students with special requirements and ensure their right to receive personalized education (Ministry of Education, 2014). Consequently, providing academic curriculum adjustments for special needs students within the

official curriculum has become a common individualized support strategy in educational settings. However, non-academic learning or talent support still tends to be overlooked. How to offer suitable after-school talent enrichment programs in public elementary schools to meet the learning needs and talent development of students with disabilities in the artistic domain is a central concern of this study.

Purpose

The special education teachers in primary school resource rooms, adopting a perspective of strengths development and empowerment, aim to uncover the strengths of students with special needs in operational learning. They achieve this by establishing after-school art clubs and inviting individuals with artistic expertise to lead creative art activities. This initiative provides students with mental disabilities the opportunity to receive artistic support experiences beyond subject-based instruction. The goal is for the resource room to not only function as a learning support hub but also to offer talent support services. This approach attempts to address the shortcomings of existing service formats, supplementing them and providing students with opportunities for artistic exploration.

Method

This study employs a case study approach to investigate the learning processes and outcomes of 5 mental disable students participating in an after-school art talent enrichment program.

The participants are students in the upper grades of an elementary school, aged between 9 and 12 years old. Their disabilities include emotional and behavioral disorders, learning disabilities, and autism spectrum disorder. The group consists of 4 male students and 1 female student. All participants have prior experience with after-school art activities, and an analysis of their Individualized Education Program (IEP) documents indicates that they possess strengths in operational

learning. Additionally, they volunteered to participate in this program.

Participant	Year	Age	Disability	Gender
A	middle	10	Dyslexia	boy
B	high	11	reading comprehension, mathematics	girl
C	high	11	ADHD combined with Asperger's	boy
D	high	11	reading comprehension disorder	boy
E	high	12	ADHD	boy

The research process consists of four phases:

A. Recruitment and Consent: Purposeful sampling is utilized to openly invite willing students through Individualized Education Program (IEP) meetings and obtain parental consent.
B. Program Participation: Participants engage in a 12-week after-school art program, attending 2 hours per week, and completing various art creation activities.
C. Data Collection: Throughout the process, the researcher collects research data through methods including classroom observations, behavioral performance records, and interviews with stakeholders (including art teachers, general teachers, special education teachers, parents, and special education students).
D. Data Interpretation and Analysis: Utilizing a document analysis approach, the researcher conducts comprehensive comparisons to explore the changes participants experience after joining the program.

Interview data is coded using English identifiers. For instance, "IGTC20230601" signifies an interview with the general teacher of Student C conducted on June 1, 2023. The codes for interviewees are listed in Table 2.

Table 2: Compilation of Interviewee Codes

	Interviewee				
	General Teacher	Special Education Teacher	Parent	Special Education Student	Art Teacher
Interview Code	IGT	ISET	IP	ISES	IAT

Results and Discussion:

Based on the comprehensive data analysis, the results indicate the following:

A. Beneficial Art-Mediated After-School Clubs:

The after-school art club, serving as a medium for artistic expression, brings benefits and growth to students with various types of disabilities. Student feedback is predominantly positive. Student A mentioned, "The teacher shows the steps through drawings (flow chart) and videos, so I learn really well. I can understand everything now, Yay!"(ISA20230518) Student E expressed, "I feel really good coming here for art class! Even though I've done some of these things in my previous class, here I can freely express myself without any worries. If I mess up, I can just start over, and I can also learn from my own and others' failed works. It's funny, but there's not much pressure, and it helps me improve." (ISE20230518)

B. Leveraging Operational Learning for Empowerment:

Integrating art activities with the operational learning strengths of students with disabilities enhances their engagement and sense of achievement in classroom learning, thereby empowering them. A class teacher noted, "I didn't expect E's performance in the after-school art class to be so different from their performance in the general class. They can participate and operate so consistently here, are more focused, interact naturally with other classmates,

and even willingly guide students from other grades. These are experiences they lack in the general class, but the art class provides them with this space to achieve."(IGTE20230609) The art teacher also commented, "B's ability to focus and engage in the class surprised me! It's a world of difference compared to their usual low participation in class."(IAT20230609)

C. Emotional and Behavioral Regulation and Improvement:

The after-school art clubs provide students with a channel to express their emotions, leading to a reduction in negative emotional behaviors within the general classroom. A teacher noted, "Student C's negative behaviors in the classroom have gradually decreased. Sometimes, they use doodling as an alternative form of communication or a way to relieve stress, helping him manage negative emotions and stabilize their mood. This has led to improvements in their attention and a decrease in interpersonal conflicts."(IGTC20230601)

D. Early Vocational Exploration Opportunities:

The program offers early opportunities for vocational exploration, aiding students in discovering their strengths and interests related to future careers. A parent shared the perspective of student D, who said, "I want to be an artist or a creator in the future. Can I attend art classes outside of school? I find drawing very stress-relieving, and I like sharing my work with many people. I could open a studio in the future, or maybe become a designer."(IPD20230526)

E. Desire for Continued Participation and Recognition:

The majority of participating students, teachers, parents, and instructors express willingness to continue and promote the program. They strongly endorse the use of art as an effective medium for after-school enrichment. Teachers and parents believe that the program not only provides after-school learning experiences that align with students' abilities but also creates cross-grade social interactions, benefiting

both learning and interpersonal skills. Some teachers even suggest that the program can help alleviate learning frustrations for certain students. One teacher remarked, "For students like C and E, this can help them overcome learning setbacks they experienced in their original classes. It's a good adjustment. If this continues next semester, I hope we can encourage more participation."(IGTACDE20230609)

F. Role Transformation of Special Education Teachers:

In this program, special education teachers transition from being primarily subject-focused instructors to collaborators engaged in curriculum design and implementation. This shift contributes to a diverse expansion of their role functionalities. Based on their observations in each class, the two special education teachers engage in discussions and mutual professional reflections. They highlight the collaborative aspect, stating, "When we work with the art teacher, we can observe special students' reactions more closely, discuss intervention strategies, design and adjust the next lesson to better suit student needs. The perspective of a collaborator is entirely different; it allows us to see more and provides time and space for more professional collaborative dialogue. This way, we can do more for the students."(ISET20230616)

Relevant literature suggests that art instructional programs can promote active engagement and successful experiences among disadvantaged students, thereby increasing their learning motivation and cultivating their ability to face challenges (Knight, 2007). External educational interventions or support within school environment can aid vulnerable individuals in developing protective factors and enhancing resilience (Masten et al., 2008). These programs can also mitigate emotional and behavioral issues, enhance interpersonal relationships, and promote inclusivity within the school environment (Lin, 2014). Moreover, Tomlinson (1999) highlights that diagnosing and assessing strengths and weaknesses

prior to curriculum intervention, coupled with strengths-based instructional design, can effectively enhance teaching quality and yield greater benefits for students. The results and findings of this study align with and reinforce the aforementioned research.

Conclusion and Recommendations:

Based on the aforementioned findings, the conclusions and recommendations of this study are as follows:

A. Service Delivery Format: The after-school art club, in terms of service delivery, can serve as a form of talent support for students with disabilities within the campus. They address the inadequacies of existing learning support functionalities. It is suggested that future efforts focus on developing diverse after-school support programs in various domains, such as sports, music, visual arts, information technology, and more.

B. Program Planning: In terms of program plannng, it is recommended to conduct a strengths and weaknesses analysis beforehand to understand the compatibility between students' strengths and weaknesses and the nature of the club. Approaching planning from a strengths-based perspective can help build students' confidence and enhance their engagement.

C. Career Exploration: Regarding career exploration, the participation experience in after-school art clubs can serve as a precursor to formal career exploration for students with disabilities. It is recommended that future efforts build upon this foundation to delve into different subdomains of art, such as visual arts, performing arts, media arts, etc. Furthermore, linking with community art resources can guide students in continuing to develop diverse art experiences, thereby preparing them for career development.

D. Special Education Teacher Roles: In terms of the roles of special education teachers, their functions have evolved from primarily being subject-focused instructors to curriculum planners, designers, and collaborators. This expansion offers them more

opportunities for cross-disciplinary cooperation and practice. It is suggested that restrictions on curriculum planning for special education teachers on campus be further relaxed. This would allow them to explore beyond subject instruction and have the opportunity to become creators of diverse learning experiences for students, ultimately enriching their talents.

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身心障礙學生才能增益計劃

小學資源室課後藝術社團

作者：曹祐榮 / 台灣
信箱：jsjhalbert@gmail.com

研究背景

在融合教育的原則及倡導下，為身心障礙學生提供個人化課程和教學方式使其在社區主流學校中獲得高品質的教育是《薩拉曼卡宣言》及《殘疾人權利公約》（UN, 1994, 2006）強調的重點之一。根據 Johnstone et al. (2020)，在包容的環境裡，全球教育正從注重公平的教育機會轉移到公平的教育經驗。因此，目前的關鍵議題圍繞著有特殊需要的學生如何透過量身訂制的課程設計和教學調整，獲得和他們同儕相當品質的學習經驗（Rambla & Langthaler, 2016）。

研究問題

在 2014 年，台灣教育部頒布 12 年基本教育課程綱要，正式將特殊需要領域納入法定課程以滿足有特殊需要學生的學習需要，並且確保他們接受個人化教育的權力（Ministry of Education, 2014）。因此，在正式課程中為特殊需要學生提供學術課程調整在教育環境中已成為一個普遍的個人化支援策略。然而，非學術學習或才能支援仍被忽略。如何在公立小學提供適合的課後才能增益課程以滿足身心障礙學生在藝術領域的學習需要和才能發展是本研究關注的中心點。

目標

特殊教育教師在小學資源室採用優勢發展和賦權觀點，旨在發崛特別需要學生在操作學習的優勢。他們以成立課後藝術社團及邀請具藝術專長的人士來帶領創意藝術活動達到此目標。這個計劃提供智能障礙學生在科目為主的教學外接受藝術支援的經驗。目標是讓資源室不僅只是做為學習支援教室的功能，同時也能提供才能支援服務。這個方式試圖處理既有服務模式的缺點，補強它們並提供學生藝術探索的機會。

方法

本研究採用案例研究方法調查 5 位智能障礙學生參與課後藝術才能增益課程的學習過程及成果。

參加者是小學的中高年級學生，年齡介於 9 至 12 歲之間。他們的

身心障礙包括情緒和行為障礙、學習障礙、以及自閉症譜系障礙。團隊包含 4 位男學生及 1 位女學生。所有參加者都有參加課後藝術活動的經驗，一項針對他們個別化教育計劃（Individualized Education Program）文件的分析指出他們在操作學習上具有優勢。此外，他們是自願參加這項計劃。

參加者	年級	年齡	身心障礙	性別
A	中	10	閱讀障礙	男
B	高	11	閱讀理解、數學	女
C	高	11	專注力不足及過度活躍症 (ADHD) 及亞斯伯格症 (Asperger's)	男
D	高	11	閱讀理解障礙	男
E	高	12	專注力不足及過度活躍症 (ADHD)	男

表 1 研究參加者的基本資訊

研究過程包含四個階段：

A. 招募及許可：使用目標明確的樣本透過個別化教育計劃（IEP）會議公開邀請有意願的學生並取得家長許可。

B. 計劃參與：參加者加入為期 12 週課後藝術計劃，每週 2 小時的課程，完成各種藝術創作活動。

C. 資料蒐集：在過程中，研究者經由包括教室觀察、行為表現紀錄、以及與利害關係人（包括美術老師、一般老師、特殊教育老師、家長、及特殊教育學生）訪談等方法蒐集研究資料。

D. 資料闡釋及分析：運用文件分析方法，研究者進行完整比對，探討加入計劃後參加者經歷的變化。

訪談資料使用英文識別碼編碼。例如「IGTC20230601」表示和 C 學生的一般教師在 2023 年 6 月 1 日進行的訪談。受訪者的代碼列舉於表 2 中。

	受訪者				
	一般教師	特殊教育教師	家長	特殊教育學生	美術老師
訪問代碼	IGT	ISET	IP	ISES	IAT

結果與討論：

基於完整資料分析，結果顯示如下：

A. 有益的藝術課後社團：

課後藝術社團，做為藝術表達的媒介，為不同類型身心障礙學生帶來益處及成長。學生的反應大多都是正面的。A 學生提到「老師藉由畫畫（流程圖）和影片展示步驟，因為我真的學得很好。我現在能了解每件事，耶！」（ISA20230518）E 學生表示「我覺得來這裡上美術課真好！即使有些事在我之前的課堂上有做過，在這裡我可以自由表達自我而不用擔心。如果我搞砸了，我可以重新開始，而且我也能從自己和別人的失敗作品中學習。很有趣，而且壓力沒那麼大，並且幫助我進步。」（ISE20230518）

B. 透過操作學習的賦權：

整合藝術活動和身心障礙學生操作學習的優勢，加強他們在教室學習的參與度及成就感。有位班導表示：「我沒想到 E 在課後藝術課程的表現會和在一般課程這麼不同。他們在這裡能堅持地參與及操作，甚至更加專注，和其他同學互動很自然，並且甚至願意指導其他年級的學生。這些是他們在一般課程缺乏的經驗，但藝術課程提供他們實現的空間。」（IGTE20230609）美術老師也評價：「B 在課堂中專注和參與的能力讓我驚訝！和他們通常在課堂中的低參與度相較，這是不同的世界。」（IAT20230609）

C. 情緒和行為調節及改善：

課後藝術社團提供學生管道表達他們的情緒，進而讓普通教室裡的負面情緒行為減少。一名老師表示：「C 學生在教室裡的負面行為逐漸減少。有時候，他們會用隨手塗鴉做為溝通的替代形式，或是一種抒壓的方式，幫助他管理負面情緒並且穩定他們的心情。這種方式改善他們的注意力並減少人際關係間的衝突。」（IGTC20230601）

D. 早期職業探索機會：

此計劃提供早期職業探索的機會，幫助學生發掘他們對未來職業的

優勢和興趣。一位家長分享 D 學生的見解，他說：「我未來想成為一位藝術家或是一位創作者。我能參加校外的藝術課程嗎？我發現畫畫非常抒壓，而且我喜歡和很多人分享我的作品。未來我可能會開一間工作室，或有可能成為一位設計師」（IPD20230526）。

E. 繼續參與及認可的願望：

大多數參加的學生、老師、家長、及講師紛紛表達繼續及推廣此計劃的意願。他們強烈認同讓藝術作為課後增益課程有效媒介的做法。老師和家長們相信這項計劃不只是提供符合學生能力的課後學習經驗，也創造跨年級的社交互動，同時有利於學習和人際關係互動技能。有些老師甚至建議這項計劃能幫助減緩某些學生的學習挫折。一位老師表示：「對於像 C 和 E 這樣的學生，這個計劃能幫助他們學習克服在原班級中經歷的挫折。這是個好的調整。若是下學期這項計劃能繼續，我希望我們可以鼓勵更多人參加。」（IGTACDE20230609）

F. 特殊教育教師角色的轉變：

在這項計劃中，特殊教育教師從小學科任教師轉變為參與課程設計和執行的協作者。這個轉變讓他們的角色功能有多樣化的拓展。根據他們每堂課的觀察，兩位特殊教育老師會參與討論及相互專業的省思。他們對於強調合作這方面的事情有表示：「當我們和美術老師一起工作時能更密切觀察特殊學生的反應、討論介入策略、設計並調整下一堂課以能更好的符合學生的需求。協作者的觀點是截然不同的，讓我們看到更多東西，在更多的專業協作對話上提供時間和空間，藉此為學生做更多事情。」（ISET20230616）

相關文獻顯示藝術教學課程在劣勢學生中能促進積極參與及成功的經驗，從而增加他們的學習動機和培養他們能力以面對挑戰（Knight, 2007）。外部教育介入或學校環境內的支援能協助脆弱個體發展保護因子和增強韌性（Masten et al., 2008）。這些計劃也能減輕情緒和行為議題、增進人際關係、及促進學校環境內的包容性（Lin, 2014）。此外，Tomlinson (1999) 強調在課程介入之前診斷和評估優勢及弱勢，結合優勢為主的教學設計，能有效地增強教學品質並對學生產生更大的益處。本研究的結果及發現吻合並強化上述之研究。

結論與建議：

基於上述之發現，本研究的結論和建議如下：

A. 服務傳遞模式：就服務傳遞而言，課後藝術社團可看作是一種校園內身心障礙學生才能支援形式，可處理現有學習支援功能

不夠好的部份。建議未來的努力應著重於針對各領域發展多樣化課後支援計劃，例如運動、音樂、視覺藝術、資訊科技等。

B.　　計劃規劃：就計劃規劃來看，建議事先進行優勢及劣勢分析以了解學生的優勢和劣勢以及社團本質間的相容性。從優勢為主的觀點進行規劃能幫助建立學生的自信並加強他們的參與。

C. 職業探索：在職業探索方面，參加者在課後藝術社團的經驗能做為身心障礙學生正式職業探索的先驅。建議未來的努力可建立在此基礎上，進一步探索不同的藝術分支領域，例如視覺藝術、表演藝術、媒體藝術等。此外，和社區藝術資源連結能引導學生繼續發展多樣化的藝術經驗，從而在職業發展上協助他們做好準備。

D. 特殊教育教師角色：就特殊教育教師角色而言，他們的功能從主要擔任科任教師進化為課程規劃者、設計者、及協作者。這個拓展提供他們更多跨學科合作及實踐的機會。建議校園內對特殊教育教師在課程規劃的限制能更為寬鬆。這將能讓他們在學科教學之外探索，並且有機會成為學生多樣化學習經驗的創作者，最終豐富他們才能。

BEYOND CLASSROOM WALLS: ST. PHILOMENA SCHOOL'S COMMITMENT TO INCLUSION AND EMPOWERMENT

聖菲洛梅娜學校對包容和賦能的承諾

Author

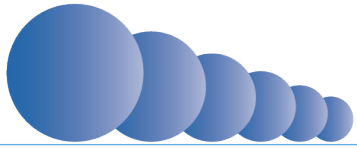


Charmaine Isobel G. Maquinto, MAEd, LPT,
CPMT/ Philippines

Abstract

Inclusion lies at the heart of St. Philomena School's mission, firmly believing that every child, regardless of their abilities, deserves quality education to unlock their full potential. This paper delves into the school's unwavering dedication to nurturing inclusion and empowering students with disabilities to become valued, fully integrated members of society. Addressing pivotal research questions, the study explores how the school ensures the ongoing development of students once they transition from the inclusive classroom. It examines the measures taken to equip these students for active participation in an all-embracing inclusive society. At the core of their efforts, St. Philomena School initiated the transformative "Kaibigan Ko Sila Movement" (KKSM), a visionary endeavor aimed at creating equitable opportunities for children with disabilities to be embraced by the community. Rooted in the school's values and vision, KKSM is centered on fostering self-determination and self-advocacy, both within the school setting and beyond. The school's approach involves designing highly individualized educational programs tailored to each student's unique needs and strengths. Through KKSM, students are empowered to become their own advocates, actively engaging in the community. The paper sheds light on society's tendency to "overhelp" or overlook individuals with disabilities, leading to barriers in their meaningful participation. Beyond the campus, St. Philomena School's advocacy extends, aiming to dismantle these barriers and establish a genuinely inclusive society. Results illustrate the effectiveness of the school's inclusive approach, as numerous students have seamlessly transitioned to various public and private institutions across the globe with various stories to tell challenging society's preconceived limitations. St. Philomena School's resolute commitment to inclusion serves as an inspiring example, championing a future that embraces all.

KEYWORDS:
Empowerment, Inclusive Education, Self-determination, Disabilities, Advocacy, Commitment
SUB-THEME: breaking down barriers, beyond school setting, transition



教室之外：

聖菲洛梅娜學校對包容和賦能的承諾

包容是聖菲洛梅娜學校的核心使命，堅定相信每個孩子，無論他們的能力如何，都值得優質的教育以發揮他們所有的潛力。本論文深入探討學校堅定不移地致力於培養包容性和賦予身心障礙學生權利讓其成為有用且能充分融入社會的一份子。關於關鍵研究問題，本研究探索學校如何確保學生從融合班級轉換後持續的發展。研究檢視這些學生積極參與整個共融社會的方法。聖菲洛梅娜學校最為努力的項目是發起變革性的「他 / 她是我朋友活動」（Kaibigan Ko Sila Movement；KKSM），此乃一項有遠見的嘗試，目的在於為身心障礙孩童創造被社區接納的平等機會。「他 / 她是我朋友活動」根植於學校的價值觀和願景，聚焦在校園內外培養自我決定和自我倡導。學校的方法包括依據每個學生的特殊需要和優勢設計高度個人化教育課程。透過「他 / 她是我朋友活動」，學生們被賦予成為自我倡導者、主動參與社區事物的權利。這篇論文闡明社會「過度幫助」或忽略身心障礙人士的傾向，進而導致他們在意義上的參與遇到阻礙。聖菲洛梅娜學校的倡導延伸至校園外，旨在消除這些阻礙並建立一個真正共融的社會。結果顯示學校包容性作法的有效性，因為許多學生已經無縫過渡至世界各地各種公共和私人機構，並講述各種故事來挑戰社會的先入為主的局限性。聖菲洛梅娜學校對包容性的堅定承諾是個鼓舞人心的例子，一個能包容所有人的美好未來。

關鍵字：
賦能、融合教育、自我決定、身心障礙、倡導、承諾

BEYOND CLASSROOM WALLS:

ST. PHILOMENA SCHOOL'S COMMITMENT TO INCLUSION AND EMPOWERMENT

Charmaine Isobel G. Maquinto, MAEd, LPT, CPMT/ Philippines
St. Philomena School: Kids' Comfort Zone Inc./ Philippines

INTRODUCTION

In contemporary educational discourse, the principles of inclusion have emerged as a cornerstone of progressive pedagogy, emphasizing the right of every individual, irrespective of their abilities, to receive a quality education and fully participate in society. This is also one of the goals of the Philippines' Department of Education stated in its Handbook on Inclusive Education. It envisioned that "the child with special needs will get full parental and community support for his/her education w/o discrimination of any kind.".

Among the institutions that have embraced this ethos with unwavering commitment is St. Philomena School. This paper illuminates the school's remarkable journey towards fostering inclusion and empowerment, particularly focusing on its efforts to provide a comprehensive education to students with disabilities.

At the heart of St. Philomena School's mission is the belief that every child possesses unique potential, and this potential should not be hindered by any form of disability. The school's approach goes beyond mere compliance with inclusive education mandates; it seeks to cultivate an environment where diversity is not just tolerated but celebrated.

The school's inclusive ethos, the innovative "Kaibigan Ko Sila Movement" (KKSM) encapsulates this commitment, with the individualized educational

programs tailored to cater to diverse needs, and the collaborative efforts that have contributed to students' successful transition to diverse public and private institutions across the globe. KKSM is one of the biggest testimonies of St. Philomena School's profound dedication to inclusion, offering an inspiring model that paves the way for a more inclusive and equitable future for all, inside and beyond the classroom walls.

What is KKSM or “Kaibigan Ko Sila Movement” (They are my Friends) Program?
In the realm of education, the conviction that each child, regardless of their abilities, deserves access to quality learning for the fulfillment of their potential is a belief held dear by St. Philomena School. Established in 2008, the institution not only delivers educational excellence but ardently champions the cause of inclusion.

While the concept of inclusive education advocates for the integration of all children within the same classrooms and institutions, offering genuine learning prospects for those historically marginalized, St. Philomena School seeks to transcend the boundaries of the conventional. The question it poses is poignant: "What trajectory awaits our students once they venture beyond the confines of our classroom?"

Catalyzing this transformative mission is the inception of the "Kaibigan Ko Sila Movement" (KKSM), translating to "They are my Friends." The school, in collaboration with its advocacy partners, undertakes the mantle to engineer parity for these children, facilitating their seamless integration into the communal tapestry. Alongside the other proprietorial programs (iPROGRAMS) of the school, this movement finds its bedrock in the institution's core vision, mission, and values—a commitment to nurturing self-determined students, furnishing them with the agency to advocate for themselves both within and beyond the school's confines.

METHODS

1. Highly Individualized Educational Programs:
The school's approach centers on the creation of educational programs tailored to the distinct needs of each student. Recognizing that diversity is inherent, the programs are meticulously designed to cater to individual learning requirements. This ensures that every student receives a personalized education that maximizes their potential and growth.

2. Self-Advocacy & Community-Based Instruction through KKSM ("Kaibigan Ko Sila Movement"):
The transformative "Kaibigan Ko Sila Movement" (KKSM), translating to "They are my Friends," serves as a catalyst for the school's mission. Developed in collaboration with advocacy partners, this movement seeks to achieve parity for students with disabilities by seamlessly integrating them into the broader community fabric. Aligned with the school's vision, mission, and values, KKSM empowers students to advocate for themselves, both within the school's confines and beyond.

Implementation of the Method, a two-pronged approach:

a. Self-Determination Development through iPROGRAMS:
Students initially undergo self-determination skill development through the school's iPROGRAMS. These initiatives equip them with essential skills and strategies, enabling them to become self-advocates and assert their needs and aspirations.

b. Tailored KKSM Projects for Self-Advocacy:
KKSM Projects are tailor-made for each student, providing them with platforms to advocate for themselves. These projects are developed based on individual strengths and goals. Continuous feedback from parents, facilitators, students, and external

contacts is collected to assess the effectiveness of each project. Modifications are implemented as necessary for subsequent activities. The symbiotic relationship between iPROGRAMS and KKSM is central to the approach. Training occurs through these two interlinked stages, ensuring that students are not only equipped with skills but also empowered to actively shape their educational experiences.



Fig.1

Feedback and Refinement:

A crucial component of the process involves continuous feedback. Regular assessment of both iPROGRAMS and KKSM initiatives enables refinement and adjustments to better align with students' evolving needs and goals. This iterative approach ensures that the method remains dynamic and responsive. In essence, the school's method employs a dual strategy of tailored education and self-advocacy empowerment, culminating in the "Kaibigan Ko Sila Movement." This comprehensive approach paves the way for inclusive education and an equitable societal framework, both within and beyond the classroom walls.

Since its conception, 75% of St. Philomena School students opted to continue studying after their experience in the school with all of them integrated in public and private institutions in 4 countries across the globe, thriving both academically and socially in the midst of their neurotypical peers.

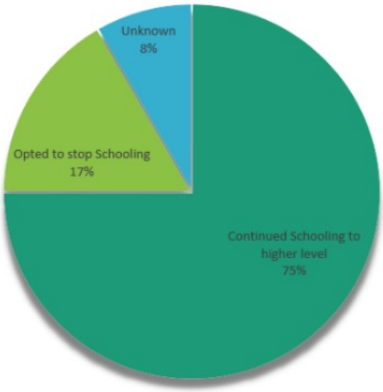


Fig.2

In this way, KKSM serves as a beacon of hope and empowerment, guiding children with special needs towards self-advocacy, inclusion, and active engagement in shaping a more equitable and compassionate society.

ROADMAP of implementation:
1.Needs Assessment:
Begin with a thorough needs assessment. Understand the specific requirements, challenges, and goals of the children with special needs in the community.
2.Form a Dedicated Team:
Assemble a dedicated team of educators, specialists, parents, and community members who are passionate about inclusive education and advocacy.
3.Define Clear Objectives:
Clearly define the program's objectives. What are you aiming to achieve? Is it self-advocacy, inclusive practices, or both?
4.Design Individualized Programs:
Develop individualized educational programs for each student. Tailor these programs to their unique needs and capabilities. Consider IEPs (Individualized Education Plans) or ISP (through Therap) where appropriate.
5.Empower Self-Advocacy:

Train students to become self-advocates. Teach them how to express their needs, preferences, and goals. This might include communication skills, self-determination, and self-advocacy training.

6.Promote Inclusive Practices:

Implement inclusive teaching practices within your school or community. Train educators on inclusive pedagogy and provide the necessary resources and support.

7.Collaboration with Advocacy Partners:

Collaborate with advocacy organizations, local authorities, and community groups to support your program's goals. Seek partnerships that can help further the cause of inclusive education.

8.Feedback Mechanisms:

Establish feedback mechanisms involving parents, students, educators, and community members. Regularly evaluate the program's effectiveness and make adjustments accordingly.

9.Community Engagement:

Engage the broader community in the program's mission. Create awareness and understanding of the importance of inclusion for children with special needs.

10.Policy Advocacy:

Work towards advocating for policies that support inclusive education. Lobby for laws and regulations that promote the rights and well-being of children with special needs.

11.Monitoring and Evaluation:

Continuously monitor and evaluate the program's impact. Collect data on student progress, inclusion rates, and self-advocacy efforts.

12.Spread Compassion and Understanding:

Educate the community about the value of inclusion and the capabilities of children with special needs. Encourage empathy, kindness, and acceptance.

13.Adaptation to Changing Circumstances:

Be flexible and adaptable, especially in response to changing circumstances like the COVID-19 pandemic. Ensure that the program can continue to function in

different scenarios.
14.Celebrate Achievements:
Recognize and celebrate the achievements of students and the community in embracing inclusivity. Highlight success stories and the positive impact of the program.
15.Continuous Professional Development:
Provide ongoing training and professional development for educators, staff, and advocates involved in the program to stay updated on best practices.

These programs are vital to shift our perspective away from assumptions and instead consider the viewpoint of the child with special needs. From their perspective, they see the people in their community as friends and equals, rather than viewing themselves solely through the lens of their needs. This fundamental shift in perspective is at the heart of what iPROGRAMS most especially the KKSM stand for. KKSM empowers students to become advocates for themselves. It nurtures the belief that they can raise concerns, actively lobby for laws and policies that benefit them, and play an active role in shaping their own destinies.

In light of the global pandemic, our world has undergone significant changes and established new norms. KKSM's mission extends to ensuring that these children not only adapt to these changes but also have active participation, where they have a voice and agency in the evolving landscape of our world.

CONCLUSION

In conclusion, our encounters with individuals facing disabilities often lead us to offer excessive assistance, inadvertently hindering their personal growth. Moreover, we frequently fail to recognize their presence, relegating them to an unnoticed barrier that limits their access and engagement. Their voices remain absent in policy discussions, and decisions about their lives are made without their input. Regrettably, society tends to define their potential

solely based on their diagnoses. However, the school's commitment transcends its physical boundaries. It extends outward, aiming to empower these individuals with self-determination and an active role in fostering true inclusivity.

The outcomes of this approach are evident: students who have moved on from the school, whether to new countries or higher education, have shattered the boundaries of their perceived limitations. Their achievements not only highlight their preparation but also their belief in their own capabilities.

KKSM serves as a catalyst for compassion, its influence spreading rapidly from the school to the wider community. These individuals are not unseen; they are integral members of our community. They rightfully deserve a seat at the discussion table, a chance to share their viewpoints and aspirations. In essence, the school's efforts illuminate a path towards a future where inclusivity isn't just a concept, but a lived reality, enriching the lives of all involved.

Acknowledgements

Mr. and Mrs. Alphonsus C. De Alban (founders), Casiño-De Alban Family, Garcia-Maquinto-Palmares Family, teachers and staff of St. Philomena School (past and present), our beloved Bearcats (past and present), our HOCOFE Partners and the whole SPS community.

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超越教室之牆：

聖菲洛梅娜學校對包容和賦權的承諾

Charmaine Isobel G. Maquinto, MAEd, LPT, CPMT
Charmaine Isobel G. Maquinto，教育碩士 / 執照物理治療師（LPT） / 認證小兒科按摩治療師（CPMT） / 菲律賓

介紹

在當代教育論述中，包容原則已經成為進步主義教育的基石，強調每一個體接受優質教育且全然參與社會的權利，無關乎其能力。這也是菲律賓教育部（Philippines' Department of Education）在其〈融合教育手冊〉（Handbook on Inclusive Education）中闡明的目標之一，設想「有特殊需要的孩子將獲得家長和社區全力對他 / 她的教育不帶任何歧視的支援。」

聖菲洛梅娜學校是堅定擁護此信念的機構之一。本論文闡明學校對於促進包容和賦權的卓越旅程，特別著重對身心障礙學生提供綜合教育的努力。

聖菲洛梅娜學校的使命核心是相信每個孩子都擁有獨特的潛能，並且這個潛能不應被任何身心障礙的形式所阻礙。學校的方法遠不僅止於遵守融合教育規定，而是追求建立一個不只是容忍而是頌揚多樣性的環境。

學校的包容信念，創新的「他們是我朋友運動」（Kaibigan Ko Sila Movement；KKSM）涵蓋此一承諾，以量身制定的個別化教育計劃滿足多元化需求，同時經由協作努力幫助學生們成功過渡至全球多樣化的公私立機構。他們是我朋友運動（KKSM）是聖菲洛梅娜學校對包容深刻奉獻最大的證明之一，提供一個拋磚引玉、為教室之牆內外所有人創造更具包容性和平等未來的模式。

KKSM（「他們是我朋友」）計劃是什麼？
在教育的範疇內，堅信無論能力如何，每個孩子都值得接受優質學習以實現他們的潛力，此乃聖菲洛梅娜學校珍視的信念。此機構建立於 2008 年，不僅傳遞卓越教育，同時也熱切支持共融為原則。

儘管融合教育的概念主張將所有孩童統整於同一間教室和機構，為那些歷來被邊緣化的孩子提供真正的學習機會，聖菲洛梅娜學校則

尋求超越傳統界線。它提出的問題令人動容：「一旦我們的學生在課室之外冒險，等待著他們的會是怎樣的航道呢？」

推動這項變革性任務是創立「Kaibigan Ko Sila Movement」（KKSM），譯為「他們是我朋友」。學校和倡議夥伴們合作，肩負起為這些孩童們設計平等機會的責任，培養他們無縫融入公共事物。與學校的其他計劃一起（iPROGRAMS），這項運動是機構核心願景、使命、及價值觀的基石 - 一個培育自我決定的學生，提供他們在學校內外自我倡導的機構的承諾。

方法

1. 高度個別化教育計劃：
學校的方法著重於為每個學生的特殊需要量身打造教學計劃。了解到多樣性是與生俱有的，計劃經過精心設計以滿足個別學習需要。這確保每位學生能接收個人化的教育，最大程度的發揮他們的潛力和成長。

2. 透過 KKSM（他們是我朋友運動）自我倡導 & 社區為主的教學：
顛覆性的「Kaibigan Ko Sila Movement」（KKSM），譯為「他們是我朋友」，做為推動學校的使命。和倡議夥伴們一同協作，這項運動試圖透過讓身心障礙學生無縫融入更廣泛的社區事物以獲取平等發展的機會。與學校的願景、使命、及價值觀一致，KKSM 賦予學生在學校內外自我倡導的權力。

實行方法，雙箭頭途徑：

a. 透過 iPROGRAMS 的自我決定發展：
學生一開始時即透過學校的 iPROGRAMS 進行自我決定技能發展。這些措施使他們具備必要的技能和策略，讓他們成為自我倡導者並且堅定他們的需要及志向。

b. 為自我倡導量身打造 KKSM 專案：

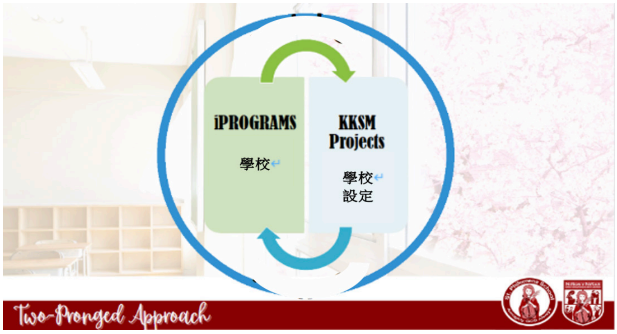


圖 .1

回饋與改進：

此過程的一個重要部份是持續的回饋。iPROGRAMS 與 KKSM 兩個方法的定期評估讓改進和調整能夠更好的符合學生不斷變化的需要和目標。這樣反覆的方式確保此方法保持活力及靈敏反應。本質上，學校的方法採用量身訂制教育及自我倡導賦權雙向策略，最終產生「他們是我朋友運動」（KKSM）。這個綜合方法為教室之牆內外的融合教育和公正社會架構做好準備。

因為觀念的緣故，有 75% 的聖菲洛梅娜學校學生選擇在學校的體驗之後繼續學習，他們進入全球四個國家的公私立機構，在他們正常的同儕間持續在學術和社交方面成長茁壯。

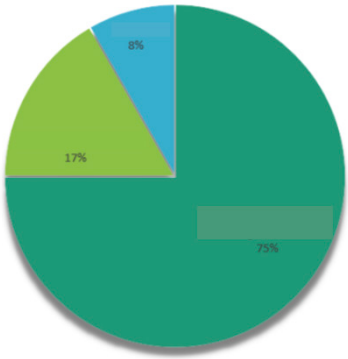


圖 .2

透過這種方式，KKSM 成為希望和賦權之燈塔，引導有特殊需要的兒童邁向自我倡導、包容，並積極參與塑造更公正和富有同情心的社會。

實行藍圖

1. 需求評估：

從全面的需求評估開始。了解團體裡特殊需要兒童的特殊要求、挑戰和目標。

2. 組成專責團隊：

組成一個對融合教育和倡導充滿熱情的教育工作者、專家、家長、及社區成員的專責團隊。

3. 定義清楚的目標：

清楚定義計劃的目標。你要達成什麼目標？是自我倡導、融合實踐，還是兩者兼具？

4. 設計個別化計劃：

為每位學生發展個別化教育計劃。針對他們獨特需求和能力量身打

造這些計劃。適當情況下考量 IEPs（個別化教育計劃）或 ISP（個別化技能計劃；透過 Therap）。

5. 賦予自我倡導的能力：
訓練學生成為自我倡導者。教導他們如何表達需求、喜好以及目標。這可能包括溝通技能、自我決定以及自我倡導訓練。

6. 促進包容性的實踐：
在學校或社區實行包容性教學實踐。培訓教育工作者包容性教學法，並提供必需的資源及支援。

7. 和倡議夥伴合作：
和倡議組織、地方政府機構，以及社區團體合作以支持計劃目標。尋求夥伴關係有助於融合教育達成更遠大的目標。

8. 回饋機制：
建立家長、學生、教育工作者、及社區成員回饋機制。定期評估計劃的有效性，並做出相應的調整。

9. 社區參與：
吸引更廣泛的社區加入計劃任務。創造對特殊需要兒童融合教育重要性的認知及了解。

10. 政策倡導：
致力於倡導支持融合教育的政策。遊說促進特殊需要兒童權力及福利的法律及法規制定。

11. 監控與評估：
持續監控及評估計劃的影響。蒐集學生進展、包容率以及自我倡導努力的資料。

12. 擴展同情及理解：
教育社區有關包容性的價值以及特殊需要兒童的能力。鼓勵同情心、友善、和接納。

13. 適應不斷變化的情況：
保持靈活及適應力，特別是在應對不斷變化的情況，如新冠疫情。確保計劃能在不同情境下持續運作。

14. 慶祝成就：
認可並慶祝學生及社區接受包容性的成就。強調成功的故事以及計劃的正面影響。

15. 持續的專業發展：
為參與計劃的教育工作者、工作人員及倡導者們持續提供培訓和專業發展，以維持更新最佳實踐方法。

這些計劃對於將我們的觀點從假設轉移，從而考量特殊需要兒童的視角來說是非常重要。就他們的觀點而言，他們把群體的人看作朋友且平等對待，而不是透過他們的需求視角使自己獨立於群體之外。這個觀點的根本性轉移正是 iPROGRAMS，KKSM 最具代表

的核心。KKSM 賦予學生能力成為自己的倡導者，培養他們能夠提高關注，積極遊說有利於他們的法律和政策制定的信念，並且在塑造自身命運中扮演積極的角色。

有鑒於全球疫情，我們的世界經歷明顯地變化並建立新的形態。KKSM 的使命確保這些孩子們不只是適應這些變化，同時也積極地參與，他們在不斷演變的世界大局中擁有發言權及代理權。

結論

總之，我們遇到身心障礙人士時常會提供過多的協助，無意間阻礙他們的個人成長。此外，我們常未認知到他們的存在，將他們置於一個未被注意的屏障，進而限制他們接受和參與的機會。他們的聲音在政策討論中仍未被聽見，而有關他們生活的決策卻在沒有他們的參與下制定。遺憾地是，社會傾向根據他們的診斷結果來定義他們的潛力。然而，學校的承諾超越物理界限，向外延伸，旨在賦予這些個體自我決定的權力，及在促進真正的包容性成為積極的角色。

此方式的結果顯而易見：從學校畢業後的學生，無論是到新國家或接受更高教育，已然終結他們視為限制的界限。他們的成就不只是凸顯他們的準備，同時也是他們對自身能力的信念。

KKSM 做為同情心的催化劑，其影響迅速從學校擴及至更廣泛的社區。這些個體並非隱形的；他們是我們社區不可或缺的成員。他們應當在討論桌上佔有一席之地，有一個機會分享他們的觀點和志向。本質上，學校的努力照亮了通往未來的路，在那裡包容不只是一個概念，而是活生生的現實，豐富所有參與其中的生命。

鳴謝

Alphonsus C. De Alban 先生及夫人（創辦人）、Casiño-De Alban 家族、Garcia-Maquinto-Palmares 家族、聖菲洛梅娜學校過去與現在全體教師及教職人員、我們過去和現在都摯愛的 Bearcats、我們 HOCOFE 夥伴及全部 SPS 社區。

ACTION RESEARCH ON THE FAMILY-ORIENTED ONLINE TEACHING MODEL AT HOME IN SPECIAL EDUCATION SCHOOLS

特殊教育學校以家庭為導向的居家線上教學模式的行動研究

Authors





Kuo-Chen Huang / Yuanher Robin Hwang/ Li-Chin Huang
Kao-Ting Huang / Kai-Cheng Huang - Taiwan

Abstract

This study adopts action research to establish a family-oriented home-based online teaching model. The subjects of the study were 7 moderately severe and extremely severe students from higher vocational colleges. Research time 2022.05.23~06.30, 80 lessons, 4000 minutes. Analyze and summarize record sheets and photos. There are 7 points in the research results, (1) The key to the family-based home-based online teaching model is the parents. Parents assisted the Internet, accounting for 71.43% (5/7 people); students surfing the Internet by themselves, accounting for 28.57% (2/7 people). (2) Moderate mental retardation online learning, accounting for 100% (2/2 people); severe, very severe mental retardation, accounting for 80% (4/5 people). (3) Students with moderate to severe and extremely severe intellectual disabilities study online, accounting for 100% (4/4 people); severe autism, accounting for 50% (1/2 people); severe multiple disabilities, accounting for 100% (1/1 people) people). (4) Moderately mentally handicapped students use mobile phones, accounting for 28.57% (2/7 people); severely and extremely severely use tablet computers, accounting for 71.43% (5/7 people). (5) Online learning, accompanied by parents, accounted for 14.28% (1/7 people). (6) Parent-teacher communication, instant communication. (7) Family support strategies: record sheets, communication tools, mailing handouts.

Keywords: "severe special infectious pneumonia" COVID-19, special education schools for mentally handicapped, families for Home-based online teaching model, distance learning, action research

本研究採用行動研究建立一個以家庭為導向的居家線上教學模型。研究對象為 7 位來自高職學校中重度到極重度的學生。研究時間自 2022 年 5 月 23 日至 6 月 30 日，80 堂課，4000 分鐘。分析和總結紀錄表和照片。研究結果有 7 個重點，（1）以家庭為導向的居家線上教學模式關鍵在家長。家長協助上網，佔比 71.43%（5/7 人）；學生自行上網，佔比 28.57%（2/7 人）。（2）中度智能不足線上學習，佔比 100%（2/2 人）；重度、極重度智能不足，佔比 80%（4/5 人）。（3）中度至重度以及極重度智能障礙學生線上學習，佔比 100% （4/4 人）；嚴重自閉症，佔比 50%（1/2 人）；嚴重多功能障礙，佔比 100%（1/1 人）。（4）中度智能障礙學生使用手機，佔比 28.57%（2/7 人）；重度和極重度使用平板電腦，佔比 71.43%（5/7 人）。（5）線上學習，家長陪同，佔比 14.28%（1/7 人）。（6）家長—老師間的溝通，即時溝通。（7）家庭支援策略：紀錄表、溝通工具、郵寄講義。

關鍵字：「嚴重特殊傳染性肺炎」COVID-19、智能障礙特殊教育學校、居家線上教學模型的家庭、線上教學、行動研究

ACTION RESEARCH

ON THE FAMILY-ORIENTED ONLINE TEACHING MODEL AT HOME IN SPECIAL EDUCATION SCHOOLS

Kuo-Chen Huang / Yuanher Robin Hwang/ Li-Chin Huang
Kao-Ting Huang / Kai-Cheng Huang - Taiwan

I.Research Purpose

The researchers take students in a special education schools as research subjects. In the end of May 2022, distance teaching was implemented online again, during the "severe special infectious pneumonia/ COVID-19" (hereinafter referred to as COVID-19) level 3 alert, in Taiwan. This study took place after the policy implementation of the "Suspending Classes, Keep Learning." Through action research, the study aimed on the establishment of a family-oriented "home-based online teaching model" for a special education school, with moderate, severe, and extremely severe mental disabilities.

The theme of the 2021 Special Education Society Annual Meeting was "the educational rights of special education students, during the epidemic prevention period." The annual meeting focuses more on the educational rights of special education students. It focused he implementation of distance teaching, and the implementation of the "Suspend Classes, Continue Learning" plan. This ignited the motivations of the researchers.

Secondly, in 2020, the annual conference at the Society for Special Education had the theme, "Epidemic Prevention and Special Education." The theme of the 2021 annual meeting emphasized the educational rights of special education students, too (Huang Guozhen, 2020). The focus was on special education students' right of education. This was the second time or warming-up of the motivation for this action research.

Third, at the end of May 2022, the COVID-19 level three alert was implemented once more, and distance teaching will be implemented again. Some scholars mentioned the poor results on special education students' using of online learning, and so as difficulties of parental involvement; however, the researchers had doubt on these arguments/remarks. Therefore, this is the third motivation for this action research.
To sum up, the purpose of this action research is to explore and find out the possible establishment of a family-oriented "home-based online teaching model" in a special education school, with moderate to severe mental disabilities through action research methods.

II.Relevant Literature

Regarding domestic special education schools or special education classes, there are no related researches on the implementation plan of "suspending classes without stopping learning" for COVID-19 epidemic prevention in Taiwan. However, there is a master's thesis, Ailing Li (2021) presented the report entitled "Empirical evidence of the new coronavirus epidemic on exchange rate fluctuations". There were also 3075 journal articles, on COVID-19 issues but not specifically on special education related COVID-19 issues. This background shows the scarcity of needed studies and, thus, the importance of this action research.

Distance teaching basically allows teachers and students to conduct synchronous or asynchronous learning across the limitations of time and space (Chen, 2021). Generally speaking, there are about three distance teaching modes: synchronous, asynchronous and hybrid modes (Zhao & Li, 2021). The researcher uses a synchronous mode for online teaching at home.
Regarding the difficulties encountered by home-based digital online learning, under the COVID-19 epidemic and the difficulties encountered by front-line teachers in special education schools, Zhiquan Wang and Shengwen Hong (2020) mentioned the following four

points: (1)Students with moderate to severe mental disabilities have weak persistence and concentration, and it is difficult for them to sit quietly in front of the computer for 50 minutes to watch videos, or learn interactively for a whole session, without other people's prompts, assistance or explanations, during the online course learning. (2) Students' learning needs to be combined with assessment during class. Only a few subjects or numbers of students can be assessed by paper-pencil tests, and most of them need to be carried out in the form of practice, observation or with assistance. So, it needs to be interactive. The goals, content and progress of students' learning are mainly based on the planning of the IEP. Many courses will be taught in layers according to the learning goals of the students in the class. These are operations and effects that are difficult to achieve with online learning. (3) Most of the courses in vocational high schools are operational courses, and special course content required by students, due to their unique needs, cannot be taught online. (4) The proportion of students from disadvantaged families in special education schools is high. The penetration rate of equipment required for online teaching is low, the ability to operate 3c devices is not good. There, also, are difficulties in the part that family members who might at all help.

Based on the above, how does distance teaching work for students with moderate to severe mental disabilities? How do you communicate with parents of mentally disabled children and assist their children with online teaching? How do front-line special education teachers communicate and cooperate with parents, to carry out distance teaching, is worthy of in-depth discussion and research. It' worthy to explore the specific problems encountered and to find out how to deal with it, so that we might be able to develop an "at-home online teaching model."

III.Research Method

This study adopts the method of action research. According to Wenke Wang and Zhihong Wang (2009), there are eight steps in action research (the correspondent actions are in parenthesis): (1) Confirm or select the research focus, theme or topic stage to be improved through reflection, description and explanation of your own practical work. (Researchers reflect on the distance teaching of centralized special education classes in a vocational high school in May 2021 and confirmed that the research to focus of online distance teaching for students with mental disabilities in that vocational high school, in May 2021 and May 2022); (2) Confirm cooperation with other researchers. (The researchers confirmed a joint venture study and asked the principal to provide assistance through the information team leader and the teaching team leader) ; (3) Formulate and conduct systematic data collection. (Find the "Home Online Teaching Platform" through the information team leader. Accept the recommendation from the information team leader and find the teaching team leader who originally designed the "Home Teaching" in order to understand the principles of the original design. In addition, the school conducted three distance teaching seminars, from April to June 2022, and started distance teaching from May to June); (4) Analysis and interpretation of data. (The researcher used the "Home Online Teaching Platform" to organize and understand the plan and the number of subject worksheets. Started to build daily teaching records of actual online learning and distance teaching, from May to June 2022); (5) Based on the research results, establish the action plan. (Based on the researchers' actual online learning distance teaching results, a distance teaching plan was then established, and lessons were prepared and conducted according to the class schedule); (6) Take action to evaluate whether the practice has reached the improvement. (After the researchers personally implemented online and distance teaching, with evaluation, it was not as

stated in the literature toning that they could not learn online or distance teaching); (7) The stage of analyzing and interpreting all collected data, with reflecting on its practical significance. (The researchers implemented distance teaching online learning and found that the parents of these students with moderate to severe mental disabilities can attend online classes on time and participate in the whole process of learning. In other words, caregivers are very important. Continuous learning was actualized. There are 2 students with moderate intellectual disabilities in the class who was able to operate their mobile phones and participate in online learning online. Compared with the distance teaching of students with mild and moderate mental disabilities a year ago, in a centralized special education classes, students in this special education school obviously participate better in the whole process of online classes, because some students in the earlier vocational high school's centralized special education classes would "dive" /hide themselves, while learn online with their mobile phones, and no one could be seen); (8) The stage of forming tentative conclusions and determining actions to be continued or revised. (When the teacher, one of the researchers, started distance learning online, the teaching team leader and the information team leader came to see how the teacher was teaching and took pictures. The teaching team leader also invited the teacher to share how to conduct online learning and distance teaching during the teaching research in the next academic year. The teaching team leader organized two school-wide teacher seminars on distance teaching to train all teachers in the school. During this period, teachers for the same subject, and other subjects also, came to the teacher to ask for advice on how to conduct distance teaching.)

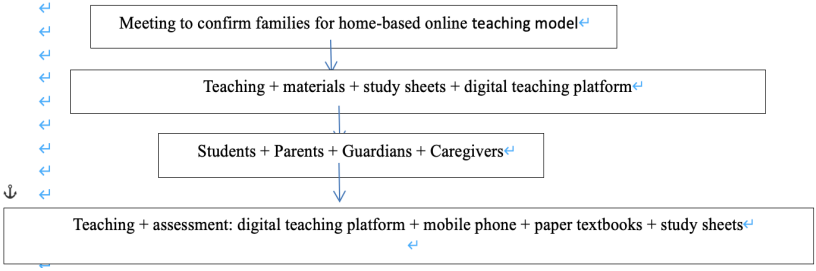


Figure 1. Flowchart of COVID-19 online teaching model

at home (Data source: written by researchers)

Figure 1. Flowchart of COVID-19 online teaching model at home (Data source: written by researchers)

As can be seen from Figure 1, the home online teaching model was confirmed through a meeting. Through the digital learning platform, teachers' teaching materials and study sheets, including specific paper teaching materials and teaching aids, used by students and parents, real learning was carried out through multiple tools. Evaluation was then could be carried out through multiple communication channels.

As can be seen from Figure 2, the family-oriented home online teaching model is suitable for students with severe and extremely severe mental disabilities. The key is the parent or caregiver, without a parent or caregiver, online teaching at home is not feasible. Researchers need the assistance of parents or caregivers to carry out online teaching at home. Therefore, people with severe or extremely severe mental disabilities rely heavily on their parents or caregivers for online teaching at home. The researchers feel this very deeply that, without parents or caregivers, the teacher could not carry out online teaching. Second, when caregivers or parents are not at home, siblings are important caregivers and helpers to assist home-based online teaching.

Therefore, in response to the digital online learning difficulties faced by students with moderate to severe and extremely severe mental disabilities, a "family-oriented" home online teaching model is very important. The key to this model is parents or caregivers. That is, parents or caregivers are extremely important here.

IV. Results and Discussion

(1) Simple statistic:

There are 5 points of important but simple statistic in the research results: (1) The key

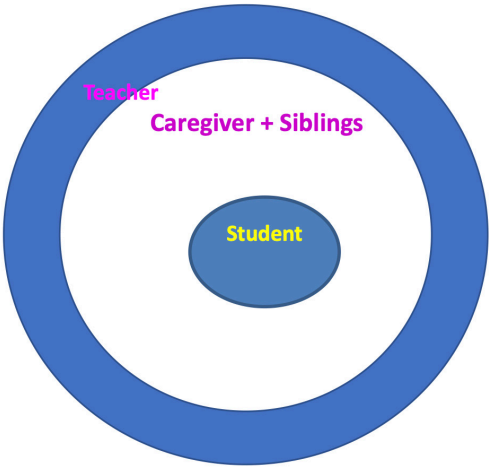


Figure 2. Family-centered online teaching model at home in special education schools (Data source: written by researchers)

to the quality of family-oriented home-based online teaching model is the participation of parents. Parents assisted the Internet Course, accounting for the success attribution at 71.43% (5/7persons); students surfing the Internet by themselves, accounting for the success attribution at 28.57% (2/7 people). (2) Students with moderate mental retardation participated online learning: accounting for 100% (2/2 people); students with severe, very severe mental retardation participated online learning: accounting for 80% (4/5 persons). (3) Students with moderate to severe and extremely severe intellectual disabilities participated online learning: accounting for 100% (4/4 persons); students with severe autism participated online learning: accounting for 50% (1/2 persons); students with severe multiple disabilities participated online learning: accounting for 100% (1/1 persons).

(4) Students with moderately mental disabilities participated by using mobile phones: accounting for 28.57% (2/7 persons); students with severely and extremely severely participated by using tablet computers: accounting for 71.43% (5/7 persons). (5) Online learning of students accompanied by parents: accounted for 14.28% (1/7 persons).

(2) Analysis and reflection:
There are 9 points of the action research, of analysis and reflection: (1) Most of the students and their parents in the class can attend normal classes online (except for one autistic student whose father has to work); (2) There are 2 students with moderate intellectual disabilities in the class. They can go online on their own mobile phones. Five students with severe or severe intellectual disabilities or students with multiple disabilities need family members (like mothers, older sisters, and younger sisters) to help online on tablets; (3) In order to prevent students from staring at their mobile phones or tablet screens for too long during a class, the teacher lead 5 to 10 minutes of exercise and class singing. Students can attend classes online. Compared with students in that earlier special education classes in a vocational school, where the students in special education classes students could “dive”/hide themselves, but, in this special education school, students attend classes with teachers online all the time; (4) It is different from Zhiquan Wang and Shengwen Wang (2020) who mentioned that students with intellectual disabilities, in other vocational high school departments of special education, could not operate 3C products to attend online classes on their own and have difficulties with parents assisting in online learning; (5) The teacher conducted online teaching, prompting the school to organize two online school-learning seminars for teachers; (6) During the implementation of distance teaching, because the practicum courses had to be taught in the practicum classroom, it was discovered

that the network construction of the school's practicum classroom was lacking. The network base station was not in the practical classroom, but was installed in the public corridor, which required teachers to use their own mobile phone base stations for online teaching; (7) The class tutor records the diary of the daily contact with the parents during the period when the students are at home; (8) Some teachers in the school saw that the teacher was conducting online teaching at home and wanted to conduct online teaching; (9) The benefits of online teaching at home are that they can communicate with parents in a timely and face-to-face manner. Students can maintain the rhythm and time of going to school every day at home. For students, learning is not interrupted. For parents, timely communication and companionship are even more beneficial.

V. Conclusion

With family involvement and appropriate tools, as well as arrangements, special education students can also learn a big deal through online course. Communication with parents and the time-sensitive or real-time communication is the benefit of this model. Family support strategies count in this model, such as utilizing record sheets, communication tools, and mailing handouts. Wherever there are people, there is special education. Educators can develop suitable home-based online learning models, for special education schools, with moderate to severe mental disabilities, and any country/area should be no exception. It is hoped that the home online learning model mentioned here can serve as a reference for advancing special education in various special education schools and special education classes. We also hope to provide feedback and guidance to make this teaching model more refined.

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特殊教育學校

以家庭為導向的居家線上教學模式的行動研究

Kuo-Chen Huang / Yuanher Robin Hwang/ Li-Chin Huang
Kao-Ting Huang / Kai-Cheng Huang - Taiwan

I. 研究目的

研究者以特殊教育學校學生為研究對象。2022 年 5 月下旬，台灣「嚴重特殊傳染性肺炎 / 新冠肺炎」（下稱新冠肺炎）第三級警戒期間，再度於線上實施線上教學。本研究在「停課不停學」政策實行後開始進行。透過行動研究，本研究旨在為有中重度及極重度智能障礙學生的特殊教育學校建立一個以家庭為主的「居家線上教學模式」。

2021 年特殊教育學會年會（Special Education Society Annual Meeting）的主題是「防疫期間特殊教育學生的教育權利」。年會更加著重於特殊教育學生的教育權利，聚焦於線上教學的實行以及「停課不停學」計劃的實施，激起了研究者的動機。

再者，2020 年特殊教育學會的年度會議主題「防疫與特殊教育」。2021 年的年會主題也強調特殊教育學生的教育權利（Huang Guozhen, 2020）。重點在於特殊教育學生的受教權利。這是第二次或為此次行動研究的動機熱身。

第三，在 2022 年 5 月下旬，新冠肺炎第三級警戒再次實行，同時再度實施線上教學。一些學者提及特殊教育學生使用線上學習的效果不佳，以及家長參與的困難；然而，研究者對這些論點 / 評論有所懷疑。因此，這是此行動研究的第三個動機。

總結此次行動研究的目的在於透過行動研究方法，探討並發掘有中重度智能障礙的特殊教育學校建立一個以家庭為主的「居家線上教學模式」的可能性。

II. 相關文獻

就台灣特殊教育學校或特殊教育班級而言，在台灣新冠肺炎防疫期間並未有「停課不停學」實行計劃的相關研究。然而，有一篇由 Ailing Li（2021）提交的碩士論文，主題為「新冠疫情對匯率波動之實證研究」。同時有 3075 篇關於新冠肺炎議題的期刊文章，但無特定就特殊教育相關新冠肺炎議題。這樣的背景顯示所需研究

的稀少性，以及此行動研究的重要性。
線上教學基本上讓教師和學生能在時空限制下進行同步或非同步的學習（Chen, 2021）。一般而言，有三種線上教學方式：同步、非同步及混合方式（Zhao & Li, 2021）。研究者採用居家同步線上教學方式。
關於居家數位線上教學會遇到的困難，特殊教育學校的前線教師們在新冠肺炎疫情之下遇到的困難，Zhiquan Wang 及 Shengwen Hong（2020）提及以下四點：（1）中重度智能障礙學生出席率及專注力差，並且要他們在電腦前安靜地坐著 50 分鐘觀看影片，或整節線上課程學習期間在沒有他人的提示、協助或解釋下進行互動學習相當困難。（2）學生的學習必須和課程期間的評估結合。僅有少數對象或一些學生能經由紙筆測驗進行評估，大多數學生必須以練習、觀察或在協助之下的形式進行。因此，互動有其必要性。學生的學習目標、內容及過程主要依據個別化教育計劃（IEP）規劃。許多課程會根據課堂內學生的學習目標做分層授課。這種操作及效果很難經由線上學習取得。（3）職業高中大多數的課程為操作性質課程，同時學生基於自身獨特需求而要求的特別課程內容無法經由線上教學。（4）特殊教育學校弱勢家庭的學生比率高。線上教學要求的設備普及率低，操作 3C 裝置的能力並不佳。也因為如此，家庭成員或許全都需要協助這部份也遇到困難。
基於上述原因，如何對中重度智能障礙學生進行線上教學？如何與智能障礙孩童的家長溝通並協助他們的孩子進行線上教學？特殊教育前線教師如何與家長溝通合作進行線上教學，是值得深入討論和研究的議題。探討遇到的特定問題並找出如何應對的方法是值得的，因為我們或許能制定一個「居家線上教學模式」。

III. 研究方法

本研究採用行動研究方法。根據 Wenke Wang 及 Zhihong Wang（2009），活動研究有八個步驟（括號為相應行動）：（1）確認或挑選要經由反映、敘述及解釋自身實際工作而改善的研究重點、主題或主題階段。（研究者反映職業高中集中特殊教育班級在 2021 年 5 月進行線上教學，並確認研究著重於 2021 年 5 月及 2022 年 5 月職業高中智能障礙學生線上線上教學）；（2）確認和其他研究者合作。（研究者確認互相合作的研究方式並透過資訊組長及教師組長請求校長提供協助）；（3）制定及進行系統化的資料蒐集。（透過資訊組長找尋「居家線上教學平台」。接受資訊組長的建議，並找到最初設計「居家教學」的教學組長了解原始設計的規則。此外，學校自 2022 年 4 月至 6 月舉辦三次線上教學

講座，並從 5 月至 6 月開始線上教學）；（4）分析並闡釋資料（研究者運用「居家線上教學平台」整理了解計劃及一些科目的工作表。自 2022 年 5 月至 6 月開始訂定每日實際線上學習及線上教學的教學紀錄）；（5）依據研究結果，建立行動計劃。（依據研究者的實際線上學習線上教學結果，建立線上教學計劃，同時根據班級課表準備及進行課程）；（6）評估實作是否達到改善效果。（在研究者個人實行線上及線上教學後，經過評估，並不如文獻所說他們無法線上學習或線上教學）；（7）分析及解釋所有蒐集資料的階段，反映其實際的重要性。（研究者實施線上教學線上學習，並發現中重度智能障礙學生的家長能準時參加線上課程且全程參與學習，也就代表照護者非常重要，持續學習能落實。班級中有兩位中度智能障礙者能操作他們的手機並上線參與線上學習。相較於一年前集中特殊教育班級裡輕中度智能障礙學生的線上教學，學生在這個特殊教育學校顯然在全程的線上課程參與度較佳，因為一些學生在早期職業高中的集中特殊教育班級裡會「潛水」/ 隱藏自己，而使用他們的手機線上學習時不會有人看到他們）；（8）形成實驗結論及確認後續或修正活動階段。（當教師、研究者之一開始線上線上學習，教學組長及資訊組長會前來觀察教師如何教學並拍照。教學組長在下一學年的教學研究時也會邀請老師分享如何進行線上學習及線上教學。教學組長籌辦兩次全校範圍的線上教學講座，以訓練學校所有老師。在此期間，同科目或其他科目的老師會前來詢問老師如何進行線上教學的建議。）

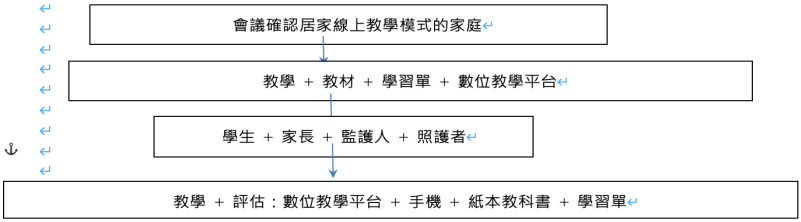


圖 1 新冠肺炎居家線上教學模式流程圖（資料來源：由研究人員撰寫）

圖 1 可看出，居家線上教學模式經由會議被確認執行。透過數位學習平台，教師們的教材及學習單，包括具體的紙本教材及教具會提供給學生及家長使用，透過多種工具進行實際學習。接著以多種溝通管道進行評估。

從圖 2 可看出，以家庭為主的線上教學模式適用於重度與極重度智能障礙學生。關鍵在於家長或照護者，沒有家長或照護者，居家線上教學是不可行的。研究者需要家長或照護者的協助在家實行線上教學。因此，重度或極重度智能障礙人士對於居家線上教學方面極度地依賴父母或照護者。研究者對此感受相當深刻，沒有家長或照護者，教師無法進行線上教學。再者，當照護者或家長不在家時，

手足成為重要的照護者及協助者協助居家線上教學。
因此，為回應中重度及極重度智能障礙學生面臨的數位線上學習困難，一個「以家庭為主」的居家線上教學模式十分重要。此模式的關鍵在於家長或照護者。亦即是，家長或照護者在此極為重要。

IV. 結果與討論

(1) 簡易統計

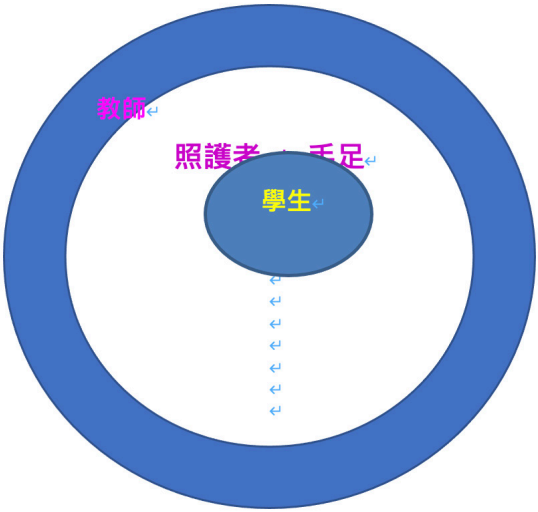


圖 2 特殊教育學校家庭為中心居家線上教學模式 （資料來源：由研究者撰寫）

有 5 點重要卻簡單的統計研究結果：（1）以家庭為主居家線上教學模式的品質關鍵在於家長的參與。家長協助網路課程，成功佔比為 71.43%（5/7 人）；學生自行上網，成功佔比為 28.57%（2/7 人）。（2）中度智能不足學生參與線上學習：佔比 100%（2/2 人）；重度、極重度智能不足學生參與線上學習：佔比 80%（4/5 人）。（3）中重度及極重度智能障礙學生參與線上學習：佔比 100%（4/4 人）；嚴重自閉症學生參與線上學習：佔比 50%（1/2 人）；嚴重多功能障礙學生參與線上學習：佔比 100%（1/1 人）。（4）中度智能障礙學生使用手機參與課程：佔比 28.57%（2/7 人）；重度和極重度學生使用平板電腦參與課程：佔比 71.43%（5/7 人）。（5）學生線上學習有家長陪同：佔比 14.28%（1/7 人）。

(2) 分析及反思
針對行動研究、分析及反思共有 9 點：
（1）班級中大多數學生及家長能參與正常線上課程（除了一位自閉症學生的父親需要工作外）
（2）班級中有兩位中度智能障礙學生。他們能使用自己的手機上線。五位重度或重度智能障礙或多功能障礙學生需要家庭成員（如母親、姊妹）幫助使用平板上線
（3）為預防學生在課程期間太長時間盯著手機或平板螢幕，教師會帶領 5 到 10 分鐘的運動和課堂歌唱。學生能線上上課。相較於早期職業學校特殊教育班級的學生，在這些特殊教育班級的學生會「潛水」/ 隱藏自己，但在這個特殊教育學校，學生能一直參與線上教師的課程。
（4）和 Zhiquan Wang 及 Shengwen Wang（2020）提及智能障礙學生在其他職業高中特殊教育部門無法自行操作 3C 產品參與線上課程，及在家長協助線上學習方面有困難不同
（5）教師進行線上教學、推動學校為教師們籌辦兩次線上學習講座
（6）在線上教學實行期間，因為實驗課必須要在實驗教室教學，進而發現學校的實驗教室缺乏網路設施。網路基地台不在實驗教室裡而是在走廊，這使得教師要使用自己的手機基地台進行線上教學
（7）班導紀錄此期間學生居家學習每日和家長聯繫的日記
（8）學校的一些教師看見進行居家線上教學的教師，也想進行線上教學
（9）居家線上教學的好處是他們能和家長即時及面對面的溝通。學生能在家維持每天上學的步調和時間。對於學生而言，學習並未被中斷。對於家長而言，即時的溝通及陪伴甚至有更多助益。

V. 結論

有了家庭的參與及合適的工具，以及安排，特殊教育學生也能透過線上課程大量學習。和家長溝通，以及有時效或即時溝通對此模式有所助益。家庭支援策略包含在此模式中，如運用紀錄表、溝通工具及郵寄講義。有人的地方就有特殊教育。教學人員在需要時可為特殊教育學校中重度智能障礙制定適合的居家線上學習模式，並且任何國家 / 地區都不應排除在外。希望此處提到的居家線上學習模式能做為各個特殊教育學校及特殊教育班級進階特殊教育的參考。我們也希望提供回饋及指引讓這個教學模式更為完善。

ENHANCING SUPPORT SYSTEMS OF STUDENTS AND PARENTS UNDERGOING MID-STREAM SCHOOL TRANSFERS

增強經歷中途轉校學生與家長的支援制度

Authors



Name: Teo Ler Ying, Sherann
Contact details: sherann.teo@apsn.org.sg



Name: Ng Chen Yee, Eunice
Contact details: eunice.ng@apsn.org.sg

Background:

Students and parents are likely to require substantial support during the transitional period of transferring from a mainstream school to a special needs school (Nuske et al., 2018). The Admission Support Programme (ASP) in Chaoyang School (CYS), a school for students with Mild Intellectual Disability (MID), was developed to provide this support to them. ASP aims to increase students' and parents' understanding about special needs schools so as to reduce their anxiety about the change, to provide a safe platform for non-judgmental mutual sharing and support between peers who are undergoing the same transition process, as well as for parents to feel more confident and supported during their child's journey in CYS.

Objectives/Research questions/Purpose:

The purpose of this study is to investigate whether the programme is associated with improvements in mid-stream transfer students' level of happiness, their understanding of the reasons for their school transfer, awareness of their strengths and areas for improvements, as well as knowledge of their new SPED school. These outcome measures were selected to examine whether the content of the programme was effectively delivered, and whether it was associated with any improvements in their emotional well-being resulting from their school transfer.

Methodology/Results:

Pre- and post-programme questionnaires were administered to both students (n=44) and parents (n=21). Results showed an overall increase in scores, indicating that the objectives of the programme were met. Conclusion: Hence, this demonstrates the value of ASP in ensuring that students receive holistic support in adapting to the major changes in a school transition.

Keywords: transition support, special school, mainstream, parents

Themes:
- Family support
- Mental health of people with intellectual disabilities and their families

背景：

學生和家長們從主流學校轉學至特殊需要學校的轉換期間有可能會需要大量的支援（Nuske 等人，2018 年）。朝陽小學（CYS）是一所專收輕度智能障礙（MID) 學生為主的學校，其入學支援計劃（Admission Support Programme; ASP）正是為了提供這些學生和家長們支援而開發的。入學支援計劃（ASP）旨在增加學生和父母對特殊需要學校的了解，以減緩他們對於改變產生的焦慮，提供正經歷相同轉換過程的同儕間一個非批判性共同分享和支援的安全平台，同時也讓家長們對孩子在朝陽小學（CYS）的旅程更具信心和感到支持。

目標 / 研究問題 / 目的：
這項研究的目的在於調查這項計劃是否和增進中途轉學生的快樂程度、他們對轉學原因的理解、對自身優勢的意識和可改善的領域，以及他們對新的特殊教育（SPED）學校的認知有關。挑選後的結果衡量標準是用來檢視計劃的內容是否能有效地傳遞，以及其是否與學生們因轉學而在情緒健康方面的改善有關。

方法 / 結果：
計劃前和計劃後的問卷都同時施作於學生（n=44）及家長（n=21）。結果顯示在分數方面整體提升，顯示計劃的目標達成。結論：因此，這證明了入學支援計劃（ASP）在確保學生適應轉學期間遭遇重大改變時能獲得全面支援的價值。

關鍵字：過渡支援、特別學校、主流、家長

ENHANCING SUPPORT SYSTEMS OF STUDENTS AND PARENTS UNDERGOING MID-STREAM SCHOOL TRANSFERS

Sherann Teo / Eunice Ng - Singapore

Introduction

Students with special needs who are enrolled in schools offering the mainstream curriculum may transfer to a special education (SPED) school after experiencing significant difficulties in accessing the curriculum. As a SPED school that serves students with Mild Intellectual Disability (MID) and/or Autism Spectrum Disorder (ASD), Chaoyang School (CYS) receives such mid-stream transfer students on a regular basis throughout the school year.

During the admissions process, parents have consistently raised concerns regarding their child's ability to adapt to the changes, and their struggles in explaining and processing this change with their child in an appropriate and sensitive manner. This difficulty is further exacerbated when parents themselves have yet to come to terms with their child's transfer to a SPED school. Teachers and allied professionals have additionally observed that these students often did not know the reasons for their transfer, and tended to have some confusion and anxiety over this change. This manifested in various ways, such as requesting to return to their mainstream school, school refusal resulting in poor attendance, and difficulties in forming new friendships. Additionally, several students have disclosed feelings of inferiority, isolation and hurt when they recall their time in their previous school, due to the challenges that they faced academically and socially. Nuske et al. (2018) have also found that students and parents face high levels of stress and anxiety during transitions between different schools, and are likely to require substantial support. Existing literature has established that it is critical to provide

the necessary support to them, as prolonged levels of stress can have detrimental effects on one's physical and mental well-being in the long run (Dhabhar, 2014; Schneiderman, Ironson, & Siegel, 2008).

Therefore, the Admission Support Programme (ASP) programme was developed to increase these students' understanding about SPED schools, reduce their anxiety about the change, and to provide a safe platform for non-judgmental mutual sharing and support between peers who are undergoing the same transition process. In 2022, a pilot run that aimed to alleviate parents' anxiety over this transition, and for them to feel more confident and supported during their child's journey in CYS was conducted as an extension of ASP. This was carried out as CYS recognised the crucial role that parents play in their child's transition, and that their attitudes and emotions during this process are key influencing factors on their child's ability to transit successfully (Neal & Frederickson, 2016; Zeedyk et al., 2003).

Literature review was done and practice wisdom was tapped on to develop the programme so that it would achieve these aims effectively. For instance, research evidence has shown the benefits of adopting a strength-based approach in helping students with learning disabilities transit (Yeager & Deardoff, 2022). More broadly, strength-based approaches have been linked to increased enjoyment in school (Seligman et al., 2009), student engagement (Madden, Green & Grant, 2011), learning (Galloway, Reynolds, & Williamson, 2020), and positive coping (Waters, 2015). In view of these positive outcomes, an emphasis on students' strengths was incorporated into ASP. Existing literature has also shown that students are more likely to display good joint engagement levels during the sessions when group sizes are smaller (Steinbrenner & Watson, 2015), movement breaks are incorporated into activities (Webster et al., 2015), story-telling elements

are used to teach (Landrum, McCarthy, & Brakke, 2019), and session materials are individualised (Kamps et al., 1991). Additionally, feedback and suggestions from teachers and other allied professionals were obtained, and an online survey was also created to gather ideas on what parents thought would be useful in helping their child experience a smoother transition process. Some themes that surfaced were support from teachers and peers, orientation to the new environment, and sufficient time for adjustment.

During the literature review process, it was also notable that there is a current gap in research as little research has been done on the transition from mainstream to SPED school. On the contrary, most of the research focused on the transition from SPED to mainstream (e.g. Neal & Frederickson, 2016; Martin, Dixon, Verenikina, & Costley, 2021;), or age-related progression to another school (e.g. early intervention to kindergarten school; Zeedyk et al., 2003; Richter, Popa-Roch, & Clement, 2019).

Hence, the purpose of this paper is firstly, to investigate whether ASP is associated with improvements in mid-stream transfer students' understanding of the reasons for their transfer, their happiness levels, their understanding of CYS, as well as their awareness of their strengths and areas for improvements. These outcome measures were selected to examine whether the content of ASP was effectively delivered, and whether ASP was associated with any improvements in their emotional well-being. Secondly, this paper strives to contribute to action research in this domain, so that effective transition programmes can be developed and implemented in the SPED landscape in Singapore.

Methods

Design

This study utilised a pre-post study design to determine if ASP was associated with any changes in students' understanding for their school transfer, and their emotional well-being.

Participants

44 mid-stream transfer students aged 9 to 12 participated in ASP from 2022 to 2023. Of these students, feedback from 21 parents regarding their child was obtained. The programme was conducted in small groups (up to 5 students) for better facilitation of sharing, and for a stronger sense of camaraderie to be fostered among the students.

Procedures

The student component of ASP was conducted in a therapy room over two 1-h sessions conducted during school hours. It comprised of 3 sections:

Section 1: All About Me

This section includes personal information such as their likes, dislikes, favourite items, feelings about their previous school compared to CYS. Students were facilitated to complete Section 1 through a fictional story about a boy who similarly transferred from a mainstream school to CYS. This provided an opportunity for students to share more about themselves, and for them to relate with the main character in terms of the types of struggles faced, fears about the change, and adjusting to a new environment. The story was also written such that key similarities and differences between mainstream schools and CYS were explicitly stated, to clear up any uncertainty or misconceptions they might have.

Section 2: "Missions"

This consisted of questions or tasks that they were

required to complete around the school with different adults (e.g. taking a photograph with the Principal, introducing themselves to another teacher, locating the computer lab in the school, searching for items in the Numeracy Room, and listing out the 4 school values). These missions were intentionally created to provide opportunities for students to explore the school and to have positive interactions with different school staff.

Section 3:

Personal Strengths & Areas of Improvement.
A treasure hunt was organised, with individualised stickers of each student's strengths hidden around the room. This served as a movement break, and for students to display teamwork by helping each other locate the stickers. Different options were presented to students for them to select as areas of improvement as well.

Measures

Pre- and post-programme surveys were conducted with both students and parents for programme evaluation purposes. Student surveys were conducted immediately before and after the programme, and aimed to ascertain whether there were any changes in students' understanding of the reasons for their transfer, their happiness level with regards to attending school in CYS, their understanding of CYS, as well as their awareness of their strengths and areas for improvements. Due to the cognitive profile of the students in CYS, which may hinder their ability to give accurate ratings, they were only required to provide yes/no responses to questions in the survey.

On the other hand, parent surveys were conducted a few days before and after the completion of ASP. The survey gathered information on parents' perspectives on whether they have noted an improvement in their child's understanding of reasons for their transfer, access to resources to help their child adjust to the

transition, queries about CYS, and happiness levels in coming to school. Parents were required to provide responses on a scale of 1 to 6, with 1 representing the lowest level of agreement, and 6 representing the highest level of agreement with the statement.

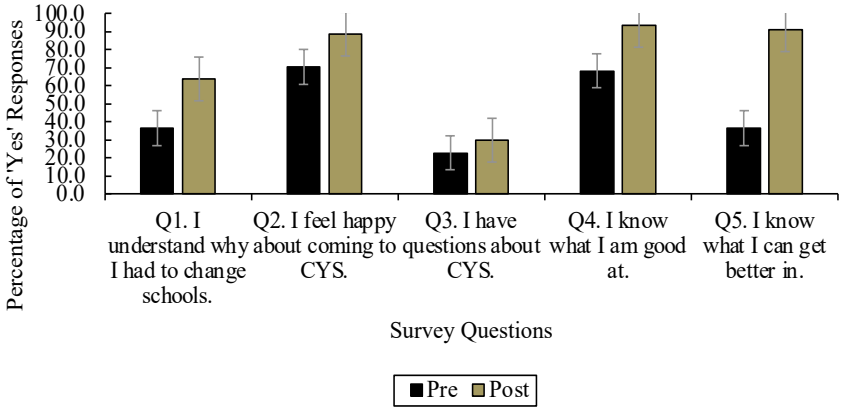
Results

As some parents were not available to provide responses to the pre- and/or post-programme surveys, the number of parent responses (n = 21) is lower than the number of students (n = 44) who participated in the programme.

Students' responses on the pre- and post- programme survey are summarised in Fig 1.

Figure (1)

Pre- and Post-Programme Survey Responses from Students



An overall positive trend is observed in responses to all questions. 'Yes' responses for each question increased by 27.3%, 18.2%, 6.8%, 25%, and 54.5% respectively. A McNemar's test conducted (alpha level of .05) revealed that there was a significant increase in 'Yes' responses for Question 1 (p = .012), no significant increases in 'Yes' responses for Question 2

(p = .727) and 3 (p = .508), and significant increases in 'Yes' responses for Question 4 (p < .001) and 5 (p < .001).

A two-tailed paired sample t-test was conducted to compare the pre- and post-programme survey responses provided by parents. An alpha level of .05 was used as well. For the first question on whether their child has a better understanding of their school transfer, there was no significant difference between pre- (M = 3.71, SD = 1.42) and post-programme ratings (M = 4.14, SD = 1.28), t(20) = 1.01, p = .323. On the other hand, there was a significant difference in the second question on whether parents had access to resources to help their child adjust to CYS between pre- (M = 3.67, SD = 1.20) and post-programme ratings (M = 4.33, SD = 1.07), t(20) = 2.87, p = .009. Though there was a decrease in ratings on whether their child had questions about CYS between pre- (M = 2.62, SD = 1.53) and post-programme (M = 1.95, SD = 1.32), this difference was not significant, t(20) = 1.96, p = .064. Lastly, there was no significant difference in parents' rating on whether their child is happy to attend school in CYS between pre- (M = 4.86, SD = 0.22) and post-programme (M = 5.01, SD = 1.20), t(20) = 0.81, p = .428.

Discussion

This significant increases in 'Yes' responses in Question 1, 4, and 5 in the student survey indicates that ASP is associated with improvements in students' understanding of their school transfer, awareness of their strengths, and potential areas of improvements, thus meeting the aims of the programme. The lack of significant increases in 'Yes' responses in Question 2 and 3 can also be interpreted positively, as it suggests that most students might have already had positive feelings about coming to CYS, and that they had little queries about CYS. Notably, for the parent survey, there was a significant increase in parents' rating on

having greater access to resources in helping their child adjust to the school transfer, indicating that the materials used during the programme (i.e. story and activity booklet) were well-received by parents. Even though causality between the programme and improvement in scores cannot be ascertained as there was no control group to serve as the basis of comparison, these results contribute to action research in the domain of providing transition support to individuals with special needs. The lack of significant results from the parents' survey could possibly be due to the small sample size, which is further exacerbated by difficulties in contacting parents to obtain their responses.

Overall, this suggests that the student component of ASP has met its objectives of supporting both students and parents during the transition process from a mainstream school to a SPED school. This could be because ASP has adopted a more in-depth approach that seeks to improve students' cognitive understanding and emotional acceptance towards their school transition, which increases the chances of a smoother transition experience for them (Neal & Frederickson, 2016), and places them in a better position to learn and thrive. Hence, together with future runs of the parent component of ASP, this programme has the potential to provide an integrated service delivery model that targets both parents and students, ensuring that the whole family unit receives holistic support in adapting to the major changes in a school transition.

Future plans to further refine and improvement ASP have also been in development. For instance, only a pilot run of the parent component has been conducted in 2022, with a small number of participants. Survey responses were generally positive, which provided a promising start to the expansion of ASP to include parents as a target audience as well. In addition, a

joint parent-child activity can also be conducted, on top of the current sessions that are held for students and parents separately. Firstly, this creates authentic opportunities for parents to connect with their children, and to apply what they have learnt to better support their child during this transition process, hence increasing the impact of the programme on both students and caregivers. Secondly, having parents being present in the joint session can eliminate the problem of poor response rates to pre- and post-programme outcome measures, allowing more robust data to be collected. In the same vein, discussions on the selection of appropriate objective outcome measures to complement to current subjective measures (self-report survey responses) being used are being conducted, so as to improve the validity of outcome measures.

Conclusion

Considering the current educational landscape in Singapore, SPED schools in Singapore are likely to continue receiving mid-stream transfers from mainstream schools, and will benefit from a similar transition support programme that provides the necessary support to both students and their parents. In view of these possibilities, ASP has an extensive impact on stakeholders, and holds great potential to value-add in the SPED school landscape in Singapore.

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增強經歷

中途轉校學生與家長的支援制度

Sherann Teo & Eunice Ng - 新加坡

在主流正規課程學校註冊的特殊需要學生在接觸課程遇到明顯的困難後，可能會轉學至特殊教育（SPED）學校。作為一間以服務輕度智能障礙（MID）和 / 或自閉症譜系障礙（ASD）學生的特殊教育（SPED）學校，朝陽小學（CYS）在學年間定期會接收像這樣中途轉學的學生。

在入學過程中，家長會不斷表達對孩子適應變化能力的擔憂，以及他們如何用合適和審慎的態度對孩子解釋和處理這個改變的努力。當家長未能接受孩子轉學至特殊教育（SPED）學校時，這個難題會變得更加棘手。教師和相關專家們更進一步觀察到，這些學生通常並不知道自己轉學的原因，同時在這項轉變中似乎都有些困惑和焦慮。這會以各種方式展現，例如要求轉回他們原來的主流學校、抗拒學校導致的低出席率、以及在建立新友誼上遇到困難。此外，當許多學生回想起在前一所學校遭遇學業和社交挑戰時，會顯露出自卑、孤立及受傷的感覺。Nuske et al.（2018）也發現學生和家長在不同學校的轉換期間面臨高壓及焦慮，並且有可能需要強大的支援。現有文獻確認對他們提供必要協助是十分重要，因為長期的壓力會對人的身體和心理健康產生不利的影響。（Dhabhar, 2014; Schneiderman, Ironson, & Siegel, 2008）。

因此，入學支援計劃（Admission Support Programme; ASP）是為了增加這些學生對於特殊教育（SPED）學校理解而發展的計劃，減緩學生們對改變而引發的焦慮，同時提供一個非批判性共同分享和支援的安全平台給正在經歷相同轉換過程的同儕。2022 年，一項作為入學支援計劃的延伸計劃開始試運行，主要目的在減緩家長們對轉換引發的焦慮，並讓他們對孩子加入朝陽小學（CYS）這段旅程中感到更有自信和受到支持。這項計劃的執行是由於朝陽小學（CYS）認知到家長在孩子轉學過程中扮演著重要的角色，以及他們在這個過程中的態度和情緒是影響孩子是否有能力轉換成功的關鍵因素。

在此計劃的開發過程中皆有運用文獻探討和實作知識，以有效達成這些目標。例如，研究證據顯示運用以優勢為基礎的方法的好處在於能幫助學習障礙學生轉換（Yeager & Deardoff, 2022）。更廣泛地說，以優勢為基礎的方法能增加就學（Seligman et al., 2009）、學生參與（Madden, Green & Grant, 2011）、學

習（Galloway, Reynolds, & Williamson, 2020）、以及積極應對（Waters, 2015）的樂趣。檢視這些正面結果，強調學生優勢也被放進入學支援計劃中（ASP）。既有文獻也顯示當學生處於較小型的團體時，比較有可能在課程中展現良好的參與度（Steinbrenner & Watson, 2015），律動式課間活動也被納入活動中（Webster et al., 2015），說故事方式被用於教學（Landrum, McCarthy, & Brakke, 2019），同時課程教材全都個別化（Kamps et al., 1991）。此外，教師和其他相關專家的反饋和建議都會被採用，同時也有一份線上調查用於蒐集家長們對於哪些方法可用於幫助孩子經驗更順暢的轉學過程的想法。有些已出現的主題包括教師和同儕們的支持，對新環境的定位，及足夠的適應時間。

在文獻探討的過程中有個值得注意之處，即目前研究的缺口是針對從主流學校轉學至特殊教育（SPED）學校的研究非常少。相比之下，大多數的研究都著重於從特殊教育（SPED）學校轉學至主流學校（e.g. Neal & Frederickson, 2016; Martin, Dixon, Verenikina, & Costley, 2021;），或年齡相關轉至另一所學校的發展（e.g. early intervention to kindergarten school; Zeedyk et al., 2003; Richter, Popa-Roch, & Clement, 2019）。

因此，這篇論文的目標首先，調查入學支援計劃（ASP）是否與中途轉學生對於他們轉學原因的理解、他們的快樂程度、他們對朝陽小學（CYS）的了解、以及對自身優勢的認知和改善領域的提升有關。這些結果測量被選用於檢視入學支援計劃（ASP）的內容是否被有效地傳遞，以及入學支援計劃（ASP）是否對他們的情緒健康有任何幫助。第二，這篇論文致力於在此領域對行動研究有所貢獻，讓有效的轉學計劃能在新加坡特殊教育領域內能夠發展和執行。

方法

設計

此研究採用一種前後研究設計，以確認入學支援計劃（ASP）是否和學生對轉學的理解，以及他們的情緒健康的任何變化有關。

參加者

從 2022 年至 2023 年，44 位年齡 9 至 12 歲參加入學支援計劃

（ASP）的中途轉學生。在這些學生當中，21 位家長對他們孩子的反饋也納入其中。這項計劃以小團體形式進行（最多 5 位學生）以便更好的促進分享，同時在學生間培養更堅固的同伴意識。

步驟

入學支援計劃的學生部份在學校時間於治療室進行兩堂各 1 小時的課程，包括 3 個部份：

第一部份：關於我
這部份包括個人資訊，例如他們的喜好、厭惡、鍾愛的物件、和朝陽小學（CYS）相比對於前一所學校的感覺。藉由講述一個也是類似從主流學校轉學至朝陽小學（CYS）的男孩的虛構故事來鼓勵學生們完成第一部份。這提供學生們機會分享更多關於他們自己的資訊，也讓他們能在掙扎面對、害怕改變、並且適應環境方面和主角有所連結。故事中也明確地提到主流學校和朝陽小學（CYS）主要的相似和不同之處，以消彌任何他們可能會有的不確定性或誤解。

第二部份：「任務」
這部份包括他們被要求和學校裡不同的大人一同完成問題或任務（例如和校長合照、向別的老師介紹自己、找出學校電腦實驗室、在數學教室尋找物件、以及列舉 4 個學校的價值觀）。這些任務是刻意設計讓學生能夠探索學校，同時和學校不同的教職人員有正面積極互動的機會。

第三部份：個人優勢 & 改善領域
舉辦一場尋寶活動，每位學生的優勢個人化貼紙則藏在教室各處。活動以律動式課間活動方式進行，學生們經由互相幫忙找出貼紙來展現團隊合作的精神。同時針對學生提出不同選擇讓他們選擇想要改善提升的領域。

測量方法

為評估計劃目標，同時對學生和家長們進行計劃前後的調查。學生的調查在計劃前後立刻進行，旨在查明學生對轉學原因、在朝陽小學（CYS）就讀的快樂程度、對朝陽小學（CYS）的了解、以及對自身優勢的認知和提升領域是否有所改變。基於朝陽小學（CYS）學生的認知狀態可能會妨礙他們給予正確評分的能力，他們只被要求對調查的問題提供是 / 否的答案。

另一方面，家長的調查則在入學支援計劃（ASP）完成的前幾日和後幾日進行。這項調查就家長們是否有注意到孩子對轉學原因的理

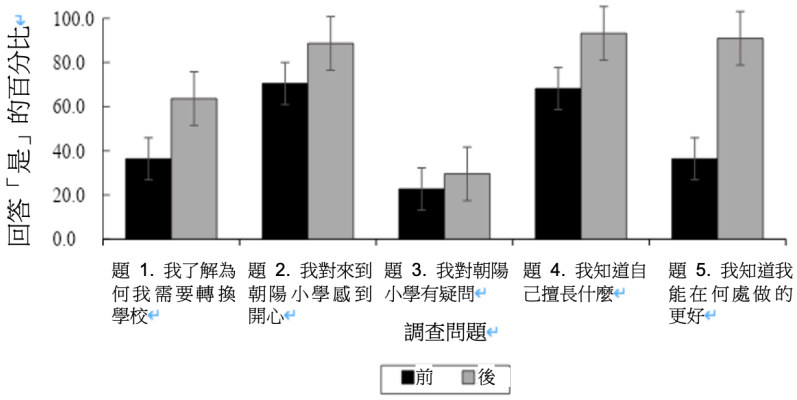
解、協助孩子適應轉學的資源提供狀況、對朝陽小學的疑問、以及在新學校的快樂程度是否改善的觀點蒐集資訊。家長們被要求就 1 至 6 等級提供答案，1 代表最不同意，而 6 則代表對整體狀況十分同意。

結果

由於有些家長未能就計劃前 / 後的調查提供答案，家長的回答數量（n = 21）較參與此計劃學生的回答數量（n = 44）來得少。

學生們就計劃前和計劃後調查的回答 總結於圖 1。

圖（1）
學生計劃前和計劃後調查回答



所有問題的答案都呈現整體正向趨勢。每個問題「是」的回答分別增加 27.3%, 18.2%, 6.8%, 25%, and 54.5%。採用麥內瑪檢定（McNemar's test）（alpha 水準為 0.05）顯示問題 1 的回答「是」明顯增加（p = .012），問題 2（p = .727）和 3（p = .508）的回答「是」沒有明顯增加，問題 4（p < .001）和 5（p < .001）的回答「是」則有明顯增加。

採用雙尾成對樣本 T 檢定比較家長們在計劃前和計劃後調查所提供的回答。Alpha 水準依舊為 0.05。第一個問題關於孩子是否對學校轉換有更多的理解，在計劃前（M = 3.71, SD = 1.42）和計劃後（M = 4.14, SD = 1.28）間的評比沒有顯著差異，t（20）= 1.01, p = .323。另一方面，第二個問題家長是否有得到資源幫助孩子適應朝陽小學，計劃前（M = 3.67, SD = 1.20）和計

劃後的評比（M = 4.33, SD = 1.07）有顯著差異，t（20）= 2.87, p = .009。儘管在孩子是否對朝陽小學（CYS）有所疑問這個題目的評比，計劃前（M = 2.62, SD = 1.53）和計劃後（M = 1.95, SD = 1.32）相比結果減少，這項差異並不明顯，t（20）= 1.96, p = .064。最後，家長們對孩子在進入朝陽小學（CYS）是否快樂的評比，計劃前（M = 4.86, SD = 0.22）和計劃後（M = 5.01, SD = 1.20）並未有顯著差異，t（20）= 0.81, p = .428。

討論

學生調查中問題 1、4 和 5 回答「是」的明顯增加指出入學支援計劃（ASP）在學生對轉學的理解、自我優勢的認知、和可能提升的領域的改善是有關的，也達到計劃的目標。針對問題 2 和 3 回答「是」未有明顯增加也能被積極解釋為，大多數學生或許已對進入朝陽小學（CYS）就讀抱有正向感受，同時他們對朝陽小學（CYS）並無太多疑問。值得注意的是，在家長調查中，家長們對於獲得更多幫助孩子適應轉學的資源這項評比有明顯的增加，這指出家長們對計劃中使用的教材（例如故事和活動手冊）欣然接受。儘管因為沒有對照組做為基本比較組別而無法確認計劃和改善分數間的因果關係，這些結果依然對提供特殊需要個體轉學支援這個領域的行動研究有所貢獻。家長調查未能取得明顯結果可能是由於樣本數太小，在聯繫家長取得回答的困難則進一步加劇這個情況。

整體而言，這項研究意謂入學支援計劃（ASP）的學生部份已然達成計劃所設定，在轉換期間支援從主流學校轉學至特殊教育學校的學生和家長們的目標。這有可能是因為入學支援計劃採用更深入的方式以尋求改善學生對於轉學的認知理解和情緒接受度，進而增加他們更加順暢轉換經驗的機會（Neal & Frederickson, 2016），同時將他們安置於更好的地方學習和成長。因此，未來入學支援計劃結合家長部份共同合作時，這項計劃將能提供針對家長和學生的整合服務傳遞模型，確保整個家庭單位在適應轉學這個重大改變時都能收到全面完整的支援。

未來計劃進一步完善和改進入學支援計劃（ASP）也正在發展中。例如，2022 年開始僅有家長部份試行，參與人數不多。調查的回覆普遍都相當正面，也提供入學支援計劃（ASP）擴大將家長納入為計劃對象一個好的開始。此外，除了目前分別為學生和家長舉辦的課程外，也能進行結合家長——孩子的活動。首先，這會為家長們創造真正和孩子們有所連結的機會，同時在轉換過程中應用他們的所學給予孩子更好的支持，進而增加計劃對學生和照護者的影

響。第二，家長參與結合課程能消除計劃前和計劃後結果測量時面臨的不足答覆率的問題，進而獲取更多可靠的數據。同理，適當客觀結果測量選擇的討論正在規劃中，以補足目前使用的主觀測量（自我報告調查回覆），並提升結果測量的有效性。

結論

考量目前新加坡的教育概況，特殊教育（SPED）學校可能會繼續接收來自主流學校的中途轉學生，同時將會從提供學生和家長們必要支援的類似轉學支援計劃中受益。有鑑於這些可能性，入學支援計劃（ASP）對利害關係人會有廣泛的影響，同時在新加坡特殊教育（SPED）學校領域中擁有更多附加價值的潛力。

A SUPPORT SYSTEM – CARE, TRAINING, AND EMPOWERMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES

支援系統 – 對智能障礙人士的照護、訓練和賦權

Author



Association of Parents of the People with Intellectual Disabilities of Macau
Hong Kong Hin
KIKI HSU，MACAU

Abstract

Hong Kong Hin: We believe that through vocational training, people with intellectual disabilities will be able to work in the open market and integrate into society. We use Acquisitional Frame of Reference which emphasizes the use of teaching-learning process and activities analysis, to achieve the goal which is the acquisition of specific skills or appropriate behaviors required for optimal performance within an environment. It also emphasizes on the context of the environment, functional behaviors, and learned skills. Evaluate all functional capacity including the environment, functional behaviors, and learned skills, both standardized and non-standardized assessments are used for evaluation, Individual Training Plan(ITP) is used when we focused observation, therapists identify the positive and negative reinforcers of the environment, the strength of the trainees , and components with difficulty of the trainees. After successful trainings, they will be openly employed ,social workers will follow up their work status, adaptability, emotional control and other aspects to provide support.

Providing opportunities to practice specific skills with appropriate reinforcements in the environment the trainees get reinforcement for attempting and performing components of the skill, in the process, shaping the skill or behavior.

- Full name: HSU WEI HAN/ HSU KIKI
- Title/role and location: Occupational Therapy
- Biography:
- Passed the Taiwan Occupational Therapist National Examination Certification in 2015
- Completed burns and scalds courses, cancer, and long-term care Level 1 training courses in Taiwan in 2017
- Completed pediatric sensory integration training, art therapy, music therapy and other courses in Macau from 2018 to 2019
- Pass the Chinese Psychological Counselor Professional Certificate in 2022
- Study taping in Macau in 2023
- Contact information : hsuweihan718@gmail.com

支援系統 - 對智能障礙人士的照護、訓練和賦權

虹光軒：我們相信透過職業訓練，智能障礙人士將能在公開市場就業並融入社會。我們運用獲得性參考架構（Acquisitional Frame of Reference）強調教學過程和活動分析的運用，以達到環境中獲取最佳表現所需的特定技能或適當行為的目標，同時也強調環境背景、功能行為、和學習技巧。評估所有功能能力包括環境、功能行為、和學習技巧，標準化和非標準化評估結果皆用於評估。
個人化訓練計劃（Individual Training Plan；ITP）可應用於聚焦在觀察、治療師辨別環境中正向和負向增強物、受訓者的優勢和受訓者的問題成分。在成功的訓練後，他們將公開就業，社工們則會追蹤他們工作狀況、適應能力、情緒控制並提供其他面向的支援。

在環境裡提供適度的強化來練習特定技能的機會，受訓者在嘗試和執行技能、過程、打磨技能或行為部份獲得強化。

A SUPPORT SYSTEM

CARE, TRAINING, AND EMPOWERMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES

Association of Parents of the People with Intellectual Disabilities of Macau
Hong Kong Hin
KIKI HSU - MACAU

Introduce of Hong Kong Hin: We believe that through vocational training, people with intellectual disabilities will be able to work in the open market and integrate into society. Our service Target Group is Macau citizens with mild or moderate intellectual disabilities / autism aged 16 to 55. There's some application requirements are 1. Basic self-care abilities including daily living skills 2. Health and without infectious diseases 3. Motivation to learn 4. Potential for open employment and willingness to join the job market. Our service included Vocational training, Employment support, Social skills, Use of community resources.

We use a few different types of methods during our training of trainees, most common method refer to Acquisitional Frame of Reference. Acquisitional Frame of Reference emphasizes the use of teaching-learning process and activities analysis, to achieve the goal which is the acquisition of specific skills or appropriate behaviors required for optimal performance within an environment. Learned skills are required for trainees to perform in the specific environment. Evaluate all functional capacity including the environment, functional behaviors, and learned skills, both standardized and non-standardized assessments are used for evaluation, we evaluate 1. Working skill 2. Social Participation 3. Activities of daily living(ADL) 4. Orientation 5. Family interaction 6. Working Behaviors.

The quality of performance is usually not the main concern at the early stage of intervention. To reinforce the target skill/behavior, the individual will be required to work in an authentic and naturalistic environment. Providing opportunities to practice specific skills with appropriate reinforcements in the environment :Short-

tern goal/Long-tern goal. The motivation is knowing the needs and willingness of the trainees then we can set the appropriate goals. 1.Just right challenge 2.Guidelines and Feedback 3.Practice repeatedly 4.Modeling 5.Divided into several parts .In these ways , the trainees get reinforcement for attempting and performing components of the skill, in the process, shaping the skill or behavior.

Individual Training Plan(ITP) is used when we focused observation, therapists identify the positive and negative reinforcers of the environment, the strength of the trainees , and components with difficulty of the trainees. First, we have a Conference with parents , training, and professional teams. Second, we formulate plans and goals. Third, we review the plan after half a year of trainees. Fourth, we modify goals or maintain goals of trainees, Fifth, make new plans every year.

After successful trainings, the trainees will interview the jobs, they will be openly employed for half a year. At the same time, social workers will follow up their work status, adaptability, emotional control and other aspects to provide support. The Early stage (first week) of Open Employment , we help trainee adapt to the working environment, and help employers and colleagues to understand the characteristics of trainee and how to get along with them, also provide workflow, adjust working methods or environment. During the Probationary period (six months), He/she would return to the service if trainee cannot adapt the work during this time , and the social workers liaise with employers regularly. After half year the trainees count as a successful open employment. Social workers will provide employment support services if needed. However, no matter at any stage, we have family support cares, we guide parents how to support an encourage trainee ,we contact with parents regularly ,caring trainee regularly ,also social workers home visits regularly.

Key Reference

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支援制度

對智能障礙人士的照護、訓練和賦權

澳門弱智人士家長協進會
虹光軒
徐薇涵，澳門

虹光軒介紹：我們相信透過職業訓練，智能障礙人士將能在公開市場就業並融入社會。我們服務的對象群體為 16 至 55 歲有輕度或中度智能障礙 / 自閉症的澳門市民。申請條件為 1. 基礎自我照護能力包括日常生活技能 2. 健康且無傳染性疾病 3. 學習動機 4. 公開就業的潛力及加入就業市場的意願。我們的服務包括職業訓練、就業支援、社交技巧、社區資源運用。

我們在訓練受訓者時採用幾個不同類型的方法，最普遍的方法是獲得性參考架構（Acquisitional Frame of Reference）。獲得性參考架構（Acquisitional Frame of Reference）強調教學過程和活動分析的運用，以達到環境中獲取最佳表現所需的特定技能或適當行為的目標。受訓者們被要求學習技能以在特定環境中展現出來。評估所有功能能力包括環境、功能行為、和學習技巧，標準化和非標準化評估結果皆用於評估，我們評估 1. 工作技能 2. 社會參與 3. 日常活動（ADL）4. 興趣目標 5. 家庭互動 6. 工作行為

表現素質一般來說並非最初介入階段的主要考量。為強化目標的技能 / 行為，個體將會被要求在真實自然的環境中工作。在環境中以適合的強化方式提供練習特定技能的機會：短期目標 / 長期目標。動機是知悉受訓者的需求和意願，接著我們可以設定適合的目標。1. 適合的挑戰 2. 指示和回饋 3. 重覆地練習 4. 示範 5. 區分為不同部份。運用這些方法，受訓者在嘗試和執行技能的各個方面得到強化，並在過程中打磨技能或行為。

個人化訓練計劃（Individual Training Plan；ITP）被用於當我們著重在觀察時，治療師會辨別環境中正向和負向增強物、受訓者的優勢、和受訓者的問題成分。首先，我們會和父母、訓練及專業團隊開會。第二，我們會做好計劃和目標。第三，我們會在半年後檢視受訓者的計劃。第四，我們會調整受訓者的目標或維持目標。第五，每年都建立新的目標。

完成訓練後，受訓者會面試工作，他們將會被公開僱用半年。同時，社工們也會追蹤他們的工作狀況、適應性、情緒管控和其他面向以提供協助。公開就業的早期階段（第一週），我們會協助受訓者適應工作環境，並且幫助僱主和同事們了解受訓者的個性以及如何與其相處，也會提供工作流程、調整工作方式或環境。在試用期間（六個月），若受訓者在這段期間無法適應工作，則可能會回到協會，社工們會定期和僱主保持聯繫。半年後受訓者算是成功公開就業者。需要時社工們將提供就業支援服務。但無論在哪個階段，我們會有家庭支援照護，指導家長如何支持鼓勵受訓者、定期聯絡家長、關懷受訓者，同時社工也會定期做家庭訪問。

APPLYING "EASY-READ INFORMATION CHECKLIST – EASY-READ VERSION" FOR SUPPORTING

應用「易讀資訊清單－易讀版」支援身為校對者的智能障礙人士：台灣德蘭啟智中心的經驗

Author



Mei-hua Charity Yang/ Taiwan
E-mail: meihua.yang@theresa.org.tw

Abstract:

This study investigates the use of the "Easy-Read Information Checklist - Easy-Read Version," developed by St. Theresa Opportunity Center in Taiwan, to support individuals with intellectual disabilities as proofreaders. The research question is: How can direct support professionals assist individuals with intellectual and developmental disabilities in understanding the checklist's content, perspectives, functions, applications, and effective strategies for proofreading? The Center serves individuals with disabilities, promoting inclusivity and active involvement in decision-making. By using individuals with disabilities as proofreaders, it aligns with the United Nations' accessible information mandate. The research aims to achieve the following purposes: understanding how direct support professionals can effectively assist individuals in comprehending the checklist; exploring the viewpoints of individuals with disabilities on the checklist's significance; gaining insights into the checklist's practical functions during easy-read material production and proofreading; and providing effective strategies for direct support professionals to support individuals during proofreading. The study employs semi-structured interviews and participant observation involving direct support professionals and experienced individuals with intellectual and developmental disabilities. Interviews gather perspectives on checklist utilization, while observation observes behaviors and interactions during proofreading. The findings emphasize the importance of providing non-easy-read examples for comparison, adhering to relevant criteria, and focusing on specific aspects during proofread. Tailored communication enhances proofreaders' sense of accomplishment. Direct support professionals play a crucial role in promoting inclusive easy-read material creation and proofreading for individuals with diverse backgrounds.

Keywords:
CRPD, Easy-Read Material Production, Tailored Communication.

應用「易讀資訊清單 - 易讀版」支援身為校對者的智能障礙人士：台灣德蘭啟智中心的經驗

這項研究在調查由台灣德蘭啟智中心研發，為支援身為校對者的智能障礙人士使用「易讀資訊清單—易讀版」的運用狀況。研究問題是：直接支援專業人員如何能協助智能和發展障礙人士理解清單的內容、觀點、功能、應用及校對的有效策略？中心主要服務身心障礙人士，推廣包容性和主動參與決策。透過利用身心障礙者作為校對員，符合聯合國無障礙環境的使命。研究旨在達成以下目標：了解直接支援專業人員如何能有效幫助個體理解清單；探討身心障礙人士對清單重要性的看法；在易讀材料製作和校對過程中深入探討清單的實際功能；為直接支援專業人員提供有效的策略以在校對期間幫助個體。這項研究運用半結構化訪談及觀察參加者包括直接支援專業人員及有經驗的智能和發展障礙人士。訪談收集對清單使用的看法，而觀察則是觀察校對期間的行為和互動。結果強調提供不易閱讀範例做為比較、符合相關標準，以及著重在校對期間特定方面的重要性。量身訂作的對話加強校對者的成就感。直接支援專業人員在促進包容性易讀材料的創作和為不同背景人士的校對方面扮演著至關重要的角色。

關鍵字：殘疾人權利公約（CRPD）、易讀材料製作、量身訂作的對話

APPLYING "EASY-READ INFORMATION CHECKLIST EASY-READ VERSION" FOR SUPPORTING PERSONS WITH INTELLECTUAL DISABILITIES AS PROOFREADERS: EXPERIENCES FROM ST. THERESA OPPORTUNITY CENTER OF TAIWAN

Corresponding author: Mei-hua Charity Yang,
E-mail: meihua.yang@theresa.org.tw

Introduction

St. Theresa Opportunity Center, located in Taiwan, has been proactive in supporting its service users, primarily with intellectual disabilities (ID),to become more effective self-advocates. Aligned with the United Nations' Convention on the Rights of Persons with Disabilities (CRPD), individuals with IDD have the right to access quality information. Article 9 of the CRPD highlights the importance of accessible information for individuals with disabilities, stating the necessity to offer appropriate assistance and support to ensure information access (United Nations, 2006). Recognizing that informed decision-making and active participation in society are dependent on being well-informed, the Center has been committed to promoting accessible information since 2016.

In order to systematically develop easy-read information and empower individuals with disabilities, the Center established the Easy-read Information Team in 2017. Initially comprising four members, the team has expanded to 18, including both service users and dedicated professionals. Embracing the principle of "Do not write for us without us" (Inclusion Europe, 2009), the Center actively involves its service users in the team, ensuring that "No easy-to-read text should ever be written without people with intellectual disabilities taking part at some point."

To effectively integrate service users into the Easy-read Information Team, theCenter needed to clarify the

concept of Easy-read to service users and their direct support professionals. To ensure the Easy-read checklist's alignment with established standards, the team collected prominent easy-read guidelines from regions like Europe and New Zealand, where Easy-read has been widely practiced (CHANGE, 2016; NHS England, 2016; GOV.UK blogs, 2021; Inclusion Europe, 2021; People First New Zealand Inc., 2014). Additionally, the Center formulated an Easy-Read Information Checklist to guide Easy-read material production. Collaborating with the Public Relations and Advertising Department of Kun Shan University and sponsored by the Tainan City Government, the Center published the "Easy-Read Information Checklist - Easy-Read Version" in 2021 (Yang & Chen).

This holistic approach to accessible information not only empowers individuals with intellectual disabilities but also contributes to the broader goal of inclusivity, aligning with the principles of the CRPD. It emphasizes that accessibility is not a privilege but afundamental right for all, regardless of their abilities. Through the collaborative efforts of the Easy-read Information Team, St. Theresa Opportunity Center continues to pave the way for a more inclusive and informed society.

Purpose

This checklist aims to empower service users as Easy-read information proofreaders. The study has four primary objectives:

Comprehension Assistance: To understand how direct support professionals effectively assist individuals in comprehending the checklist.

Perspectives on Significance: To investigate the perspectives of individuals with disabilities regarding the significance of the checklist.

Practical Functions: To gain insights into the practical functions of the checklist during the production and proofreading of Easy-read materials.

Effective Strategies: To provide effective strategies for direct support professionals to support individuals during the proofreading process.

Research Methods
Participants:

This study comprises 5 supporters and 8 proofreaders. Proofreaders'ages range from 26 to 42, with 3 women and 5 men. All proofreaders have been receiving services from the Center for over 3 years, which includes community-based facilities, group homes,and daycare services. They have mild to moderate intellectual disabilities, along with multiple disabilities. These proofreaders have been actively engaged in proofreading for more than six months, and they take great pride in their work. They find fulfillment in knowing that the materials they work on can help others, and this sense of accomplishment drives their enthusiasm.

The supporters, on the other hand, have over 3 years of experience working with individuals with disabilities and come from various departments within the Center. They consist of 2 direct support professionals, 2 supervisors and 1 administrator.

Methods:

This research adopts a mixed-methods approach that includes semi-structured interviews and questionnaires. The two main components consist of interviews with proofreaders and questionnaire responses from supporters.

The proofreader interviews aim to explore how the checklist assists proofreaders and its personalized benefits. These discussions delve into how the checklist aids proofreaders and how its benefits vary from one individual to another.

In contrast, the supporter questionnaires focus on collecting observations from supporters regarding the checklist's usefulness for proofreaders. The questionnaires cover six categories: Words, Paragraphs, Graphics, Combinations of Graphics, Icons and Symbols, Colors, and Layouts.

Conclusion
Proofreaders

The insights gained from interviews with proofreaders underscore their overwhelmingly positive perception of the checklist's utility. All proofreaders unanimously express its tremendous helpfulness,a sentiment duly recognized and validated by the supporters.

The checklist emerges as a powerful tool for alleviating stress and frustration, saving valuable time, and significantly reducing the challenges encountered during the proofreading process. It plays a pivotal role in diminishing stress levels experienced during proofreading, making the process less mentally taxing and more streamlined. As eloquently articulated by one proofreader, "Without the checklist, you have to keep looking at the pictures, keep reading the sentences, and keep thinking about how to express what is in my head over and over again. It's very tiring for my head and my mouth."

For individuals with mild intellectual disabilities, the checklist serves as an aid for sharpening their attention to the finer details of easy-read materials and facilitates the articulation of their thoughts. It's

important to note that while this study did not directly involve individuals with intellectual disabilities, their perspectives remain invaluable. Easy-read materials need to cater to individuals with varying abilities, ensuring that the final product serves everyone effectively. For individuals with intellectual disabilities, rather than relying solely on the checklist, the presence of asupporter with advanced face-to-face communication skills and a deep understanding of the individual's needs during the production of easy-read materials proves paramount.

For newcomers to the realm of easy-read material production, the checklist assumes a role as an indispensable training tool for both proofreaders and supporters alike. By providing concrete examples that adhere to established easy-read standards, the checklist fosters a solid foundational understanding. It is strongly advised that beginners collaborate closely with experienced supporters to achieve the best possible outcomes.

Supporters

Every supporter unanimously concurs that the checklist significantly contributes to the development of the Easy-read concept among proofreaders. While the checklist comprises 36 standards, it's important to note that not all standards hold the same level of effectiveness for proofreaders. Each standard serves a unique purpose, and those deemed less effective for proofreaders are no less important, as every standard plays a critical role in the realm of Easy-read materials. The impact of each standard can vary significantly from one easy-read material to another, depending on the primary readers' needs. Recognizing that time constraints can make comprehending all 36 standards daunting for proofreaders, it's advisable to start with the standards that prove most effective for them.

Below (Table 1), you will find a summary of the supporters'observations regarding the checklist's standards that are most beneficial to proofreaders:

Table 1: Standards of the Checklist Most Beneficial for Proofreaders

Checklist Categories	Most Beneficial Standards for Proofreaders
Words	Place graphics on the left side of the sentence.
Paragraphs	Use sentences with fewer than 15 words.
Graphics	Optimal graphic size is greater than 7 cm.
Combinations of Graphics, Icons, and Symbols	Photos should feature a clear and easily
understandable subject.	Avoid excessive or overly complicated color schemes.
Colors	Ensure easy-read content does not exceed 20 pages. Discussion
Layouts	Ensure easy-read content does not exceed 20 pages. Discussion

Easy-read materials, while immensely valuable, are not one-size-fits-all (AbilityNet, 2023). The checklist serves as a rapid and user-friendly reference tool, offering invaluable support. However, it is essential to acknowledge that this study has limitations, primarily the small number of participants, all from the same center. Therefore, the checklist's effectiveness should be further scrutinized among a more diverse group of individuals from various organizations and backgrounds.

The creation of Easy-read materials demands a substantial investment of time (Rowley, 2019) and resources. It represents a vital step toward affording individuals with intellectual disabilities equal access to information, eventhough it may not perfectly suitevery person with ID (Chinn & Homeyard, 2017). The checklist, with its practicality and ease of use, emerges as a valuable ally in this endeavor, but its full potential can only be realized through continued exploration and adaptation.

In conclusion, while this study has shed light on the checklist's significant benefits, there remains a broader horizon for its application and refinement. The journey to promoting accessible information for individuals with intellectual disabilities is ongoing, and the checklist stands as a promising tool on this path of inclusion and empowerment.

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應用「易讀資訊清單 - 易讀版」

支援身為校對者的智能障礙人士：台灣德蘭啟智中心的經驗

作者：Mei-hua Charity Yang,
E-mail: meihua.yang@theresa.org.tw

介紹

位於台灣的德蘭啟智中心一直以來都積極支持其服務的使用者——主要為智能障礙（ID）者——成為更有效的自我倡議者。為與聯合國（United Nations）的殘疾人權利公約（CRPD）保持一致，智能和發展障礙（IDD）人士有接受優質資訊的權利。殘疾人權利公約第 9 條強調易理解資訊對身心障礙人士的重要性，公約指出提供適當的協助及支援以確保資訊讀取的必要性（United Nations, 2006）。認知到知悉情況的決策和積極參與社會取決於充分了解，中心自 2016 年起致力於提升資訊的易理解程度。

為了有條理地發展易讀資訊並授權給身心障礙者，中心在 2017 年創建易讀資訊團隊。一開始只有四名成員，目前團隊已擴張至 18 位成員，其中包含服務使用者及專責專業人士。採納「沒有我們就別為我們而寫」（Do not write for us without us；Inclusion Europe, 2009）的原則，中心積極讓其服務使用者加入團隊，確保「某些時刻在沒有智能障礙人士參與下，易讀文本不應被撰寫。」

為有效將服務使用者整合加入易讀資訊團隊，中心必須向服務使用者詳細說明易讀及直接支援專業人士的概念。為確認易讀清單和已建立的標準相符，團隊收集來自歐洲和紐西蘭的重要易讀指南，這些地區已廣泛實行易讀（CHANGE, 2016; NHS England, 2016; GOV.UK blogs, 2021; Inclusion Europe, 2021; People First New Zealand Inc., 2014）。此外，中心成立一個易讀資訊清單用以指導易讀材料的製作。和崑山科技大學的公共關係暨廣告系合作，並在台南市政府的贊助下，中心於 2021 年出版「易讀資訊清單——易讀版」（Yang & Chen）。

這個整體易懂資訊的方式不僅賦予智能障礙人士權利，同時也對更廣泛的包容性目標有所貢獻，符合殘疾人權利公約（CRPD）的原則。它強調無論其能力如何，易懂不是特權，而是所有人的基本權利。透過易讀資訊團隊的協作努力，德蘭啟智中心持續創造更加包容和資訊流通的社會。

目的

此清單旨在讓服務使用者做為易讀資訊的校對者。研究有四個主要目標：

理解協助： 了解直接支援專業人士如何有效協助個人理解清單。

重要性看法：調查身心障礙人士對清單重要性的看法。

實用功能:在製作及校對易讀材料期間，深入了解清單的實用功能。

有效的策略：為直接支援專業人士提供有效的策略，以在校對過程期間可支援個體。

研究方法

參加者：

本研究包括 5 位支援者及 8 位校對者。校對者的年齡分布介於 26 歲至 42 歲之間，有 3 位女性及 5 位男性。所有的校對者都在中心接受三年以上的服務，包括社區為主的設施、團體之家及日間照護服務。他們有輕度到中度智能障礙，以及多功能障礙。這些校對者積極參與超過六個月的校對工作，並且對他們工作感到十分自豪。他們在得知自己工作的這份資料能幫助他人時感到很滿足，而這份成就感激發他們的熱情。

另一方面，支援者有三年以上服務身心障礙者的工作經驗，且來自中心不同部門。他們包含 2 位直接支援專業人士、2 位指導員及 1 位管理人員。

方法：

本研究採用混合方法的方式，包括半結構式訪談及問卷調查。兩個主要部份包括校對者的訪談，以及支援者的問卷回答。

校對者訪談旨在探討清單如何協助校對者及其個人的好處。這些討論深究清單如何幫助校對者以及其如何對不同人產生不同的益處。

相較之下，支援者問卷調查則著重於從支援者就校對者清單的有用性來蒐集觀察資訊。問卷涵蓋六個類別：文字、段落、圖形、圖形

結合、圖示和符號、色彩及排版。

結論

校對者與校對者訪談所得到的見解強調他們對清單實用性有著出乎意料的正面看法。所有校對者一致表達清單的巨大幫助，一個適時被支援者認知及驗證的觀點。

清單成為緩解壓力和沮喪、節省寶貴時間及明顯減少校對過程中遇到挑戰的有力工具，在減少校對期間壓力的程度上扮演重要的角色，讓此過程較少耗費心神且更有效率。如一位校對者清楚有力地表達：

「沒有清單，你必須持續看圖片，持續閱讀句子，並一再持續思考如何表達我腦子的想法。這對我的頭腦及我的嘴巴而言是很累的。」

對於輕度智能障礙人士而言，清單是個輔助工具，可以提高他們對易讀資料更微小細節的注意力，並促進他們的想法表達。要注意的是雖然本研究並未直接涉及智能障礙人士，他們的看法仍舊是極為有用的。易讀資料必須滿足不同能力的個體，確保最後的成品能有效為每個人服務。對智能障礙人士而言，與其只仰賴清單，有進階面對面溝通技能及對個人需求更深入理解的支援者出現，在易讀資料製作期間證明是很重要的。

對於易讀資料製作範圍的新加入者而言，清單對校對者及支援者都是不可或缺的訓練工具。透過提供符合既有易讀標準的具體事例，清單促進穩固的理解基礎。強烈建議入門者和有經驗的支援者密切合作以達到最佳的預期成果。

支援者

每位支援者一致贊同清單對校對者易讀概念的發展有重要的貢獻。儘管清單包含 36 個標準，值得注意的是並非所有標準對校對者都有相同程度的有效性。每個標準都有獨特的目的，而那些被視為對校對者具備較少有效性並非較不重要，因為每個標準在易讀資料範圍中都有極為重要的作用。每個標準從一個易讀資料到另一個的影響能有顯著不同，端視主要閱讀者的需求。認知到時間限制會造成校對者對理解所有 36 個標準感到氣餒，因此從對他們最有效的標準開始是比較明智的做法。

下列（表 1）會發現支援者依據對校對者最有利的清單標準所做的觀察結果：

表 1：對校對者最有利的清單標準

清單類別	對校對者最有利的標準
文字	將圖形置於句子的左側。
段落	使用少於 15 字的句子。
圖形	最佳圖形尺寸大於 7 公分
圖形、圖示和符號的結合	照片應標示清楚易懂的主題。
色彩	避免過多或過度複雜的色彩配置。
排版	確保易讀內容不超過 20 頁。 討論

儘管易讀資料十分有用，卻非一體適用（AbilityNet, 2023）。清單做為快速且使用者友善的參考工具，提供極有用的支援。然而，有必要承認本研究有其侷限性，主要在於參加者數量少，且全都來自同一中心。因此，清單的有效性應進一步在更多樣化、來自不同組織及背景的團體間被仔細審視。

易讀資料的創造需要持續投入時間（Rowley, 2019）和資源。它代表提供智能障礙人士平等讀取資訊的重要一步，即便可能不完全適用於每位智能障礙人士（Chinn & Homeyard, 2017）。清單有著實用性及易用性，在此嘗試中成為珍貴的盟友，但其全部潛力只能透過持續探索和應用才能理解。

總體而言，儘管此研究闡明清單的重要好處，但對於其應用及改善仍有更廣泛需要探索的未來。促進智能障礙人士易讀資訊的旅程正持續進行中，而清單在這個包容及賦權的路上是一個最看好的工具。

EFFECT OF TASK-ORIENTED TRAINING ON THE IMPROVEMENT OF GRIP STRENGTH IN CHILDREN WITH MILD INTELLECTUAL DISABILITIES

任務導向訓練對輕度智能障礙兒童握力改善的成效

Authors



Full Name: Sujata Kumari Jaiswal
Contact details: Sujata.jaiswal@apsn.org.sg



Full Name: Foo Shuan Enn, Johanna Faith
Contact details: johanna.foo@apsn.org.sg

Abstract
Background:

Strong hands are crucial for performing complex daily living activities. However, research has shown that mild intellectual disabilities (MID) are often assosciated with poor grip strength. As elementary school students require ample grip strength and manual dexterity to complete school-based activities and play (Omar et al., Journal of Hand Therapy-2017), poor grip strength impacts their functional participation and performance. Evidence suggests that manual dexterity in childhood is primarily a hallmark of a child's broader motor competence and performance, and considered a product of neuro-motor systems (Salma et al., The Egyptian Journal of Hospital Medicine, April-2022). Task-oriented training (TOT) has been widely researched and found effective in multiple populations such as juvenile arthritis, pediatric burns and cerebral palsy. However, a review suggest limited research on its efficacy on grip strength in children with MID. With its growing popularity, it is important to understand its efficacy in improving grip strength.

Objectives/ Research question/ Purpose:

Therefore, this study aims to determine the efficacy of TOT in improving grip strength in elementary school children with MID.

Methodology/Results:
Grade 1 students (n=22) with MID and with other concurrent medical diagnoses (e.g. Down Syndrome, ASD) were selected from a special education school. Data was collected using a standard hand dynamometer during pre and post-intervention stages, and analysed using the appropriate statistical measures. Results showed improvements in their grip strength.

Conclusion:
TOT is efficacious in increasing hand grip strength and manual dexterity in children with MID in elementary special schools.

Keywords: MID, Grip strength, elementary school, Task-oriented training

Theme: Early intervention.

任務導向訓練對輕度智能障礙兒童握力改善的成效

背景：
強壯的雙手對於處理複雜的日常活動十分重要。然而，研究顯示輕度智能障礙者（MID）經常握力不足。由於小學學童需要具備足夠的握力及靈巧敏捷的手部動作以完成學校的活動和遊戲（Omar 等人，手部治療期刊，2017 年），不足的握力會影響他們正常地參與和表現。證據指出孩童時期手部靈敏是一個小孩具有更廣泛的運動能力和表現的主要標誌，同時也被認為是神經運動系統的產出（Salma 等人，埃及醫院醫學期刊，2022 年 4 月）。任務導向訓練（TOT）已被大量地研究並被發現對多數族群如兒童關節炎、小兒燒傷和腦性麻痺有效。然而一項評論指出目前僅有少數有關這項訓練對於輕度智能障礙（MID）兒童握力效能的研究。隨著此訓練日漸普及，了解這項訓練對改善握力的成效十分重要。

目標 / 研究問題 / 目的：
因此，這項研究旨在確認任務導向訓練（TOT）在改善輕度智能障礙（MID）小學學童握力的成效。

方法 / 結果：
從特殊教育學校挑選一年級具有輕度智能障礙合併其他醫學診斷（如：唐氏症、自閉症類群障礙）的學生（n=22）。在治療前及治療後的階段使用標準手部測力計取得數據，並運用適當的統計量數分析。結果顯示他們的握力有所提升。
結論：
任務導向訓練在改善特殊小學輕度智能障礙（MID）兒童的手部握力及手部靈巧性是有效的。

關鍵字：輕度智能障礙（MID）、握力、小學、任務導向訓練

EFFECT OF TASK-ORIENTED TRAINING ON THE IMPROVEMENT OF GRIP STRENGTH IN CHILDREN WITH MILD INTELLECTUAL DISABILITIES

Sujata Kumari Jaiswal1, Johanna Faith Foo2
APSN Education Services Ltd, Chaoyang School - Singapor

Introduction

Hand grip strength (HGS) refers to the measure of maximum force that one can exert when gripping an object with their hand. HGS is often used as an indicator of overall upper body strength and can provide valuable information about one's physical health and functional capabilities (Lee, 2021). In contrast, manual dexterity is the ability to perform tasks that require fine motor skills with precision and coordination (Hameed, 2022). This involves intricate control of the fingers and hands. Maintaining good HGS and manual dexterity is important for independence in activities of daily living (ADLs) and overall quality of life.

Intellectual Disability (ID) is a neurodevelopmental disorder characterized by limitations in intellectual functioning and impairments of adaptive functioning (American Psychiatric Association, 2013). ID also comprises motor-related difficulties. Vuijk et al. (2010) found that children with ID had definite motor problems compared to the normative sample, demonstrating a link between cognitive functioning and motor performance. However, it is important to note that ID is a diverse condition, and the extent of motor function and neuromuscular coordination difficulties can vary widely (Valenzuela, 2022).
Due to the nature of ID, the impact of weak hand function or low HGS in school-related ADLs is relatively well-known (Zikl, 2013). Coping with simple motor activities is one of the pre-requisites for successful integration into independent life and adulthood. Therefore, early intervention addressing HGS and manual dexterity issues for children with Mild Intellectual Disability (MID) is crucial.

Task-oriented training (TOT) is a therapeutic model focusing on the direct teaching of specific, functional and meaningful skills (Thant, 2019). By engaging the sensory systems with functional tasks, therapists aim to facilitate the recovery of existing and learning new motor functions (Son, 2017).

Research on the efficacy of TOT on children has shown promising results as compared to process-oriented approaches. Adaikina (2017) found that TOT is significantly effective in improving motor performance for children with Developmental Coordination Disorder. This is because the emphasis on functional and personally meaningful activities increases motivation in the learning process (Son, 2017). Therefore, TOT was chosen as the intervention approach for this study.

Objectives

This study therefore aims to determine the efficacy of TOT in improving HGS in elementary school students with MID. Additionally, this study may contribute to the growing body of literature on motor skill development in children with MID, promoting better inclusive educational practices and intervention.

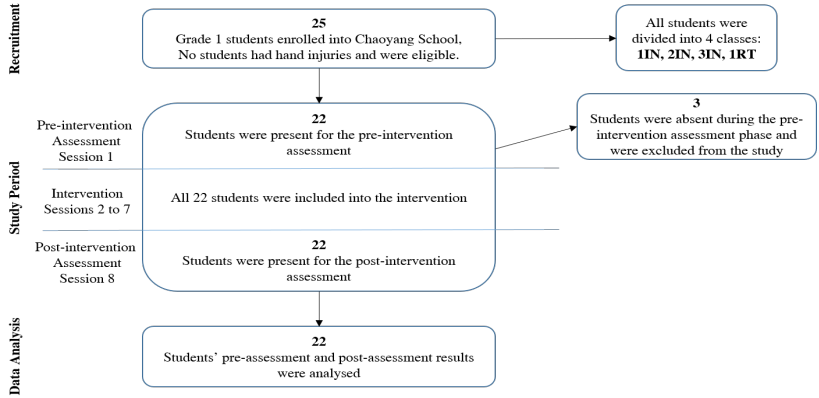
Methodology

Study design

A quantitative experimental design was adopted (refer to Fig. 1 for a full breakdown of the study process).

Figure (1)

Full Breakdown of Study Process



Subject

Grade 1 students who were enrolled into APSN Chaoyang School in January 2023 were eligible for this study. APSN Chaoyang School is a special education school that serves Grade 1 to Grade 6 students with mild ID. These students may also have other medical diagnoses. Students who have hand injuries (i.e. orthopedic fractures, open wounds, tendon or ligament injuries, sprains) were excluded from this study. Students who were absent during the pre and/or post-intervention assessment were also excluded to ensure data integrity.

Pre and Post-Intervention Assessment

There were a total of 8 sessions. Students' HGS baseline were assessed in Session 1. Data was collected using the Camry EH101 Dynamometer, which a study by Sayed et al. (2023) attested to its "excellent reliability and validity". Students were told to sit with their shoulders adducted and neutrally rotated, their elbows flexed at 90 degrees, forearm and wrist in neutral position (American Society of Hand Therapists, 1981). The student then holds the dynamometer and is told to "squeeze as hard as you can!" Children with MID were observed to have difficulties understanding instructions and positioning. To ensure better understanding, they were provided an initial demonstration on how to use the dynamometer and verbal encouragements to ensure maximal effort during each measurement. Each student was also given practice trials until it is ascertained that the child understands how to properly use the dynamometer. The child is then given 3 attempts, and the best of 3 was recorded. The same dynamometer, instructions and data recording method was done in Session 8 during the post-intervention assessment.

Intervention/ Skill Training

Trained Occupational Therapists (OTs) working in APSN Chaoyang school were in-charge of assessing and facilitating this study. Intervention sessions were

conducted weekly for 30 minutes per session. Teachers were involved as familiar figures to create a supportive learning environment. Activities and materials were selected in accordance to the students' interest and ADLs. Additionally, the tasks were further modified according to the child's cognitive and motor level in consideration of their MID diagnosis (refer to Tab. 1 for more details).

Table (1)

List of Intervention Activities

4	Dough game Ping pong ball task	Pick up mini toys using pincer grasp followed by carrying and transferring container to friends Find and pull out ping pong ball from sticky dough	before commencing **Motor considerations:** Selecting container size based on child's hand size, using lightweight toys for child to pick up	
5	Rubber band task Towel task	Stretching of color-coded rubber bands with one hand by extending fingers and thumb to make patterns on cardboard tube Retrieve wet towel from tub of water and hold the wet towel. Wringing the wet towel dry by squeeze with both hands and twisting with alternating motion	**Sensory considerations:** Allowing child to play with water and feeling texture of towel before commencing task, allowing child to move rubber bands up and down cardboard tube to feel rolling sensation **Motor considerations:** Allowing use of two hands to stretch rubber band, providing techniques for stabilisation of cardboard tube, allowing children who struggle with twisting motion to squeeze towel, providing physical prompts and decreasing prompts as required	
6	Bubble wrap task Zipper bag task Ziploc bag task	Pulling Ziploc bag open, retrieve bubble wrap and pinching it close using pincer grasp Zipping open and close bags with varying zipper sizes Pulling Ziploc bag open and pinching it close	**Sensory considerations:** Allowing child to play with bubble wrap (e.g. feeling the texture of the bubble wrap, hearing clicking when bubble wrap is popped) **Motor considerations:** Selecting and providing bags with varying zipper sizes, providing physical prompts for child who struggle to use pincer grasp to use lateral pinch to manipulate zipper and decreasing prompts as required	
7	Water bead task Clothes peg task Reward task (snack)	Retrieve clothes peg from tub of water beads Hold the peg using tripod grasp and clip it on their preferred picture on picture card Open Hello Panda snack wrapper to eat using adequate HGS	**Sensory considerations:** Allowing child time to play with water beads before commencing **Motor considerations:** Selecting child-friendly clothes peg (size and material), providing physical prompts for children who struggle and decreasing prompts as required, allowing time for child to practice pinching clothes peg open and close	**Motor:** More finger involvement, more resistance **Cognitive:** More complex, more functional
8	Post-intervention assessment		**Cognitive considerations:** Simplification of instructions, demonstration by OT on proper dynamometer use, allowance of as many practice trials as needed	

Applicable for intervention sessions (i.e. 2 to 7):
Cognitive considerations: Not specifying which color/ size/ quantity of objects to retrieve, using short and simple instructions, breaking down multi-step tasks into one-step tasks, providing more time to registration and process the information, use of modelling techniques (e.g. video modelling, physical demonstration, etc.)
Motivational factors: allowing child to choose their preferred object/ picture/ toy/ color, allowing more time to play and interact with sensory toys

Results

Data Analysis

Raw data was exported into Microsoft Excel and a final data analysis was done using IBM® SPSS® version 25. Test of normality was done using the Shapiro-Wilk test, which revealed that data were normally distributed ($p>0.05$) within the group and between the group. Paired 't' test was used to analyze the difference between pre and post intervention data of HGS of right and left hand. Tab. 2 below shows the improvement in the mean values of HGS.

Results

Data Analysis

Raw data was exported into Microsoft Excel and a final data analysis was done using IBM® SPSS® version 25. Test of normality was done using the Shapiro-Wilk test, which revealed that data were normally distributed ($p>0.05$) within the group and between the group. Paired 't' test was used to analyze the difference between pre and post intervention data of HGS of right and left hand.

Tab. 2 below shows the improvement in the mean values of HGS.

Table (2)
Improvements in mean HGS values

		Mean	N	Standard Deviation	Standard Error Mean
Pair 1	Pre-Intervention Right hand	4.9545	22	1.64396	.35049
	Post-Intervention Right hand	7.6182	22	3.89489	.83039
Pair 2	Pre-intervention Left hand	5.8364	22	2.14732	.45781
	Post-intervention Left hand	6.4500	22	4.07416	.86861

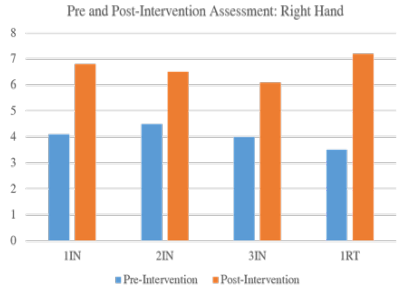
The mean value of the right hand increased after intervention (7.61±3.89) from pre-intervention (4.9545 ±1.64). Study shows significant improvement in grip strength after giving intervention for right hand (t= -2.893, p ≤ 0.05) (refer to Tab. 3 for more information).

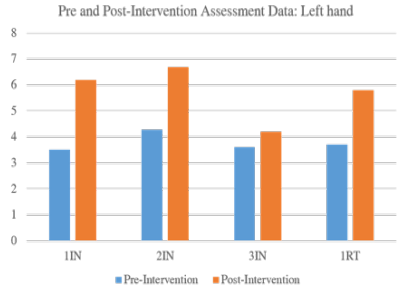
Table (3)
t-test results

Paired Samples Statistics GROUPS		Mean	Standard Deviation	t	df	Significance (2-tailed)
Pair 1	Pre- and Post-Intervention Right hand	-2.66364	4.31857	-2.893	21	.009
Pair 2	Pre- and Post-Intervention Left hand	-.61364	5.06447	-.568	21	.576

For the left hand, data analysis shows there is improvement, however it is not significant. The mean value of left hand improved from 5.8364 ±2.14 to 6.4500 ±4.07416. However, there is no significant difference found between pre and post intervention (t =-.568, p≥0.05). Average HGS was obtained by totaling each class' HGS and then divided among the number of students per class (refer to Fig. 2). Improvements were noted across all classes.

Figure (2)
Average Hand Grip Strength per class

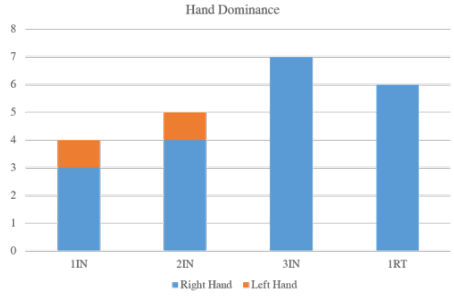




		1IN	2IN	3IN	1RT
Right Hand	Pre	4.1	4.5	4.0	3.5
	Post	6.8	6.5	6.1	7.2
Left Hand	Pre	3.5	4.28	3.6	3.7
	Post	6.2	6.68	4.2	5.8

Hand Dominance
Right-hand dominance was reported in 19 children (86%), while 3 children (14%) were left-hand dominant (refer to Fig. 3).

Figure (3)
Breakdown of Hand Dominance



	1IN (4)	2IN (5)	3IN (7)	1RT (6)
Right hand	3	4	7	6
Left hand	1	1	0	0

Discussion

Despite the importance of this issue, there is limited scientific literature studying the efficacy of TOT in improving HGS and the functional abilities of children with MID. TOT is effective in improving the HGS of children with MID. Improvements were seen in all the children's HGS post intervention (refer to Fig. 2). Data

suggests that the average improvement was 7.61±3.89 for right hand and 6.4500 ±4.07416 for left hand (refer to Tab. 2). This demonstrates the effectiveness of TOT in improving MID children's HGS. This finding is consistent with previous studies about using TOT with different pediatric population (Moon, 2017).

TOT's efficacy can be explained by its relevance to the children's ADLs. The skills learned through TOT are generalizable and applicable to various settings, providing children with more opportunities to practice the skills learnt (Rameckers, 2022). The children were also observed to be thoroughly engaged and motivated to learn hands-on activities when it was combined with sensory and motor elements together, improving participation. This study therefore aligns with present literature in reaffirming TOT's efficacy in increasing HGS.

Adequate HGS and good hand dexterities are the pre-conditions for dealing with the demands of independent school life. 60% of academic tasks demand dexterity and fine motor abilities (Sayed et al., 2023). Whole-hand grip requires a combination of intrinsic and extrinsic muscle control, whereas manipulative and dexterity tasks require intrinsic muscle control (Jarque-Bou et al., 2021). Whole-hand grip precedes into precision grip and dexterity, which is developmentally more advanced and can be used as indicators of neural development (Potter et al., 2006).

This study found a difference in HGS improvement between the right- and left-hand measures (refer to Tab. 3). There are statistically significant improvements in the right HGS, which is the dominant hand for majority of the participants (refer to Fig. 3). However, the scores of the left hand (i.e. the non-dominant hand) tended to be lower than those of the right.

This difference in HGS between the hands is consistent with previous studies investigating HGS and its relation to hand dominance. This is because hand dominance

plays a crucial role in motor and functional tasks, as individuals tend to use their dominant hand more frequently and for various activities throughout the day (Scharoun & Bryden, 2014). Children in this study were also observed to engage in TOTs using their dominant hand more frequently. It is well established that the dominant hand generally performs better than the non-preferred hand in most tasks (Hameed, 2022). Overall, the study also supports the idea that hand dominance has an impact on HGS, with the dominant hand generally showing stronger HGS.

This study acknowledges that children with MID may face additional challenges related to learning, executive function, attention, working memory, and motor performance. With the aim of providing a more appropriate and supportive learning environment for children with MID, this study modified the cognitive demandWs and individualized the tasks to the children in the study. This allowed them to benefit from TOT while addressing their unique cognitive and motor difficulties.

Conclusion

Adequate HGS is crucial for performing ADLs, an essential part of the school, community, and home setting. This study found that children with MID demonstrated improved HGS after undergoing six weeks of TOT. Therefore, incorporating TOT for children with MID can be beneficial in improving their HGS and manual dexterity. By providing children with the necessary tools and interventions, their motor skills can be enhanced, enabling them to participate fully in all activities and promoting their inclusion in society.

In conclusion, this study's findings underscore the potential of TOT in improving HGS and motor skills in children with MID. This study is significant as it adds to the existing body of knowledge regarding TOT, its potential applicability and effectiveness in improving HGS in a special population of children. Future studies

can focus on the effects of hand dominance and should recruit more left-handed subjects with a big sample size to ensure better predictability of the HGS pattern across different age-groups and genders. Professionals should incorporate TOT into their education, to better support child's development and ultimately, their participation in society.

Acknowledgements

We would like to thank our Head of Allied Professionals, Mr Koushik Ghosh for his guidance, constant encouragement and useful critiques. We wish to thank the teachers, occupational therapist, speech language therapists and the children who collaborated in this study. Lastly, we would like to thank our school principal, Mrs Angela Lee, for her enthusiastic support and encouragement throughout the writing of this paper.

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任務導向訓練

對輕度智能障礙兒童握力改善的成效

Sujata Kumari Jaiswal1, Johanna Faith Foo2
特殊需要教育協會教育服務股份有限公司，朝陽學校 - 新加坡

介紹

握力（HGS）是指用手抓握物體時能測量到的最大施力力道。握力（HGS）常被用做 衡量上半身整體力量的指標，並能提供有關個人身體健康及功能能力的珍貴資訊（Lee, 2021）。相較之下，手部靈巧性是執行需要精確及協調精細動作技能任務時所需的能力（Hameed, 2022）。這包括複雜地控制手指及雙手。維持良好握力及手部靈巧性對日常生活活動（ADLs）的獨立性及整體生活品質相當重要。

智能障礙（ID）是一種神經發展障礙，其特徵為智力功能受限及適應功能受損（American Psychiatric Association, 2013）。智能障礙也包含動作相關的困難。Vuijk 等人（2010）發現有智能障礙的兒童相較於正常案例有明確的動作問題，顯示在認知功能和動作表現之間的聯繫關係。然而，重要的是要注意智能障礙有多樣化狀況，動作功能及神經肌肉協調困難的程度可能會有很大的差異（Valenzuela, 2022）。

由於智能障礙的本質，虛弱的手部功能或低下的握力對學校相關日常生活活動的影響是相對地眾所周知的（Zikl, 2013）。應對簡單動作活動是成功融入獨立生活及成年的先決必要條件之一。因此，早期介入處理輕度智能障礙兒童握力及手部靈巧性的問題至關重要。任務導向訓練（TOT）著重於直接教導特定、功能性及有意義技能的治療模式（Thant, 2019）。透過加入有功能任務的感官系統，治療師旨在促進既有動作功能的恢復並學習新的動作功能（Son, 2017）。

相較於過程導向方法，研究任務導向訓練對兒童的有效性顯示出前景看好的結果。Adaikina（2017）發現任務導向訓練在改善有發展協調障礙（Developmental Coordination Disorder）兒童的動作表現上明顯地有效。這是因為強調功能性及個人有意義的活動會增加學習過程的動機（Son, 2017）。因此，此研究選擇任務導向訓練做為介入方法。

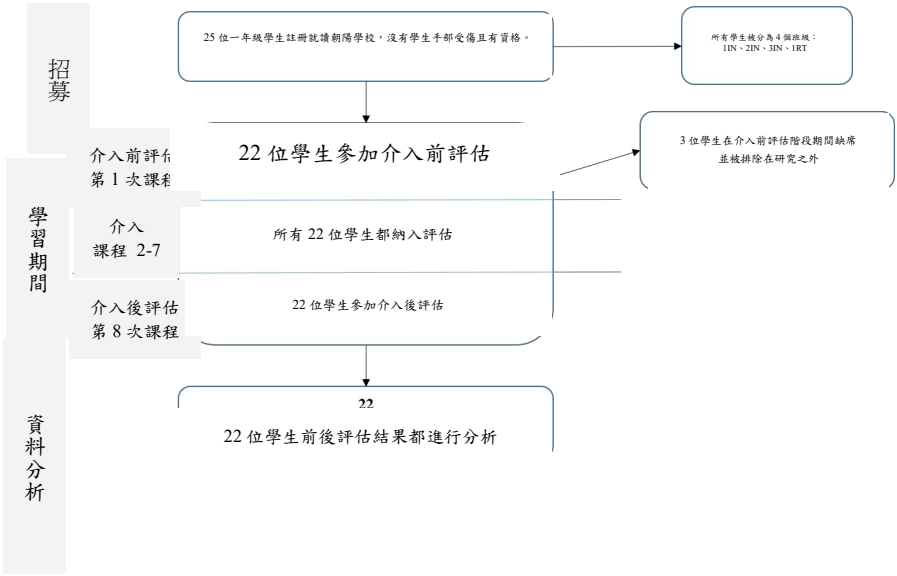
目標

此研究旨在確認任務導向訓練在改善輕度智能障礙小學學生握力的有效性。此外，本研究或許對日漸增加的輕度智能障礙兒童動作技能發展的文獻有所幫助，促進更具包容性的教育實踐及介入。

方法

研究設計

採用定量實驗設計（參閱圖 1 有關研究過程的完整解析）



對象

2023 年 1 月註冊就讀特殊需要協會朝陽學校一年級的學生有資格參與此研究。特殊需要協 會朝陽學校是一所服務一年級至六年級有輕度智能障礙學生的特殊教育學校。這些學生或 許也有其他醫學診斷。手部受傷的學生 (如骨折、開放性傷口、肌腱或韌帶受傷、扭傷) 被排除於此研究之外。在介入前和 / 或介入後評估期間缺席的學生同樣也被排除在外以確保 資料的完整性。

介入前及介入後評估

總計有 8 次課程。第一次課程評估學生的握力基準線。使用 Camry EH101 動力計蒐集資料， Sayed 等人 (2023) 的研究證實動力計「傑出的可靠性及真實性」。學生被告知坐下肩膀 內收並保持中立旋轉，他們的手肘曲屈至 90 度，前臂及腕部處於正中位置 (American Society of Hand Therapists, 1981)。接著學生握住動力計並被告知「盡量全力擠壓 !」輕度智能障 礙兒童被觀察到難以理解指示及姿勢。為確保更佳的理解力，在一開始示範時會教導他們 如何使用動力計搭配口頭鼓勵以確保每次測量期間最大的努力。每位學生都會練習試用直 到確定他們了解如何適當使用動力計。接著兒童會被給予三次嘗試，三次中最好的結果會被紀錄下來。同一個動力計、指示及資料紀錄方法在介入後評估期間的第 8 次課程時完成。

介入 / 技能訓練 任職於特殊需要協會朝陽學校訓練有素的職業治療師 (OT) 負責此研究的評估及進行。介 入課程每週進行一次 30 分鐘的課程。教師們會以熟悉的角色加入課程以打造支持的學習環境。活動及教材會依據學生的興趣及日常生活活動挑選。此外，任務會進一步地根據孩子 輕度智能障礙診斷來修改認知及動作程度 (更多細節請參閱表 1)。

表 (1)
介入活動列表

表（1）

介入活動列表

	功能活動		描述	
1	介入前評估	建立基準線	**認知考量**：簡化指示，職業治療師展示適當的動力計使用，只要有需要容許大量的練習試驗	
2	彩虹米任務 擠壓球任務 伸縮管任務	從彩虹米中尋找隱藏的擠壓球以及有紋理的伸縮管 用手擠壓球並拉出/伸展及推進伸縮管	**感官考量**：允許孩子在開始前玩彩虹米 **動作考量**：提供肢體暗示拇指及食指在球及管子的位置，依需求減少暗示	動作：更多手掌動作 認知：較少
3	練力膠任務 鈕釦任務	從練力膠中尋找鈕釦並將其拉出 利用練力膠做成不同形式（如小球）、擠壓做成鬆餅、滾動變成香腸，拉成瘦長狀 搓成麵條，擠壓留下指印	**感官考量**：提供時間感覺手中不同尺寸及色彩的鈕釦 **動作考量**：依據孩子的動作挑選練力膠（低阻力程度）使用	
4	容器任務 麵糰遊戲 乒乓球任務	緊抱住容器保持穩定，並使用慣用手以扭轉方式開關蓋子 用鉗形抓握撿起迷你玩具，接著帶著並傳遞容器給朋友 從黏稠的麵糰中找到並拉出乒乓球	**感官考量**：使用彩色迷你玩具（如動物、車）讓孩子挑選及玩耍，允許孩子在開始前玩麵糰（如戳洞、感受） **動作考量**：依據孩子手的尺寸挑選容器尺寸，使用輕巧玩具讓孩子撿	
5.	橡皮筋任務 毛巾任務	用一隻手延伸手指及拇指拉伸彩色橡皮筋，在紙管做出圖案 從水管中找到溼毛巾並且拿著溼毛巾。用雙手交替動作擠壓扭轉擰乾溼毛巾	**感官考量**：任務開始前允許孩子玩水並感覺毛巾觸感，允許孩子在紙管上下移動橡皮筋感受滾動的感覺。 **動作考量**：允許使用雙手拉伸橡皮筋，提供穩固紙管的技巧，允許不會扭轉動作的孩子擠擰毛巾，提供肢體暗示，依需求減少暗示。	動作：更多手指介入，更多阻力 認知：更複雜、更多功能
6	泡棉包裝任務 拉鍊袋任務 密封袋任務	將夾鍊袋拉開，找到泡棉包裝並用鉗形抓握捏破它 拉鍊開關袋有各種拉鍊尺寸 拉開夾鍊袋再捏著關起來	**感官考量**：允許孩子玩泡棉包裝（如感受泡棉包裝的觸感，當泡棉包裝上的泡泡破掉會聽見咔嗒聲） **動作考量**：挑選並提供各種拉鍊尺寸的袋子，對鉗形抓握有困難而使用指側抓握控制拉鍊的孩子提供肢體暗示，依需要減少暗示。	
7	吸水珠任務	從吸水珠的管子裡找到	**感官考量**：允許孩子在開始前玩	

	衣夾任務 得獎任務（點心）	衣夾 用三點抓握拿著衣夾並夾在他們喜愛的圖畫在圖畫卡 用足夠的握力打開 Hello Panda 糖果包裝紙吃點心	吸水珠 **動作考量：**挑選適合孩子的衣夾（尺寸及材質），對有困難的孩子提供肢體暗示，依需求減少暗示，允許孩子練習捏著衣夾開關
8	介入後評估		**認知考量：**簡化指示，職業治療師展示適當的動力計使用，只要有需要容許大量的練習試驗

適用於介入課程（如 2 至 7）：
認知考量：尋找的物件無特定顏色 / 尺寸 / 數量，使用簡短簡單的指示，分解多個步驟任務為一個步驟任務，提供更多時間記錄及處理資訊，使用模型技巧（如影片模型、肢體展示等）
動機因素：允許孩子選擇他們喜受的物件 / 圖畫 / 玩具 / 色彩，允許更多時間玩感官玩具並與之互動。

結果

資料分析

原始資料輸出至 Microsoft Excel，並運用 IBM® SPSS®25 版完成最後資料分析。使用 Shapiro-Wilk test 檢測工具完成常態性檢定，顯示的資料在群組中或群組間呈常態分佈（$p>0.05$）。和 t 檢定搭配用來分析介入前後左右手握力的資料差異。下列表 2 顯示握力平均值的改善。

表（2）
握力（HGS）平均值的改善

		平均值	N	標準差	平均值標準誤差
配對 1	介入前右手	4.9545	22	1.64396	.35049
	介入後右手	7.6182	22	3.89489	.83039
配對 2	介入前左手	5.8364	22	2.14732	.45781
	介入後左手	6.4500	22	4.07416	.86861

右手平均值從介入前（4.9545 ±1.64）增加到介入後（7.61±3.89）。研究顯示在提供右手介入（$t= -2.893, p \leq 0.05$）後握力有顯著改善（更多資訊請參閱表 3 ）。

表（3）
t 檢定結果

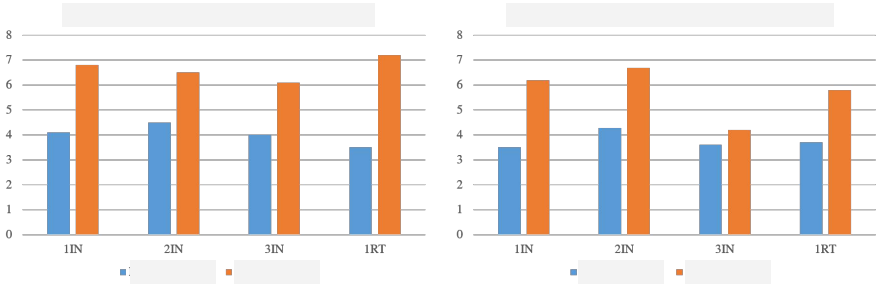
配對樣本統計群組	平均值	標準差	t 檢定	自由度	顯著性（雙尾檢

						定）
配對 1	介入前和介入後右手	-2.66364	4.31857	-2.893	21	.009
配對 2	介入前和介入後左手	-.61364	5.06447	-.568	21	.576

至於左手部份，資料分析顯示也有所改善，但不是很明顯。左手平均值的改善從 5.8364 ±2.14 到 6.4500 ±4.07416。然而，在介入前後間並無明顯差異（t =-.568, p≥0.05）。平均握力是將每個班級的握力加總後再除以各班學生人數（參閱圖 2 ）。可注意到所有班級的握力都有改善。

圖（2）

各班平均握力



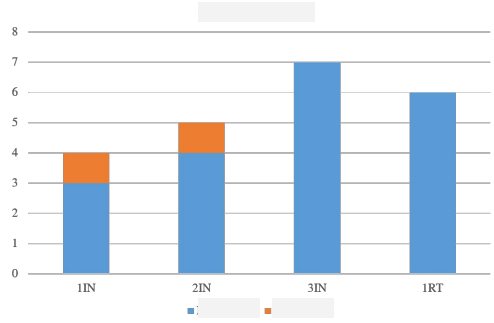
		1IN	2IN	3IN	1RT
右手		4.1	4.5	4.0	3.5
		6.8	6.5	6.1	7.2
左手		3.5	4.28	3.6	3.7
		6.2	6.68	4.2	5.8

慣用手

有 19 名學童的慣用手是右手（86%），3 名學童（14%）的慣用手是左手（參閱圖 3 ）。

圖（3）

慣用手分析



	1IN (4)	2IN (5)	3IN (7)	1RT (6)
	3	4	7	6
	1	1	0	0

討論

儘管此議題相當重要，目前僅有少數的科學文獻研究任務導向訓練在改善輕度智能障礙兒童握力及功能能力改善的有效性。任務導向訓練在改善輕度智能障礙兒童的握力是有效的。所有孩童介入後的握力都發現有所改善（參閱圖 2 ）。資料顯示右手的平均改善值為 7.61±3.89，而左手則是 6.4500 ±4.07416（參閱表 2 ）。這說明任務導向訓練在改善輕度智能障礙兒童握力的有效性。此項發現和之前關於不同小兒族群運用任務導向訓練的研究相一致（Moon, 2017）。

任務導向訓練有效性可解讀為對學童們日常生活活動的相關性。透過任務導向訓練學習的技能具有普遍性，而且適用於各種情境，提供孩子們更多機會操作所學到的技能（Rameckers, 2022）。學童們也被觀察到當活動結合感官及動作元素時，他們會全心地投入並有動力學習動手做活動，提升參與度。這項研究和現有文獻在重申任務導向訓練對提升握力的有效性是相符的。

足夠的握力及良好的手部靈巧性是應付獨立校園生活需求的先決條件。60% 的學業任務需要靈巧性及良好的動作能力（Sayed 等人，2023）。全手抓握需要結合掌內外肌群的控制，操控性及靈巧性任務則需要掌內肌群控制（Jarque-Bou 等人，2021）。全手抓握取決於精確的抓握及靈巧性，這是更進步的發展並能用做神經的發展指標（Potter 等人，2006）。

本研究發現握力改善在左右手測量之間有所差異。右手握力在統計上有明顯地改善，這是大多數參加者的慣用手（參閱圖 3 ）。然而，左手（如非慣用手）則較右手的分數來得低。

雙手間的握力差異和先前研究調查握力及慣用手關係相符。這是由於慣用手在動作及功能任務上扮演關鍵角色，因為個體會更常使用他們的慣用手從事每天的各種活動（Scharoun & Bryden, 2014）。兒童在此研究中被觀察到更常使用慣用手進行任務導向訓練。因此大眾公認慣用手在多數任務中比非慣用手表現更好（Hameed, 2022）。總體而言，此研究也支持慣用手對握力影響的觀點，因為慣用手通常表現出更強勁的握力。

本研究認知到輕度智能障礙兒童在學習、執行功能、注意力、工作記憶、及動作表現上可能會面臨額外的挑戰。本著提供輕度智能障礙兒童更多合適及支援性的學習環境的目標，本研究針對研究的兒童調整認知需求及個別化任務。這讓他們在應對他們的獨特認知及動作困難時能從任務導向訓練中獲益。

結論

足夠的握力對日常生活活動的表現相當重要，在學校、社區、及家庭環境中是不可或缺的一部份。本研究發現輕度智能障礙兒童在經過六週任務導向訓練後展現提升的握力。因此，為輕度智能障礙兒童加入任務導向訓練有利於提升他們的握力及手部靈巧性。透過提供兒童們必要的工具及介入，可以提升他們的動作技能，讓他們能充分參與所有活動並促進他們融入社會。

總而言之，此研究的發現強調任務導向訓練在改善輕度智能障礙兒童握力及動作技能的潛力。這項研究意義重大，因為它補充任務導向訓練既有的知識，揭示任務導向訓練用於改善特殊族群兒童握力的潛在適用性及有效性。未來的研究可以著重於慣用手的影響，同時應該招募更多大樣本規模的左撇子研究對象以確保不同年齡族群及性別間更佳的可預測性握力模式。專業人士們應在他們的教育中納入任務導向訓練，以能更好的支持兒童發展及最終支持他們參與社會。

致謝

我們要感謝我們聯合專家的主管——Koushik Ghosh 先生的指導、持續的鼓勵及有用的指教。我們希望感謝教師們、職業治療師、語言治療師以及參與此研究的孩童們。最後，我們想感謝我們學校校長 - Angela Lee 女士在此論文撰寫期間熱情地支持及鼓勵。

HOME COLLABORATION AND FAMILY ENGAGEMENT: LEARNING SUPPORT FOR CHILDREN WITH INTELLECTUAL DISABILITIES FOR HYBRID/E-LEARNING MODALITY

家庭協作和家人參與：以複合 / 數位學習模式學習支援智能障礙孩童

Author



Kimberly Casino De Alban,
MAEd, LPT, CPMT/ Philipphines

Contact Details:
kcdealban@stphilomenaschool.edu.ph

Abstract

The Corona Virus pandemic affected everyone from all walks of life globally. It greatly affected not only the economy, our social lifestyle but it also made a huge impact on the educational system. As St. Philomena School laid the groundwork for the "new normal" of education during the pandemic, it opened a variety of opportunities to try different method of delivery of educational services to keep abreast with the ever-evolving education to foster development of children with intellectual disabilities.

The school created the HoCoFE e-learning program that factors in the home collaboration, family engagement and parental involvement as essential components to the educational and over-all progress and development of children with intellectual disabilities. This program met the criteria stated in the School Readiness Tool for e-Learning. This "new face of education", is a paradigm shift, creating a new groundwork of new teaching-learning methodologies consistent to the meaningful and purposive changes in education; how the children's brains work and how children learn in the advent fast evolving technology.

St. Philomena School established the Home Collaboration and Family Engagement otherwise known as HoCoFE Program as its flagship hybrid/e-learning system that provided quality learning resources and best hybrid and distance learning practices for our students with intellectual disabilities who are studying remotely. The said program provided e-learning experiences that promoted student engagement not only academically but also develop social relationship and interaction among peers during structured objectives and lesson-based family community-based activities. Feedback from parents stated that the program enhanced and developed students' skills to become a self-determined that taught independence at

home and outside the home.

Keywords: intellectual disabilities, home collaboration, family engagement, remote learning, e-learning, hybrid learning, self-determination

家庭協作和家人參與：
以複合 / 數位學習模式學習支援智能障礙孩童

新冠疫情影響全球各行各業的每個人。疫情不僅大幅影響經濟、我們的社會生活方式，而且也對教育體系造成巨大的影響。隨著聖菲洛梅娜學校為疫情流行期間的教育提供「新常態」基礎，也開啟多元的機會嘗試以不同方法提供教育服務，以便跟上不斷與時俱進的教育，促進智能障礙兒童們的發展。
這所學校創建 HoCoFE 數位學習計劃，將家庭協作、家人參與及家長參與包括在內做為智能障礙兒童教育和整體進展以及發展的重要組成部份。這項計劃符合數位學習學校準備工具中載明的標準。這個「教育新面貌」是一種典範移轉，為新的教學方法創造新的基礎同時符合教育範疇中有意義且有目的性的演變；兒童們的大腦如何運作以及兒童們如何在日新月異的科技中學習。
聖菲洛梅娜學校創建家庭協作和家人參與，也是 HoCoFE 計劃做為其旗艦複合 / 數位學習系統，為遠端學習的智能障礙學生提供優質學習資源和最好的複合及線上學習實作。前述提到的計劃提供數位學習經驗能敦促學生不僅只是學業上的參與，而且在有組織的目標和以課程為主的家庭社區導向活動中發展社會關係並與同儕互動。來自家長們的反饋說明這項計劃教導在家和外出的獨立性，增強並發展學生成為自主人士的技能。

關鍵字：智能障礙、家庭協作、家人參與、線上學習、數位學習、複合教學、自我決定

HOME COLLABORATION AND FAMILY ENGAGEMENT

LEARNING SUPPORT FOR CHILDREN WITH INTELLECTUAL DISABILITIES FOR HYBRID/ E-LEARNING MODALITY

Kimberly Casino De Alban, MAEd, LPT, CPMT
Co-School Administrator for Academics and Programs, Inclusion Program Specialist of St. Philomena School: Kids' Comfort Zone, Inc.,
Co-Chairperson, Advocacy and International Engagement Committee, Philippine Association for Intellectual Disabilities, Inc.
Founder, Kaibigan Ko Sila Movement, a community inclusion initiative

INTRODUCTION

Students with diverse and special learning needs like children with intellectual disabilities often experience limited access to quality inclusive educational services. As a result of their academic deficit and delays, the restrictive special day class placements that are often non-graded program placements are the expected designed placement for them along with peers who also have other developmental disabilities. Segregated from the general education population, this barrier to accessing quality inclusive educational services can be attributed to a lack of laws and policies and the lack thereof of inclusive schools in the community. Out of thirty-four registered private schools in Marilao, Bulacan, St. Philomena School: Kids' Comfort Zone, Inc., is the only private school advocating and offering inclusive education services and along with four other identified public schools in the area offering special education services, was granted government recognition for its special education and inclusion program.

The reduced access to inclusive educational services increased more notably during the pandemic. We all know that the coronavirus pandemic has affected everyone from all walks of life globally. It greatly affected not only the economy, and our social lifestyle but also it also made a huge impact on the educational system. As St. Philomena School laid the groundwork for the "new normal" of education, the huge challenge was to create a comprehensive and inclusive learning continuity plan keeping abreast with the criteria of conducting an online/distance learning upholding the social distancing principle to stay healthy and to mitigate the spread of the virus. Like what the rest of the world was doing, St. Philomena School proceeded to do a full online modality of educational service delivery to students with disabilities.

St. Philomena School still stood firm with its vision and mission and its goal to help students with disabilities become self-determined. The pandemic opened a variety of opportunities to try new set-ups of delivery of educational services. The same thing may be said about other schools. But being a special school like St. Philomena School, this was even made more challenging as it already was in the "old normal" conventional set-up.

The flagship program was designed to intensify the home collaboration and family engagement, redefining the role of the family as home learning facilitators and the home as the new learning environment.

Study Objective and Research Questions

We all acknowledge that the role of family and home to learning continuity through online distance learning for children with intellectual disabilities during the pandemic was the paradigm shift that redefine the delivery of educational services.

The purpose of this paper is to report the impact of online learning on students with intellectual disabilities supported by the Home Collaboration and Family Engagement (HoCoFE) Program at St. Philomena School.

Our research questions focused only on the pandemic lockdown period.

Research Question No. 1: How did the Home Collaboration and Family Engagement support the online learning modality of St. Philomena school students with intellectual disabilities?

Research Question No. 2: What preparation and readiness guidelines were implemented that guided home and family to provide the appropriate learning conditions and experiences needed by students with intellectual disabilities during online learning at home?

Research Question No. 3: What kind of support and transition plan is needed by home and family from the school in order to effectively facilitate learning at home?

Literature Review

Asking the family members who are most involved with the education of the students with intellectual disabilities is a good teaching practice. The principle of parent participation (Turnbull, Turnbull , & Wehmeyer, 2010) if acknowledged can lead to family-professional relationships, that motivate collaboration between school and family. It is said that schools that establish partnerships and collaborations with home and family conceivably have remarkable levels of trust and confidence that can influence morale and result in a

positive school climate.

Authentic collaborative relationship (Smith, Polloway, Patton, & Dowdy, 2014) between school and family is crucial to the development of children with disabilities in general. There are family-related factors that impact the development and progress: the attitude of the family towards the education of the child with disabilities, the amount of involvement and support in the learning development of the child, and the family culture.

Being constant observers of their children, parents can help and take an active involvement in identifying the learning needs of the child (Heward, 2009) and can teach their children and facilitate learning at home if given full support and proper training.

Improved academic achievement, school attendance, and improved classroom behavior are a few of the numerous benefits (Colarusso, O'Rourke, & Leontovich, 2013) of family involvement in schools. Regardless of family background and economic status, however, it is to be expected that parents need assistance, guidance, and support in this process. The process of collaboration between family and school has to be interactive and requires a guided style of interacting ideas, viewpoints, and contributions.

Methodologies:

The school adapted two methodologies to be able to create an impactful deployment plan for online distance learning banking on the essential support of the Home Collaboration and Family Engagement Program to its success.

The initial strategy was to comply with all the requirements mandated by the Department of Education in the conduct of online Distance Learning. The Department of Education provided a checklist tool that assesses the readiness of the school to provide online distance learning delivery modality. The tools listed the following non- negotiable minimum requirements for Online Distance Learning and were adapted by St. Philomena School as mandated by the department through D.O. 013 s. 2020. See Table 1 & 2.

Table 1: Readiness Assessment Checklist For Learning Delivery Modalities in the Learning Continuity Plan of Private Schools

	STAKE HOLDER	AREA OF READINESS	PARTICULARS	SCHOOL COMPLIANCE
1	SCHOOL	PLATFORM & SUPPORT	LEARNING MANAGEMENT SYSTEM	WELA SCHOOL MANAGEMENT SYSTEM
2	SCHOOL	PLATFORM & SUPPORT	TECHNICAL EXPERTISE TO RUN AND SUPPORT THE EDUCATIONAL PLATFORM 24.7	HIRED AN IT PERSON MAINTAINING THE GOOGLE WORKSPACE AND GOOGLE ADMINS CONSOLE
3	SCHOOL	PLATFORM & SUPPORT	EMAIL FACILITY AND DOMAIN NAME	SCHOOL DOMAIN: stphilomenaschool.edu.ph
4	SCHOOL	PLATFORM & SUPPORT	HELPDESK PERSONNEL AVAILABLE TO ANSWER ALL	HIRED HELPDESK PERSONNEL AVAILABLE 24/7 FOR ALL TYPES OF QUERIES

			PLATFORM USAGE QUERIES FROM PARENTS, TEACHERS, STUDENTS	
5	SCHOOL	CONTENT	HAS COMPLETE CONTENT IN THE LEARNING MANAGEMENT SYSTEM	ADAPTED THE MOST ESSENTIAL LEARNING COMPETENCIES (MELC) MANDATED BY THE DEPARTMENT OF EDUCATION AND FOLLOWED THE INDIVIDUALIZED EDUCATION PLAN OF EACH STUDENT. ALL INDIVIDUALIZED 'HOME DELIGHT MODULES' WERE WEEKLY UPLOADED ON SILID THE LEARNING MANAGEMENT SYSTEM.
6	SCHOOL	ASSESSMENT	ONLINE ASSESSMENT PLATFORMS	THE SCHOOL SUBSCRIBED TO FAST ASSESSMENT PLATFORM FOR ASSESSMENT. THE SILID LMS ALSO HAS ITS OWN ONLINE ASSESSMENT TOOL EMBEDDED IN THE SYSTEM
7	SCHOOL	TEACHER	TRAINING FOR TEACHERS IN ADAPTED TECHNOLOGY	THE SCHOOL CONDUCTED A TEACHER MENTORING PROGRAM TRAINING THE TEACHER HOW TO NAVIGATE AND USE ALL PLATFORMS THE SCHOOL SUBSCRIBED TO, GOOGLE FOR EDUCATION, MS OFFICE, CANVA
8	SCHOOL	TEACHER	ACCESS TO DEVICE, CONNECTIVITY TO ACCESS THE LESSON	TEACHERS WERE ISSUED LAPTOPS, GIVEN INTERNET SUBSCRIPTION ALLOWANCE, GIVEN SUBSCRIPTION ACCOUNT TO LESSON CONTENT PLATFORMS, SUBSCRIBES ALSO TO THERAP ONLINE DOCUMENTATION TO DOCUMENT IEP, ONE-ON-ONE ACTIVITIES DONE ONLINE
9	LEARNERS	LEARNERS	ACCESS TO RESOURCES TO ACCESS THE LESSONS	THE SCHOOL LENT FAMILIES DESKS, AND CHAIRS FOR USE, SENT SCHOOL KITS, IMPLEMENTED THE STRATEGIC TRANSITION AND PREPARATORY PROGRAM TRAINED THE STUDENTS INTENSIVELY TO DO ONLINE LEARNING INDEPENDENTLY OR WITH VERY MINIMAL ASSISTANCE FROM HOME FACILITATORS, EXPLAINED THE BEHAVIOR

				EXPECTATIONS, GAVE THEM STUDENT ACCOUNTS AND PASSWORDS IN ALL PLATFORMS, OFFICIAL SCHOOL EMAIL ACCOUNTS
10	PARENTS	PARENTS	WILLINGNESS TO ALLOW THEIR CHILDREN UNDERGO ONLINE LEARNING	THE SCHOOL CONDUCTED THE ONLINE SPS ifORUM, A PARENT ORIENTATION PROGRAM, THE STRATEGIC TRANSITION PREPARATORY PROGRAM, HELPING THEM TRANSITION TO ONLINE LEARNING WITH THEM AS HOME FACILITATORS, DEFINED THE KIND OF PARTNERSHIP EXPECTED TO POSITIVELY IMPACT THE STUDENTS.
REQUIREMENT TO BE IMMEDIATELY ADDRESSED BY THE SCHOOL				
11	SCHOOL		GOVERNANCE	SCHOOL THROUGH ITS iFORUM and STRATEGIC TRANSITION AND PREPARATORY PROGRAM (STPP) INFORMED PARENTS OF THE POLICIES, GUIDELINES, EXPECTATIONS AND THROUGH THE TEACHER MENTORING PROGRAM (TMP)
12	SCHOOL		CONTINUANCE	THE SCHOOL CONDUCTED REGULAR AND PERIODIC TMP AS NEEDED FOR PARENTS, LEARNERS, AND TEACHERS
13	SCHOOL		TEACHER	THE SCHOOL INFORMED THE TEACHERS THROUGH ITS TEACHER MENTORING PROGRAM (TMP) OF THE POLICIES AND GUIDELINES OF THE DEPARTMENT OF EDUCATION REGARDING CURRICULUM CONTENT, AND AVAILABLE RESOURCES
14	SCHOOL		PARENTS	THE PARENTS WERE ASSIGNED A VITAL ROLE AS HOME FACILITATORS (HOFA) WHO FACILITATE, MONITOR ASSIST AND PREPARE THE LEARNING ENVIRONMENT AT HOME FOR THE LEARNERS DURING ONLINE LEARNING

The school also complied with all the documentary requirements so we could be given the Provisional Permit to Operate the Online Distance Learning

Table 2: Documents required by the Department of Education for Online Distance Learning

1	School's Omnibus Certificate of Compliance set by DepEd in the conduct of Online Distance Learning, duly notarized
2	Certification that the school has IT infrastructure with support in the following areas, all duly notarized a. Internet service provider b. Web hosting service provider c. Technical support for learners, parents, and teachers d. Learning Management System
3	Disclosure of Essential e-learning applications and tools, duly notarized
4	Statement of Undertaking duly signed by the school administrator attesting that all courseware is readily available in the LMS
5	Detailed discussion ensuring the accessibility of e-learning platforms for users; admin, teachers, parents, learners)
6	Detailed Description of Curricula Implementation
7	Certification of Teacher Mentoring Program for teachers, duly notarized
8	Certification of an Orientation/Training Plan for parents for ODL guidelines
9	Scanned copy of school permit or gov recognition
10	Statement of undertaking that tuition adjustments were properly consulted with parents

The second strategy was establishing its Home Collaboration and Family Engagement (HoCoFE) as our flagship hybrid-learning system. It provided quality learning resources and the best hybrid and distance learning practices for our students who are studying remotely. The school complied with all the non-negotiable requirements mandated by the department targeting the following goals:

1. Provision of e-learning experiences that promotes student engagement not only academically but also develop social relationship and interaction among peers in the context of social distancing philosophy to keep safe in times of pandemic.

2. Enhancement and development of students' skills to become self-determined and productive citizens and teach them skills so they can contribute to society as its citizens.

3. Engagement of parents, caregivers, and family in their role as Home Facilitator (HoFa) as a critical factor in the development and learning of their children.

The school intensified the online iFORUM for parents, the Strategic Transition and Preparatory Program for Parents, teachers, and learners, and the Teacher Mentoring Program for the teachers, preparing them for

the paradigm shift, the new normal of education as we always say. We created our behavior expectations for Home Facilitators and learners as shown in the Figures 1 and 2.

Fig. 1.

The school's expectations from online learners: Detailed Description of Curricula implementation



Fig 2.



Results:

To report the impact of the Home Collaboration and Family Engagement Program as an essential support to Online Learning /Hybrid Learning at St., Philomena School, it affirmed the importance of parental involvement, home collaboration, and family engagement to the learning and development of students with intellectual disabilities and with other developmental disabilities. The iFORUM provided to the parents oriented them to the new procedures and their new role as Home Facilitators and with the home as the learning environment. Behavior expectations were daily observed to maintain their effectiveness as Home Facilitators.

The Strategic Transition and Preparatory Program was

a huge help to the learners with disabilities and those with other developmental disabilities, giving them maximum support in all aspects, home learning station design, and online training on navigating the platforms alongside their Home facilitators. The visual Behavior Expectations also were a huge help to remind them of how to behave during the online classes preventing as much possible all kinds of behavioral impediments.

With the school lending furniture like desks and chairs, whiteboards, and sending all essential school kits, the family was able to create a conducive online learning environment. All the preconditions designed and prepared was the essential accommodation that the students received and benefitted from.

Parents shared their daily experiences and were helpful in executing their duties as Home

Facilitators. Reports also how home facilitation of online learning affected the family dynamics since parents' schedule was also changed as demanded by their role as Home facilitators.

Nevertheless, parents have expressed how the deployment of procedures helped them, and how the implementations of platforms help them become effective Home Facilitators.

Conclusion

In conclusion, the Home Collaboration and Family Engagement program has supported the Online Distance Learning of the learners of St. Philomena School during the Pandemic. It may have demanded more time investment and commitment from them than what they expected but the end result, all students passed, completed the attendance no drop-out the entire school year, and made progress on their IEP goals and objectives.

Acknowledgment

Almighty God Always!

家庭協作和家人參與：

以複合 / 數位學習模式學習援助智能障礙孩童

Kimberly Casino De Alban，教育碩士 / 執照物理治療師 (LPT)/ 認證小兒科按摩治療師 - (CPMT) 菲律賓

介紹

多樣化及特殊學習需求學生，如智能障礙兒童經常受限於獲取優質融合教育的服務。 由於他們學業有缺陷及遲緩的關係，限制性特殊日間班級安置措施——通常是無年級計劃安置，會對他們與其他也有發展障礙的同儕進行安置。和一般教育族群隔離的關係，這個阻礙其接受優質融合教育服務的屏障，可歸因於法律及政策的缺失以及社區中缺少融合學校所致。在 34 間註冊登記於布拉干省馬禮勞市的私立學校中，聖菲洛梅娜學校：孩子的舒適圈股份有限公司是唯一一間倡導並提供包容性教育服務的私立學校，同時和此區域其他四間政府認可的公立學校一起提供特殊教育服務，並因其特殊教育及包容計劃而被政府認可。

減少獲得融合教育的服務在疫情期間變得更加明顯。我們都知道新冠疫情影響全球 各行各業的每個人，大大影響不只是經濟，還有我們的社會生活方式，同時也對教育制度 造成極大的影響。當聖菲洛梅娜學校為教育的「新常態」奠定基礎後，創造一個理解和包容學習的持續性計劃便成為一大挑戰，在維護社交距離原則以保持健康並緩和病毒擴散的同時，了解進行線上 / 線上學習領域的最新狀況。如同世上其他地方，聖菲洛梅娜學校為身心障礙學生提供全面的線上教育服務模式。

聖菲洛梅娜學校仍然堅定其願景和使命，以及它幫助身心障礙學生成為自我決定者的目標。疫情打開了各種嘗試新興教育服務傳遞方式的機會。同樣的事或許在其他學校也會提及，但作為一所像聖菲洛梅娜學校這樣的特殊學校，由於其已處於「舊常態」傳統設定中，因此使得這一切甚至更具挑戰性。

旗艦計劃被設計為增強家庭協作及家人參與，重新定義家人做為家庭學習協助者，而家做為新的學習環境的角色。

研究目標及研究問題

我們都認可家人及家的角色在疫情期間透過線上線上讓智能障礙兒童持續學習是種典範移轉，重新定義了教育服務的傳遞方式。

本論文的目的在報告聖菲洛梅娜學校家庭協作及家人參與 (HoCoFE) 計劃對智能障礙學生線上學習的影響。

我們的研究問題只著重在疫情封鎖期間。

研究問題第一題：家庭協作及家人參與如何援助聖菲洛梅娜學校智能障礙學生線上學習模式？

研究問題第二題：何種預備及準備指南被用於指導家庭及家人以提供適合智能障礙學 生在居家線上學習期間的學習情況及經驗？

研究問題第三題：家庭和家人需要哪一類的學校援助及過渡計劃以有效促進居家學習？

文獻審查

詢問參與最多智能障礙學生教育的家庭成員是很好的教育實踐。家長參與原則 (Turnbull, Turnbull , & Wehmeyer, 2010) 若能獲得認知可成為家人——專家關係，激發學校及家庭間的合作。可以說學校和家庭及家人建立夥伴關係及合作後，可想像會有顯著的信任及信心能影響士氣並帶來正面的學校風氣。

學校和家庭間真正的合作關係 (Smith, Polloway, Patton, & Dowdy, 2014) 整體而言對身心障礙兒童的發展是很重要的。影響發展和進展的家庭相關因素：家人對身心障礙兒童的教育態度、對兒童學習發展的參與和援助程度、以及家庭文化。

做為孩子的持續觀察者，家長能幫助並積極參與確認孩子的學習需求 (Heward, 2009)，同時若給予充分的援助及適當的培訓也能教導他們的孩子並在家敦促學習。

提升學業成績、學校出席率、以及改善班級行為是家庭參與學校眾多好處的其中幾個 (Colarusso, O'Rourke, & Leontovich, 2013)。然而無論家庭背景及經濟狀況如何，都希望家長們在過程中給予協助、指導及援助。家庭和學校之間的合作過程必須是互動的，並且需要一個指導互動想法、看法及貢獻的方式。

方法：

學校採用兩種方法，家庭協作的重要援助以及家人參與計劃的成功，為線上遙距學習創造一個有效運用的計劃。

一開始的策略是遵守教育部針對線上遙距學習的進行而制定的所有要求。教育部提供 一份清單工具用以評估提供線上遙距學習傳遞模式學校的準備狀況。這個由教育部頒布菲律賓教育部 2020 年第 13 條命令 (D.O. 013 s. 2020) 批准的工具列舉下列對線上遙距學習無可協商的最低要求，並由聖菲洛梅娜學校改編應用。(參閱表 1 & 2)

表 1 私立學校學習持續性計劃的學習傳遞模式準備評估清單

	利害關係人	準備範圍	具體資訊	學校合規
1	學校	平台 & 援助	學習管理系統	WELA 學校管理系統
2	學校	平台 & 援助	技術專長運作及援助教育平台	聘僱 IT 人員維護 GOOGLE 企業應用程式與協作工作（WORKSPACE）及 GOOGLE 管理控制台（ ADMINS CONSOLE）
3	學校	平台 & 援助	電子郵件設施及網域名稱	學校網域：stphilomenaschool.edu.ph
4	學校	平台 & 援助	服務台人員能回答家長、教師、學生的平台使用問題	聘僱服務台人員 24 / 7 全天候回覆各種類型問題
5	學校	內容	學習管理系統有完整內容	改編教育部批准的最必要學習能力（MELC），同時遵循每個學生的個別化教育計劃。所有個別化的「家庭快樂模組」每週會被上傳至 SILID 學習管理系統。
6	學校	評估	線上評估平台	學校訂閱快速評估平台用做評估。SILID 學習管理系統也有自己內建的線上評估工具
7	學校	教師	教師適應性科技培訓	學校進行一個教師輔導計劃培訓教師如何導覽網站，以及使用所有學校訂閱的平台——GOOGLE FOR EDUCATION, MS OFFICE, CANVA
8	學校	教師	讀取設備，連接以讀取課程	發放筆記型電腦給教師，提供網路訂閱津貼，給予訂閱帳號以進入課程內容平台，同時也訂閱 THERAP 線上文件系統記錄個別化教育計劃，線上一對一活動
9	學習者	學習者	讀取系統資源以讀取課程	學校出借桌椅給家庭使用，發送學校套件，實施策略過渡及準備計劃，加強訓練學生獨立線上學習或家庭協助者極小的協助，解釋行為期望，提供他們所有平台的學生帳號及密碼，學校官方電子郵子帳號
10	家長	家長	願意讓他們的孩子體驗線上學習	學校舉行線上 SPS ifORUM，一個家長培訓計劃，策略過渡準備計劃，幫助他們以家庭協助者身份過渡到線上學習，定義夥伴關係預期積極地影響學生
學校立即處理的要求				
11	學校		管理	學校透過其 iFORUM 和策略過渡及準備計劃（STPP），通知家長政策、指導原則、期望 以及透過教師輔導計劃（TMP）

12	學校		持續	THE SCHOOL CONDUCTED REGULAR AND PERIODIC TMP AS NEEDED FOR PARENTS, LEARNERS, AND TEACHERS 學校視需求為家長、學習者及教師舉辦定期及週期性的教師輔導計劃（TMP）
13	學校		教師	學校透過其教師輔導計劃（TMP）通知教師依據課程內容，教育部的政策及指導原則，以及可用資源
14	學校		家長	家長被指派成為家庭協助者（HOFA）這個重要的角色，協助、監控、協助及在線上學習期間為學習者準備居家學習環境

學校也遵循所有文件的要求，因此我們能被給予臨時許可證運作線上遙距學習

表 2：教育部針對線上學習所要求的文件

1	教育部為進行線上學習而制定的學校綜合合約完成證書，正式公證
2	學校有 IT 基礎設施可援助以下範圍的證書，全都正式公證 a. 網路服務提供者 b. 虛擬主機服務提供者 c. 提供學習者、家長及教師技術援助 d. 學習管理系統
3	揭示必要的數位學習程式及工具，正式公證
4	由學校管理人員正式簽署承諾聲明書，證明所有課程軟體都在學習管理系統（LMS）中隨時可存取
5	詳細討論確保使用者、管理者、教師、家長、學習者對數位學習平台的可存取性
6	課程實施詳細說明
7	教師的教師輔導計劃證書（Certification of Teacher Mentoring Program ），正式公證
8	開放線上學習（ODL）指導原則的家長新人 / 培訓計劃證書（Certification of an Orientation/Training Plan）
9	學校許可或政府認證的掃瞄文件
10	與家長適當協商學費調整承諾聲明

第二個策略是建立家庭協作及家人參與 (HoCoFE) 做為我們旗艦複合學習制度。它為線上學習的學生提供優質的學習資源，以及最佳的複合及遙距學習實施。學校遵守由教育部批准所有無可協商的要求，希望實現的目標如下：

1. 提供數位學習體驗提高學生不只是學業上的參與，同時在疫情時保持安全的社交距離原則下與同儕發展社交關係及互動。
2. 增強並發展學生的技能，成為自我決定及有生產力的公民，同時教導他們技能，讓他們能以公民身份為社會做出貢獻。
3. 家長、照護者及家庭參與擔任家庭協助者在孩子的發展與學習中是關鍵因素。學校加強了針對家長的「線上論壇 (iFORUM)」、針對家長、教師及學習者的「策略的過渡及預備計劃」(Strategic Transition and Preparatory Program)，以及針對教師的「教師輔導計劃」(Teacher

Mentoring Program)，讓他們對典範移轉，即我們一直在說的新常態教育做好準備。我們為家庭協助者及學習者創建了行為期望，如圖 1 及圖 2 所示。

圖 1 學校對線上學習者的期望：課程實施詳細說明



圖 2



結果：

為報告家庭協作及家人參與計劃做為聖菲洛梅娜學校線上學習 / 複合學習重要援助的影響，確認家長參與、家庭協作及家人參與對智能障礙及其他發展障礙學生學習及發展重要性。線上論壇 (iFORUM) 讓家長適應新程序及做為家庭協助者的新角色，同時以家作為學習環境。每天觀察行為期望以維持他們作為家庭協助者的有效性。

策略的過渡及預備計劃對身心障礙及其他發展障礙學習者有很大的幫助，提供他們全方面最大的援助，如家庭學習站設計、以及線上訓練與家庭協助者一同搜尋平台。視覺行為期望對提醒他們在線上課程期間如何表現也有很大的幫助，預防更多各種可能的行為阻礙。

藉由學校借出的家具如桌子和椅子、白板、並寄送所有需要的學校物件，家庭能打造一個有利的線上學習環境。所有設計和準備的前提是學生接收必要的調節，並能從中獲益。

家長分享他們的日常經驗，同時在執行家庭協助者的職責時很有幫助。報告也指出家庭如何促進線上學習影響家人互動，因為家長的時間表由於他們家庭協助者角色的需求而有所變動。

儘管如此，家長表示這些安排的過程如何幫助他們，以及實施的平台如何協助他們成為有效的家庭協助者。

結論

總之，家庭協作及家人參與計劃援助了聖菲洛梅娜學校在疫情期間的線上學習者，或許需要他們投資及投入遠比他們預期的更多時間，但最終結果，所有學生都通過考試，整個學年完全出席無人中斷，並且他們在個別化教育計劃的目標和目的都有所進展。

致謝

永遠全能的天主！

CASE COUNSELING PRACTICE SHARING ABOUT THE FAMILY OF THE INTELLECTUAL DISABILITY

智障人士家長個案輔導實務分享

Author



Stacey Mao / Macau

1. Introduce The family cultural background in Macau:

In Chinese traditional society, the husband/male is in charge of earning money to support the family, while wife/female is responsible for doing housework and taking care of the children. If they have a child who has special education needs, the wife/mother will be blamed.

2. The myth of the gaming culture in Macau:Is that true? Macau residents do not gamble.

3. The gamble is one way to reduce the stress of taking care of families. It's very common that the caregivers have mental illness.

4. Case Study: The Client is a housewife. She and her husband have 2 sons. As the usual Chinese families, the husband is in charge of earning money to support the economy. The mother is looking after the children. The younger son has autism. He has a lot of behavioral problems: easy to get lost; slap on his own head; It's very hard to take care the special son by the mother alone. The client was addicted to gambling. She felt relax. And then she used the deposit to gamble. At last, she owed a lot of gambling debts. When her husband knew everything, he was very angry and deciding to divorce. The client faced the losing the economic sources and husband. She had to rise the children by herself. She didn't know what she could do. And she tried to suicide.

5.Intervention: Empathy; Support; Company; Believe.

6. Macau social welfare: interdisciplinary cooperation; economic support; gambling service; finding the community resources; reached the divorce agreement with the husband(including alimony; child custody)

7. Summarize

智障人士家長個案輔導實務分享

1. 澳門家庭文化背景介紹：華人傳統社會男主外女主內，經濟依賴男性，女性負責照顧 子女；若有特殊子女，責怪女方，不願共同教養

2. 澳門的賭博文化：澳門人不賭博，不是事實（社工局澳門賭博現狀報告）

3. 賭博是減壓，如同吸毒；照顧者的壓力，壓力來自於家庭照顧，抑鬱症，有特殊子女照顧患上精神疾病的機率（文獻）

4. 個案分析：個案為家庭主婦，平日負責照顧一對子女的起居，小兒子有重度自閉症，有許多行爲問題，個案丈夫上通宵更，個案會趁子女上學時去賭場賭博，開始覺得玩得很 少，只是減壓，喜歡上這種感覺，然後越賭越大，私自挪用家中積蓄去賭博，結果賭輸之餘欠債，丈夫得知后要求離婚，且不願照顧子女，個案有自殺念頭。個案面對離婚，失去 經濟來源，子女的教養歸屬。

5. 處理方式：同理（個案的處境和面對的壓力） 支持（個案的經濟和照顧子女）陪伴（陪同 個案尋找資源和解決方式） 相信（個案有能力去處理及面對困難以及壓力）

6. 跟進方式：澳門福利方面，將部分問題跨專業合作，戒賭尋求專業機構，不責怪當 事人，同理她的處境，但澄清錯誤的行為，尋找資源支持她包括生活方面和心理層面，申 請經濟援助及公共房屋，邀請做兼職跟車保姆，填補其無所事事的狀態，與其共同理財，分配財務狀況，陪同與丈夫協商子女贍養的責任分擔。

7. 總結

COUNSELING PRACTICES IN CASES INVOLVING PARENTS OF PERSONS WITH INTELLECTUAL DISABILITY

Introduction to the Cultural Background of Families in Macao

In traditional Chinese society, males are breadwinners and females are homemakers. In other words, men are deemed to be in charge of keeping the family afloat while the females are responsible for taking care of the children. Females are to blame for any children with special needs, and males often demonstrate reluctance in raising the child as a family. Macao is Chinese-dominated society. (Traditional Culture and Modern Society – Using Macao as an Example) October 25, 1995, Guangzhou. Traditional Chinese people firmly believes in the notion of "Male Breadwinner, Female Homemaker," whereas a male is in charge of going out to earn a living while the female stays home to take care any housework. If the husband is a farmer, the most that his wife would do is to assist him with farm work, nothing more. She will not go out for leisure, let alone going out to work and earn a salary. Therefore, traditional Macao families in general rely on the husbands to earn an income, while the wives are responsible for taking care of the children as well as completing housework. Moreover, traditional Chinese families deem the expansion of their family tree and having multiple children of utmost importance. Traditionally speaking, the family business is mostly passed down to the male offspring. If a child possesses intellectual disability or physical disability, the husband will not only see such a child as an embarrassment to the family name, but also blame the wife as the cause of this. If given birth to a girl with physical defects, the husband will use it as an excuse to either divorce his wife or to have a mistress. When the husband ditches his wife and leaves his family, the wife not

only suffers from a loss of affection, she has also been cut off financially. As a result, maintaining proper living becomes a critical issue that needs to be taken care of urgently. Under the double blow and pressure, the wife will generate negative emotions, such as depression and anxiety. At the same time, because of their inability to go out for work, these wives are more prone to low self-identity and self-image, often times experiencing loneliness and helplessness. In order to minimize the pressures derived from caring for their children, some wives resort to unhealthy methods, such as start abusing drugs or become addicted to gambling. As the gaming industry in Macao is its primary source of revenue, gambling is easier for locals of Macao to get in touch with and participate in.

Macao's Gaming Culture: Macao Locals Don't Gamble?

The gaming industry is the predominant industry for the economic development of Macao. A saying exists in Macao: "Macao people don't gamble." However, the truth is, according to the "Report on A Study of Macao People's Participation in Gambling Activities 2022" commissioned by the Social Welfare Bureau: Out of the 2,033 respondents that are over 18 years old and current residents of Macao (a gambling participation rate of 30.1%), the top five gambling activities most commonly participated in Macao in the current survey in descending order were "social gambling" (15.6%), "mark six lottery" (13.0%), "Macao casino" (5.6%), "slot machine parlor" (3.0%), and soccer/basketball betting" (2.5%)(Social Welfare Bureau, 2022).

As indicated by the 2021 Population Census conducted by the Statistics and Census Service of Macao, the total population of Macao residents aged 18 or older is 568,010. Using the 0.45% gambling disorder prevalence rate obtained from the sample (the exact figure is 0.4548247823510%), it can be estimated that the number of Macao residents 18 years of age or older who may potentially have a gambling disorder is approximately 2,583.

In terms of gambling participation, the United States ranked first, at 73.0%, among all the countries/regions in the 2.6.1 chart, which is followed by Hong Kong at 61.5%, Australia with 58.7%, Singapore at 44%, the U.K. at 43.3%, and with Macao concluding the list with the lowest participation rate at 30.1% (Social Welfare Bureau, 2022).

In summary, although the gambling participation rate of Macao residents is the lowest among all other countries/regions, Macao residents still do participate in gambling, and with approximately 2,583 people having a gambling disorder (Social Welfare Bureau, 2022).

According to the statistics of counseling cases performed in 2022 by the Parent Resource Services of the "Hong Lok" Service Complex, among the cases of counseling the parents of children with learning disability, emotional/mental problems ranked as the second largest type of assistance requested (chart) following requesting help with financial problems. Primarily, parents of children with learning disability are worried about not being able to provide proper care as they themselves get older in age. Additionally, conflicts and disputes may arise between husband and wife due to taking care of children with learning disability. Moreover, these cases become significantly more complicated when gambling disorder is involved.

Case Analysis: Case subject (female, 48 years old) is a homemaker who is burdened with taking care of her two children, a boy and a girl. The boy (male, 14 years old) suffers from severe autism, with weak language skills and exhibits many behavioral problems, such as smacking his own head, yelling, or other self-stimulator behaviors. While outside, the boy may all of a sudden release the case subject's hand and rush onto the road. The husband of the case subject works at nights to provide for the family financially and rarely spends time taking care of the children, a relatively typical traditional Chinese family. The case subject would go

gambling in casinos while the children are in school. In the beginning, the case subject only gambled small amounts of money, treating it as a method of stress relief. However, the case subject soon fell in love with this feeling, and began placing increasingly larger and larger amount of bet. Soon, the case subject started using the money that she and her husband had saved up to gamble, which quickly accumulated a gambling debt. The husband asked for a divorce immediately upon finding out what she had done, and refused to take care of the children. Faced with a divorce, the loss of financial support, as well as the custody and education of the children, the case subject fostered suicidal thoughts.

Intervention Focus:

First, to access and prevent the case subject's risk of suicide;

Second, to improve the case subject's gambling disorder, assist the case subject to establish her goals in life, as well as enhance the case subject's support network.

Follow-up methods:

Support (Financial Support & Support in Taking Care of the Children)

The case subject called up a social worker late one night indicting that she wants to commit suicide. After understanding the situation, it turns out the reason for her suicide is attributed to her husband asking for a divorce. Specifically, the case subject had attempted to use suicide as an excuse to interrupt her husband's thoughts of divorce, and there was no actual act of suicide. The husband of the case subject expressed that the family savings is completely depleted as a result of the case subject's gambling addiction. In fact, they are currently more than a few hundred-thousand in debt. The husband originally had intended to use the savings to make the down payment for a bigger house,

but the husband had lost sight of the goal due to the case subject. The husband is very disappointed with the case subject. After a few days of consideration, she has decided to go for the divorce. However, the husband is now willing to pay for the tuition fees of the children and the rent. The case subject is primarily worried about the loss of financial support and paying back gambling debt after losing her husband.

Empathy (Situation and Pressure the Case Subject Faces)

The social worker understands that the case subject had lost her husband, at the same time losing her financial and emotional support, which greatly impacts her. Without putting the blame on her, it is necessary to emphasize with the case subject, clarify her erroneous behavior, point out the erroneous behaviors that she needs to reflect on and adjust, as well as make her understand that she needs to consider her children in everything she does.

Accompaniment (Accompany the Case Subject to Locate Resources and Find a Solution)

Since the case subject does not have any other friends or relatives in Macao, her family support is rather weak. During this time period, the social worker would accompany the case subject to seek resources to support her, not only to help her make ends meet, but also help her locate mental support, such as applying for financial assistance and public housing. The social worker also accompanied the case subject to seek counseling for her gambling disorder, clarifying and formulating debt repayment plans. The social worker also invited the case subject to become a part-time escort for nanny vans so as to fill up her spare time doing nothing. Additionally, the social worker assisted her with managing and distributing her finances, as well as accompanied her to negotiate the sharing of child support responsibilities with her husband.

Support (Financial Situation of the Case Subject and

Taking Care of the Children)It was not smooth sailing for the case subject during the process of gambling rehabilitation and taking care of the children all by herself. During this period, the thought of using gambling to pay off her debt quickly had sprung up again in the mind of the case subject. However, because the case subject and the social worker had established a solid rapport with one another, the case subject was able to be honest with the social worker about her thoughts. In order to assist the case subject to find self-worth and to build up her confidence, the social worker invited the case subject to participate in volunteer work, such as being an escort or taking care of children with special needs. The case subject was able to pick up various care skills from taking care of children with special needs, and was able to utilize these skills on her own child, which allowed her gain a sense of achievement. With the decrease of her debt, the case subject was also able to get her life back on track. Although she still ended up divorcing her husband, but the case subject was able to find her self-worth, and was able to find a job in a day care center taking care of children, fully returning to the society.

Believe (That The Case Subject Has the Ability to Handle and Face All the Difficulties and Pressure)

It is essential for a social worker to believe in the case subject's ability and worth. When faced with problems, the case subject may doubt his/her ability, which stems from being forced to step out of his/her comfort zone and having to re-adapt to outside changes. To the case subject, who has already spent half on his/her life inside the comfort zone, stepping out of it is a significant challenge, which can only be overcome through his/her own hard work. A social worker must discard the perception that the case subject is weak and believe that the case subject is capable of facing and overcoming the problem, and all that the case subject requires is the accompaniment, empathy, and

support from the social worker. When the case subject has a weak family support network, the social worker must provide assistance to reestablish such a safety net.

Additionally, it is imperative to have inter-professional collaborations with other social organizations. Due to the fact that the case subject has gambling behavior, professional gambling rehabilitation counseling must be sought out. Also, because the case subject has applied for financial assistance from the government, upon knowing that the case subject has gambling behavior, the social worker at the Social Welfare Bureau of Macao had arranged for the financial assistance to be claimed in-person every half a month (normally it is distributed in a lump sum via bank remittance every month) so as to prevent the case subject engaging in gambling again for having too much cash in hand. Furthermore, a self-exclusion shall be applied and enforced.

Conclusions

The scope of social work for cases where a family consists of a child with learning disability is much more complex. Aside from providing support services for the child with learning disability, the social worker might also be faced with the need to assist in: dealing with imbalance of the family relationship, parenting issues, economic hardships, or even problems associated with gambling disorder. What the social worker realizes after years of counseling cases is that the intervening method of “helping others to help themselves” does not depend on how superior the practical skills that the social worker possess, instead it relies tackling each case by adopting a people-centered approach. How to establish a professional relationship with the case subject, especially how make the parent of a child with special needs trust the professionalism of the social worker, that would be something the social worker has to work hard on. At one point in time, I used to think that my experience and professional background possesses enough merits to make a believer even out

of the toughest case subjects. In reality, however, this way of thinking, often leads a social worker down the wrong path. I had always treated face-to-face interviews as of utmost importance, until I met a mother with a child suffering from Down syndrome. She told me directly that because I am not a parent of a child with special needs, I can never truly understand how she felt the moment she learned that her child has mental issues. Despite saying that, she also said that she loved talking with me as well as completely trusts my professionalism because she saw that the way I looked at her child was one filled with love, not one with discrimination. This is the kind of recognition she long yearned for, so she felt completely at ease talking to me about the child's progress as well as to share her joys and worries without holding anything back. Her words made me fall into deep thought. Although experiences and skills are still important, but focus too much on that made us often times easily forget that the job of a social worker is to deal with people, and that everything should be handled with a people-centered approach at the basis. Start by building a professional and trusting rapport with the case subject, otherwise it wouldn't mean much for your case subject even if you have the best skillsets.

弱智人士家長個案

輔導實務分享

毛瑞墨 / 澳門

澳門家庭文化背景介紹：

華人傳統社會男主外女主內，經濟依賴男性，女性負責照顧子女；若有特殊子女，責怪女方，不願共同教養

澳門社會是一個以華人爲主導的社會。(傳統文化與現代社會——以澳門小城爲例) 1995 年 10 月 25 日，廣州；傳統中國人深信「男主外，女主內」，男子出外工作，女子就 需在家中主持家務。如果丈夫是農夫，妻子最多會幫助夫君下田耕作，不會隨便外出，更 不用說外出拋頭露面工作賺取薪金。所以，一般澳門傳統家庭都是家庭經濟依賴丈夫，妻子則負責照顧子女，主持家務。其次，中國人着重多子多孫，開枝散葉。傳統而言，家業 大多為男性繼承，如果生育了一個智力或肢體有問題的男孩，丈夫就會嫌棄，認爲是女方 造成的，如果再生育是女孩，或者都有生理缺憾，男性就會以此為藉口，選擇離婚或者包二奶 1。當丈夫離開家庭后，妻子需要面對情感的缺失，同時亦伴隨經濟來源的切斷。維生 成爲了另一個迫切需要解決的主要問題。在這種雙重打擊和壓力之下，妻子會有抑鬱，焦慮的負面情緒產生。同時，由於未能外出工作，妻子容易因此自我認同和形象低，經常出現孤獨和無助感，爲了減低這些照顧壓力，部分照顧者會選擇一些不健康的方式，例如濫藥，沉迷賭博等。作爲以博彩業為澳門主要的經濟產業，賭博對於澳門本地居民亦較易接 觸和參與。

澳門的賭博文化：澳門人不賭博？

博彩業在澳門是主要的經濟發展產業。在澳門有句俗語：澳門人不賭博。然而事實上，根據澳門社工局在 2022 年發佈關於『澳門居民參與博彩活動調查研究 2022 研究報告』 中指出了：訪問了 2,033 名 18 歲或以上之本澳居民中，博彩參與率為 30.1%，澳門居民最 普遍參與的五項博彩活動依序是“社交賭博”(15.6%)、“六合彩”(13.0%)、“澳門賭場”(5.6%)、“角子機娛樂場”(3.0%) 及“足 / 籃球博彩”(2.5%)。

據澳門統計暨普查局 2021 年人口普查資料顯示，18 歲或以上之澳門居民人數為 568,010。以樣本之賭博失調流行率 0.45%(準確數字為 0.4548247823510%) 去推估 18 歲 或以上之澳門居民可能存在賭博失調行為的人數約為 2,583 人。

在賭博參與率方面，美國 (73.0%) 為表 2.6.1 所列的國家或地區之

首，其次為香港 (61.5%)、澳洲 (58.7%)、新加坡 (44.0%) 及英國 (43.3%)，澳門 (30.1%) 則為表 中所列的最低參與率 2。

綜上所述，儘管澳門居民賭博的參與率較其他國家或地區中最低，但澳門居民亦會參與賭博，其中有 2583 人左右有賭博失調行爲 3。

根據本中心 (康樂綜合服務中心) 家長資源服務在 2022 年的個案輔導數字統計，在輔導智障人士家長的個案中，除了經濟問題外，情緒 / 精神問題為第二大求助類型 (圖表)，智障人士家長主要面對的是自己年紀漸長，擔心照顧智障人士不周；因照顧智障人士，夫妻之 間產生矛盾和爭拗等。其中一旦若牽涉到賭博失調的情況，令個案更加複雜化。

根據本中心 (康樂綜合服務中心) 家長資源服務在 2022 年的個案輔導數字統計，在輔導 智障人士家長的個案中，除了經濟問題外，情緒 / 精神問題為第二大求助類型 (圖表)，智障 人士家長主要面對的是自己年紀漸長，擔心照顧智障人士不周；因照顧智障人士，夫妻之 間產生矛盾和爭拗等。其中一旦若牽涉到賭博失調的情況，令個案更加複雜化。

介入重點：

首先評估及預防個案的自殺危機；

其次，改善個案的賭博失調行爲，

協助個案建立生活的目標，增强個案的支援網絡。

跟進方式：

支持 (個案的經濟和照顧子女)

個案有一晚深夜致電工作員表示想自殺，經瞭解后是個案丈夫提出離婚，個案試圖用自殺的理由打斷丈夫離婚的想法，沒有實際的自殺行爲。個案丈夫表示因爲個案的賭博行 爲導致家中積蓄全無，并且倒欠賭債達十幾萬元，本來丈夫是想用積蓄做首期再置換較大 的住房，但如今個案令丈夫失去目標，個案丈夫對個案十分失望，已考慮了幾日，決定離婚，不過個案丈夫願意支付子女的學費和屋租。而個案主要擔心失去丈夫后，生活經濟來源以及償還賭債的問題。

同理 (個案的處境和面對的壓力)

工作員理解個案失去丈夫，同時失去了經濟和情感的支持，對個案的打擊非常大，不責怪當事人，同理個案的處境，但澄清錯誤的行為，指出個案亦要反思和改正自己錯誤的行爲，並需要考慮年幼的子女。

陪伴 (陪同個案尋找資源和解決方式)

個案在澳門沒有其他親友，故家庭支援系統較弱，在這段期間工作員都會陪伴個案尋 找資源支持她包括生活方面和心理層面，例如申請經濟援助及公共房屋；工作員陪同個案 求助賭博失調的輔導，理清和制

訂債務的償還方案。邀請個案做兼職跟車保姆，填補其無 所事事的狀態，與其共同理財，分配財務狀況，陪同與丈夫協商子女贍養的責任分擔。

支持（個案的經濟和照顧子女） 個案在戒賭和獨自照顧子女的過程中，并非一帆風順的，個案亦曾有過想再透過博一想法儘快還清賭債，不過由於個案與工作員在此之前已建立了良好的關係，個案能夠 坦誠自己的想法，爲了幫助個案尋求自我價值，樹立自信心，工作員亦邀請個案參與義工工作，幫助做跟車保姆和看顧特殊學童的工作，個案亦從中學習到了照顧特殊人士的看顧技巧，並運用在自己的特殊兒子身上，個案亦獲得了成功感，隨著債務的減輕，個案的生 活重回正軌，雖然最後還是和先生離婚，但是個案亦找到了自我價值，並在托兒所找到一 份照顧幼兒的工作，重回社會。

相信（個案有能力去處理及面對困難以及壓力）

作爲工作員，需要相信個案的能力和價值，只是在面對問題時，個案亦會對自己的能力有質疑，這些質疑來自個案脫離過往習慣的舒適圈，要重新去適應一些外在改變，對於一個已經經歷人生一半日子的個案是具有挑戰的，亦只能靠其個人努力達成，而工作員要 拋棄個案是弱者的觀念，要相信個案是有能力解決面對問題，只是她需要工作員的同理， 陪伴，和支持，以及信任！當個案的家庭支援網絡薄弱時，工作員就要協助其重新建立這 張安全網。

此外，與其他社會機構的跨專業合作亦十分重要，因爲個案有賭博行爲，故需要尋求 專業的戒賭輔導，同時個案亦有申請政府的經濟援助，在得知個案有賭博行爲后，澳門的社工局的社工會安排其半個月領取一次現金（一般是每月用銀行轉賬方式），以防個案因擁有過多現金而又去參與賭博。同時，會申報個案限制進入賭場。

備註：

1. 包二奶 (have a concubine) “包二奶”並非一個法律概念。婚姻法上確切用語是“重婚” 和“有配偶者與他人同居”。“包二奶”通常表現為有配偶的男性以金錢、物質付給女方，雙方保持較為穩定的同居關係或較為固定的性關係，女方一般只與對方保持這種關係。嚴重的“包二奶”行為可能構成重婚，受到刑法的懲處，但大多數的“包二奶”行為沒有達 到重婚的程度。

2. 澳門社會工作局，2022 年，『 澳門居民參與博彩活動調查研究 2022 研究報告』

3. 賭博失調：指個人因賭博而引致生活範圍出現問題，例如：學業、家庭、工作、健康、 經濟及人際關係等；賭博行為甚至已達到不能自控的狀態，可能出現強迫性賭博。

PERCEPTIONS OF FILIPINO PARENTS OF STUDENTS WITH SPECIAL NEEDS ON INCLUSION

菲律賓特殊需要學生的家長們對於融合的看法

Author



Sandra Co Shu Ming/ Philippines

Abstract
In an inclusive setting, students with special needs are served in the general education classroom under the instruction of the general education teacher. Inclusive education in the Philippines is strongly advocated by the Department of Education (DepEd) as a basic service for all types of students with special needs, as supported by RA 11650. Parents are the primary advocates of these children and their views on inclusion are vital to the evaluation and improvement of inclusive education.

This paper sought to explore the perceptions of parents of students with special needs on the inclusion system within the National Capital Region (NCR). This is a quantitative type of descriptive research, using Leyser and Kirk's survey questionnaire with modifications. Frequency, percentage, mean, standard deviation and t-test were used for data analysis.

In general, parents of children with special needs believe in the benefits of inclusion for their children. Parents from the public schools were not satisfied with their child's progress in inclusive classes, while those parents from private schools were undecided about it. Parents were also unsure about the ability of the general education teacher in the inclusive classroom.

Parents generally agree that their children with special needs should be entitled to the same rights and privileges as children without disabilities.

Keywords: inclusion, Philippines, perceptions of parents

菲律賓特殊需要學生的家長們對於融合的看法

在融合環境裡，具有特殊需要的學生會被分派到普通班級接受一般教師的教導。菲律賓融合教育由教育部（DepEd）強力倡導以作為所有特殊需要類型學生的基礎服務，並得到 RA 11650 的支持。家長是這些孩子最重要的支持者，同時他們對於融合的觀點在融合教育的評估和改善非常重要。

這篇論文試圖探討國家首都區（NCR）融合體系中有特殊需要學生的家長們的看法。這是一個描述型量化類型的研究，使用調整過的 Leyser & Kirk 問卷。頻率、百分率、平均值、標準差及 t 檢定皆被用於數據分析。

一般而言，特殊需要學生的家長們相信融合為他們的孩子帶來的益處。公立學校的家長們對於孩子們在融合班級的進展並不滿意，但私立學校的家長們對此情況則猶豫不決。家長們也無法確定融合課堂裡一般教師的能力。家長們普遍同意他們具有特殊需要的孩子應該被賦予和其他非身心障礙孩子相同的權利和特權。

關鍵字：包容性、菲律賓、家長的看法

PERCEPTIONS

SANDRA CO SHU MING/ PHILIPPINES

Sandra Co Shu Ming/ Philippines

Introduction

Inclusion, as an educational approach, means educating students with disabilities in regular classrooms (Heward, 2006). Parents are the primary advocates of students with special needs. Their insights and opinions of the setting where their children learn are of great importance in evaluating the effectiveness of inclusion programs and how they maybe improved. Previous researches have shown both positive and negative perceptions of parents of students with special needs, as well as parents of those without disabilities, on inclusion. However, there is a dearth of such research on inclusion here in the Philippines. The purpose of this study therefore is to investigate the perceptions of parents of children with special needs, who come from both the public and private school sectors, on the inclusion system within the National Capital Region (NCR), Philippines.

Main Text

Related Literature and Research Problem

In an inclusive setting, students with special needs (SSN) are served in the general education classroom under the instruction of the general education teacher. Specifically, it involves offering support services to the student in the general education setting as opposed to excluding the student from the aforementioned setting and their peers. As maybe deduced, while the focus of inclusion has been about educational placement issues, there still exists no universal construct for inclusion. Fuchs and Fuchs (1994) noted that the term inclusion actually holds different meanings to different

individuals. Raguindin, et al. (2021) stated that inclusion is more than having SSN be merely physically present in the inclusive classroom. SSN maybe feel excluded because of the attitudes of the people around them.

In the Philippines, inclusion is seen by the Department of Education as a civil right, guaranteed by the Philippine Constitution in its promotion of equality of access to education. Department of Education Order No. 72 (2009) mentioned the urgency to increase the participation rate of children receiving appropriate education within the regular or inclusive classroom setting. R.A. 11650 was signed in 2022 mandating that all schools in the Philippines ensure inclusive education for learners with disabilities (Gita-Carlos, 2022).

The importance of parents in the education of their children with special needs is irrefutable. Knowing their perceptions, opinions and views on their children's inclusive education can only give people an idea if inclusion works for them, whether it has benefits or disadvantages that need to be recognized. Heward (2006) writes that parents must be involved in the design and implementation of special education services, and their inputs and wishes be considered for
lacement decisions. Understanding the reasons behind parent perceptions of inclusion may offer insight into the status of the inclusion movement (Palmer, Fuller, Arora & Nelson 2001). Information on influences on perceptions would also give school personnel creating inclusion programs a better understanding of why some parents may not be agreeable to such efforts (Palmer, Borthwick-Duffy & Widaman, 1999). Truly, parental advocacy is vital in the development of education, helping to increase quality for the future (Yssel, et al., 2007). Buysse, Skinner and Grant (2001) found that a positive

correlation exists between supportive and active parents and quality inclusive program. Garrick-Duhaney and Salend (2000) added that a strong parent-school partnership is indispensable to the success of inclusionary placements. Zinkil and Gilbert (2000) stressed that parental involvement is imperative when considering a child's educational placement.

Parents attitudes towards inclusion are inclined to be multidimensional and may be difficult to determine (Garrick-Duhaney & Salend, 2000). Grove and Fisher (1999) and Mudekunye and Ndamba (2011) added that while some parents prefer and advocate for inclusive placement, other parents favor separate placement. These mixed views are mainly based on cultural beliefs and attitudes towards children with special needs (Mudekunye & Ndamba, 2011). Ahuja and Sunish (2013) also noted that while parents may agree in principle to inclusion, their attitudes remain mixed about practices related to inclusion.

Previous research studies have produced mixed results of both positive and negative factors that arise from inclusion practices. Dimitrios, Georgia, Eleni and Asterios (2008) indicated that most parents of children with disabilities have positive attitudes toward inclusion and support the concept of mainstreaming. Bochenek,H. (2008) reported that parents of students with and without disabilities perceive that the inclusive classroom meet their children's needs; and that there exists parent support and acceptance of inclusion programming. Findings from Leyser and Kirk (2004) showed that a majority of parents (85 percent) support the general concept of inclusion, and viewed inclusion as strengthening their children's social and affective outcomes. Inclusion helps students with special needs socialize with their peers and prepare them for life in the real world. In the same study, Leyser and Kirk added that 69 percent of parents report that their children's sense of self-concept increased as a result

of inclusion. Bennett, Deluca and Bruns (1997) reported an increase in the social skills of the children with special needs. They wrote that the benefits of inclusion areas follows: an increase in academic skills, developmental skills, peer friendships and appropriate behavioral role models. Dimitrios, et al. (2008) also recognized positive social outcomes for children with and without disabilities. Palmer, et al. (2001) reported the benefit of inclusion to children with special needs becoming a member of society in general. An improvement in academic skills has also been identified by parents as a benefit of inclusion (Leyser & Kirk, 2004; Palmer, et al., 2001; Buysse, et al., 2001).

Some parents have also shown a negative view on inclusion. Some general educators have said they lacked training in how to teach students with disabilities (Fine, 2001). Compounding the problem is the increase in class size, so teachers have to teach larger groups with diverse abilities and individual needs. In Zimbabwe, parents are against inclusion because of a belief that disability may have emanated from witchcraft, and maybe contagious to other children without disabilities (Mudekunye & Ndamba, 2011). Leyser and Kirk (2004) reported that the primary areas of concern for parents of students with special needs are that their children might be harmed emotionally or experience social isolation. Many parents also fear that the individual services allotted a child with special needs might decrease in an inclusive setting (Leyser & Kirk, 2004; Palmer, et al., 2001). Palmer, et al. (2001) also found that parents are concerned about the lack of special education training of general education teachers. Bennett, et al. (1997) showed that parents are concerned about the actions of the support staff, therapists, classroom teachers and the administrators. Grove and Fisher (1999) noted that parents find the staff as lacking in knowledge about their child. Some parents

also believed that regular education classes were not accommodating enough for their child, that the teachers were overtaxed in the class, and that the regular classrooms focused on the academic curriculum and not enough on daily living skills (Elkins, van Kraayenoord, Jobling, 2003). In the Philippines, Inciong (2007) presented the impact of inclusion on regular children, citing both positive and negative consequences. The problems of inclusion of children with disabilities into general education classrooms include overcrowding and the lowering of the quality of education because of a higher pupil-teacher ratio and a higher pupil- textbook ratio. The gains however include the development of more tolerant and socially adjusted individuals who become more supportive of disabled persons. Despite all these, there remains a scarcity in the literature on the practice of inclusion within the Philippine setting, specifically for Filipino students with special needs (Raguindin, et al. , 2021; Muega, 2016).

The purpose of this study was to investigate the perceptions of parents of students with special needs on the inclusion system in the NCR. Specifically, it asks the following question:

1. How do the parents of students with special needs perceive inclusion according to Leyser and Kirk scale, in terms of:

1.1 The Benefits of Inclusion for their Child with Special Needs

1.2 The Satisfaction of the Parents with their Child's Progress in Inclusive Classrooms as Compared to in Special Education Services

1.3 Teacher's Ability in Inclusive Classrooms; and

1.4 The Rights of the Child as it Relates to the Philosophical and Legal Justification for Inclusion?

Methodology and Results

This study is a quantitative type of descriptive research. A questionnaire named "Parent Opinion about Inclusion/Mainstreaming" prepared by Leyser and Kirk (2004) was used in this paper. The 5-point Likert scale measured parental perceptions on inclusion, the child's current educational setting, satisfaction with services received and the general education teacher (Leyser & Kirk, 2004). Leyser and Kirk reported 4 factors to be considered from this instrument. They are as follows: Benefits Factor; Satisfaction with Child's Progress in Inclusive Classroom; Teacher Ability in Inclusive Classroom and Child Rights Factor. Slight modifications have been made on the instrument. This questionnaire consisted of three parts. Part 1 consisted of the demographic information of the parents of students with special needs. Part 2 had the 18-point questionnaire on a Likert-type scale. Part 3 were the open-ended questions at the last part of the instrument. The 3 open-ended questions asked for the views of the parents of SSN on inclusion, their perceived advantages and disadvantages of inclusion. Prior to use, the questionnaire was distributed to the research adviser, two experts in the field of special education, three parents of students with special needs, as well as an English teacher for validation purposes.

The respondents were 156 parents of SSN whose children were currently enrolled in an inclusive classroom in both public and private schools within the National Capital Region, Philippines. Respondents were chosen through purposeful sampling.

The questionnaires were then distributed in different ways. Some of the parents were met directly, others had the forms e-mailed, while majority received the instrument through the intercession of the special education teachers of the various schools. All instruments were then returned to the researcher. Data were analyzed for statistical significance. Frequency, Percentage, Mean, SD and T-Test were used. For the

open-ended questions, answers were analyzed for common themes.

On the benefits of inclusion for SSN, parents agreed on the benefits of inclusion. Inclusion provides SSN a chance to participate in a variety of activities. Parents were undecided if inclusion will hurt the emotional development of SSN and if parents of children without disabilities show resentment toward SSN inside the classroom. Comments from parents included how inclusion helped prepare their SSN for the real world, saying it "widens the horizon and perspective of a child with disability," Another parent wrote "magkaroon ng ibang mundo ang anakko malibansa mundo ng mga batang SPED" [for my child to have a world different from special education]. Inclusion helps SSN feel better about themselves – having a "sense of pride and accomplishment," "tiwala sa sarili" [self-confidence], "lakas ng loob" [courage], "mapakita na kaya din nila makipagsabayan sa mga regular" [to show that they can also keep up with regular students]. Benefits of inclusion included socialization - "matutong makisalamuha" [learn to socialize] "makisama" [get along with others], "makipagkaibigan" [make friends]. SSN can also participate in a variety of activities - "maging bahagi sapagguhit, pag-arte atpaglikha" [to be part of the arts – drawing, acting, creative activities]. SSN can learn about the real world - "regular kids learn that the real world include PWD & they are learning how to deal with them," "Namumulat ang mga regular kids sa mga nakapaligid sa kanila" [Regular kids wake up to the realities surrounding them]. Disadvantages of inclusion were that it could hurt the emotional development of SSN - "magkaroon ng inferiority complex dahilsa kanilang pagkakaiba" [to have inferiority complex because of their differences]. The most common theme on major disadvantage of inclusion was bullying and harassment - "emotional, physical, verbal abuse galing sa mga kaklase at guro"

[from the classmates and teachers]; "gawing utus-utusan" [being ordered around]; "pagtawanan" [laugh at them]; "sinasaktan" [hurt them]; "laging ubos ang gamit, baon at perang anakko" [always running out of his/her school materials, food, money]; "utusan ng bayan" [servant/someone always ordered around by everyone]; "parang nakakahawa ang pagiging bulagnganakko… angnakikita ay kapansanan, hindi ang kayanggawin"[It's like my child's blindness is contagious / infectious – what they see is the disability and not what my child can do]. Bullying was also reportedly done by parents of regular students – resenting SSN being in their child's classroom.

On the Filipino parents' satisfaction with inclusion, parents from public schools disagreed over their satisfaction with inclusion while the parents from private schools were undecided. Comments from parents were "difficulty catching up with the lessons as they need one-on-one mode of teaching;" "hindi kayang sumabay sa pag-aaral" [cannot catch up with the studies/lessons]; "Hindi handaang batasa pag-aaral parang hindi ponila alam kung ano ang gagawin nila." [my child is not ready for his/her lessons/studies, like he/she doesn't know what to do]. Others wrote that their children with special needs learn more modeling from regular kids, "learn more socially acceptable actions & words," SSN become "more emotionally & socially mature" Blasy (2013) reported that parent satisfaction with the placement of their SSN is fairly low.

Parents were undecided about teacher ability in the inclusive classroom. They do not believe that SPED teaching is better done by SPED teachers compared to regular teachers. Comments were "teacher doesn't know the proper handling of a kid with autism;" there is a need for special accommodations or structure adjustments in inclusive classrooms; her child was "pinabayaang nakaupo sa likod (ng klasrum)" [left seated at the back of the classroom]. Previous

studies (Palmer, et al., 2001; Elkins, et al., 2003; Blasy, 2013) highlight parental concerns about teachers' lack of expertise in handling SSN.

On the rights of SSN, parents agree that SSN have the same privileges and advantages as other children in regular schools. "Special children (be) given equal privilege & access to affordable education with regular children." Schools should give "same treatment and opportunities" for SSN. These findings were supported by Blasy (2013) who wrote that parents were supportive that inclusion is both a privilege and opportunity for SSN.

An incidental finding in this research is aside-by-side overall comparison of perceptions of parents from both the public and the private schools. A very significant difference was noted between public and private schools in two areas: satisfaction with their child's progress in inclusive classrooms and teacher ability in inclusive classrooms. This showed a difference in the perceptions of the parents, with the parents from the public schools not satisfied with their child's progress while those in private schools undecided about it. A very significant difference was also noted in teacher ability in inclusive classrooms between public and private schools. This signifies that parents from private schools had more positive perceptions than parents from public schools in terms of teacher ability.

Conclusion

Parents believed that inclusion can prepare their SSN for the real world and help them feel better about themselves. The most common advantage of inclusion is socialization. The most common disadvantage is bullying. Parents from public schools were not satisfied with their child's progress in inclusive classrooms while those from private schools were undecided or more

ambivalent. Parents of SSN were undecided about the ability of the teachers in the inclusive classrooms. While they generally agree that teachers can adapt regular classroom programs to accommodate children with special needs, they do not agree that special education teachers can teach better than regular teachers. Parents from the private schools agree that teachers sometimes fail to understand how to include students with special needs in the classroom activities, while the parents from public schools were unsure about this. A common theme noted by the parents was the ill-preparedness of general education teachers to handle children with special needs. On the rights of the child, parents generally agree that SSN should have the same privileges & advantages of regular kids, and that they should be given every opportunity to function in the regular classroom whenever possible.

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菲律賓特殊需要學生的家長們

對於融合的看法

Sandra Co Shu Ming
菲律賓德拉薩爾大學

介紹

融合，作為教育的方法，代表在普通班級中教育身心障礙學生（Heward, 2006）。家長是特殊需要學生最主要的支持者。他們對學生學習環境的見解及意見，在評估融合計劃有效性及可以如何改善方面極為重要。之前的研究顯示特殊需要，以及非身心障礙學生的家長對於融合的正反面觀點。然而，菲律賓缺乏這類融合的研究。因此本研究的目的是調查特殊需要兒童的家長們對菲律賓國家首都區（NCR）公、私立學校融合制度的看法。

正文

相關文獻及研究問題

在融合的環境裡，特殊需要學生（SSN）會被分發到一般教育班級接受一般教師的教導。具體而言，這包括在一般的教育環境中提供學生支援服務而不是將學生排除在上述環境及他們同儕之外。由此可推論，儘管融合的重點是關於教育安置議題，對融合仍未有放諸四海皆準的觀念。Fuchs 及 Fuchs（1994）指出融合一詞實際上對不同個體有不同的意義。 Raguindin 等人（2021）表示融合不僅只是讓特殊需要學生（SSN）出現在融合班級裡。特殊需要學生（SSN）或許會因為週遭人們對待他們的態度而感到被排擠。

菲律賓教育部（Department of Education）將融合視為公民權，受菲律賓憲法（Philippine Constitution）保障以提升受教育的平等性。教育部第 72 號命令（Department of Education Order No. 72, 2009）提到增加兒童在常規或融合班級中接受適合教育參與率的急迫性。2022 年簽署的 R.A. 11650（共和國法案 11650）要求菲律賓所有學校確保身心障礙學習者的融合教育權利（Gita-Carlos, 2022）。

家長對他們特殊需要孩子教育的重要性是無庸置疑的。知道他們的觀點、意見及對孩子融合教育的看法，只能讓人們知道融合是否對他們有用，至於是否有好處或壞處則需要被確認。Heward（2006）寫道家長們必須被加進特殊教育服務設計和執行中，同時安置決定需要考量他們的意見和期望。理解家長融合觀點背後

的原因或許能提供對融合運動狀態的深刻見解（Palmer, Fuller, Arora & Nelson 2001）。觀點的影響資訊也能讓打造融合計劃的學校人員更理解為何有些家長可能無法同意這樣的努力（Palmer, Borthwick-Duffy & Widaman, 1999）。家長的支持在教育發展中十分重要，有助於提升未來的品質（Yssel 等人，2007）。Buysse, Skinner 及 Grant（2001）發現在支持和積極的父母及優質的融合計劃間存在正相關的關係。Garrick-Duhaney 及 Salend（2000）補充良好的家長—學校夥伴關係對於融合安置的成功是不可或缺的。Zinkil 及 Gilbert（2000）強調當考量到孩子的教育安置時，家長的參與是極為重要的。

家長對融合的態度傾向於多面向，並且可能難以確認（Garrick-Duhaney & Salend, 2000）。Grove 及 Fisher（1999），以及 Mudekunye 和 Ndamba（2011）補充儘管有些家庭比較喜歡且支持融合安置，其他家長則喜歡個別安置。這些混合看法主要是依據文化信仰以及對於特殊需要兒童的態度（Mudekunye & Ndamba, 2011）。Ahuja 及 Sunish（2013）也表示儘管家長們可能同意融合原則，但他們對融合相關的實施的態度仍然褒貶不一。

先前研究得到對融合實行正反面因素的混合結果。Dimitrios、Georgia、Eleni 及 Asterios（2008）指出大多數身心障礙兒童的家長對主流教育的融合和支援概念抱持正面態度。Bochenek, H.（2008）表示有身心障礙及非身心障礙學生的家長認為融合教室符合他們孩子的需求；同時家長支持並接受融合計劃。Leyser 和 Kirk（2004）的發現顯示大多數家長（85%）支持融合的一般概念，並視融合為加強他們孩子社交及情感的成果。融合幫助特別需要學生和他們的同儕互動，同時幫助他們為真實世界的生活做好準備。在同一個研究中，Leyser 及 Kirk 補充有 69% 的家長表示融合增加他們孩子的自我概念感。Bennett、Deluca 及 Bruns（1997）表示特殊需要兒童的社交技能有所增長。他們寫道融合的益處如下：學業技能、發展技能、同儕友誼的增進及適當的行為榜樣。Dimitrios 等人（2008）也認可身心障礙及非身心障礙兒童正面的社交成果。Palmer 等人（2001）表達融合對特殊需要兒童成為一般社會成員的好處。學業技能的提升也被家長們確認是融合的好處（Leyser & Kirk, 2004; Palmer 等人，2001; Buysse 等人，2001）。

也有些家長對融合表示負面看法。有些普通教育學者說道他們缺乏如何教導身心障礙學生的訓練（Fine, 2001）。使問題更複雜的是班級規模的增加，因此教師必須教導更大的具有多元化能力及個人需求的群體。辛巴威的家長們反對融合，因為他們相信身

心障礙可能源於巫術，並且可能會傳染給其他無身心障礙的兒童（Mudekunye & Ndamba, 2011）。Leyser 及 Kirk（2004）表示特殊需要學生的家長關心的主要範圍是他們的孩子可能會有情感受傷或經歷社交孤立。許多家長也害怕分配給特殊需要兒童的個別服務在融合環境中可能會減少（Leyser & Kirk, 2004; Palmer 等人，2001）。Palmer 等人（2001）也發現家長擔憂一般教育教師缺乏特殊教育訓練。Bennett 等人（1997）表示家長在意支援人員、治療師、任課教師及行政人員的行為。 Grove 及 Fisher（1999）指出家長發現教職人員對他們的孩子缺乏認知。一些家長也相信常規教育班級對他們的孩子不夠通融，教師在班級內負擔過重，以及常規班級著重在學業課程，對日常生活技能不夠注重（Elkins, van Kraayenoord, Jobling, 2003）。 在菲律賓，Inciong（2007）表示融合對正常兒童的影響，舉出正反兩面的結果。身心障礙兒童在一般教育班級的融合問題包括人數過多及因為更高的師生比及更高的學生教材比例而導致教育品質低落。然而獲益的方面包括成長為更加融合和適應社會並成為更支持身心障礙人士的個體。儘管如此，菲律賓關於實行融合的文獻仍然缺乏，特別是關於特殊需要的菲律賓學生（Raguindin 等人，2021; Muega, 2016）。

本研究的目的是調查有特殊需要學生的家長對國家首都區融合制度的看法。具體而言有以下問題：

1. 根據 Leyser 及 Kirk 量表，特殊需要學生的家長如何看待融合，就以下方面來看：

1.1 融合對他們特殊需要孩子的好處

1.2 相較於特殊教育服務，家長對孩子在融合班級進步的滿意度

1.3 教師在融合班級的能力；以及

1.4 兒童的權利和融合的哲學及法律依據有關？

方法與結果

本研究是定量類型的描述型研究。一份由 Leyser 及 Kirk（2004）準備、名為「家長對於融合 / 主流的意見」問卷用於本研究。李克特氏五點量表測量家長對融合、孩子目前的教育環境、對接受到的服務及一般教師的滿意度（Leyser & Kirk, 2004）。Leyser 及 Kirk 陳述此量表需要考量的 4 個因素。這些因素如下：效益因素；對孩子在融合班級進步的滿意度；融合班級裡老師的能力以及兒童權利因素。對此量表做一些微調。這份問卷包含三個部份。第一部份包括特殊需要學生的家長人口資訊。第二部份是有 18 點問卷的李克特氏類型量表。第三部份是問卷最後部份的開放式問題。三個開放式問題詢

問特殊需要學生的家長們對融合的看法，他們認為融合的優點及缺點。在運用之前，此問卷被分發給研究顧問、兩位特殊教育領域的專家、三位特殊需要學生的家長、以及英語教師做為認證目的。

受訪者是 156 位特殊需要學生的家長，他們的孩子目前就讀於菲律賓國家首都區公私立學校的融合班級。受訪者是透過立意抽樣選出。

問卷以不同方式派發。有些家長是直接見面，其他家長經由電子郵件收到表格，而大部份家長是透過各個學校特殊教育老師取得問卷。所有問卷之後都回歸至研究者。分析數據的統計顯著性。使用次數、百分比、平均值、標準差及 t 檢定。針對開放式問題，答案以共同主題來分析。

關於特殊需要學生融合的好處，家長同意融合的好處。融合提供特殊需要學生一個機會參與各種活動。家長未能決定融合是否會傷害特殊需要學生的情感發展，以及無身心障礙學童的家長是否會對班級中的特殊需要學生表現出不滿。家長們的意見包括融合如何幫助特殊需要學生為真實世界做準備，稱其「拓寬了身心障礙孩子的眼界及觀點」，另一位家長寫道「讓我的孩子擁有一個不同於特殊教育的世界」。融合幫助特殊教育學生對自己感覺更好——擁有一種「自豪和成就感」、「自信」、「勇氣」、「展現他們也能跟上正常學生」。融合的好處包括社交——「學習交際」、「和別人相處」、「結交朋友」。特殊需要學生也能參加各種活動——「成為藝術的一部份——繪畫、表演、創造性活動」。特殊教育學生能學習有關真實世界——「普通孩子開始了解真實世界包括身心障礙人士 & 他們正學習如何與之相處」、「普通孩子在圍繞身旁的現實中醒來」。融合的缺點是它可能傷害特殊需要學生的情感發展——「因為他們的不同而有自卑情結」。融合最常見的主要缺點是霸凌及騷擾——「來自同學及老師的情緒、身體、語言虐待」；「被使喚」；「嘲笑他們」；「傷害他們」；「他 / 她的教材、食物、金錢總是用完」；「僕人 / 總是被大家使喚的人」；「就好像我孩子失明會傳染 / 是有傳染性的——他們看到的是身心障礙而不是我的孩子能做什麼」。霸凌回報也會由正常學生的家長實行——不滿特殊需要學生在他們孩子的班級裡。

關於菲律賓家長對融合的滿意度，公立學校的家長對他們的融合滿意度有不同看法，而私立學校的家長則尚未決定。家長們的意見「難以跟上課程因為他們需要一對一的教學模式」；「無法跟上學習 / 課程」；「我的孩子對他 / 她的課程 / 學習尚未準備好，像是他 / 她不知道該做什麼」。其他家長寫道他們特殊需要的孩子從普通孩子學到更多榜樣，「學習更多社會可接受的行為 & 詞語」，特殊需要學生變得「更有情感 & 社交成熟」Blasy（2013）陳述家長對他們特殊需要孩子安置的滿意度偏低。

家長未能決定關於融合班級裡老師的能力。他們不相信相較於一般教

師，特殊需要教育教學最好由特殊需要教育教師進行。意見包括「老師不知道自閉症孩子適合的應對方式」；在融合班級裡有特別調適或結構調整的需求；她的孩子「被留在教室後方坐著」。之前的研究（Palmer 等人，2001; Elkins 等人，2003; Blasy, 2013）強調家長擔憂教師缺乏應對特殊教育學生的專業。

關於特殊需要學生的權利，家長同意特殊需要學生和其他常規學校的孩子擁有相同的特權和優勢。「特殊孩子被給予和普通兒童一樣平等的特權 & 接受負擔得起的教育 」。學校應該給予特殊需要學生「同樣的待遇和機會」。這些發現獲得 Blasy（2013）的支持，他寫道家長支持讓特殊需要學生同時擁有特權與機會的融合性。

本研究附帶的一個發現是對公私立學校家長的觀點進行全面的比較。公私立學校間在兩個方面有個非常明顯的差異：對孩子在融合班級進步的滿意度，以及融合班級的教師能力。這顯示家長看法的差異，公立學校家長對孩子的進步並不滿意，而私立學校家長則尚未決定。一個非常顯著的差異也被指出的是公私立學校間融合班級裡教師的能力。這代表就教師能力而言，私立學校的家長比起公立學校家長有更正面的看法。

結論

家長相信融合能幫助他們特殊需要的孩子為真實世界做好準備，並幫助他們對自身感覺更佳。融合最共同的優點是社交。最共同的缺點是霸凌。公立學校的家長對孩子在融合班級的進步並不滿意，而私立學校的家長則未能決定或更模稜兩可。特殊需要學生的家長對融合班級裡教師的能力猶豫不決。儘管他們普遍同意教師能改造常規班級計劃以適應特殊需要學童，他們不同意特殊需要教師能比一般教師教得更好。私立學校的家長同意教師有時會無法理解如何在班級活動中將特殊需要學生納入進來，而公立學校家長對此則不確定。家長們指出一個共同的主題是一般教師的準備不足以應對特殊需要兒童。關於孩子的權利，家長普遍同意特殊需要學生應該擁有和普通孩子相同的特權及優勢，以及只要可能他們應被給予每次能在常規班級中活動的機會。

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INTEGRATING FUNDAMENTAL MOVEMENT SKILLS: A PROGRESSIVE APPROACH IN CHAOYANG SCHOOL'S PHYSICAL EDUCATION CURRICULUM

整合基礎運動技能：朝陽小學體育課程的漸進方法

Author



Nur Rasyidah Binti Andi Satria/ Singapore
Contact Details: rasyidah@apsn.org.sg

Background:

The lack of a comprehensive physical education curriculum in APSN Chaoyang School hinders students' development of Fundamental Movement Skills, limits their performance, and neglects individual skills and outdoor education opportunities. Misalignment with IEPs further compromises their overall physical development and inclusion.

Objectives:

The curriculum at APSN Chaoyang School aims to empower students with a strong foundation in FMS, promote diverse recreational activities, enhance spatial awareness, encourage an active lifestyle, foster a connection to the local environment, and address individual needs and goals through aligned IEPs.

Methods:

Chaoyang School's curriculum expands physical education beyond traditional sports, incorporating an individual skills program that introduces inline skating, cycling, and swimming. This promotes lifelong participation in diverse recreational activities. Outdoor education, including community playgrounds, parks, and camping, enhances spatial awareness, an active lifestyle, and a connection to the environment. Camping fosters personal growth, team building, and resilience development (Williams & Wainwright 2020; Lund & Tannehill 2014).

Results and Discussion:

APSN Chaoyang School's physical education curriculum demonstrated success as 80% of students completed individual skills programs, fostering lifelong participation and broadening recreational activities. Inclusive environments, aligned with IEPs, improved self-confidence, participation, and skill development.

In conclusion, APSN Chaoyang School's comprehensive and progressive physical education curriculum empowers students with a strong foundation in FMS, a diverse range of physical abilities, a sense of community connection, and the ability to excel in physical education. By integrating FMS, individual skills programs, outdoor education, and aligning with students' IEPs, the curriculum successfully promotes

students' physical development, enjoyment of physical activities, and lifelong participation in recreational pursuits.

Keywords: FMS, Progressive approach, IEP and Integration

Lund, J., & Tannehill, D. (2014). Standards-based physical education curriculum development. Jones & Bartlett Publishers.

Williams, A., & Wainwright, N. (2020). Re-thinking adventurous activities in physical education: Models-based approaches. Journal of adventure education and outdoor learning, 20(3), 217-229.

背景：

特殊需要協會朝陽小學（APSN Chaoyang School）缺乏全面的體育課程阻礙了學生基礎運動技能（Fundamental Movement Skills）的發展，限制他們的表現，並忽略個人技能及戶外教學的機會。無法和個別化教育計劃（IEP）同步進一步降低他們整體身體發展和融合性。

目標：

特殊需要協會朝陽小學（APSN Chaoyang School）的課程旨在提供學生有效的基礎運動技能（FMS）基礎、推廣多元娛樂活動、加強空間意識、鼓勵積極的生活方式、培養和當地環境的連結，並透過和個別化教育計劃（IEP）同步來處理個人需求和目標。

方法：

朝陽小學的課程將體育課程拓展至傳統運動以外，包括一項個人技能計劃引進直排輪、自行車和游泳。這樣就能促進終身參與多元娛樂活動。戶外教學，包括社區遊樂場、公園、及露營，加強空間意識、積極的生活方式還有和環境的連結。露營能培養個人成長、團隊建立以及韌性的發展（Williams & Wainwright 2020；Lund & Tannehill 2014）。

結果與結論：

特殊需要協會朝陽小學（APSN Chaoyang School）的體育課程顯示為成功，因為 80% 的學生完成個人技能計劃，培養終身參與和擴展娛樂性活動。融合的環境，和個別化教育計劃（IEP）同步，增進自信心、參與度和技能發展。

綜上所述，特殊需要協會朝陽小學（APSN Chaoyang School）的全面且漸進式體育課程提供學生有效的基礎運動技能（FMS）基礎、多元程度的身體能力、社區連結感、以及在體育方面傑出的能力。藉由整合基礎運動技能（FMS）、個別技能課程、戶外教學、和學生個別化教育計劃（IEP）同步，此課程成功地促進學生的身體發展、享受體能活動、以及終身參與娛樂性活動。

關鍵字：基礎運動技能、漸進式方法、個別化教育計劃及整合

INTEGRATING FUNDAMENTAL MOVEMENT SKILLS:

A PROGRESSIVE APPROACH IN CHAOYANG SCHOOL'S PHYSICAL EDUCATION CURRICULUM

Nur Rasyidah Binti Andi Satria
APSN Education Services Ltd- Chaoyang School - Singapore

Introduction

At the heart of APSN Chaoyang's philosophy is a deep commitment to excellence, with every student receiving a quality education in an environment where they are nurtured, understood, and celebrated. This steadfast dedication stems from understanding the transformative effect of a supportive educational setting on the life paths of students with special needs. Such an environment provides more than knowledge; it equips these students with the confidence to navigate the world beyond the school's boundaries.

Physical Education (PE) emerged as a salient domain necessitating augmentation within the academic framework of APSN Chaoyang. Analogous to other educational pursuits, PE transcends mere physical exertion, constituting a fusion of cognitive and bodily elements (Bailey, 2006). It serves as a platform wherein students refine their motor proficiencies (Gallahue et al., 2012), engage in the camaraderie of collective endeavour (Light & Harvey, 2015), and cultivate self-assurance (Biddle & Asare, 2011). Particularly for students endowed with heterogeneous learning capabilities, these encounters assume a metamorphic character, affording them the prospect of unveiling latent aptitudes and instilling a profound sentiment of achievement (Block & Obrusnikova, 2007).

The identification of extant lacunae within the PE curriculum consequently attained a paramount status in the pedagogical agenda of APSN Chaoyang (Morgan, 2017). Acknowledging that antecedent methodologies potentially required a more comprehensive or bespoke orientation to address the diverse necessities of their

students (Lounsbery et al., 2011; Lund & Tannehill, 2014), the institution undertook a dedicated endeavour. This endeavour transcended a mere curriculum overhaul, representing a paradigmatic redefinition of the perception of physical education instead.

Role of Physical Education in Holistic Development

Physical education (PE) is more than just exercise or sports; it is vital to holistic development. At its core, PE promotes physical health, enhancing cardiovascular function, muscular strength, bone density, and metabolic efficiency (Strong et al., 2005). It also aids in refining motor skills, balance, and posture (Gallahue et al., 2012), making daily activities seamless and reducing injury risks. Additionally, PE fosters cognitive growth by stimulating brain functions and improving concentration, memory, and decision-making (Tomporowski et al., 2015). It enhances problem-solving and spatial intelligence through activities like team sports strategy. Emotionally, achieving physical milestones boosts self-esteem, while the challenges teach resilience and offer stress relief (Biddle & Asare, 2011). Lastly, PE acts as a social hub where children learn collaboration, communication, leadership, and values like sportsmanship, preparing them for future interpersonal challenges (Light & Harvey, 2015).

Learning from Past Curriculum Challenges

Like Lund & Tannehill's (2014) programme, educational curricula strive for versatility and inclusivity but can encounter challenges. APSN Chaoyang's prior PE curriculum, though comprehensive, had areas of improvement. Given the diverse intellectual abilities in the school, the curriculum showed a disconnect with individualized education plans (IEPs) and needed more challenges for more proficient students. Its range of physical activities could have been more extensive, potentially constraining students from discovering activities that align with their interests and skills.

APSN Chaoyang School's Comprehensive Physical Education Framework

In the context of APSN Chaoyang School, the administration of the physical education (PE) curriculum is orchestrated by a dedicated department that undertakes an intricate exploration of diverse dimensions within student development through sports and physical activities. This collective is vested not solely in the conception of age-appropriate exercises and sports modules but also the alignment of these activities with the foundational principles of the school, namely commitment, respect, resilience, and integrity.

The department routinely engages in research and assessments to remain abreast of the most current methodologies and optimal practices in physical education. This commitment ensures that the students receive superlative and up-to-date training. Concurrently, an ongoing discourse with the students is upheld to discern their inclinations and feedback, thus fostering a fluid and receptive curriculum.

External affiliations with sports organizations, trainers, and coaches are frequently facilitated by this department, thereby ushering in novel perspectives and expertise. The department also assumes the role of custodian for safety protocols, assuring that each activity, although demanding, is carried out with the student's well-being at the forefront. Additionally, the department is deeply enmeshed in orchestrating sporting events, contests, and showcases, providing the students with opportunities to manifest their competencies and glean experiential insights.

Through the meticulous alignment of the PE curriculum with the school's fundamental principles, the department occupies a pivotal role in the comprehensive development of the students.

The foundational components of the curriculum are as follows:

Scope and Sequence: This delineates a strategic

roadmap, delineating the duration of lessons across the 40-week timeframe.
Scheme of Work by Term: This furnishes a structured blueprint for each level that educators can follow across the designated term.
Detailed Weekly Lesson Plans: These include duration, skill specifications, equipment requisites, transition orchestration, formations, instructional cues, safety protocols, and motivational techniques.
Fundamental Movement Skills (FMS) Posters: A visual reservoir engineered to direct educators and students. These vivid visual aids graphically elucidate each fundamental movement skill, serving as swift reference tools and efficacious pedagogical auxiliaries. They are amenable to downloading, printing, and displaying within classrooms or gymnasiums, reinforcing learning and ensuring a uniform pedagogical approach across all classes.
Risk Assessment Management System (RAMS): A foundational facet of the PE curriculum, RAMS certifies the safety of all activities. It outlines a structured framework for evaluating potential hazards associated with diverse physical activities and dispenses guidelines on administering and mitigating these risks. While students are actively encouraged to partake, their safety remains paramount. RAMS is especially pertinent for outdoor activities, specialized sports, and introducing novel physical activities to students.

Further, a comprehensive Individualised Education Plan (IEP) includes:

- Pre and Post Assessments: These benchmark students' skills before and after the programme.
- Task Analysis: This involves meticulously breaking down each fundamental movement or sports skill.
- Preassessment Guide: Presented in PowerPoint format, this extends a visual guide for educators.
- Proficiency Rubrics: These are stratified into beginner, developing, and proficient levels.

| Beginner: Typically necessitates curriculum access coupled with supplementary support.

| Developing: Students engage in regular PE with minimal assistance.
| Proficient: These students are potential candidates for specialized sports training in Floorball, Badminton, and Soccer.

PE IEP Goal Bank: This resource aggregates predefined IEP goals specific to physical education. Educators can use this repository to construct pertinent and tailored IEPs for individual students. This repository ensures that individualized learning objectives harmonize with the overarching curriculum while accommodating the unique needs of each student.

Individual Skills Programme (ISP)

The Individual Skills Programme (ISP) also manifests in APSN Chaoyang School. This initiative fosters recreational sports proficiencies in cycling, in-line skating, and swimming. All students are afforded avenues to achieve success and progress, irrespective of their initial skill level. The ISP imparts skills such as discipline and teamwork and catalyses the nurturing of a lifelong ardour for active living. This programme is a testament to the school's dedication to empowering students, propelling them toward becoming extraordinary individuals within and beyond the sports domain.

The introduction of the ISP, harmonized with the 2023 rollout of the Daily Living Skills for Leisure, signifies a significant advancement in augmenting the Physical Education curriculum. This programme aims to bolster the efficiency and integration of the Daily Living Skills curriculum's Leisure outcomes.

By extending upper primary students' opportunities to cultivate personal sports proficiencies, the programme fosters self-sufficiency in their engagement with these activities, even beyond the confines of the school milieu. With minimal resources, this engenders their confident participation in activities such as cycling, in-line skating, and swimming at home and in public spaces. This initiative's ramifications transcend

physical fitness, catalysing the development of self-reliance and self-assurance among the student body. These life competencies are invaluable assets that will serve them beyond their academic tenure, fostering a more healthful and active way of life.
Initiated in 2020 in response to the impediments presented by the COVID-19 pandemic, which curtailed conventional team sports, the programme was initially a limited endeavour tailored to a specific cohort. Its ensuing success prompted its expansion, encompassing the entire level in 2021.

Over the ensuing years, the programme's evolution persisted as more individual skills were introduced to captivate the interest of the upper primary students. The positive response and expansion of the programme have been noteworthy, bestowing upon students a rich assortment of physical activities while concurrently nurturing their evolution and holistic well-being. Throughout this journey, the potency of adaptability and the profound impact of inclusive opportunities in fostering student thriving have been profoundly evident.

Our 30-week swimming programme stands as a model of individualized outcomes for each student. Before initiation, an assessment is conducted to gauge their capacities, facilitating their placement within the appropriate group. Competent instructors, specially trained for the task, lead the sessions, offering tailored instruction to cultivate swimming skills. The programme emphasizes safety and progress, ensuring a gratifying and supportive experience for all participants.

Conversely, our 4-6 session programme uses a checklist-driven framework for cycling and in-line skating—every session home on specific proficiencies, with the checklist serving as a metric to monitor student advancement. Expert instructors guide

participants through the rudiments of cycling and in-line skating, underscoring requisite safety measures and techniques. The checklist assumes the mantle of a valuable tool, overseeing their accomplishments and guaranteeing a structured and systematic learning journey. As the programme draws close, students emerge fortified with enhanced confidence in their abilities. This is particularly notable in their refined cycling and in-line skating prowess, resulting in a more fulfilling and satisfying engagement in physical activities.

Findings

The APSN Chaoyang School identified the necessity to enhance the functionality of its physical education programme for its students. A recent comprehensive survey conducted among teachers shed light on the efficacy of the school's approach to teaching Fundamental Movement Skills (FMS) and its broader impact on student advancement.

Success in Skill Development: At the core of the survey's outcomes lies the substantial satisfaction expressed by teachers regarding the school's physical education curriculum. Approximately 92% of the surveyed teachers indicated being either satisfied or highly satisfied with the programme's influence on students' proficiency in in-line skating, cycling, and swimming. The abstract further substantiates this strong endorsement, which reports that 80% of students effectively completed individual skills programmes. These statistics underscore the curriculum's efficacy in nurturing essential abilities, ensuring students acquire the fundamental techniques for various sports and recreational activities.

Sustained Engagement and Enrichment of Leisure Activities: The physical foundation established at APSN Chaoyang School has implications that extend beyond the confines of the school environment. With

96.4% of teachers noting discernible improvements in fundamental motor skills like running, throwing, and rolling, it stands to reason that such competence would inspire students to perpetuate their involvement in these activities. The continuity of such engagement is vital for physical well-being and the broader enrichment of leisure activities that these skills unlock.

Alignment with Individualized Education Plans (IEPs): Ensuring equitable opportunities for all students, regardless of their initial physical or cognitive capabilities, is paramount. The responses from teachers, reflecting this ethos with a noteworthy 69%, shed light on how the curriculum, in collaboration with Individualized Education Plans (IEPs), positively impacts students with diverse needs, ranging from physical limitations to attentional constraints. Teachers discussed the challenges inherent in educating such students and showcased the school's commitment to devising solutions through customized approaches, equipment modifications, or personalized interventions. This underscores an environment that profoundly considers the distinct requirements of its students, potentially synergizing with IEPs.

Enhanced self-confidence, Participation, and Skill Acquisition: A recurrent theme in the survey was the evident enhancement in students' skill acquisition, mainly when instructions were presented step-by-step. As students hone these skills, it is plausible to infer that their self-confidence experienced a boost, leading to heightened participation. When students feel competent, their inclination to actively and enthusiastically participate naturally increases, further solidifying their learning experiences.

Long-term Benefits of a Progressive Curriculum:
The dividends of the curriculum extend well beyond the years spent in school. Graduating students will evolve into adults who inherently value an active lifestyle, a trait of significant importance in today's largely sedentary world. Exposure to diverse activities ensures

they find physical pursuits that resonate with them, diminishing future health risks. Moreover, as they cultivate essential skills like teamwork, adaptability, and resilience through our comprehensive physical education programme, they enrich their personal lives and position themselves favourably within various professional spheres.

With a solid foundation in physical education, we nurture the hope that our students will possess the requisite skill set to excel in their personal and professional lives and thrive in national and international disability sports competitions as they grow older. This curriculum equips them with the tools to confidently enter the realm of adaptive sports, showcasing their abilities on a broader stage. Through a holistic approach to education, APSN Chaoyang School is shaping capable individuals and fostering the potential for remarkable achievements in disability sports.

Conclusion

In conclusion, APSN Chaoyang School's unwavering commitment to excellence resonates with its educational philosophy, where every student is nurtured, understood, and celebrated. This commitment is underscored by a profound understanding of the transformative impact that a supportive educational environment has on students with special needs. The school's dedication extends beyond disseminating knowledge; it empowers students with the self-assurance and capabilities to navigate the world's complexities beyond the school's confines.

Recognizing physical education (PE) as a pivotal realm for enhancement, APSN Chaoyang embarked on a mission to redefine its PE curriculum. This endeavour extended beyond curriculum modification; it aimed to reshape how physical education was conceived, making it an integral, enjoyable, and enriching part of each student's journey.

The significance of physical education transcends mere exercise, encompassing holistic development. PE enhances physical health, including cardiovascular function, muscular strength, and metabolic efficiency, and sharpens motor skills, balance, and cognitive functions. Emotionally, it boosts self-esteem and fosters resilience, while socially, it nurtures teamwork, communication, and values like sportsmanship.

Addressing gaps in the previous PE curriculum, APSN Chaoyang established a comprehensive framework orchestrated by a dedicated department. This department aligns with the school's core values and is committed to research, assessment, safety, and collaborations with external organizations. The department plays a pivotal role in students' comprehensive development by aligning the curriculum with these principles.

The curriculum's individualized components, including the Scope and Sequence, Scheme of Work, and Individualized Education Plan, ensure tailored learning experiences. The Individual Skills Programme (ISP) further augments students' self-sufficiency and confidence, promoting active living beyond the school premises. The success and growth of this initiative underscore the power of adaptability and inclusion in fostering student thriving.

Survey results reflect the curriculum's success, as observed improvements in students' motor skills, participation, and skill acquisition demonstrate efficacy. By addressing individual needs and leveraging tailored approaches, the curriculum promotes equitable opportunities for all students.

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整合基礎運動技能：

朝陽小學體育課程的漸進方法

Nur Rasyidah Binti Andi Satria - 新加坡

介紹

特殊需要協會朝陽小學的哲學中心是對卓越深切的承諾，每位學生在一個培育、理解及鼓勵他們的環境中接受優質教育。這個堅定的奉獻精神源自於理解特殊需要學生人生道路上支持教育的變革性影響。這樣的環境提供的遠不僅止於知識，讓這些學生們在充滿信心的狀況下準備好在學校之外的世界航行。

體育（PE）在特殊需要協會朝陽小學的學科架構中是一個明顯需要加強的領域。和其他教育追求類似，體育超越單純的身體運動，組成認知和身體元素的融合（Bailey, 2006），能改善學生的動作能力（Gallahue et al., 2012）、吸引志同道合的人一起努力（Light & Harvey, 2015）並培養自信（Biddle & Asare, 2011）。尤其對天生具有多樣化學習能力的學生，這些遭遇具有一種變質性的特色可提供他們發掘潛在才能和培養強烈成就感觀點的前景。

在特殊需要協會朝陽小學的教育學程中，首要任務是辨識體育課程現有的缺漏（Morgan, 2017）。認知到先前的方法可能需要更多全面性或客制化目標以應對他們學生多樣化的需求（Lounsbery et al., 2011; Lund & Tannehill, 2014），此機構開始全心地投入。這個努力遠不止於課程改造，還代表體育概念的典範再定義。

體育在全面性發展中的角色

體育（PE）不只是單純地健身或運動，而是對全面性的發展都很重要。在其核心概念中，體育可促進身體健康、增強心血管功能、肌力、骨骼密度以及基礎代謝率（Strong et al., 2005），也能幫助改善動作技能、平衡感及姿勢（Gallahue et al., 2012），使日常活動順利進行並減少受傷風險。此外，體育藉由刺激大腦功能促進認知成長，並提升專注力、記憶及決策力（Tomporowski et al., 2015），透過像是團體運動策略等活動加強解決問題和空間能力。就情緒上而言，在肉體上獲得成就會提高自信，因為挑戰會帶來韌性並紓解壓力（Biddle & Asare, 2011）。最後，體育扮演社交中心的角色，孩子們能學到合作、溝通、領導力以及像運動家精神這類的價值觀，為他們面對未來人際關係的挑戰做好準備（Light & Harvey, 2015）。

從過往課程挑戰中學習

如 Lund 及 Tannehill (2014) 的計劃一般，致力於多功能性和融合性的教育課程，卻還是會遇到挑戰。特殊需要協會朝陽小學之前的體育課程，雖然是全面性，還是有地方需要改進。基於學校智力能力的多元化，課程內容和個別化教育計劃（IEP）無法同步，同時更熟練的學生需要更多挑戰。它的體育活動範圍應該要更廣泛，因為這可能會限制學生發現符合他們興趣及技能的活動。

特殊需要協會朝陽小學的全面性體育架構

在特殊需要協會朝陽小學裡，體育（PE）課程的管理是由一個專責部門負責透過運動及身體活動對學生多元化面向發展進行複雜精細的探究。這個共同努力不只是具有適齡運動和運動模組的概念，同時這些活動也和學校基本原則相符，也就是承諾、尊重、韌性及正直。

這個部門會定期研究及評估以了解體育最新方法及最佳做法。這個承諾確認學生們能接受最好和最新的訓練。同時，和學生們持續的對話能了解他們的傾向及反應，進而促成一門流暢且學生樂於接受的課程。

此部門經常促成和外部運動組織、訓練員及教練等的聯繫，從而引入新觀念及專業知識。這個部門也擔任安全儀式的監管人，確保每個活動，儘管費時費力，將孩子的幸福感放在首位。此外，此部門深入安排運動活動、賽事以及成果展，提供學生展示能力和辛苦收集經驗見解的機會。

透過將學校基本原則和體育課程嚴謹地結合，此部門在學生全面性發展中扮演至關重要的角色。

課程基礎組成成份如下：

範圍與順序：描繪出一個策略藍圖，勾勒橫跨 40 週的課程架構。

依學期的工作主題：這為每一階段提供一個教育工作者在指定學期內能依循的結構性藍圖。

詳盡的每週課程計劃：這包括持續時間、技能規格、設備要求、過渡安排、編排、教學提示、安全儀式及激勵技巧。

基礎運動技能（FMS）海報：打造視覺庫用以指導教育工作者及學生。這些生動的視覺資料可作為即時參考工具及有效的教學輔助，

能以圖像方式協助闡明每個基礎運動技能。

風險評估管理系統（RAMS）：做為體育課程的其中一個基礎部份，風險評估管理系統（RAMS）會對所有活動的安全性執行認證，描繪出一個結構性的架構評估各種體育活動相關的潛在危險，同時對管理和減緩這些風險提出指導原則。儘管學生被積極鼓勵參與活動，他們的安全依然是首要考量。風險評估管理系統（RAMS）在戶外活動、專門運動以及介紹學生新的體育活動特別重要。

此外，一項全面的個別化教育計劃（IEP）包括：
• 計劃前及計劃後評估：這些評估會以計劃前後學生的技能做為衡量標準。
• 任務分析：這包括精細分解每個基礎運動或運動技能。
• 事先評估準則：以 PowerPoint 簡報形式呈現，這為教育工作者提供視覺指導準則。
• 熟練說明：分為初學者、發展中及精通程度。
| 初學者：通常需接受必修課程及額外支援。
| 發展中：學生在極少的協助下參與正常體育課程。
| 精通：這些學生是軟式曲棍球、羽球及足球等專門運動訓練的潛在候選人。
體育個別化教育計劃目標銀行：這個資源匯集了專為體育預先設定的個別化教育計劃（IEP）目標。教育工作者能運用這個智庫為個別學生進行相關及量身打造的個別化教育計劃。這個智庫確保個別化學習目標雖然依每位學生獨特需求而制定，但仍和整體課程維持一致性。

個別技能計劃

個別化技能計劃（ISP）也出現在特殊需要協會朝陽小學。這個方式培養休閒娛樂運動如自行車、直排輪及游泳。無論學生開始的技能程度如何，學校都會提供方法讓他們得以成功和進步。個別技能計劃傳授如紀律和團隊合作等技能，並推動促進終身積極生活的熱情。這項計劃是學校投入賦予學生權力、推動他們在運動領域內外成為傑出個體的證明。
個別化技能計劃（ISP）的介紹和 2023 年推出的日常生活休閒技能（Daily Living Skills for Leisure）一致，標示在增強體育課程方面的重大進展。這項計劃旨在加強日常生活技能課程中休閒成果的有效性及整合度。

透過培養個人運動專長來拓展中高年級學生的機會，此計劃藉他們參與這些活動，甚至是學校範圍外的活動，培養他們的自立精神。

在極少資源的支持下，讓他們有自信地在家或公開場合參與如自行車、直排輪及游泳等活動。這種方式的結果超越體適能，促成學生身體自力自強及自信的發展。這些生活能力是無價的資產，在畢業後仍將繼續存在，促進更健康及更積極的生活方式。
開始於 2020 年，為因應新冠疫情期間阻礙限制正常的團體運動，這項計劃開始有限的嘗試為特定團體量身打造活動。隨之而來的成功促成擴張，進而在 2021 年時包括所有程度的個體。

接下來的幾年裡，這項計劃持續進化納入更多個人技能以培養中、高年級學生的興趣。值得注意的是計劃的正面回應及拓展，在提供學生豐富多采的體育活動的同時，也促進他們發展及整體幸福感。在這個旅程中，適應性力量及融合性機會對培養學生茁壯的深遠影響是顯而易見的。

我們為期 30 週的游泳計劃是每位學生個別化成果的模範。在開始計劃前，會進行一項評估測試他們的能力，將他們安置於適合的團體。專為這項任務培訓的合格教練會帶領課程，提供量身訂制的指導以培養游泳技能。這項計劃強調安全及進展，確保所有參加者有滿意且支持性的體驗。

反之，我們 4-6 課程計劃在自行車及直排輪課程上採用清單為主架構 - 每一堂課著重在特定的熟練程度，運用清單做為衡量標準監控學生的進度。專業教練透過自行車及直排輪的基本技巧，強調必要的安全方法及技巧來指導參加者。清單做為一個有價值的工具，用以監督他們的完成率並保證一個結構化及系統化的學習旅程。當計劃時間臨近時，學生會加強訓練增加他們能力的信心。這在他們精進的自行車及直排輪高超技能中特別引人注目，也讓他們對體育活動更滿足及滿意。

發現

特殊需要協會朝陽小學確認提升其學生體育計劃功能性的必要性。最近對教師進行的一項全面調查，為學校對教學基礎運動技能（FMS）的成效及就學生進展更廣泛的影響做出解釋。

技能發展的成功：調查結果的核心顯示教師們對學校的體育課程表示很大程度的滿意。大約有 92% 受訪教師對計劃在學生直排輪、自行車及游泳的影響顯示滿意或高度滿意。摘要則進一步證實這個強力的認可，報告顯示 80% 的學生有效地完成個別化技能計劃。這些統計數據強調課程在培養基本能力，確保學生在各種運動及休閒娛樂活動獲取基礎技巧的成效。

持續的參與及豐富的休閒活動：特殊需要協會朝陽小學建立的體育基礎其影響已延伸至學校環境之外。有 96.4% 的教師表示在基礎運動技能如跑步、投擲及翻滾有明顯的改善，這解釋這種能力會激勵學生持續投入這些活動。像這樣持續的參與對身體健康，以及解鎖這些技能繼而參與更廣泛豐富的休閒活動十分重要。

聯合個別化教育計劃（IEP）：無論開始的身體或認知能力如何，確保所有學生機會平等是首要目標。教師們的回應，明顯有 69% 反映此一觀念，解釋課程如何與個別化教育計劃（IEP）協作，並對從身體限制到注意力限制的多元化需要學生的正面影響。教師們討論教育這類學生既有的挑戰，並展示學校藉由客制化方法、設備更新、或個別化介入設計解決方案的承諾。這強調一個深刻地考量學生獨特需求的環境，可能與個別化教育計劃（IEP）協作。

增進自信心、參與度及技能學會：在調查中反覆出現的主題是學生的技能學會有明顯的進展，主要是當教學為逐步呈現。隨著學生磨練這些技能，可以推論他們的自信心增長，進而導致參與度提高。當學生感到能力足以勝任，他們積極熱情地參與傾向自然的增加，進一步鞏固他們的學習經驗。

漸進式課程的長期好處：
課程帶來的回報遠超出在學校的歲月。畢業的學生成為保有積極生活方式價值觀的成人，在今日缺乏運動的世界是非常重要的特徵。探索多元化活動讓他們找到適合自己的體育運動，減少未來的健康風險。此外，當他們透過我們的全面體育計劃培養基本技能如團隊合作、適應性及韌性，他們豐富了自己個人的生活，並讓自己處於各種專業領域的有利位置。

在體育的穩固基礎下，我們希望學生擁有必要技能讓他們在個人和專業生活有優越表現，且當年紀漸長時能在國內及國際身心障礙運動比賽中蓬勃發展。這個課程提供他們自信地進入適應性運動領域的工具，在更廣闊的舞台展現他們的能力。透過全面的教育方式，特殊需要協會朝陽小學正在塑造有能力的個人，並培養其在身心障礙運動中取得卓越成就的潛力。

結論

總之，特殊需要協會朝陽小學的對卓越堅定的承諾和其教育哲學不謀而合，在這裡每位學生都獲得培養、理解及讚美。這個承諾是透過支援性教育環境對特殊需要學生轉變的影響的深刻理解來強調。學校的奉獻遠超過傳播知識，賦予學生能夠有自信地航向學校以外複雜世界的能力。

認知到體育（PE）是提升的關鍵領域，特殊需要協會朝陽小學開始重新定義體育課程的任務。這項努力超越了課程的修正，旨在重塑體育要如何被設計，使其成為每個學生旅程中不可或缺、令人愉快以及豐富的部份。

體育的重要性不僅只是運動，還包括全面的發展。體育促進身體健康，包括心血管功能、肌力及新陳代謝效率，同時提升運動技能、平衡感以及認知功能。情緒上可提升自信及培養韌性，而在社交上則能促進團隊合作、溝通還有如運動家精神的價值觀。

為因應先前體育課程的缺口，特殊需要協會朝陽小學建立一個完整的架構由一個專責部門規劃管理。這個部門和學校的核心價值觀相一致，並且致力於研究、評估、安全以及和外部機構合作。此部門透過和這些原則一致的課程在學生的全面發展方面扮演關鍵的角色。

課程的個別化部份，包括範圍及順序、工作主題及個別化教育計劃，確保量身定制的學習經驗。個別化技能計劃（ISP）進一步地提升學生的自立和自信，增進學校之外的積極生活。這個方法的成功及成長強調了適應性的力量及培育學生茁壯的融合性。

調查結果反映課程的成功，當觀察學生的動作技能、參與度及技能學會的改善說明其成效。經由處理個人需求及運用量身訂制方法，課程促進所有學生的平等機會。

SOCIAL SUPPORT SYSTEM FOR PEOPLE WITH PROFOUND INTELLECTUAL DISABILITIES IN KOREA : CHALLENGE AND IMPLICATIONS

極重度智能障礙者在韓國的社會援助制度：挑戰和影響

Author



Kim Mi Ok/ Korea
E-mail: kmiok@jbnu.ac.kr

Abstract

Recently, the need for social support systems for parents with children with profound intellectual disabilities has become a social issue, such as suicide after child murder in Korea. Until now, people with profound intellectual disabilities have not been considered as important policy targets in Korea, and accordingly, the social support system for them has been very insufficient. As a result, the family was almost responsible for their burden of care. And the population size was not calculated, so basic data for the implementation of the system were not secured. Accordingly, this study attempted to reveal the reality they are facing using a mixed methodology and make suggestions for political suggestions. The contents of the study for this are as follows. First, the concept definition of profound intellectual disabilities was proposed through literature research and stakeholder focus group interviews methods. Second, based on this concept definition, a 21-year national survey on the actual condition of people with intellectual disabilities(the Ministry of Health and Welfare) was analyzed to estimate the size of profound intellectual disabilities population and to identify its characteristics. Third, the qualitative research method was used to reveal the harsh reality of life faced by intellectually disabled people and their families. Through these research process, this study identified the challenges faced by the lack of social care faced by people with profound intellectual disabilities and their families in Korea, and proposed practical and political implications.

Key words: social support system, profound intellectual disabilities and their family

文章摘要

最近，有極重度智能障礙孩子的家長們對社會援助制度的需求成為社會議題，如在韓國殺害小孩後自殺。至今為止，極重度智能障礙人士在韓國都未被認為是重要的政策目標，也因此，為他們提供的社會援助制度非常匱乏。這一結果導致家庭幾乎要全力承擔照護的重擔。同時相關人口規模未被計算，因此制度執行的基本資料也不可靠。有鑑於此，本研究試圖應用混合方法論揭示他們正面臨的事實並提出政治建議。針對此主題的研究內容如下。第一，透過文獻研究和利害關係人焦點團體訪談方法提出極重度智能障礙的概念定義。第二，基於這項概念定義，分析一項長達 21 年的智能障礙人士實際情況國家調查（衛生福利部）以估算極重度智能障礙人口規模，並確認其特性。第三，應用量化研究方法揭示極重度智能障礙人士及其家人所面臨的艱困生活事實。透過這些研究方法，本研究闡述極重度智能障礙者及其家人在韓國面臨缺乏社會照護的挑戰，並提出實際和政治影響。

關鍵字：社會援助制度、極重度智能障礙及其家人

SOCIAL SUPPORT SYSTEM FOR PEOPLE WITH PROFOUND INTELLECTUAL DISABILITIES IN KOREA : CHALLENGE AND IMPLICATIONS

Kim Mi Ok/ Korea
E-mail: kmiok@jbnu.ac.kr

1. Introduction

The welfare environment for people with disabilities has undergone significant changes in recent years. As the focus shifted from a protection paradigm to the need for active support systems beyond those that merely emphasize rights-based approaches, the demand for establishing support systems tailored for disabled people based on their needs is increasing.

As of the end of December 2022, the total number of registered disabled persons in South Korea was estimated at 2,652,860. Out of that amount, 263,311 (9.9%) were people with intellectual and developmental disabilities (IDDs). The number of people that are classified with IDDs has been steadily increasing every year since 2011, when the percentage of people with IDDs was estimated at 7.28% (Ministry of Health and Welfare internal data, 2023). 76.8% of people with IDDs require close supervision and assistance from caregivers, with 68.5% of them being cared for by their parents (Korea Employment Agency for Persons with Disabilities, 2021). The average age of primary caregivers was 56.6 years old, and at least 70% of children with IDDs continue to live with their parents even after they become adults (Korea Institute for Health and Social Affairs, 2021). In addition, there has arisen the recent phenomenon involving parents of children with IDDs committing suicide after killing their children, raising questions about the causes of such problems and the need for social alternatives. The severity of such issues is growing, as families of people with profound IDDs, such as those exhibiting challenging behavior, face extreme caregiving stress due to the lack of appropriate support systems and the need for parental care (Kim, M., et al., 2020:2023).

As a result of all this, there is an increased demand for establishing a 24-hour care support system for people with IDDs. People are also realizing the significance of establishing social support systems for people with profound IDDs, as the government's national tasks include the development of a 24-hour care model for people with this classification. Under the Act on Guarantee of Rights of and Support for Persons with Developmental Disabilities, which was revised on May 22, integrated care services for people with profound IDDs will be implemented on June 24. Therefore, effective support models should be developed as soon as possible.

With this background, this study aims to derive the scale and implications of people with profound IDDs based on developing a consensus on the definition of profound IDDs, which has not yet been established in Korea. We hope this study will contribute to systematically preparing social care support systems for people with profound IDDs and their families to ensure their social inclusion and quality of life.

2. Definition of Profound IDDs

1) Research methods

The following research methods were used to provide a clear definition of profound IDDs. First, literature about the definition of profound IDDs in Korea and other countries was reviewed. This literature was source from Korea, the United States, the United Kingdom, Germany, and Japan. Second, we conducted focus group interviews with academics, field experts, and parents. Third, the administrative definitions of profound IDDs were examined in related projects. Based on the findings of this study, the defining criteria for profound IDDs and its conceptual diagram are presented below.

2) Defining criteria for profound IDDs

Based on the findings of the above research methods, the following three criteria should be considered when formulating a definition of the concept of profound disability. First, because of the characteristics of

profound disability, the aspect of 'significant functional impairment' cannot be ignored. Therefore, it is necessary to consider significant factors related to functional impairment. Certain factors that need to be considered are the daily life, communication, and behavior (particularly the presence of challenging behavior) of the individuals in question. These are the primary components that reflect both the unique attributes of developmental and profound disabilities. Second, according to recent changes in the supported paradigm, the concept of profound disability needs to be defined based on the 'need for support' rather than simply being based on the level of disability. The need for support should be a criterion for determining severe or profound disability and should be integrated with the appropriate level and type of support. This means that for people with profound IDDs, the level and type of support should be determined according to the specific needs of the individual in question. Accordingly, we should consider different support systems, such as those that focus on daytime activities or those that focus on 24-hour care. There is also a need for personalized services, where medical and environmental factors are both taken into consideration. Third, the occurrence and level of multiple disabilities is another factor we need to consider in defining profound IDDs. As shown in Fig. 1 below, this is an additional factor that should be considered, meaning that the occurrence and severity of multiple disabilities must be considered in defining profound disability, but these are of secondary importance rather than being essential elements of the diagnosis.

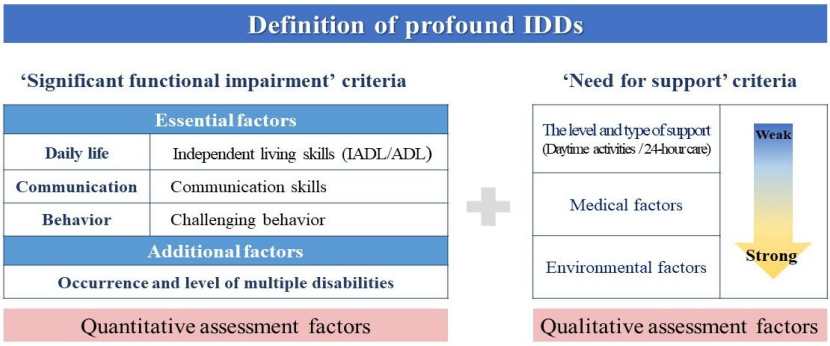


Figure (1) Defining criteria for profound IDDs

Fig. 1 shows that the definition of profound IDDs requires three components that need to be considered simultaneously: significant functional impairment (involving an individual's daily life, communication, and behavior) as an essential element for classification, and the presence of multiple disabilities (with their occurrence and level) and the need for support as additional elements. The reason for this is that the definition of profound IDDs is a concept with a complex nature.

3) Conceptualizing the definition of profound IDDs

Fig. 2 shows a more practical conceptual diagram of profound IDDs based on the elements above.

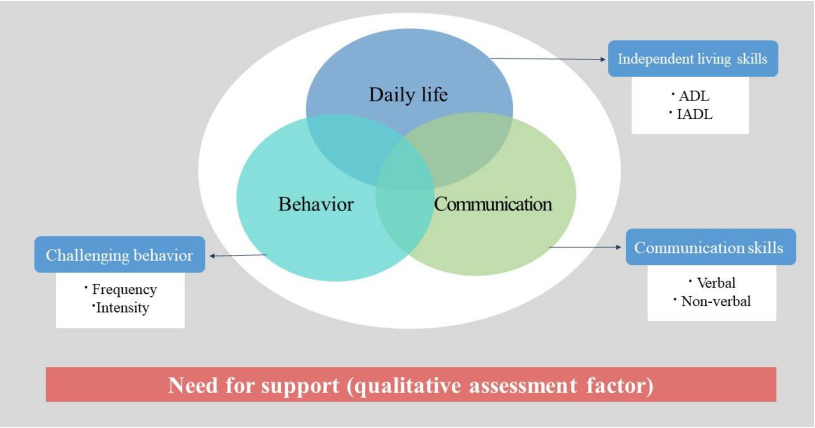


Figure (2) Conceptual diagram of the definition of profound IDDs

To be more specific, the following factors should be considered. First, we should review the activities of daily living(ADL) and the instrumental activities of daily living (IADL) to examine an individual's independent living skills. Including the ADL and IADL into the assessment of individuals with IDDs allows us to consider multiple disabilities, including developmental disabilities and physical disabilities (e.g., brain lesion disorders). Second, communication skills refer to the level of communication ability an individual has. This includes both verbal and non-verbal communication. Due to the nature of

developmental disabilities, communication skills (which reflect the competence of the individual in question) are a means for measuring cognitive impairment and are a significant indicator of the real-world challenges faced by many people with developmental disabilities. Therefore, in defining profound IDDs, communication skills are more than merely just a criterion for determining the severity of a disability and are closely related to developing individualized support plans. Third, behavior refers primarily to challenging behavior, one of the most prominent factors when presenting the difficulties of supporting people with developmental disabilities. In addition to its form and aspect (e.g., self-injury and hurting others), the frequency and intensity of challenging behavior also have to be taken into consideration. Even though the same type of challenging behavior may be constant, the more frequent the occurrence and the more severe the intensity of this behavior, the greater are the difficulties experienced by people with developmental disabilities and their caregivers. Therefore, when considering this behavioral aspect in defining the concept of profound developmental disabilities, it is necessary to consider and measure the frequency and intensity of such behavior in order to develop individualized support plans. This means not just looking for the presence or absence of challenging behavior. Fourth, as for the need for support, we need to qualitatively measure and examine not only functional impairment aspects but also the environmental factors that people with developmental disabilities have to deal with. This includes aspects dealing with the medical realm and with family. Based on these support needs, for example, individual support plans may vary- even for people with developmental disabilities who have the same type of challenging behavior. In short, each individual requires a customized support system tailored to their needs.

4) Definition of profound IDDs

Based on the above, we can define profound IDDs as follows.

> "Having a profound intellectual and developmental disability means that a person has at least two types of functional impairment involving their 'daily life, communication, and behavior' and a strong need for support due to environmental factors."

If we are to use the above definition for profound IDDs, it will be necessary to develop standards for how to assess an individual's daily life, communication, behavior, as well as the level of support the individual needs in order to provide the necessary services.

3. Estimating the Population Size of People with Profound IDDs 1) Research method

Three primary data sources were used to estimate the population of people with profound intellectual and developmental disabilities, as outlined in the above conceptual diagram. The main sources were the 2021 Survey of People with IDDs and the 2021 Survey of the Work and Life of People with IDDs. However, these surveys only studied people with developmental disabilities who were living at home at the time. Due to this fact, the 2020 Survey of Residential Facilities for People with Disabilities was also used to supplement the two above sources.

Table (1) Comparison of analyzed data

Category	2021 Survey of People with IDDs (A)	2021 Survey of the Work and Life of People with IDDs (B)	2020 Survey of Residential Facilities for People with Disabilities (C)
Prepared by	Korea Institute for Health and Social Affairs (Ministry of Health and Welfare)	Employment Development Institute, Korea Employment Agency for Persons with Disabilities	Korea Disabled People's Development Institute (Ministry of Health and Welfare)

Population	Registered persons with developmental disabilities as of June 30, 2021	Registered persons with developmental disabilities aged 15 or older as of May 15, 2021	Residents of residential facilities for disabled persons registered by the Ministry of Health and Welfare as of 2019
Sampling	Two-phase sampling (si/gun/gu-disability type)	Two-phase sampling (eup/myeon/dong-disability type)	Census
Sampling weight	Post-stratified by age group, disability type, region, and gender	Post-stratified by gender, age, region, and disability type	N/A
Sample size (persons with developmental disabilities)	1,300	3,000	18,972

Source: Kim, S., et al. (2021), Lim et al. (2022), Kang et al. (2020)

2) Estimating the population size

To estimate the population of people with profound IDDs, we first analyzed the three key indicators of profound disabilities: independent living skills, communication skills, and challenging behavior. Multiple disabilities were also analyzed as a secondary indicator. The concept of profound IDDs according to these indicators is as follows. If A+B+C+D is the total number of people with developmental disabilities, then the A+B+C group, which meets the profound disability criteria for any of the three key indicators, is the broadest group of people with profound IDDs.

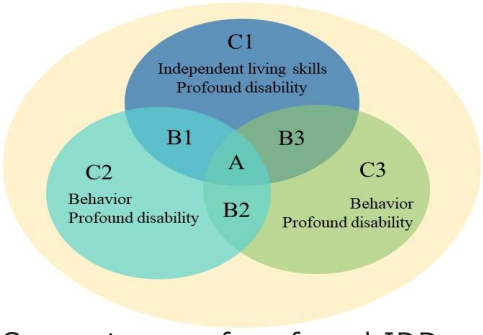
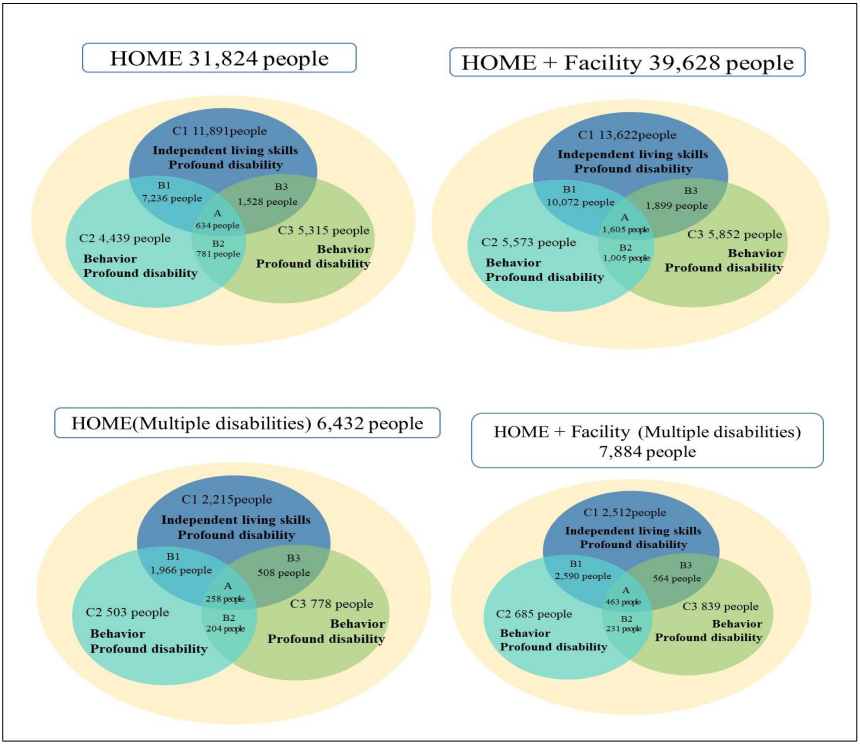


Figure (3) Concept map of profound IDDs

The estimated population size of people with profound IDDs based on data from the three surveys. Excluding those among the respondents who did not require support, the results considering the gradual spread of integrated care services for people with profound IDDs and the current level of support systems for people with IDDs are outlined below.



Source: Analysis of raw data from the 2021 Survey of People with IDDs, 2021 Survey of the Work and Life of People with IDDs, and the 2020 Survey of Residential Facilities for People with Disabilities.

Figure (4) Estimated size of people with profound IDDs: Excluding those who do not require

4. Conclusion

support

This study aimed to examine people with profound

IDDs who are currently in the spotlight as important targets for policy support. This is occurring as we rediscover the challenges experienced by the people with these disabilities, as well as their families. This study proposes a comprehensive definition of individuals with profound IDDs, and it estimates the population of people with profound IDDs through domestic and international case studies, focus group interviews, and secondary data analysis.

The fact that we are just now establishing social care and support systems for people with profound IDDs and their families- who have been neglected by institutional services in the past- is encouraging. However, people with profound IDDs face various and grave challenges as they have been alienated and marginalized for such a long period of time. More than any other project, social support systems should be formulated after more careful consideration and thoughtful planning.

First and foremost, we should develop an agreed-upon conceptual definition of individuals with profound IDDs, establish the criteria and procedures of selection, and prepare service providers to ensure fair opportunities and procedural legitimacy for these individuals. However, to be truly successful, training professionals who can guarantee the quality of services should not be overlooked. Therefore, it is imperative to design the proper curriculum and working conditions for such personnel in order to create an effective ecosystem composed of well-qualified professionals, in addition to establishing support systems through which people with profound IDDs can receive better services and live healthier lives.

Many follow-up research projects are also needed, including those dealing with topics such as diversifying service providers, expanding the provision of residential services, and establishing quality management systems. It is also necessary to consider how to effectively use our existing service delivery systems while reflecting on the unique characteristics of the welfare environment for persons with disabilities

in Korea. We hope this study can contribute to the integration of welfare services for disabled persons and the implementation of a more effective and consistent service delivery system.

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韓國極重度智能障礙人士社會援助制度：

挑戰及成果

Kim Mi Ok(全北國立大學 社會福利系 教授)
Baekje-daero, Deokjin-gu, Jeonju-si, Jeollabuk-do, Republic of Korea Tel: 82 010 3329 3549 E-mail: kmiok@jbnu.ac.kr

1. 介紹

近年來智能障礙人士的福利環境有顯著的改善。當關注焦點不再只是侷限於強調權利為主的方式，而是從保護的範疇轉移至積極援助制度的需求時，依據身心障礙人士的需求建立合適援助制度的需求與日俱增。

至 2022 年 12 月底時，南韓已登記的身心障礙者總人數據估計有 2,652,860 人。其中 263,311 人（9.9%）為智能與發展障礙人士（IDD）。自 2011 年起——當時智能與發展障礙人士的人口比例據估計為 7.28%（Ministry of Health and Welfare internal data, 2023）——被歸類為智能與發展障礙人士（IDD）的人數逐年穩定增加。76.8% 的智能與發展障礙人士需要照護者密切監督及協助，其中 68.5% 由家長照顧（Korea Employment Agency for Persons with Disabilities, 2021）。主要照護者的平均年齡為 56.6 歲，至少有 70% 的智能與發展障礙兒童即使成年後仍舊和父母一同居住（Korea Institute for Health and Social Affairs, 2021）。此外，近期發生智能與發展障礙兒童的家長在殺害孩子後自殺的現象，引起人們對有關這類問題發生的原因及社會替代方案需求的質疑。當極重度智能與發展障礙人士——例如那些出現問題行為——的家人，由於缺乏適當的援助制度及家長照護需求而承受極大的照護壓力，會導致此類問題的嚴重性逐漸增加（Kim, M., et al., 2020:2023）。

基於上述原因，為智能與發展障礙人士建立 24 小時照護援助制度的需求漸增。人們也開始了解為極重度智能與發展障礙人士建立社會援助制度的重要性，因此政府的國家任務包括為此一類別的人們制定 24 小時照護模式。在 5 月 22 日修訂的發展障礙者權利保障暨援助法（Act on Guarantee of Rights of and Support for Persons with Developmental Disabilities）中，極重度智能與發展障礙人士的整合照護服務將於 6 月 24 日開始實行。因此，有效的援助模式應愈快制定愈好。

在這樣的背景下，這篇研究旨在根據建立對極重度智能與發展障礙人士定義的共識 - 目前在韓國仍未建立此共識，以了解極重度智能與發展障礙人士的規模和影響。我們希望這項研究將有助於制度化地為極重度智能與發展障礙人士及其家人準備社會照護援助制度，以確保他們的社會融合及生活品質。

2 極重度智能與發展障礙者的定義

1) 研究方法
以下的研究方法是用於對極重度智能與發展障礙人士提供明確的定義。首先，審閱韓國及其他國家有關極重度智能與發展障礙人士的文獻資料。文獻來源自韓國、美國、英國、德國及日本。再者，我們和學術人士、領域專家及家長進行焦點團體訪談。第三，檢視相關專案中極重度智能與發展障礙人士的行政定義。根據此研究的發現，關於極重度智能與發展障礙人士的定義標準及其概念圖解顯示如下。

2) 極重度智能與發展障礙人士的定義標準
基於上述研究方法的發現，在制定極重度身心障礙概念的定義時應考量以下三個標準。首先，由於極重度身心障礙的特性，不能忽視「重大功能障礙」方面，因此有必要考量功能障礙相關的基本因素。須被考量的特定因素有上述人士的日常生活、溝通及行為（特別是問題行為的出現）。這些是反映發展和極重度身心障礙獨特特質的重要部份。再者，根據說明圖解的近期變化，極重度身心障礙概念必須依據「援助需求」，而非單純基於身心障礙程度來定義。援助需求應該是定義重度或極重度身心障礙的標準，同時應和適當的援助類型及程度互相整合。這代表對於極重度智能與身心障礙人士而言，援助的類型及程度應該根據上述所提之個人的特殊需求而定義。因此，我們應考量不同的援助制度，例如著重於日間活動或是 24 小時照護。以及同時考量醫療及環境因素的個人化服務需求。第三，多功能障礙的發生及程度在定義極重度智能與發展障礙時，是我們需要考量的另一個因素。如下列圖 1 所示，這是個需被額外考量的因素，意即多功能障礙的發生及嚴重性必須在定義極重度身心障礙被加以考量，但這些為次級重要而非診斷時的必要要素。

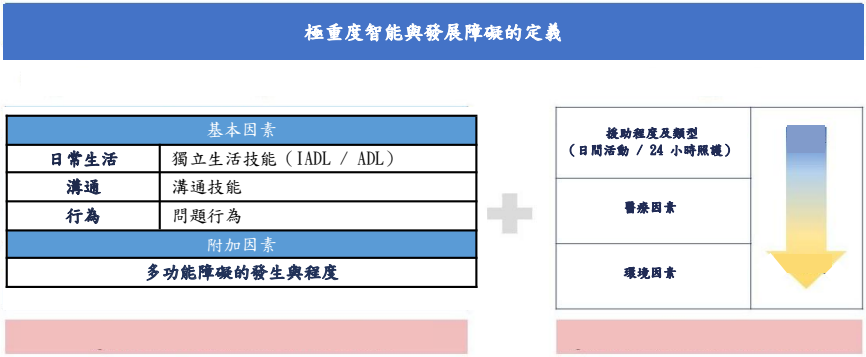


圖 (1) 極重度智能與發展障礙的定義標準

圖 1 顯示極重度智能與發展障礙人士的定義需要同時考量三個部份：重大功能障礙（關於個人的日常生活、溝通及行為）為分類的基本因素，而多功能障礙的出現（症狀的 發生及程度）以及援助需求則是附加因素。這樣的原因在於極重度智能與發展障礙的定義 是具有複雜特性的概念。

3) 極重度智能與發展障礙定義的概念化

圖 2 根據上述因素，顯示更為實用的極重度智能與發展障礙概念圖解。

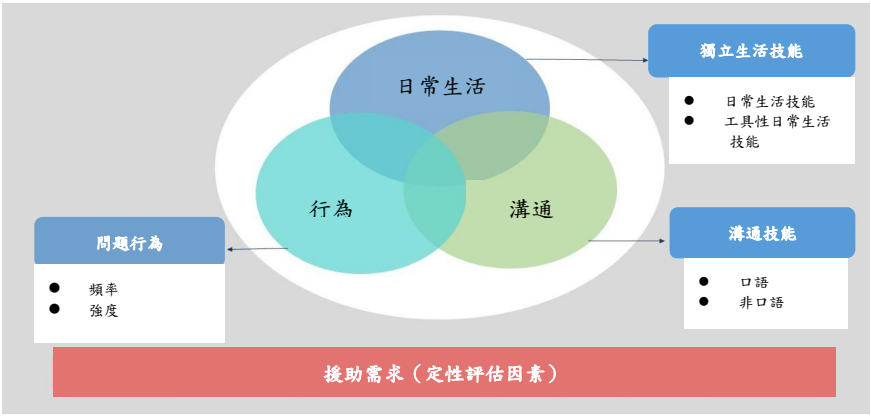


圖 (2) 極重度智能與發展障礙定義的概念圖解

為能更加明確，以下的因素應被加以考量。首先，我們應該審閱日常生活活動 (ADL) 以及工具性日常生活活動 (IADL)，以檢視個體的獨立生活技能。將日常生活活動 (ADL) 及工具性日常生活活動 (IADL) 納入極重度智能與發展障礙的個人評估中，讓我們能考 量多功能障礙，包括發展障礙及身體障礙（如腦損傷障礙）。再者，溝通技能代表個體擁 有的溝通能力程度，包括口語及非口語溝通。由於發展障礙的特性，溝通技能（反映上述 個體的能力）是測量認知障礙的方法及許多發展

障礙人士面對真實世界挑戰的重要指標。 因此，在定義極重度智能與發展障礙時，溝通技能不僅是確認身心障礙嚴重性的標準，也 和制定個別化援助計劃密切相關。第三，行為主要是指問題行為，是援助發展障礙人士時 遇到困難的最主要因素之一。除了形式及面向 (例如自殘及傷害他人) 外，問題行為的頻 率及強度也須加以考量。即便相同形式的問題行為可能持續，行為發生的頻率愈高強度愈嚴重，發展障礙人士及其照護者經歷的困難就更大。因此，在定義極重度發展障礙的概念 時，考量這種行為方面的特性，有必要考量且測量這類行為的頻率及強度以便能制定個別化援助計劃。這代表不只是找尋問題行為的存在與否。第四，關於援助的需求，我們必須定性測量及檢視的不只是功能障礙方面，同時也包括發展障礙人士需要面對的環境因素。 這包括醫療範疇和家庭方面。基於這些援助需求，舉例來說，個別化援助計劃可能各有不同——即使發展障礙人士有相似的問題行為亦然。簡而言之，每一個體需要就他們的需求 量身制定客制化援助制度。

4) 極重度智能與發展障礙的定義 基於上述，我們可定義極重度智能與發展障礙如下。

> 「患有極重度智能與發展障礙意指一個人有至少兩種影響他們『日常生活、溝通及行為』的功能障礙類型，同時由於環境因素而有強烈的援助需求。」

若我們運用上述對極重度智能與發展障礙的定義，將有必要制定如何評估個體的日常生活、溝通、行為、以及個人需求援助程度的標準，以便能提供必要的服務。

3. 預估極重度智能與發展障礙人士的人口規模 1) 研究方法

如上述概念圖解的略述，運用三個主要資料來源預估極重度智能與發展障礙人士的人 口。主要資料來源為 2021 年智能與發展障礙者調查 (2021 Survey of People with IDDs) 以及 2021 年智能與發展障礙者工作及生活調查 (2021 Survey of the Work and Life of People with IDDs)。然而，這些調查只研究當時在家居住的發展障礙人士。基於這項事實， 2020 年身心障礙人士居家設施調查 (2020 Survey of Residential Facilities for People with Disabilities) 也被用於補充上述兩項資料來源。

表（1）分析資料比較

類別	2021 年智能與發展障礙者調查（A）	2021 年智能與發展障礙者工作及生活調查（B）	2020 年身心障礙人士居家設施調查（C）
提供者	韓國衛生暨社會事務研究所（衛生福利部）	就業發展研究所 / 韓國身心障礙人士就業處	韓國身心障礙人士發展研究所（衛生福利部）
人口	截至 2021 年 6 月 30 日登記註冊為發展障礙人士	截至 2021 年 5 月 15 日登記註冊為 15 歲或以上的發展障礙人士	截至 2019 年衛生福利部登記註冊為發展障礙者居家設施的居住者
樣本	雙重抽樣 (市 / 郡 / 區 - 身心障礙類型)	雙重抽樣 (邑 / 面 / 洞 - 身心障礙類型)	人口普查
樣本權重	事後分層加權依年齡、族群、身心障礙類型、區域及性別類別	事後分層加權依性別、年齡、區域及身心障礙類型	無
樣本規模(發展障礙者）	1,300	3,000	18,972

資料來源：Kim, S., et al. (2021), Lim et al. (2022), Kang et al. (2020)

2) 預估人口規模

為預估極重度智能與發展障礙人士的人口，我們首先分析極重度障礙的三個關鍵指 標：獨立生活技能、溝通技能及問題行為。多功能障礙同時也被做為次級指標加以分析。 依據這些指標的極重度智能與發展障礙的概念如下。若 A+B+C+D 是發展障礙人士的 總人口數，而符合極重度障礙標準三個關鍵指標任何一項的 A+B+C 群體 - 是極重度 智能與發展障礙人士最廣大的群體。

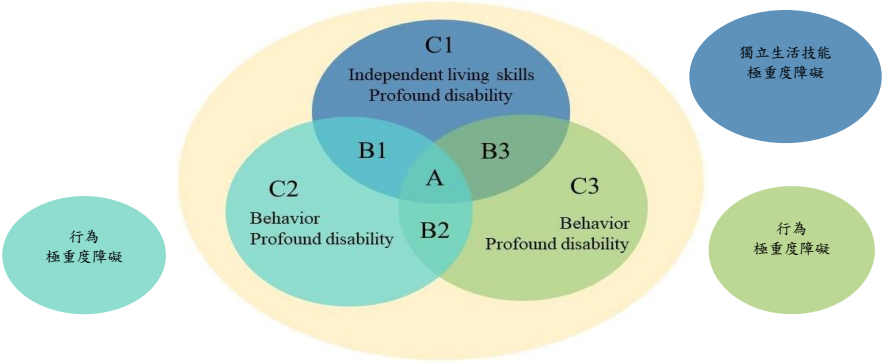
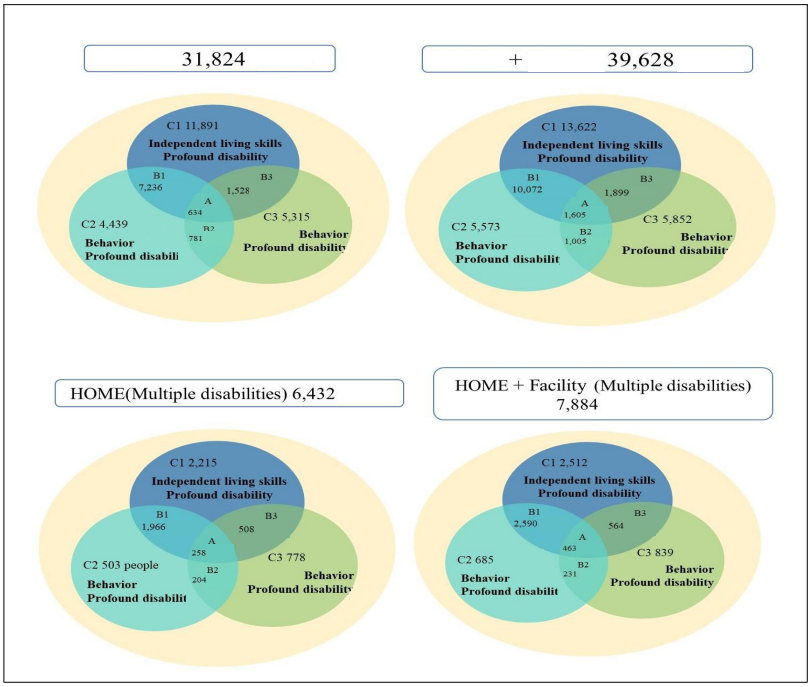


圖 (3) 極重度智能與發展障礙概念圖

依據三個調查的資料預估極重度智能與發展障礙人士的人口規模。排除不需要援助的 受訪者，考量極重度智能與發展障礙人士逐漸擴展的整合照顧服務，以及智能與發展障礙 人士現階段援助制度，結果概述如下。



Independent Living Skill 獨立生活技能 Behavior Profound Disability 行為極重度障礙 Behavior Profound disability 行為極重度障礙	Independent living skills 獨立生活技能 Profound disability 極重度障礙 Behavior Profound Disability 行為極重度障礙 Behavior Profound Disability 行為極重度障礙
Home (Multiple disabilities) 居家（多功能障礙） Independent living skills 獨立生活技能 Profound disability 極重度障礙 Behavior Profound Disability 行為極重度障礙 Behavior Profound disability 行為極重度障礙	Home 居家+ Facility 設施（多功能障礙） (Multiple disabilities) Independent living skills 獨立生活技能 Profound disability 極重度障礙 Behavior Profound disability 行為極重度障礙 Behavior Profound disability 行為極重度障礙

資料來源：分析〈2021 年智能與發展障礙者調查〉、〈2021 年智能與發展障礙者工 作及生活調查〉及〈2020 年身心障礙人士居家設施調查〉原始資料。

圖 (4) 預估極重度智能與發展障礙者規模：排除不需要援助者

4. 結論

這篇研究旨在檢視現行政策援助下成為重要關注目標的極重度智能與發展障礙人士。 這是因為我們重新發現這些身心障礙人士及其家人所經歷的挑戰。這項研究對極重度智能與發展障礙人士提出一個全面性的定義，同時透過國內及國外案例研究、焦點團體訪談及次級資料分析預估極重度智能與發展障礙人士的人口數。

事實是我們現在才為極重度智能與發展障礙人士及其家人建立社會照護及援助制度 - 過去他們在機構服務中是被忽略的族群 - 是相當振奮人心的。然而，極重度智能與 發展障礙人士由於長期以來被疏遠及邊緣化的緣故，他們面臨各種嚴峻的挑戰。相較於其 他專案，社會援助制度應再更審慎的考量及詳細規劃後研擬制定。

首先，我們應制定一個對極重度智能與發展障礙人士一致同意的概念化定義，建立篩選標準及程序，同時準備服務提供者以確保這些個體擁有平等的機會及司法程序的合法化。然而要真正地成功，訓練能確保服務品質的專業人士是不容忽視的。因此，為打造一 個由合格專業人士組成的有效生態系統，為這類工作人員設計合適的課程及工作條件至關重要，並且建立援助制度讓極重度智能與發展障礙人士能獲得更好的服務並擁有更健康的 生活。

許多後續的研究專案仍需進行，主題包括服務提供者多元化、擴展居住服務的提供及 建立品質管理制度。在反映韓國身心障礙人士獨特的福利環境特性的同時，也須考量如何 有效地運用現行的服務提供制度。我們希望這篇研究能幫助身心障礙人士福利服務的整合 及更有效一致的服務提供制度的實行。

致謝：感謝衛生福利部 (Ministry of Health and Welfare) 支持此篇研究。

CODE TO THINK, THINK TO CODE: DEVELOPING COMPUTATIONAL THINKING OF STUDENTS WITH INTELLECTUAL DISABILITY

程式編碼思考，思考程式編碼：開發智能障礙學生的運算思維

Authors



Ms Fanny Ng
Contact Details:ng.fanny@apsn.org.sg



Ms MardianaBinte Mohamed Ithnin
Contact : mardiana.ithnin@apsn.org.sg

Code to Think, Think to Code: Developing Computational Thinking of Students with Intellectual Disability

In an era of global technological advancements, it is crucial to empower students with intellectual disability to understand and embrace the potential impact of these innovations on their lives. Moreover, citizen participation has been advocated in research studies as critical to the success of a smart city. Therefore, it is necessary to educate students about this concept, and the roles they play (Clarinval, A, et. al, 2023). Students with intellectual disability may have awareness of these technological advancements but unable to fully comprehend their functioning capabilities and how they can impact their daily lives. Further education and support may be needed to bridge the knowledge gap and empower these students to thrive in a technologically transformed world.

This project promotes the seamless integration of desired learning outcomes from the areas of Information and Communication Technology (ICT) and Digital Literacy. A study was conducted to investigate the effect of coding activities on students with intellectual disability. Results of the study showed that coding activities are innovative instruments that could be used to enrich students' learning experiences and their computation thinking skills. The study focuses on a robotics programme designed and developed by members of the ICT department of APSN Tanglin School, integrating coding with concepts relevant to the global technological landscape, emphasising on adaptability and safety. By learning to code and programming the robot as a "smart city experts," students were able to develop valuable skills in navigating technologically transformed environments. Through hands-on and authentic learning opportunities, students gained practical experiences and knowledge to thrive in smart environments, both in their daily lives and in their

future endeavours at work.

The design of the programme ensures accessibility through differentiation. Tailored challenges are provided for students with varying support needs, enabling all participants to fully engage and benefit from the robotics program. Specific environments, such as workplace construction, tray return robots, and household robots, are thoughtfully created to cater to different abilities and foster inclusive learning experiences.

By exploring smart city technology concepts and engaging in coding activities, Tailored challenges are provided for students with varying support needsstudents will start to develop their creative problem-solving abilities. The robots, which students have coded, reinforce the practicality and applicability of their learning, enabling them to express themselves spontaneously, create solutions with their creativity and imagination and enhance their cognitive, language and social-emotional development.

Key Words:
Computational thinking, coding, accessibility, differentiation, problem-solving, technology

程式編碼思考，思考程式編碼：開發智能障礙學生的運算思維

在全球科技進步的年代，讓智能障礙學生理解並接受這些存在於他們生活中的創新的潛在影響是相當重要的。此外，許多研究提倡公民參與是智慧城市成功的關鍵。因此，教育學生這個概念，以及他們在其中所扮演的角色是有其必要性的（Clarinval, A 等人，2023 年）。智能障礙學生或許有意識到這些科技的發展，但無法全然理解它們的運行能力，以及它們如何影響日常生活。這可能需要進階教育和支援來銜接知識鴻溝，並讓這些學生能在科技化轉變的世界裡茁壯成長。

本計劃無縫整合從資訊與通訊科技（ICT）領域取得的預期學習成果和數碼素養。研究調查程式編碼活動對智能障礙學生的影響。研究結果顯示程式編碼活動是能夠用來豐富學生的學習經驗和他們運算思維技能的新工具。研究聚焦於由特殊需要協會東陵小學（APSN Tanglin School）資訊與通訊科技（ICT）部門成員設計開發的機器人程式，將全球科技景觀相關概念整合至程式編碼，強調適應性和安全性。透過程式編碼和編程學習機器人搖身一變成為「智慧城市專家」，學生在科技的環境中能學到珍貴的技能。透過親身實作和真實的學習機會，學生們獲得實際經驗和知識在智慧環境、在他們日常生活和未來工作中茁壯成長。

本計劃的設計透過差異化確保可觸及性。針對各種支援需求的學生提供量身定製的挑戰，讓所有參與者能充分參與並且從機器人程式中受益。特定環境，如工作場所建設、托盤返回機器人、以及家事機器人，都會精細創建以迎合不同能力和融合性的學習經驗。

經由探索智慧城市科技的概念和參與程式編碼活動，學生們將開始發展他們創意的問題解決能力。由學生編碼的機器人強化他們學習的實用性和適用性，讓他們能夠自主表達，用他們的創造力和想像力找出解決方案，並增進他們認知、語言和社交情感的發展。

關鍵字
運算思維、程式編碼、可觸及性、差異化、解決問題、科技

ODE TO THINK, THINK TO CODE:(CTTC):

DEVELOPING COMPUTATIONAL THINKING OF STUDENTS WITH INTELLECTUAL DISABILITY

Fanny Ng (Huang Fanni)
Mardiana Binte Mohamed Ithnin
Association for Persons with Special Needs Tanglin School
143, Alexandra Road, Singapore 159924

Introduction

In this era of rapid technological advancement, smart cities represent a transformative force, driven by state-of-the-art ICT innovations, poised to enhance urban life.

However, this future vision isn't equally accessible to all. To empower society members, including those with intellectual disabilities, to comprehend, participate in, and flourish in this technologically enriched realm is a significant challenge.

Research consistently underscores the pivotal role of active citizen involvement in realising smart cities' potential (Clarinval et al., 2023). Every citizen, regardless of abilities, plays an indispensable role in shaping tomorrow's cities. Therefore, educating and empowering students with intellectual disabilities to comprehend technological advancements and actively participate in this era of transformation is imperative.

While many students with intellectual disabilities possess some awareness of technological advancements, their comprehension of technology's intricacies and how to leverage them remains limited. This knowledge gap can potentially marginalise them in a world increasingly dependent on digital literacy and computational thinking.

Addressing this gap extends beyond social justice; it's essential for fostering an inclusive and empowered society. To ensure inclusivity, bridging the technological understanding gap among students with intellectual disabilities is crucial.

This paper focuses on the initiative to close the knowledge gap and empower students with intellectual disabilities to flourish in a technologically transformed world. Recognising the pivotal role of Information and Communication Technology (ICT) in shaping modern society, the initiative explores how coding activities, combined with robotics, can serve as innovative instruments to enrich students' learning experiences. The CTTC programme emphasises developing computational thinking skills, indispensable for comprehending and harnessing the potential of the global technological landscape.

Methodology

When designing the CTTC (Code to Think, Think to Code) programme, the strategic utilisation of the SETT (Student, Environment, Tasks, and Tools) framework facilitated a thorough assessment (Zabala, 2020). This approach enabled fine-tuning of the programme's design to accommodate the varied needs and capabilities of students with intellectual disabilities, resulting in a learning experience that is both inclusive and engaging (Israel, Wherfel, Pearson, Shehab, and Tapia, 2015).

A. Student

One of the foundational principles of the CTTC programme is a commitment to acknowledging and addressing the diverse abilities and needs of students, with a particular focus on the Student component of the SETT framework. Within this framework, the programme prioritises the individual learning profiles of

students to ensure a tailored educational experience.

Recognising that every student learns differently, discussions with teachers across different learning support classes were conducted to gain insights into students' profiles and needs (Tab.1). This process informed the tailored approach.

Tab.1

Support Groups	Class Profiles	Support Scale
Low Support Classes	Students are generally transitional readers. Students able to comprehend information with minimal prompts and guidance.	May require mild occasional infrequent additional support
Mid Support Classes	Students are generally early readers. Students are able to comprehend information with some prompts and guidance.	Significant frequent substantial support required
High Support Classes	Students are generally emerging readers. They are able to comprehend information with prompts and guidance provided.	Constant monitoring and extensive support required

The CTTC programme embraces experiential learning, allowing students to follow the cycle of 'Experience, Reflect, Think, and Act' (Kolb, 1984; Kolb and Kolb, 2018. In this approach, students engage in tangible experiences (Experience), reflect on those experiences and gather additional evidence (Reflect), develop theories based on their experiences and information (Think), and articulate assumptions or address problems (Act). This methodology aligns with Dewey's perspective that knowledge and education originate from inquiry rooted in human experience. It facilitates the acquisition of knowledge and skills, empowering individuals, including those with intellectual disabilities, to apply these concepts in various aspects of their lives. It nurtures lifelong learners who can continuously transform their life experiences into educational opportunities (Dewey, 1916).

Furthermore, experiential learning entails acquiring knowledge through cognitive and affective engagement of the whole person (Hoover, 1974). This approach leads to increased

engagement, attention, and improved student learning outcomes (Burch, Heller, & Freed, 2014; Carini, Kuh, & Klein, 2006). Researchers widely concur that engaged students tend to be more effective learners, and effective teaching plays a pivotal role in initiating and sustaining student engagement (Pintrich & DeGroot, 1990; Skinner & Belmont, 1993).

To enhance students' learning, the programme harnesses the logic-driven essence of coding, offering immediate cause-and-effect feedback through the robot. This aspect of coding makes it an ideal platform for students with cognitive disabilities, as research by Özdemir and Karaman (2017) and Demir (2021) underscores its transformative impact to provide quick and permanent learning, and increased motivation and participation of activities.

Acknowledging the significance of real-life applications, the programme integrates these experiences to enhance comprehension. Enabling students to connect concepts to their daily lives ignites their enthusiasm and curiosity, rendering the subject matter relatable and meaningful. This innate ability of students to grasp intricate concepts within real-life contexts guides the programme's unique aspects, including robotics and coding integration.

Incorporating coding robots further elevates the programme, empowering students to immerse themselves in the role of a robot navigating a smart environment. This embodiment of learning aligns with experiential education principles, allowing students to delve deep into the intricacies of smart environments through hands-on experience (Dewey, 1938; Kolb, 1984). This immersive approach facilitates a profound understanding of how smart environments operate and how individuals can navigate them effectively.

In essence, our programme tailors itself to the

strengths and needs of our students, ensuring inclusivity and accessibility while providing an engaging and enriching learning experience.

B. Environment

Creating an inclusive learning environment is essential for the CTTC programme's success. The Environment component of SETT was analysed to address concerns related to accessibility and comfort. To facilitate learning, robotics and coding were integrated into the programme. Careful consideration was given to the choice of tools, particularly for students with fine motor skill challenges. As a solution, a differentiated approach was implemented, providing high-support students with the Ozobot robot, known for its simplicity, and lower-support students with JIMU robots by UBTECH. Additionally, recognising the importance of a suitable coding platform for students with intellectual disabilities, Blockly coding, a user-friendly visual drag-and-drop programming tool, was selected for its effectiveness in teaching fundamental programming concepts.

C. Tasks

In the Tasks component of SETT, the focus was on enhancing students' understanding of complex concepts. Coding, with its logic-driven nature and immediate cause-and-effect feedback, emerged as an ideal learning platform for students with cognitive disabilities, allowing them to directly observe how their instructions influenced a robot's movements, thereby strengthening their comprehension of intricate ideas. This finding is supported by studies conducted by Özdemir and Karaman (2017) as well as Demir (2021).

The central task involved programming robots to perform specific actions and navigate different smart environments, mirroring real-world scenarios in Singapore. Each environment was tailored to

the specific needs of different student groups. For instance, students with lower support needs tackled the challenge of navigating a workplace construction setting, while those with moderate support needs focused on a tray return robot scenario. Students with higher support needs engaged in programming for a household robot environment, ensuring that every student could actively participate and benefit from the programme.

D. Tools

Under the Tools component, the focus was on selecting technology that best supports students. Blockly coding stood out due to its simplicity and effectiveness in teaching programming concepts without the complexities of syntax, making it an ideal choice for students with varying programming experiences.

The CTTC programme's success in promoting digital literacy and computational thinking among students with intellectual disabilities is attributed to the strategic implementation of the SETT framework. By tailoring learning experiences to individual needs (Student), fostering inclusive smart environments (Environment), bridging comprehension gaps (Tasks), and selecting suitable tools (Tools), the programme has been designed to cater to the unique needs of students while equipping them with essential skills for the digital age. Through the CTTC programme, the aim is to ensure that no student is left behind in the transformative journey toward a technology-driven future.

Findings and Analysis

The CTTC programme aims to empower students with intellectual disabilities to navigate and thrive in technologically transformed smart environments. To evaluate its effectiveness, the Kirkpatrick Model

(Kirkpatrick, 1995; Kirkpatrick and Kirkpatrick, 2010) is employed, which measures the programme's impact at multiple levels.

Level 1: Reaction

Participants' response to the programme

Feedback from students was overwhelmingly positive. This response is visually evident in the photos displayed in Fig.1, Fig.2, Fig.3 and Fig.4, where students are actively engaged in programme activities. They expressed enthusiasm for the programme's interactive and experiential learning approach, noting increased engagement and enjoyment in the learning process.

In a post-programme survey, more than 90% of students enthusiastically expressed their enjoyment of the lessons and indicated their keen anticipation of participating in future programmes.

This positive response aligns with the programme's core objectives of providing an engaging and enriching learning experience. Students' direct feedback emphasised the programme's hands-on nature and the value of experiential learning. Overall, students' reactions underscore the programme's success in delivering a positive and impactful educational experience.

Fig.1
A Glimpse into the Enjoyment of Enthusiastic Student Engagement in CTTC Activities



Level 2: Learning

Assessment of knowledge and skills acquired

Due to the programme's experiential nature and diverse student profiles, alternative methods were employed to gauge the students' learning outcomes and the acquisition of new skills.

Observational Assessments

Teachers and instructors closely observed students during programme sessions, documenting their interactions with coding and robotics tasks. They noted students' ability to grasp and apply coding concepts, problem-solving skills, and adaptability in navigating the robots through various smart environments. Visual evidence of these observations is presented in Fig.2, offering valuable insights into the students' learning progress.

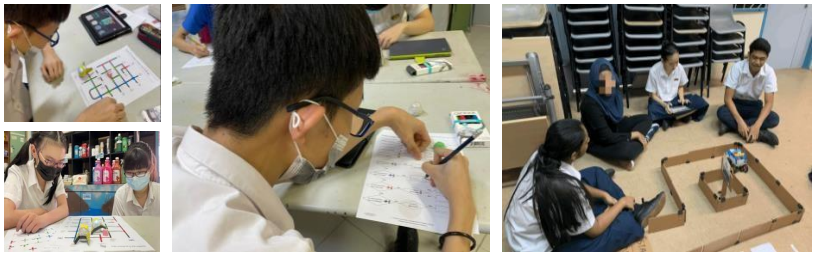
Fig.2
Students Actively Engaging in Observational Assessments ("Experience" (Kolb, 1984))



Self-Reported Learning
Students actively reflected on their programme experiences, expressing thoughts and insights through demonstrations, written reflections, or verbal communication. Collecting these self-reported reflections provided insight into their perceived learning outcomes, such as increased confidence in coding, improved problem-solving skills, and enhanced understanding of smart environments. Fig.3 displays

photos capturing these moments.

Fig.3
Students Sharing Insights and Learning Experiences ("Reflect", (Kolb, 1984))



Instructor Feedback
Instructors maintained continuous communication with students, providing guidance and feedback during activities. This real-time feedback allowed instructors to gauge individual and group learning progress and make necessary adjustments to optimise learning experiences. Refer to Fig.4 for visual insights into students' engagement.
Fig.4

Facilitating Learning through Instructor Engagement ("Think and Act" (Kolb, 1984))



Peer Interactions

Collaborative activities within the programme facilitated peer-to-peer learning. Students engaged in discussions, shared coding strategies, and problem-solved together. These interactions not only enhanced their coding and robotics skills but also indicated their capacity to apply knowledge and teach others. Fig.5 visually documents students' active participation, providing a glimpse into their engagement during these collaborative activities.

Fig.5

Problem-Solving Together: Students' Collaborative Efforts (“Think and Act” (Kolb, 1984))



Results

The combination of observational assessments, self-reported learning, instructor feedback, and peer interactions provided a holistic view of students' learning outcomes. The collective evidence suggests that students made significant strides in acquiring coding and robotics skills, problem-solving abilities, and a deeper understanding of smart environments.

Overall, these alternative methods demonstrated that the CTTC programme effectively fostered a learning environment where students could acquire and apply new knowledge and skills, aligning with the objectives of Level 2 evaluation.

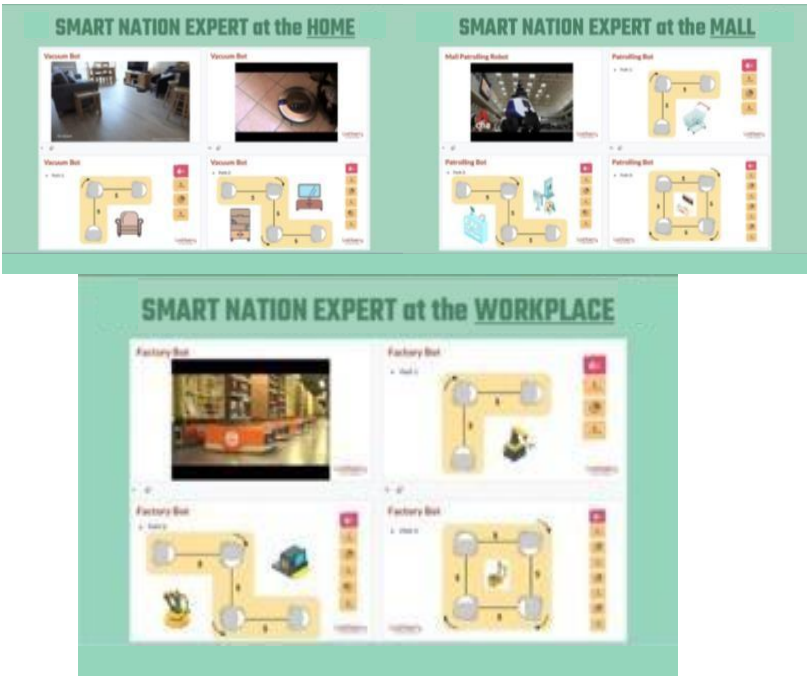
Level 3: Behaviour

Application of learning in real-world settings

In the CTTC programme, students coded robots to navigate specific smart environments, allowing them to demonstrate coding skills in real-world scenarios. The differentiated smart environments, tailored to the needs of different groups, challenged students to apply their acquired skills effectively. Students demonstrated the ability to programme robots for various tasks, including a factory robot navigating a workplace construction setting, a patrolling robot at a shopping mall, and a household vacuum robot cleaning a residence. Fig.6 illustrates students in action during these real-world scenarios, where they successfully navigated tailored environments, reflecting the transfer of learning to behaviour.

Fig.6

Translating Learning to Real-World Behaviour



Level 4: Results

Impact on organisational goals

The CTTC programme, designed to equip students with essential skills for navigating smart environments, has shown promising outcomes aligning with the organisational goals. While the immediate impact is evident in students' improved skills and knowledge, the programme's long-term effects extend beyond the classroom. Through hands-on experiences in coding and robotics, students gain practical knowledge and problem-solving abilities, enabling them to thrive in smart environments in their daily lives and future educational and professional pursuits. Photos of students mastering real-world tasks in smart environments are displayed in Fig.7a, Fig.7b, Fig.7c and Fig.7d.

Fig.7a
Cashless Transaction: Checking EZ-Link Card Balance [1]



Fig.7b
COVID-19 Contact Tracing: Performing Contactless SafeEntry Check-In

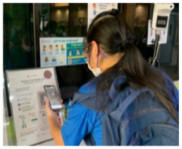


Fig.7c
Online Shopping: Making a Mobile Wallet Payment



Fig.7d
Drone Coding: For Obstacle Course Challenges





In summary, the CTTC programme has demonstrated its significant impact on aligning with organisational goals, fostering practical skills, and preparing students for real-world challenges. The evidence provided by the photos in Figure 7a, 7b, and 7c highlights the tangible outcomes of students mastering real-world tasks in

smart environments.

Discussion

In this section, a comprehensive discussion of the CTTC (Code to Think, Think to Code) programme's impact, its alignment with organisational goals, and the broader implications of the findings is presented.

A. Alignment with Organisational Goals

The CTTC programme aligns with the school's organisational goals, imparting essential skills for navigating smart environments and contributing to overarching objectives, including:

Independence and Readiness

The primary goal is to enhance students' independence and readiness for the technical world. The programme's focus on real-world application facilitates this objective as students navigate tailored smart environments, showcasing technical skills, adaptability, and problem-solving abilities, aligning with the mission to prepare them for success in a rapidly evolving technological landscape.

Accessibility and Inclusivity

Accessibility and inclusivity are core principles of the school. The CTTC programme's differentiated approach in smart environments, tailored to different student groups, exemplifies the school's commitment to accommodating diverse learning needs and ensuring full participation, aligning perfectly with its values of inclusivity.

B. Long-Term Impact

While the immediate results of the CTTC programme

are promising, it's essential to acknowledge that its full impact may be far-reaching and long-term. The development of coding, problem-solving, and real-world application skills has the potential to enhance students' lives, preparing them for success in academics, future jobs, and daily living in an increasingly technical world. However, it's crucial to recognise that the full realisation of these long-term impacts may extend beyond the evaluation timeframe.

C. Future Directions

Building upon the positive outcomes observed in this evaluation, several avenues for future work and enhancements include:

Continuous Programme Refinement

The CTTC programme will continuously refine and improve, considering feedback and insights from students, teachers, instructors, and the evaluation process. This iterative approach will maintain the programme's dynamism and relevance to evolving student needs.

Expansion and Reach

As the positive impact of the CTTC programme becomes evident, opportunities will be explored to extend it to more students, enabling them to benefit from its experiential learning approach and skill-building opportunities.

Research and Data Analysis

In commitment to evidence-based education, further research and data analysis will accurately measure the programme's long-term impact, including its influence on students' academic and career trajectories and their overall quality of life. Longitudinal studies and alumni

tracking will provide insights into these aspects of the CTTC programme's effects.

Conclusion

The Code to Think, Think to Code (CTTC) programme has demonstrated its effectiveness in equipping students with essential skills for navigating smart environments. This is evident through students' enhanced skills, enthusiasm for learning, and readiness to engage with technology in smart environments. The programme not only fosters digital literacy and computational thinking skills but also promotes inclusivity by accommodating diverse learning needs. This investment in students' education and future employability aligns with the broader goal of creating a digitally literate and inclusive society.

While immediate impacts are evident, the programme's potential for long-term influence on students' quality of life is substantial. With a commitment to continual refinement, expansion, and evidence-based education, the CTTC programme is anticipated to be a cornerstone in students' preparation for success in an increasingly tech-driven world.

Acknowledgments

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程式編碼思考，思考程式編碼：

開發智能障礙學生的運算

Fanny Ng (Huang Fanni) Mardiana Binte Mohamed Ithnin - 新加坡

介紹

在科技快速發展的年代，智慧城市代表一股變革的力量，由最先進的資訊與通信科技（ICT）創新主導，準備提升城市生活。

然而，這個未來願景並非所有人都可平等獲得。為賦予社會成員權利，包括讓那些身心障礙者能了解、參與、並在這個科技的領域裡茁壯成長是個重要的挑戰。

研究一貫強調積極的公民在參與認識智慧城市潛力中的關鍵角色（Clarinval et al., 2023）。每一位公民，無論能力與否，都在打造明日城市中扮演不可或缺的角色。因此，當務之急是教育及賦予身心障礙學生權力理解科技發展並積極參與這個變革年代。

儘管許多身心障礙學生有些許意識到科技的發展，他們對科技的複雜性及如何運用此等科技的理解仍然十分有限。這個知識缺口有可能會讓他們在日漸依賴數位能力及運算思維的世界被邊緣化。

為應對這個缺口應該延伸至社會公義之外；培養一個具包融性及賦權的社會是很重要的。為確保包容性，消除身心障礙學生對科技理解的缺口極為重要。

本論文著重於縮小知識缺口並賦予身心障礙學生在科技變革的世界中茁壯成長的權力。認知到資訊與通信科技（ICT）在塑造現代社會中的關鍵角色，此方法探討編碼活動如何結合機器人，可做為豐富學生學習經驗的創新工具。程式編碼思考，思考程式編碼（CTTC）計劃強調發展運算思維技能，對理解及駕馭全球科技局勢的潛力是必不可少的。

方法

在設計 CTTC 計劃時，SETT（學生、環境、任務及工具）架構的策略應用讓全面評估更便利（Zabala, 2020）。這個方法可微調計劃的設計以適應智能障礙學生不同的需求及能力，形成兼具包容及吸引人的學習經驗（Israel, Wherfel, Pearson, Shehab, and Tapia, 2015）。

A. 學生

CTTC 計劃的其中一個基本原則是特別關注 SETT 架構中的學生部份，認知及因應學生多元化能力及需要的承諾。在此架構中，計劃以學生個別學習資料為優先，以確認量身打造的教育經驗。

認知到每位學生的學習差異，與不同學習援助班級的教師進行討論，以深入了解學生資訊及需求（表 1）。這個過程說明量身制定

的方法。

表 1

援助群組	班級資訊	援助範圍
低援助班級	學生通常是過渡讀者。學生能在極少的提示和指引下理解資訊。	可能需要輕微、偶爾、罕見的額外援助
中度援助班級	學生通常是早期讀者。學生能在一些提示和指引下理解資訊。	需要明顯的、經常性實質的援助
高援助班級	學生通常是啟蒙讀者。他們能在提供的提示和指引下理解資訊。	需要持續監測及大範圍援助

CTTC 計劃包括體驗學習，讓學生能遵循「體驗、反映、思考及行動」循環（Kolb, 1984; Kolb and Kolb, 2018）。在這個方法中，學生參與真實體驗（體驗），反映這些體驗並收集額外的證據（反映），依據他們的經驗及資訊發展理論（思考），以及清楚表達推論或處理問題（行動）。這個方法和 Dewey 的看法相符，亦即知識和教育源於根植於人類體驗的探究，其促進知識和技能的取得、賦予個人權力，包括那些智能障礙者，將這些概念應用於他們生活的各個面向，培育終生學習者且能夠持續轉化他們的生活經驗做為教育機會（Dewey, 1916）。

此外，體驗學習必須透過全人的認知及情感參與獲取知識（Hoover, 1974）。這個方法讓參與度、注意力提升並提升學生的學習成效（Burch, Heller, & Freed, 2014; Carini, Kuh, & Klein, 2006）。研究者大都同意參與的學生似乎是更有效的學習者，同時有效的教學在開始時扮演關鍵的角色，並持續維持學生的參與（Pintrich & DeGroot, 1990; Skinner & Belmont, 1993）。

為提升學生的學習，此計劃運用邏輯主導的編碼本質，透過機器人提供立即的因果關係回饋。這方面的編碼讓它成為認知障礙學生的理想平台，因為 Özdemir 及 Karaman（2017）以及 Demir（2021）的研究強調其對提供快速且永久學習，以及提高動機與活動參與的變革性影響。

認知到真實生活應用的重要性，此計劃整合這些體驗以增進理解。讓學生能夠連結他們日常生活的概念觸發他們的熱情及好奇心，讓這個主題變得有關聯及有意義。學生與生俱來攫取真實生活中錯綜複雜概念的能力，導引著計劃的獨特面向，包括機器人及編碼的整合。

將編碼機器人包括在內進一步提升計劃，賦予學生將自己沉浸在機器人角色中，在智慧環境導航的能力。這種學習的體現和體驗教育原則相符，讓學生能透過實作體驗深入探索智慧環境的錯綜複雜（Dewey, 1938; Kolb, 1984）。這個身歷其境的方法促進對智慧環境如何運作及個人如何能有效操控機器人的深切理解。

本質上，我們的計劃依學生的優勢及需求而量身打造，確保包融及可達成性，同時提供吸引人且豐富的學習經驗。

B. 環境
創造融合性的學習環境對 CTTC 計劃的成功至關重要。SETT 的環境部份被分析用於處理有關可達成性及舒適的議題。為促進學習，機器人及編碼被整合進此計劃中。仔細考量工具的選擇，特別是對有精細動作技能挑戰的學生。做為解決方案，實行不同的方法提供高援助學生以簡易著稱的 Ozobot 機器人，而低援助學生則是 UBTECH JIMU 機器人。此外，認知到適合身心障礙學生編碼平台的重要性、Blockly 編碼、易於使用的視覺拖曳程式工具，因其在教導基本程式概念的有效性而被選用。
C. 任務
在 SETT 的任務部份，重點在於增進學生對複雜概念的理解。編碼，由於其邏輯主導的本質及立即的因果關係回饋，成為認知障礙學生理想的學習平台，讓他們能直接觀察他們的指令如何影響機器人的動作，進而加強他們對複雜難解想法的理解。這項發現在 Özdemir 及 Karaman（2017），以及 Demir（2021）主導的研究中也獲得證實。
中心任務加入機器人程式設計以展現獨特動作及在不同智慧環境中導航，反映新加坡真實世界場景。每個環境依不同的學生群體特殊需要量身打造。例如，低支援需求的學生處理工作場所建築環境導航的挑戰，而中度援助需求的學生著重在餐盤返還機器人情境。高援助需求學生參與家庭機器人環境的程式設計，確保每位學生能積極參與並從計劃中獲益。
D. 工具
在工作的部份，重點在於挑選最能援助學生的科技。Blockly 編碼由於其簡易性及有效性，在程式教學概念無複雜結構而脫穎而出，令其成為學生各種程式設計體驗的理想選擇。
CTTC 計劃對促進智能障礙學生的數位素養及運算思維的成功要歸功於 SETT 架構的策略執行。透過對個別需求量身制定的學習經驗，培養包融智慧環境，縮小理解的缺口，以及挑選合適的工具，計劃被設計來滿足學生的獨特需求，同時讓他們具備數位時代所需的基本技能。透過 CTTC 計劃，主要目的在確保沒有學生在邁向變革性科技主導的未來旅程中被遺落在後。
發現與分析
CTTC 計劃旨在賦予智能障礙學生在科技變革的智慧環境中操控且茁壯成長的權力。為評估其有效性，採用柯氏四級培訓評估模式（Kirkpatrick Model）測量計劃的多個階段的影響。
第一階段：反應
參加者對計劃的回應
學生的回饋相當驚人正面。這個回應的視覺證據顯示於圖 1、圖 2、圖 3 及圖 4 的照片中，照片中學生積極參與計劃活動。他們

對計劃的互動及經驗學習方法表現出熱情，顯示在學習過程中提升的參與及樂趣。
在計劃後的調查中，超過 90% 的學生熱情表達他們在課程中獲得的樂趣，並指出他們渴望期盼參加未來的計劃。
這個正面的回應和計劃提供吸引人及豐富的學習經驗核心目標相一致。學生直接的回饋強調計劃的實作本質，以及體驗學習的價值。總體而言，學生的回應強調計劃在傳達正面及影響力的教育經驗的成功。
圖 1 一窺開心參與 CTTC 活動的熱情學生

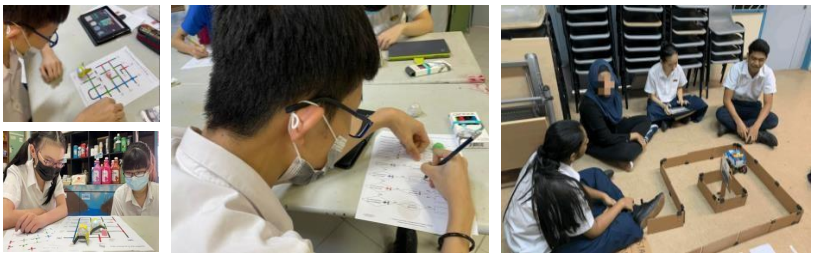


第二階段：學習
知識及技能取得的評估
由於計劃的體驗性質及多樣化的學生資料，採用替代方法測量學生的學習成效及新技能的學會。
觀察評估
教師及講師在計劃課程期間近距離觀察學生，紀錄他們編碼及機器人任務的反應。他們注意到學生在攫取及應用編碼概念的能力、解決問題的技能以及在各種智慧環境下導航機器人的適應性。這些觀察的視覺證據被展示於圖 2，提供學生學習過程重要的洞察。
圖 2
學生積極參與觀察評估（「體驗」(Kolb, 1984)）



自我報告學習
學生積極透過展示、書面反應或口語溝通反映他們的計劃經驗，表達想法及見解。蒐集這些自我報告的反應提供他們對於學習成效的見解，例如增加編碼的自信心、促進解決問題的技能，以及提升對智慧環境的理解。圖 3 展示的照片捕捉了這些時刻。

圖 3 學生分享見解及學習經驗（「反應」，(Kolb, 1984)）



講師回饋

講師維持和學生持續溝通，在活動期間提供指導及回饋。這個即時回饋讓講師能測量個人及群體學習過程，並做出必要的調整以優化學習經驗。參閱圖 4 對學生的參與有更詳細的視覺理解。

圖 4

透過講師參與促進學習（「思考與行動」（(Kolb, 1984)））



同儕互動

計劃中的協作活動促進同儕間的學習。學生一同參與討論、分享編碼策略及解決問題。這些互動不只是提升他們的編碼及機器人技能，同時也指出他們應用知識及教導別人的能力。圖 5 視覺記錄學生的積極參與，看看在這些協作活動期間他們的參與情形。

圖 5
一同解決問題：學生的協作努力（「思考與行動」（(Kolb, 1984)））



結果

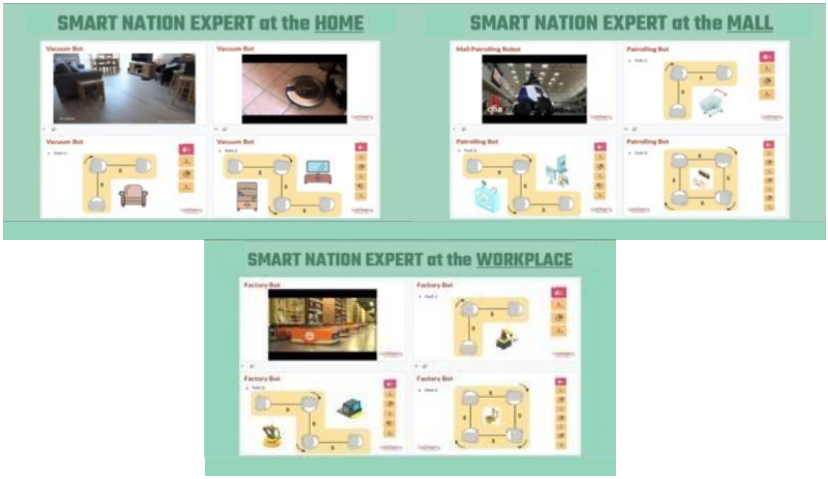
觀察評估、自我報告學習、講師回饋及同儕互動的結合提供學生學習成效的全面見解。共同的證據顯示學生在取得編碼及機器人技能、解決問題能力以及對智慧環境更深入的理解有明顯的進步。總體而言，這些替代方法顯示 CTTC 計劃有效培養一個學生能獲取並應用新知識及技能的學習環境，和第二階段評估的目標相一致。

第三階段：行為

學習在現實世界中的應用

在 CTTC 計劃中，學生編碼機器人以導航特定智慧環境讓他們能在現實世界情境中展現編碼技能。為不同需求群體量身制定的差異化智慧環境，挑戰學生有效應用他們學會的技能。學生們為各種任務展現機器人程式設計的能力，包括在工作場所建築環境中導航的工廠機器人、購物商場裡的巡邏機器人以及一個清潔住家的家庭吸塵機器人。圖 6 說明量身打造的環境，反應學習到行為的轉變。

圖 6
將學習轉化至現實世界的行為



第四階段：結果

對組織目標的影響

CTTC 計劃旨在讓學生具備駕馭智慧環境的基本技能，已然顯現和組織目標一致的樂觀成效。雖然學生提升的技能及知識的直接影響顯而易見，但計劃的長期影響已延伸至班級之外。透過編碼及機器人的動手做體驗，學生獲得實務知識及解決問題的能力，讓他們能在日常生活和未來教育及職業追求的智慧環境中茁壯成長。在圖 7a、圖 7b、圖 7c 及 圖 7d 照片中顯示學生在智慧環境中掌控現實世界任務。

圖 7a

無現金交易：檢查易通卡餘額 [1]



圖 7b

COVID-19 接觸者追蹤：進行無接觸 SafeEntry 報到



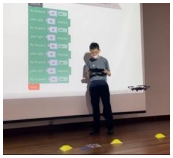
圖 7c

線上購物：手機錢包支付



圖 7d

無人機編碼：障礙賽挑戰





總之，CTTC 計劃展示和組織目標一致、培養實務技能及協助學生面對現實世界挑戰的重要 影響。圖 7a、7b 及 7c 的照片提供證據強調學生在智慧環境中掌控現實世界任務的實際 成效。

討論

在這一節中，將就 CTTC 計劃的影響、和組織目標的一致性以及研究發現展示的更廣泛含義 進行全面討論。

A. 與組織目標一致

CTTC 計劃與學校的組織目標一致，賦予基本技能以駕馭智慧環境並促成整體的目標，包括：

獨立及準備

主要目標在於增進學生的獨立並為加入科技世界做好準備。計劃的重點在於現實世界的應 用促成此一目標的達成，因為學生在量身打造的智慧環境中導航、展示技術技能、適應能 力及解決問題能力，和幫助他們在快速演變的科技世界中取得成功的使命相符合。

可達成性及融合性

可達成性及融合性是學校的基本原則。CTTC 計劃為不同學生群體量身打造智慧環境的差異化方法，為學校致力於適應多元化學習需求及確保充分參與的典範，和其融合性價值觀完 美契合。

B. 長期影響

易通卡 (EZ-Link card) 是多用途無接觸式智慧型卡片及電子貨幣系統。雖然 CTTC 計劃的立即結果前景看好，但廣泛運用於新加坡大眾交通及各種零售交易是有其必要性。認知其全 面影響可能深遠且長期。編碼的發展、解決問題及現實世界應用技能有可能增進學生的生活，為他們在日漸科技化的世界取得學業、未來工作及日常生活的成功做好準備。然而， 認知到這些長期影響的全面實現可能會遠超越評估的時間範圍。

C. 未來方向基於此次評估觀察的正面結果，幾個未來工作及改善的方法包括：

持續改善計劃

CTTC 計劃將持續微調及改善，考量學生、教師、講師以及評估過程的回饋及見解。這個反覆的方法將維持計劃的活力及逐步發展學生需求的相關性。

擴展及達成

由於 CTTC 計劃正面的影響變得顯而易見，將有機會擴展至更多學生，讓他們能從其體驗學習方法及技能建構機會中獲益。

研究及資料分析

在致力於實證本位教育之下，進一步的研究及資料分析將精確測量計劃的長期影響，包括 它對學生學業及職業方向，以及他們整體生活品質的影響。縱貫性研究及校友追蹤將提供 這些面向在 CTTC 計劃影響下的深刻見解。

結論

CTTC 計劃展示其在協助學生具備導航智慧環境基本技能的有效性。這在學生提升的技能、 學習熱情及準備參與智慧環境的科技中顯而易見。計劃不只是培養數位素養及運算思維技能，同時也經由調整多樣化學習需求促進融合性。這個對學生教育及未來就業的投資和創造一個數位素養及融合性社會更廣泛的目標相契合。

儘管直接影響顯而易見，計劃對學生生活品質長期影響的潛力是持續的。在致力於持續改善、擴展及以實證為本教育之下，CTTC 計劃成為學生準備在日漸科技主導的世界成功的基石。

致謝

我們對 CTTC 計劃全部參加者的珍貴貢獻致上誠摯的感激之意。此外，我們感謝此領域的研究者及專業人士們分享的重要見解

FINANCIAL INCLUSION FOR PERSONS WITH INTELLECTUAL DISABILITIES

智能障礙者的包容性金融

Authors



I-Hsin Sun, Ya-Ning, I-Yuan Huang,
Song-Jin Yang - Taiwan
songjin@papmh.org.tw

FINANCIAL INCLUSION

FOR PERSONS WITH INTELLECTUAL DISABILITIES

I-Hsin Sun, Ya-Ning, I-Yuan Huang, Song-Jin Yang Taiwan
songjin@papmh.org.tw

Financial Inclusion, which is critical for independent living for persons with intellectual disabilities, has been an important issue in Taiwan for several year. Parents' Association for Person with Intellectual Disability, Taiwan (PAPID Taiwan) not only promotes and advocates the importance of financial inclusion, but also leads the development of training and practices, and examines the deficits of laws and regulations.

Since 2022, PAPID Taiwan has participated in developing training sessions for staff of banks to gain better understanding of persons with intellectual disability, how to provide good services, and what can be improved in their services. So far we have trained more than 200 people from over 20 banks in Taiwan. Other than that, we also paid attention to new financial scam and crime, such as bar-code pay, which abused persons with intellectual disabilities. After two years of hard work, in 2023, PAPID Taiwan has completed three easy-to-read handbooks of labor insurance, retirement pension, and opening a bank account. These topics are difficult and complicated yet very important for laborers with intellectual disabilities. Also, to continue the work of easy-to-read services, we are planning to produce the easy-to-read version of trust for persons with intellectual disability in 2024.

In general, PAPID Taiwan has rapidly broadened and deepened its involvement in financial inclusion and brought up great and positive impact on the entire finance industry in Taiwan.

Key Words: Financial Inclusion, Easy-to-Read, Parents of Persons with Intellectual Disabilities, Individuals with Intellectual Disabilities, Easy-to-Read

智能障礙者
的包容性金融

I-Hsin Sun, Ya-Ning, I-Yuan Huang, Song-Jin Yang Taiwan
songjin@papmh.org.tw

包容性金融對獨立生活的智能障礙者相當重要，如今更成為台灣近幾年來的重要議題。台灣智障者家長總會 (Parents' Association for Person with Intellectual Disability, Taiwan; PAPID Taiwan) 不僅推廣倡導包容性金融的重要性，而且還主導訓練和實踐的進展，並檢視法律和法規的不足。

自 2022 年起，台灣智障者家長總會參與共同設計一個為開發銀行行員的課程，讓其對智能障礙者有更好的理解、如何提供優良服務，以及他們的服務還能如何改進。到目前為止我們訓練全台灣 20 間以上銀行超過 200 位行員。除此之外，我們也注意到新型金融詐騙犯罪，例如智能障礙人士濫用條碼支付。經過兩年的努力，台灣智障者家長總會在 2023 年完成了三本易讀手冊，包括勞工保險、退休金，以及銀行開戶。這些主題既困難又複雜， 但對智能障礙勞工而言非常重要。此外，為繼續易讀服務的工作，我們計劃在 2024 年為智能障礙者製作信託易讀版。

整體而言，台灣智障者家長總會迅速擴張，並深入參與包容性金融，為台灣整體金融 產業帶來巨大且積極的影響。

關鍵字：包容性金融、易讀、智能障礙者家長、智能障礙人士、易讀

THE PROCESS OF PRODUCING EASY-TO-READ INFORMATION OF LABOR INSURANCE AND RETIREMENT PENSION

製作易讀的勞保和退休金資訊的過程

Author



Ya-Ning Weng
elainew1660@papmh.org.tw

THE PROCESS OF PRODUCING EASY-TO-READ INFORMATION OF LABOR INSURANCE AND RETIREMENT PENSION

Ya-Ning Weng elainew1660@papmh.org.tw

In recent years, Taiwan has been gradually developing easy-to read services to ensure the expression of opinions and the right of information accessibility for individuals with intellectual disabilities and to promote their social inclusion. The purpose of these services is to support people with intellectual disabilities or other groups facing difficulties in understanding written texts, ensuring their rights to receive and convey information (Ministry of Health and Welfare, 2022).

To enhance the awareness of labor insurance and retirement-related laws and rights among laborers with intellectual disabilities in Taiwan, Parents' Association for Persons with Intellectual Disability, Taiwan (PAPID Taiwan) invited six individuals with intellectual disabilities to collaborate on producing two easy-to-read handbooks: "What is Labor Insurance" and "What is Retirement Pension" in 2022 and 2023.

This article will present the process of collaboration between PAPID Taiwan and individuals with intellectual disabilities in producing easy-to-read information, as well as the subsequent strategies employed to use the handbooks to help other individuals with intellectual disabilities understand labor insurance and retirement-related laws and rights.

Key Words: Easy-to-Read, Parents of Persons with Intellectual Disabilities, Labor Insurance, Retirement Pension, Collaboration with Individuals with Intellectual Disabilities

製作易讀

的勞保和退休金資訊的過程

I-Hsin Sun, Ya-Ning, I-Yuan Huang, Song-Jin Yang
Taiwan
songjin@papmh.org.tw

近年來，台灣逐漸發展易讀的服務以確保智能障礙者表達意見和資訊取得的權利，並促進他們融入社會。這些服務的目的是幫助智能障礙者或其他理解書寫文字有困難的族群，確保他們接收和傳達資訊的權利 (衛生福利部，2022)。為加強台灣智能障礙勞工對勞保和 退休相關法律及權利的意識，社團法人台灣智障者家長總 會 (Parents' Association for Persons with Intellectual Disability, Taiwan;PAPID Taiwan) 邀請六位智能障礙者合力製作兩本易讀的手冊：分別是 2022 年和 2023 年的「什麼是勞保」和「什麼是退休金」。本文將介紹社團法人台灣智障者家長總會和智能障礙者彼此間合作製作易讀資訊的過程，以及後續計劃利用手冊幫助其他智能障礙者了解勞保和退休相關法律和權利。

關鍵字：易讀、智能障礙者家長、勞保、退休金、與智能障礙者合作

THE EXPERIENCE OF INDEPENDENT LIVING

獨立生活的經驗

Author



Xiu-Zhen Zhang/ Taiwan
international@papmh.org.tw

THE EXPERIENCE
OF INDEPENDENT LIVING

Xiu-Zhen Zhang Taiwan

I was a services user at an institution for years. In other words, I almost lived there every day. Several years ago, I started to think about moving out of the institution. There were three reasons: (1) I wanted to have more "private time". (2) I wanted to go to college. (3) I wanted to live on my
own.When I firstly proposed the idea of moving out and living alone, my extended family members and the staff at my institution al had serious concerns about it. To make thing feasible and possible, I initiated a plan with the staff and then had meetings with them and my relatives. We listed out what I had to prepare and learn for living independently, what I expected for living arrangements, what would be the resources I could utilize in the community, what my financial management and time management is, etc. For example, how much I could afford for the rent? What furniture I would need or want? Do I want to share the apartment with other people?
After practicing within the institution for months, I finally gained the essential skills I would need for independent living and convince all the people who cared about me that I could do this successfully.
To be honest, the life of living independently is not always joyful. Although I was very excited and proud of myself when I just moved out, sometimes things just did not go as I wished. Life can be challenging and frustrating. However, this is my life, and this is my choice. Therefore, no matter how bitter the life treats me, I will keep going.

Key Words: Independent Living, Self-Advocacy, Institution, Living in the Community

獨立生活

的經驗

Xiu-Zhen Zhang 臺灣

我曾是一家機構多年的服務使用者。換句話說，我幾乎每天都住在那裡。幾年前，我開始思考搬出機構。有三個原因 :(1) 我想有更多「私人時間」。(2) 我想上大學。(3) 我想一個人生活。

當我率先提出搬出去自己住的想法時，我的大家庭成員和機構的工作人員都為此感到 十分擔憂。為了達成目標，我和工作人員擬定了一個計劃，並和他們及我的親戚們開會討 論。我們列舉出獨立生活需要準備和學習的事物、我對生活安排的期望、社區中我能運用 哪些資源、我的財務管理和時間管理是什麼等等。例如，我能負擔多少房租？我需要或想 要哪些傢俱？我會想要和其他人分租公寓嗎？

在和機構演練幾個月後，我終於學會獨立生活所需的基本技能，並且說服所有關心我 的人我能夠成功做到這件事。

說實話，獨立生活的日子不一定那麼快樂。雖然剛搬出去時我非常興奮且自豪，但有 時候事情並不如我所期望。生活有可能充滿挑戰和令人氣餒。但這是我的生活，也是我的 選擇。因此，無論生活有多苦，我也會堅持下去。

關鍵字：獨立生活、自我倡導、機構、生活在社區

SELF-ADVOCATES' LIFE IN JAPAN

自我倡導者在日本的生活

Authors



Akane Shimoura



Saori Fujiya



Kenta Takeuchi



Kenya Funaki



Ryota Kukiya

Japan

Abstracts :
We would like to share what self-advocates' life is like in Sapporo, Japan. We are belonging to the facility for life nursing care called Harvest Garden, Muginoko. At Harvest Garden, we have 36 friends, age is around 20 to 30 years old. We gather at the daytime to join many activities and to work together. We have variety of activities by following Japanese traditional events. We also have creative activities, sports activities, dance activities, voice training and so on. Even Sometimes going to have a lunch as a reward for ourselves. Because many of us are living at group home with friends and grow vegetables at our group homes, we enjoy bringing and eating those vegetables with Harvest Garden's friends. Not only activities, we are working at the bakery called Swan Bakery. One of our roles is to serve customers. we also work the cash register, cleaning floors and other jobs to run a bakery. At the presentation in Macau, we would like to introduce our everyday life by explaining varieties of activities and working place with pictures of us doing activities and working.
Keywords (max 6): Self-advocate, life in Japan, activities, working 自我倡導者在日本的生活

我們想分享自我倡導者在日本札幌的生活。我們隸屬於一間名為「麥子豐收花園」(Harvest Garden, Muginoko) 的生活照護機構。在豐收花園中，我們有 36 位朋友，年齡介於 20 到 30 歲間。我們在白天時會聚在一起參加許多活動並且一起工作。我們有各種遵循日本傳統盛事的活動。我們也有創意活動、體育活動、舞蹈活動、聲音訓練等。甚至有時去吃午餐 也是對我們自己的一種獎勵。因為我們大多數人都和朋友一起住在團體之家，並在團體之家種植蔬菜，我們喜歡帶這些蔬菜和豐收花園的朋友們一同享用。不只是活動，我們也在一間名為「天鵝麵包坊」(Swan Bakery) 的麵包店工作。我們的職責之一就是為顧客服務。 我們同時也負責收銀、清潔地板及麵包店裡的其他工作。在澳門的演講中，我們想透過講解我們在許多活動地點和工作場合從事活動和工作的照片來介紹我們的日常生活。
關鍵字：自我倡導、生活在日本、活動、工作

SELF-ADVOCATES'

LIFE IN JAPAN

Akane Shimoura, Saori Fujiya,
Kenta Takeuchi, Kenya Funaki, Ryota Kukiya - Japan

We live in Japan. We will be presenting our activities.
We are based in Sapporo, Hokkaido, in the northern part of Japan. The building where we carry out our activities is a three-story structure. The first floor houses a bakery, the second floor is our activity space, and the third floor serves as a place for after-school programs and short-stay accommodations.
We are part of a facility called "Muginoko-Kai's Harvest Garden," with a total of 36 members, consisting of 26 males and 10 females, predominantly in their twenties and thirties. Our activities include gardening, community clean-up, distributing flyers, car washing, snow removal, indoor study sessions, table tennis, and more. In addition to these activities, we also participate in circle activities such as hula dancing, flower arrangement, and voice training.
We will be presenting the details of our activities and jobs. We work at a bakery called "Swan Bakery," where our tasks include breadmaking, customer service, and selling products at external companies and facilities. Last September, a second branch of the bakery was opened, and people with various disabilities, from veterans to newcomers, work there. The bakery offers freshly baked bread, and inside the store, customers can enjoy bread, drinks, morning sets, and lunch in a café setting, becoming a well-established part of the community.
Among the presenters, some members work on the bakery floor, handling customer service, cash registers, and cleaning. The most rewarding aspect of our work is when customers tell us that we have a nice smile. In the future, we hope to learn more about handling money. Now, let's hear from a member working at the new branch.
"I work at the cash register, wash dishes, recommend

bread to customers, and pack bread into bags. My favorite task is working at the cash register because I enjoy talking to customers. I'm doing my best! We always greet customers with enthusiasm and set an example for those around us. We have more people joining us at work now."

We would also like to introduce our circle activities. In our voice training circle, we learn singing and dancing from a teacher. Singing and dancing together loudly with everyone is one of our favorite activities. We also practice hula dancing. We have around 20 members in total, and we receive instruction from a famous teacher. Our costumes are custom-made in Hawaii. Our goal is to participate in competitions and win, with the dream of going to Hawaii.

That concludes our presentation about Harvest Garden. Thank you for this opportunity.

自我倡導者

在日本的生活

Akane Shimoura, Saori Fujiya,
Kenta Takeuchi, Kenya Funaki, Ryota Kukiya - Japan

我們住在日本，接下來會介紹自己進行的活動。

我們位於日本北部北海道札幌市。我們進行活動的地點是棟三層樓高的建物。第一層是烘焙坊，第二層是我們的活動空間，而第三層則是提供課後課程和短期住宿的地方。

我們隸屬於一間名為「麥子豐收花園」照護機構，這裡總共有 36 位成員，26 位男性和 10 位女性，主要年齡在 20 至 30 歲間。我們的活動包括園藝、社區清潔、分發傳單、洗車、剷雪、室內學習課程、桌球及其他項目。除了這些活動，我們也參加團體活動如草裙舞、花藝、以及聲音訓練。

我們等等會介紹自己進行的活動和工作細節。我們在一間名為「天鵝烘焙坊」的麵包 店工作，我們的工作包括製作麵包、顧客服務以及販售商品給外面的公司行號和機構。去年九月，第二間麵包店開幕，許多身心障礙人士從新手到老手都在那裡工作。麵包店提供新鮮出爐的麵包，在店內顧客能在咖啡廳的氛圍中享用麵包、飲料、早餐套餐以及午餐， 成為社區裡廣受大家認可的一部份。

在上台報告者中，有些成員在麵包店工作，負責顧客服務、收銀及清潔。我們工作最激勵人心的部份是當顧客告訴我們，我們的笑容很棒。未來，我們希望能學習如何管控金 錢。現在，讓我們聽聽在新分店工作的成員的感想。

「我負責收銀、洗碗、向顧客介紹麵包、並將麵包裝袋。我最喜歡收銀的工作，因為我很喜歡和顧客聊天。我會盡自己所能做到最好！我們一直以來都熱情迎接顧客， 並以此做為週遭人的典範。現在有更多人加入我們。」

我們也想介紹團體活動。在我們的聲音培訓團中會跟老師學習唱歌和跳舞。大家一起大聲唱歌跳舞是我們最愛的活動之一。我們也會練習草裙舞。我們總共約有 20 位成員一起 接受一位有名的老師的指導。我們的服裝是在夏威夷客製訂做的，目標是參加比賽取得勝利，並夢想能去夏威夷。

以上是我們對於豐收花園 (Harvest Garden) 的報告。謝謝您給予此次機會。

關鍵字：自我倡導、生活在日本、活動、工作

iRISE
INDIVIDUALIZED RESOURCE FOR INDEPENDENT SKILLS ENHANCEMENT

iRISE
讓獨立技能增強的個人化資源

Author



Engr. Alphonsus Castro De Alban, MAEd, LPT
Philipphines
Contact Details:dealban.ac@stud.pnu.edu.ph

Abstract

The lack of program for individuals with intellectual disabilities to become self-determined deter their growth and future success. What happens to an individual with intellectual disabilities when their family and support is gone? It is in this light that St. Philomena School designed and created iRISE program for individuals to become self-determined and become a contributor to the society. iRISE is anchored on its belief that "self-determination" is a means for any person to experience a quality of life that is consistent to his values, preferences, strengths and needs. The goal is to develop the potential of persons with disabilities to be "self-determined" as possible by providing learning experiences infused through different functional activities, highly individualized instructions and specialized curriculum commensurate to their level of performance and appropriate and specific to the targeted needs.

The iRISE program is designed to prepare these young individuals with different abilities to become independent as possible by creating structured programs and opportunities that will explore their maximum functional capacities and abilities. iRISE will focus on four particular targets: Education, Employment, Entrepreneurship and Esteem, all being given accommodations and modifications to fit the needs of the individual. It aims to teach and train participating individuals independent basic skills covering areas from the simple to complex Activities of Daily Living up to Pre-Vocational to Vocational Skills.

iRISE is one with the family in thinking about the future of the individual. The program is anchored on the belief that the individual must self-advocate. To be able to empower the individual to choose with guidance.

KEYWORDS: Inclusion, intellectual disabilities, self-determination, self-advocate, specialized curriculum
SUB-THEME: community inclusion, sustainable learning, training the untrained

iRISE
讓獨立技能增強的個人化資源

由於缺乏讓智能障礙人士自決的計劃，他們的成長和未來的成功皆受到了阻礙。當智能障礙者的家人和支持都消失時會發生什麼事？有鑒於此，聖菲洛梅娜學校設計創建 iRISE 計劃讓個人成為能自決，同時成為對社會有所貢獻的人。iRISE 堅信「自決」這個信念是任何人體驗符合其價值觀、喜好、優勢和需求的生活品質的方式。目標是藉由不同功能性的活動、高度個人化指導和符合其表現程度的專門課程，以及適合且針對目標的特定需求提供學習經驗以盡可能地開發智能障礙者「自決」的潛力。

iRISE 計劃乃設計用來幫助不同能力的年輕人盡量變得獨立，創建結構性課程和機會探索他們最大功能的能力和才能。iRISE 將聚焦於四個特定目標：教育、就業、創業和尊重，所有目標皆會做特殊調整和修改以符合個別需求。這項計劃的目的在教導並訓練參與者獨立的基本技能，範圍涵蓋從簡單到複雜的日常生活活動，到職前技能再到職業技能。

iRISE 是項和家庭一同思考個人未來的計劃。這項計劃堅信個人必須堅定自我倡導的信念。能賦予個人依據引導做出選擇的能力。

關鍵字：包容性、智能障礙、自決、自我倡導、專門課程

INDIVIDUALIZED RESOURCE

FOR INDEPENDENT SKILLS ENHANCEMENT

Engr. Alphonsus Castro De Alban, MAEd, LPT Philipphines
Contact Details:dealban.ac@stud.pnu.edu.ph

INTRODUCTION

What becomes of my child should I depart?

Individualized Resource for Independent Skills Enhancement (iRISE) is a proprietorial brand of educational service of St. Philomena School: Kids' Comfort Zone, Inc. focused on developing an individual become self-determined. Anchored on the goal of "SELF DETERMINATION", everyone will be taught the requisite skills that will help improve the quality of their lives. These skills are relevant for independent living, allowing them to become self-advocate. The common notion of the community about persons with disabilities is centered on their limitations and inabilities to cope with the challenges of the daily lives. Given these observed stereotyping, even families have a misguided concept of the kind of help and assistance persons with disabilities need. Often, hovering and "over helping" the individual resulting to unintentional "sabotaging" their learning opportunities.

How can children with disabilities be taught? What can we teach them? Why should we teach them? Current researches & studies prove that the best practice is to teach children with special needs to advocate for themselves, to take control of their lives; to have them engaged in goal-setting, to have them practice autonomy in making a choice or decision, to plan, and to have them regulate their behaviors. The school believes that if a person is taught all the skills and attitudes, the knowledge to understand his strengths and limitations, this person, regardless of his disability or disabilities, will have greater ability to take control of his life and assume the roles of a successful self-determined person.

The St. Philomena School's philosophy of education is anchored on its belief that "self-determination" is a means for any person to experience a quality

of life that is consistent to his values, preferences, strengths and needs. The school's goal then is to develop the potential of persons with disabilities to be "self-determined" as possible by providing learning experiences infused through different functional activities, highly individualized instructions, and specialized curriculum commensurate to their level of performance and appropriate and specific to the targeted needs.

To achieve this goal of making students with disabilities of St. Philomena School become self-determined, several Self-Determination Intervention techniques & strategies covering all avenues of learning domains will be put into practice appropriate to their specific needs. Curriculum is highly individualized conveyed by the teacher to the students through a specialized instruction like one-to-one & small group instruction. Applied field project & action research will be practiced by the Special Education teacher. Results will determine best intervention program appropriate for targeted needs. Thus, iRISE.

What is iRISE Program?

The lack of program for individuals with different abilities to become self-determined deter their growth and future success. It is in this light that St. Philomena School designed and created iRISE program for individuals to become self-determined and become a contributor to the society. iRISE is anchored on its belief that "self-determination" is a means for any person to experience a quality of life that is consistent to his values, preferences, strengths and needs. The school's goal then is to develop the potential of persons with disabilities to be "self-determined" as possible by providing learning experiences infused through different functional activities, highly individualized instructions and specialized curriculum commensurate to their level of performance and appropriate and specific to the targeted needs.

METHODS

Community based activities are designed to create opportunities for the individual to experience how it adapt to real life situations. Structured visit to banks, grocery stores, riding a jeep, tricycle are few of the activities that provides:

training for the individual
social and communication opportunities
interaction with the public
new skill acquisition
avenue to practice learned skill

iRISE in its effort to provide the maximum opportunities for the individual is in collaboration with several partner advocates including the following but not limited to:

Schools	Laundry Mat
Law office	Fastfood/canteen
Doctor's Office	Food kiosk
Grocery Store	Marketing
Bakery	Hotel/Motel
Retail Store	LGUs

Tab. 1

In order for us to reach the goal of molding the individual to become self-determined, there are several factors that we need to consider

Self Determination- St. Philomena School's brand of teaching strategy and instruction will create opportunities for the individual to become self-determined.

Examples of intangible skills being taught are but not limited to:

Sorting
Basic Operations
Inventory
Communication

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grocery stores, riding a jeep, tricycle are few of the activities that provides:
training for the individual
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avenue to practice learned skill.
Specialization. The child is given the appropriate choices. The teachers facilitate the learning of the individual based on the present level of the individual and the target needs.
Family Inclusion. The most important process of the program is the readiness, acceptance and support of the individual's family and friends. Collaboration between family members and other service providers produce positive results and reduce possible conflicts in decision making.
Community Inclusion. Advocacy Partners provide opportunities for the individual by allowing them to be a part of the company's "staff" by means of mutual agreement with St. Philomena School.

Creating Opportunities such as but not limited to:
Apprenticeships
Internship
Mentorship
Community Based Work
Paid Employment

We are one with the family in thinking about the future of the individual. The iRISE program is anchored on the belief that the individual must self-advocate. To be able to empower the individual to choose with guidance.

How can we achieve the objectives of iRISE program?
The sequence of the transition instructions will focus on the different strategies that will include coordinated set of opportunity - providing activities that utilize the concept of self-determination and self- advocacy. The presented structure may overlap, but the sequence,

provided with accommodations and modifications, must also prepare the individual in accordance to his/her level of function.

1. IMPROVE SELF- AWARENESS – Provides the individual with a strong sense of self- awareness: knowledge about his/her learning and personality styles, interests and aptitudes, and the skills to know how to update and expand information about themselves. With a strong knowledge of their interests and skills, the individual will be able to conduct focused career exploration and make reasoned choices about their future.

2. PROVIDE CAREER AWARENESS – Provides the individual with opportunities to gain better knowledge about the relationship and connection between the school and work and the many career option available in the world of work.

3. PROVIDE CAREEER PREPARATION – With an understanding of who they are, what they like, and what is available in the world of work, the individual can begin career preparation by identifying and learning the behaviours and skills needed to be successful in work. At this point, the individual can also then begin collecting the documentation needed for possible college or work.

4. PROVIDE WORK EXPERIENCE – Individuals need opportunities to of work "try-out" working in a variety of work experiences (knowledge about workplace expectations, what different careers are like, and an opportunity to see if the career "fits" them.

5. PREPARE THE INDIVIDUAL TO A SELF-DETERMINED INDEPENDENT LIVING – For an individual who remain in high-school or transition class until their twenty-second birthday, the emphasis should be on community awareness and access (knowledge and skills to live, work and play in the community as independently as possible).

In order to achieve these objectives, iRISE would provide multiple opportunities to the individual such as

but not limited to :

The opportunity for apprenticeship, internship and job shadowing to all our Partner – Advocates.
The opportunity of achieving a National Certification and being able to use it as an "edge" for an employment possibility.
The opportunity of achieving and completing a senior high school educational level, if completed in this program.
The over-all opportunity of creating a life-changing and life-saving experiences transition from education/ academic structured way of life to adulthood with self-determination and independence as the key.

Who will benefit iRISE Program?
The main beneficiary of iRISE is the individual. iRISE believes that every individual has the capacity to live independently provided they are given opportunities and empower with the needed skills and abilities to become self-determined. The program provides various opportunities for the individual to learn such as but not limited to Interpersonal Relationship,Independent Living Skills, Recreational and Leisure Skills, Employability Skills, Consumer Skills,Other skills and abilities needed by the Individual to become self-determined
The family of the individual also benefits from the iRISE program. The success of the individual provides assurance to the family that the individual can meet their daily needs as they transition to become independent.

CONCLUSION
Students who at a very young age who have limited functioning abilities due to their diagnosis and assessment can become Student Advocates. These students would undergo iRISE as a process as an early intervention that would enable them to become self-determined. Empowering Children with Disabilities:

Helping them become self-determined by using appropriate Self-Determination Intervention specific to their needs. While this program is still in its infancy the goal is to be able to reach as many children as possible with disabilities and help them become a productive member of the society and burden to their family or the government.

An individual is a contributory member of the community. The ultimate goal of the Department of Education (DepEd) is "for an individual with special needs to become functional members of the society". iRISE as a program giving positive effect to the individual is advantageous to the community most specially the nation.

The iRISE program is designed to prepare these young individuals with different abilities to become independent as possible by creating structured programs and opportunities that will explore their maximum functional capacities and abilities. iRISE will focus on three particular areas : Academic, Cognitive and Functional all being given accommodations and modifications to fit the needs of the individual. It aims to teach and train participating individuals independent basic skills covering areas from the simple to complex Activities of Daily Living up to Pre-Vocational to Vocational Skills.

Acknowledgement

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References 2019 iRISE Manual of Instruction, St. Philomena School

Education Act of 1982 otherwise known as Batas Pambansa 232

R. A.9442 is an "an Act Amending Republic Act No. 7277, otherwise known as the Magna Carta for Disabled Persons

iRISE 增強獨立技能

之個人化資源

Engr. Alphonsus Castro De Alban,
教育碩士 / 執照物理治療師（LPT）
聖菲洛梅娜學校：孩子舒適圈股份有限公司菲律賓

介紹

若我離開，我的孩子會成為什麼樣子？
增強獨立技能之個人化資源（iRISE）是聖菲洛梅娜學校：孩子舒適圈股份有限公司所有的教育服務品牌，著重於發展個人成為自我決定者。以「自我決定」為目標，每個人將被教導必要的技能以協助提升他們的生活品質。這些技能和獨立生活相關，讓他們能成為自我倡導者。公眾對於身心障礙人士的普遍觀點都集中於他們有限且無法處理日常生活的挑戰。根據這些觀察到的刻板印象，即便是家人對於身心障礙人士需要的幫助及協助類型也有被誤導的概念。保護及「過度幫忙」個人通常會無意間「破壞」他們的學習機會。如何教導身心障礙兒童？我們能教導他們什麼？為何我們應該教育他們？目前的研究調查證實最好的做法在教育特殊需求兒童自我倡導，掌控自己的生活；讓他們參與目標設定，讓他們實行做選擇或決定、計劃的自主權，並讓他們規範自身的行為。學校深信若一個人被教導所有的技能及態度、了解自身優勢及侷限性的知識，這個人無論其身心障礙的狀況，將擁有更大的能力掌控自己的生活並成為一個能成功自我決定的人。
聖菲洛梅娜學校（St. Philomena School）的教育哲學堅定信念，相信「自我決定」是任何人體驗符合其價值觀、喜好、優勢及需求的生活品質的方法。學校的目標在於透過提供不同的功能活動、高度個人化教學、和符合其表現程度的特殊課程以及適當且針對特定需求的學習體驗，盡量發展身心障礙人士的潛能以成為「自我決定者」。
為達成令聖菲洛梅娜學校（St. Philomena School）身心障礙學生成為自我決定者的目標，所有的學習領域途徑將推行一些適合於他們特殊需求的自我決定介入方法及策略。課程高度的個人化，由教師透過專業的一對一及小團體教學來教導學生。應用實地計劃及行動研究將由特殊教育教師實行。結果將確認適合目標需求的最佳介入計劃。即是 - 增強獨立技能之個人化資源（iRISE）。

何謂增強獨立技能之個人化資源（iRISE）計劃？
缺乏讓不同能力個人成為自我決定者的計劃，將阻礙他們的成長及未來的成功。有鑑於此，聖菲洛梅娜學校（St. Philomena School）設計打造增強獨立技能之個人化資源（iRISE）計劃，

讓個體成為自我決定者，同時成為社會的貢獻者。增強獨立技能之個人化資源（iRISE）堅定其信念，以「自我決定」做為任何人體驗符合其價值觀、喜好、優勢及需求的生活品質的方法。學校的目標在於透過提供不同的功能活動、高度個人化教學和符合其表現程度的特殊課程以及適當且針對特定需求的學習體驗，盡量發展身心障礙人士的潛能以成為「自我決定者」。

方法

設計以群體為主的活動，打造個人體驗如何適應真實生活情境的機會。

安排參觀銀行、雜貨店、乘坐吉普車、三輪車等一些活動以提供：

- 個人訓練
- 社交及溝通機會
- 與大眾交流
- 新技能的取得
- 演練習得技能的管道

增強獨立技能之個人化資源（iRISE）和下列多個但不僅限於此的夥伴倡導者合作致力於為個人提供最大的機會：

. 學校 . 律師事務所 . 醫務室 . 雜貨店 . 麵包店 . 零售賣場	. 自助洗衣店 . 速食 / 餐飲部 . 美食攤 . 行銷 . 飯店 / 汽車旅館 . 地方政府部門

表 1

為讓我們能達成塑造個人成為自我決定者的目標，我們必須考量幾點要素

I- 自我決定 - 聖菲洛梅娜學校（St. Philomena School）的教學策略及指導將為個人成為自我決定者創造機會。

被教導但不僅限於此的無形技能的例子：

- 分類
- 基本操作
- 盤點
- 溝通

II- 設計以群體為主的活動，打造個人體驗如何適應真實生活情境的機會。安排參觀銀行、雜貨店、乘坐吉普車、三輪車等一些活動

以提供：
・ 個人訓練
・ 社交及溝通機會
・ 與大眾交流
・ 新技能的取得
・ 演練習得技能的管道
III- 專門化。給予兒童合適的選擇。教師依據目前個人的程度及目標需求幫助個人學習。
IV- 家庭包容。此計劃最重要的過程是個人的家庭及朋友的意願、接納及支持。家庭成員和其他服務提供者之間的合作可帶來正面結果，並減少決策時可能發生的衝突。
V- 群體包容。倡導者夥伴經由和聖菲洛梅娜學校共同協議，提供個人機會讓他們能成為公司「員工」的一份子。

創造的機會如下但不僅限於此：
・ 學徒制
・ 實習制
・ 導師制
・ 社區基礎工作
・ 支薪就業

我們是與家庭一同思考個人未來的學校。增強獨立技能之個人化資源（iRISE）計劃秉持個人必須是自我倡導者的信念。讓個人能自主地依指示做出選擇。

我們如何能達成增強獨立技能之個人化資源（iRISE）計劃的目標？
過渡教學的順序將著重於不同的策略，包括協調的機會組合 - 提供運用自我決定及自我倡導概念的活動。呈現的結構可能會有所重疊，但也必須依據他 / 她的個人功能程度做好調整及修改順序的準備。
1. 提升自我意識—提供個人強烈的自我意識感：了解關於他 / 她的學習及個人風格、興趣和才能、並知悉如何更新及擴展自身資訊技能。對自己的興趣和技能有堅定的理解，個人將能專注於職業的探索，並對未來做出合理的選擇。
2. 提供職業意識—提供個人機會更好的理解有關學校和工作，以及勞動世界中許多可選職業之間的關係和連結。
3. 提供職業準備—了解自己是誰、喜歡什麼、及勞動世界中可從事什麼工作，個人能經由辨識及學習工作中成功所需的行為和技能開始職業準備。此時，個人也能開始蒐集可能就讀的大學或就職的

工作需要的文件。
4. 提供工作經驗—個人需要在各種工作經驗中有「試用」的工作機會（了解工作場所的期待、不同職業的狀況、及確認職業是否「適合」他們的機會）。
5. 讓個人為自我決定的獨立生活做好準備 - 關於仍在高中或過渡班級就讀直至 22 歲生日為止的個人而言，強調的重點應在於群體意識及接納（具備盡可能獨立地在群體中生活、工作及遊玩的知識和技能）。

為達成這些目標，增強獨立技能之個人化資源（iRISE）將提供個人下列多種機會，但不僅限於此：

o 為我們所有的夥伴 - 倡導者提供學徒、實習及影子工作的機會
o 取得國家證照的機會，以及能夠使用此證照做為就業可能性的一項「優勢」。
o 若完成此一計劃，將有實現及完成高中教育程度的機會。
o 創造改變生命及拯救生命經驗的全面機會，從教育 / 學術架構的生活方式過渡到關鍵的自我決定及獨立的成年時期。

誰將從增強獨立技能之個人化資源（iRISE）計劃中獲益？
增強獨立技能之個人化資源（iRISE）的主要受益人是個人。增強獨立技能之個人化資源（iRISE）相信只要給予他們機會且增進自我決定需要的技能及能力，每一個人都有獨立生活的能力。這項計劃提供個人各種機會學習但不僅限於此，如人際關係、獨立生活技能、娛樂及休閒技能、可就業技能、消費者技能，其他個人成為自我決定需要的技能及能力。
個人的家庭也能自增強獨立技能之個人化資源（iRISE）計劃中受益。個人的成功為家庭提供保證他們變得獨立的同時能達成日常生活需求。

結論

在年紀很小時即被診斷評估患有受限功能能力的學生能成為「學生倡導者」。這些學生在經歷增強獨立技能之個人化資源（iRISE）做為早期介入的過程中，讓他們能夠自我決定。賦予身心障礙兒童能力：經由針對他們的需求運用合適的自我決定介入幫助他們成為自我決定者。雖然此計劃仍在起步階段，其目標是盡量讓更多身心障礙兒童接受此計劃，幫助他們成為社會中有生產力的成員，並減少家庭或政府的負擔。
個人是群體中貢獻的成員。教育部（Department of Education；DepEd）最終的目標是「讓特殊需求的個體成為社

會中有功能性的成員」。增強獨立技能之個人化資源（iRISE）做為提供個人正面影響的計劃對群體，尤其國家有這種優勢。
增強獨立技能之個人化資源（iRISE）計劃是設計用來幫助這些不同能力的年輕個人做好盡量變得獨立的準備，經由結構化的方案和機會探索他們最大的功能性工作能力。增強獨立技能之個人化資源（iRISE）將著重於三個特定領域：學術、認知及功能性全都予以調整及修改以符合個人需求。它旨在教導及訓練參加的個人獨立的基本技能，涵蓋領域從簡單到複雜的日常生活活動（Activities of Daily Living），到職前技能再到職業技能。

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A SENSORY EXPERIENCE FOR STUDENTS IN KATONG SCHOOL
A COLLABORATION BETWEEN TEACHING STAFF AND ALLIED PROFESSIONALS

加東小學學生的感官體驗
教學人員與相關專業人士間的合作

Background
Katong School (KS) caters to students with Mild Intellectual Disability (MID) and mild to moderate Autism Spectrum Disorder (ASD). Over the years, there is an increasing number of students with MID with comorbidity ASD. They come with different challenges that hinder them from accessing the MID Curriculum in KS.

Objectives / Research Question / Purpose
Teachers observed that students with ASD had frequent meltdowns, lacked essential social communication skills and on task work behaviours, which affected their smooth integration into the MID classes. The Occupational Therapist (OT) noted a signification proportion of students with ASD displayed signs of sensory processing disorder. To understand the issue better, the OT conducted a Sensory Profile Assessment in February 2018 to ascertain a baseline on the different sensory profile of students with ASD. Results of the assessment confirmed the OT's observations. The students had either moderate or severe sensory processing issues, which could possibly lead to the behaviours exhibited. With this in mind, the team decided to develop a structured sensory package to help students manage their behavioural responses, modulation and regulation, instead of merely working on the superficial behavioural issues.

Results
Providing students with rich sensory experiences led to positive outcomes, impacting various stakeholders. Students were observed to have better coping strategies for regulation and getting ready for lessons. Occurrence of meltdowns and aggressive behaviour decreased significantly. They were more aware of their sensory needs and were able to seek necessary sensory inputs more appropriately. As students were more regulated through the sensory experiences, staff, parents or caregivers were able to channel their efforts

to support students in enhancing their learning and development.

Keywords: Sensory Experience, Self-regulation, Work Behaviours
Themes/Sub-themes: Social Communication, Emotional Regulation and Transactional Support

背景
加東小學（Katong School；KS）為輕度智能障礙（MID）以及輕度至中度自閉症譜系障礙（ASD）學生提供服務。多年來，具有輕度智能障礙合併自閉症譜系障礙的學生數量持續增加。他們遭遇的不同挑戰阻撓他們加入加東小學（KS）的輕度智能障礙（MID）課程

目標 / 研究問題 / 目的
教師們觀察自閉症譜系障礙（ASD）學生經常會經歷情緒崩潰、缺乏基本的社交溝通技能和任務工作行為，大大影響他們順利融入輕度智能障礙班級的情形。職業治療師（Occupational Therapist；OT）注意到有一定比例的自閉症譜系障礙學生具有感覺處理障礙。為能更了解這項議題，職業治療師（OT）在 2018 年 2 月進行一項感覺處理能力剖析量表以評估確認自閉症譜系障礙（ASD）學生在不同感覺處理能力剖析量表的基準線。評估結果證實職業治療師（OT）的觀察。具有中度或重度感覺處理問題的學生，可能導致表現在外的行為。考量到這點，團隊決定開發一個結構化感官套組幫助學生管理他們的行為反應、調節和控制，而非僅是處理表面的行為問題。

結果
提供學生豐富的感官經驗帶來正面的效果，影響各種利害關係人。學生們被觀察到對調節有更好的應對策略，並能為課程做好準備。情緒崩潰及攻擊行為的發生次數明顯減少。他們能更加意識到感官需求，也更能適當地尋求必需的感官輸入。當學生藉由感官體驗取得更多的調節，教職人員、父母或護理員就能夠在加強學生學習和發展上用盡全力來支援學生。

關鍵字：感官體驗、自我調節、工作行為

A SENSORY EXPERIENCE
FOR STUDENTS OF KATONG SCHOOL

A Collaboration between Teaching Staff and Allied Professionals
Ms Elizabeth Casipit Cruz
Ms Kalyani Yathavan
Katong School
Singapore
Mrs Sarah D Sacro
Mr Raimond L. Barrinuevo
Ms Nur Asilah Binte Mohamed Zain
Ms Manisha Kaur Dhillon
Ms Ong Yean Peng
Ms Jacquiline Williams

Katong School (KS) caters to students with Mild Intellectual Disability (MID) or MID with co- morbidity of mild to moderate Autism Spectrum Disorder (ASD). Over the years, there is an increasing number of students with MID with ASD co-morbidity. They come with different challenges that hinder them from accessing the MID Curriculum in KS.

Teachers observed that students with ASD had frequent meltdowns, lacked essential social communication skills and on task work behaviours, which affected their smooth integration into the MID classes. The Occupational Therapist (OT) noted a signification proportion of students with ASD displayed signs of sensory processing disorder. To understand the issue better, the OT conducted a Sensory Profile 2 Assessment in February 2018 to ascertain a baseline on the different sensory processing patterns of students with ASD. The results of the assessment confirmed the OT's observations. The students had patterns which could possibly lead to the behaviours exhibited. With this in mind, the team decided to develop a structured sensory package to help students manage their behavioural responses, modulation and regulation, instead of merely working on

superficial behavioural issues.
Providing students with rich sensory experiences led to positive outcomes, impacting various stakeholders. Students were observed to have better coping strategies for regulation and getting ready for lessons. The occurrence of meltdowns and aggressive behaviour decreased significantly. They were more aware of their sensory needs and were able to seek necessary sensory inputs more appropriately. As students were more regulated through the sensory experiences, staff, parents or caregivers were able to channel their efforts to work on other areas of concern.

ORIGINALITY OF SOLUTION

The team started looking at the detailed reports generated from the assessment to determine the patterns of students' sensory needs and the formulation of appropriate strategies. Monthly dialogues were conducted for the OTs to share expert knowledge on students' sensory issues with the teaching staff. Such regular conversations allowed the team to co-develop the sensory package and make timely refinements. A 3-prong sensory experience package, namely sensory regulation sessions, sensory play lessons and sensory breaks, was conceptualised to address the issues.

Sensory Regulation Sessions
The sensory regulation sessions provided a non-structured platform for students to regulate themselves either by seeking or avoiding specific sensory inputs. Students would go to the OT Room daily for 15 to 30 minutes of unstructured play before lessons. They were free to choose from a range of vestibular, proprioceptive, tactile, auditory, and visual activities. Teachers and OT would observe students' behaviours and intervene where necessary. For instance, if a student roamed aimlessly in the room, the OT would facilitate activities to address his/ her

sensory needs.

Sensory Play Lessons
The sensory play lessons were designed to stimulate students' senses through a series of structured activities one-hour weekly. Different sensory activities were planned on a rotational basis for students to have the opportunities to explore the environment with different senses. For instance, students were taught to use their sense of sight to differentiate between colours and shapes while sand play was conducted to allow students to explore their sense of touch.
Differentiated lesson plans were developed to cater for the needs of the diverse learners. Teachers focused on improving vestibular and proprioceptive skills for the students with high support needs to work on their body coordination, attention and listening behaviours. For students with lower support needs, emphasis was given to sense of touch and sight to improve their observation skills.

Sensory Breaks
Sensory breaks were given after long periods of lessons or after recess to help students stay regulated. Sensory-motor activities were planned based on the needs surfaced from the Sensory Profile Assessment to provide students meaningful and structured rest time. Rules and basic social skills were incorporated in the activities to teach students to transit to the next learning activity smoothly.

The sensory experiences spread across the day allowed students the right sensory diet, when necessary, while not causing interruptions to the daily class schedule. Simple sensory-motor activities (e.g. playing with putty or simple cause-and-effect toys) were used for ease of implementation. The sensory package aimed to help students self-regulate to improve the following aspects:
1. Attention span and concentration

2. Participation and learning engagement
3. Processing of academic information

EXTENT TO WHICH INNOVATION IS BASED ON RESEARCH AND EVIDENCE

The team took reference from the SCERTS® Model to develop the support structures for students with ASD. SCERTS® focuses on the development of Social Communication, Emotional Regulation and Transactional Support to address the key issues faced by individuals with ASD. It is an evidence-based approach that considers the student's needs, interests and abilities to modify and adapt the environment to enhance learning. It also develops the students' functional communication and emotional expression resulting in a secure and trusting student-teacher relationship.

Common intervention for students with ASD focused on behavioural issues. With the SCERTS® Model in mind, the team recognised the importance to look beyond the superficial behavioural problems displayed by students. The sensory package aimed to help students be emotionally regulated before they could be meaningfully engaged. The sensory activities throughout the day also allowed students to self-regulate when necessary. In addition, students were more ready to transition from one task to the next task given the right sensory support. In general, more quality
teaching and learning took place when students were given the right sensory diet.

A. EXTENT TO WHICH INNOVATION ENHANCES STUDENTS' LEARNING, DEVELOPMENT AND QUALITY OF LIFE
Since the initial implementation of the sensory package, improvements were reflected in the post-Sensory Profile Assessment, as well as through

teachers' ongoing observations.

Attention Span and Concentration
The planned sensory activities allowed students to refine their thresholds for different sensory information, helping their brains to create stronger connections to sensory information. This helped them discriminate useful information from those which could be filtered out. Hence, after the sensory regulation sessions or the sensory breaks, teachers noted that students were generally more calm and ready for lessons. They were able to learn better and stay on task for longer durations when they were less anxious.

Participation and Learning Engagement
The sensory activities aimed to facilitate exploration and naturally encouraged students to use the different scientific processes and skills while they explore, play, create and investigate. The hands- on activities provided them a better sense of the environment they were in. Students were highly engaged in the sensory activities most of the time. The sensory play lessons also provided a social interaction platform. Students were more aware of their classmates and built positive friendships through the activities.

Processing of Academic Information
The sensory package supported language development, cognitive growth, fine and gross motor skills and problem-solving skills. Explicit teaching of related vocabulary (e.g. sense of sight, smooth, rough etc) was intentionally infused in the sensory play lessons to enhance students' language development. In addition, the activities helped students to be more aware of the positive coping mechanisms when faced with challenging situations. During academic learning, they were able to apply the coping strategies to overcome

difficulties faced, which brought about more effective learning.

BENEFITS TO STAKEHOLDERS AND PARTNERS, INCLUDING CAREGIVERS AND THE COMMUNITY

Providing students with rich sensory experiences led to positive outcomes, impacting various stakeholders.

Individual Student
It was noted that students in the low support needs group showed improvement in their expressive language as they were given the appropriate vocabulary for each of the senses taught. Descriptive words were included in each lesson to expand the vocabulary of the low support needs group. This encouraged social communication and better interaction among peers. Through the exposure to sensory play lessons, this group of students were also more receptive to trying out different things.
For instance, picky eaters could better tolerate different food textures after exploring new food.

On the other hand,students with high support needs were observed to have better coping strategies for regulation and getting ready for lessons. The occurrence of meltdowns and aggressive behaviour decreased significantly. They were also more aware of their sensory needs and were able to seek necessary sensory inputs more appropriately.

Using discovery learning – an inquiry-based approach, student engagement and active participation increased during lessons. Students were also observed to understand concepts better and were able to retain information longer.

Staff
The collaborative effort exhibited by the different departments in planning, implementing and monitoring

the activities resulted in effective and creative activities catering to students with diverse needs. The team made up of teachers and the OTs shared expert knowledge and developed professionally. The collaboration also ensured staff worked towards a common goal and use a common set of language with the students.

Parents/ Caregivers
As students were more regulated through the sensory experiences, the occurrence of meltdowns reduced. Parents/ caregivers would feel less stressed to manage their child's behavioural issues.

PLANNED SUSTAINABILITY

The sensory package was only offered to students in the ASD Programme in the initial implementation. However, as more students were integrated in the MID classes, it was decided to infuse sensory activities in different learning domains so that all students could benefit.

During Visual Arts lessons, students will be introduced to a variety of hands-on activities that require sight, touch, and hearing, similar to the sensory play activities experienced by students. Physical Education lessons will also include sensory activities on vestibular and proprioceptiveto develop gross motor skills, balance coordination and motor planning. In Functional Numeracy lessons, tactile and visual activities will be provided to enhance and reinforce the learning of mathematical concepts. Through intentional planning of the sensory activities, it is hoped that students will get the necessary sensory inputs to regulate themselves and be ready for more effective learning to take place.

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加東小學學生的感官體驗

教學人員及相關專業人士間的合作

Ms Elizabeth Casipit Cruz
Ms Kalyani Yathavan
Mrs Sarah D Sacro
Mr Raimond L. Barrinuevo
Ms Nur Asilah Binte Mohamed Zain
Ms Manisha Kaur Dhillon
Ms Ong Yean Peng
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加東小學（Katong School；KS）為輕度智能障礙（MID）或輕度智能障礙合併輕度至中度自閉症譜系障礙（ASD）的學生提供服務。多年來，具有輕度智能障礙合併自閉症譜系障礙的學生數量持續增加。他們遇到的不同挑戰妨礙他們接受加東小學（KS）的輕度智能障礙（MID）課程。

教師們觀察到自閉症譜系障礙（ASD）的學生常會經歷情緒崩潰、缺乏基本社交溝通技能和任務工作行為，這些會影響他們融入輕度智能障礙班級的過程。職業治療師（Occupational Therapist; OT）注意到有一定比例的自閉症譜系障礙學生具有感覺處理障礙。為能更了解這項議題，職業治療師（OT）在 2018 年 2 月進行一項感覺處理能力剖析量表第二版以評估確認自閉症譜系障礙（ASD）學生在不同感覺處理模式的基準線。評估結果證實職業治療師（OT）的觀察。學生具有的模式可能會導致外在的行為表現。考量到這點，團隊決定開發一個結構化感官套組幫助學生管理他們的行為反應、調節和控制，而非僅是處理表面的行為問題。

提供學生豐富的感官經驗帶來正面的效果，影響各種利害關係人。學生們被觀察到對調節有更好的應對策略，並能為課程做好準備。情緒崩潰及攻擊行為的發生次數明顯減少。他們更加能意識到感官需求，也更能適當地尋求必需的感官輸入。當學生藉由感官體驗變得更能調節，教職人員、父母或照護員就能傾注心力於其他關注的領域上。

解決方案的獨創性

團隊開始檢視評估後的詳細報告以確定學生的感官需求模式及適當策略的制定。由職業治療師（OT）安排每月和教學人員對話，分享有關學生感覺議題的專家知識。這樣定期的對話讓團隊能共同發展感官套組並及時做出修正。一組三管齊下感官體驗套組，也就是感官調節課程、感官遊戲課程及感官休息被設計用來應對這個議

題。
感官調節課程
感官調節課程提供一個無結構平台讓學生透過尋求或避開特定感官輸入進行自我調節。學生每天上課前能在職業治療室進行 15 到 30 分鐘非結構式遊戲。他們能自由選擇前庭、本體感受、觸覺、聽覺和視覺活動。老師和職業治療師會觀察學生的行為並在必要時介入。例如，若是一個學生在治療室裡漫無目的地閒晃，職業治療師會運用活動來處理自己的感官需求。
感官遊戲課程
感官遊戲課程被設計為透過每週一小時一系列的結構性活動來刺激學生的感官。輪流規劃不同感官活動讓學生有機會以不同感官探索環境。例如學生被教導運用他們的視覺區別色彩和形狀，在玩沙合遊戲時讓學生探索他們的觸覺。開發差異化課程計劃以滿足多樣化學習者的需求。教師們著重在增進對改善身體協調性、注意力和傾聽行為有高支援需求學生們的前庭和本體感受技能。對於支援需求較低的學生，則著重在觸覺和視覺以提升他們的觀察技能。
感官休息
在長期間的課程或課間休息後會有感官休息時間，幫助學生保護調節狀態。依據感覺處理能力剖析量表呈現的需求而規劃的感官動作活動，提供學生有意義及結構化的休息時間。規則和基本社交技能被納入活動中，教導學生順暢轉換至下一個學習活動。
全天的感官經驗使學生在有需要時能有正確的感官控制，而不會造成日常課程的中斷。運用簡易的感覺動作活動（如玩治療性黏土 Putty 或簡單的因果關係玩具）增加執行的便利性。感官套組旨在幫助學生自我調節以促進下列面向：
1. 注意力範圍與集中度
2. 參加與學習參與度
3. 處理學科資訊
依據研究及證據的創新程度

團隊參考閉症兒童教育模式（SCERTS® Model），以開發支援自閉症譜系障礙學生（ASD）的架構。自閉症兒童教育（SCERTS®）著重在社交溝通（Social Communication）、情緒調節（Emotional Regulation）和人際關係支援（Transactional Support）用以處理自閉症譜系障礙者會面臨的重要議題。這個以證據為主的方式會考量學生的需求、興趣及能力加以調整以適應環境，促進學習，也會開發學生的功能性溝通及情緒表達，建立安全且信任的師生關係。
對於自閉症譜系障礙學生常見的介入著重於行為議題。考量自閉症兒童教育模式（SCERTS® Model），團隊了解關注學生表面行

為問題之外的重要性。感官套組旨在幫助學生情緒調節以便讓他們能有意義地參與。全天的感官活動也讓學生在必要時自我調節。此外，給予適當的感官支援使得學生更能準備好從一個任務過渡至下個任務。大體來說，當學生被給予適當的感官活動時，就能產生更高品質的教學。

A. 促進學生的學習、發展及生活品質的創新程度

自從感官套組開始實行以來，在後續的感覺處理能力剖析量表（Sensory Profile Assessment）以及教師們的持續觀察都反映了這些進展。

注意力範圍與集中度

規劃的感官活動讓學生能改善他們對不同感官資訊的標準，幫助他們的大腦創造對感官資訊更強壯的連結，有助於他們從那些可被過濾掉的訊息中區分出有用的資訊。因此，只要在感官調節課程後或感官休息，老師就能注意到學生普遍更為平靜並能準備好上課。只要他們焦慮程度降低，學習狀態就會更好，同時也能花費更多的時間在任務上。

參加與學習參與度

感官活動旨在促進探索，同時當他們探索、遊玩、創造及調查時自然鼓勵學生運用不同的科學過程及技能。動手做活動讓他們對所處之地有更好的環境感。大多數時間裡學生會高度地參與感官活動。感官遊戲課程也提供社交互動平台。學生能更了解他們的同學，並透過活動建立積極的友誼。

處理學科資訊

感官套組支援語言發展、認知成長、精細及粗大動作技能及問題解決技能。明確的相關詞彙教學（如視覺、流利、困難等）刻意加入到感官遊戲課程中以加強學生的語言發展。此外，活動能幫助學生更加了解遇到挑戰的情況時積極應對的機制。在學科學習期間，他們能運用應對策略克服面臨的難題，帶來更有效的學習。

對利害關係人及家長、包括照護者和社區的好處

提供學生豐富的感官體驗帶來正面的結果，影響多位利害關係人。

個別學生

研究注意到低支援需求團體裡的學生在表達性語言方面有所進步，因為他們在教學各個感官時被給予適當的詞彙。每堂課都有的描述性文字拓展低支援需求團體的詞彙量。這鼓勵同儕間的社交溝通及更好的互動。透過參與感官遊戲課程，這個團體的學生也更樂於嘗試不同的事物。例如，挑食的人在接觸新的食物時更能容忍不同食物的口感。

另一方面，有高支援需求的學生則被觀察到在調節和準備上課方面

有更好的應對策略。情緒崩潰和憤怒行為的發生明顯減少。他們也更加了解自己的感官需求，並能更合適尋求必要的感官輸入。
運用發現學習 - 一種基於調查的方式，讓學生增加課程中的參與及積極參加。學生被觀察到更理解概念，並能更長時間的保有資訊。

教職人員
由不同部門共同努力規劃、執行及監測活動，促成有效及創意的活動以滿足學生們多樣化的需求。由教師及職業治療師組成的團隊共同分享專家知識並專業地發展。彼此的合作也確保教職人員朝共同目標努力，並對學生使用共同的一組語言。
家長 / 照護者
當學生透過感官經驗變得更能調節，情緒崩潰的發生次數減少。家長 / 照護者在管理他們孩子的行為問題上會感覺壓力減少。
計劃的永續性
感官套組最初實行時僅提供給自閉症譜系障礙計劃的學生們。然而，隨著愈來愈多學生加入輕度智能障礙班級，因此決定將感官活動加入不同的學習領域讓所有學生都能受益。
在視覺藝術課程時，學生會被介紹需要運用視覺、觸覺、及聽覺各種不同的動手做活動，類似於學生們在感官遊戲體驗的活動。體育課也有包括前庭及本體感受的感官活動，用以發展粗大動作技能、平衡感協調及動作規劃。在功能性算數課程裡提供觸覺和視覺活動以促進和改善數學概念的學習。透過刻意安排的感官活動希望學生能獲得需要的感官輸入來調節自己，並為更有效的學習做好準備。

SCERTS® 自閉症兒童教育
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REMEDIATION、ACCOMMODATION OR EXTENSION? A CASE STUDY OF ENRICHED PROGRAM FOR VOCATIONAL AND TECHNOLOGICAL COLLEGE STUDENTS WITH LEARNING DISABILITIES

補救、調整或延伸？-- 技職校院學習障礙學生職涯發增能方案之個案研究

Author



CHING-JU LIN/ Taiwan

I. Objectives

Learning disabilities (LD) represent the largest category of disabilities among college students in Taiwan, and approximately 84% of LD students enroll in vocation and technological colleges.

However, the research shows that although “career development” is the most important supportive serves for LD students in vocational and technological colleges, in fact, students receive the lowest level of support. (Getzel et al., 2004; Smith & Kim, 2012; Zhang, 2018; Huang, 2016; Huang & Zhou, 2019). Based on this, how to provide suitable educational programs to explore their advantages according to the characteristics, abilities and career development needs of LD students, so as to enhance their abilities and prepare them for employment, is the topic to be discussed in this paper.

II. Method

This study adopts the case study method, taking two LD students, Jane and Yuan, who are studying in design department of a technical college as the research objects. Through the cooperation with these two LD students, the “Disabled Artists Cultivation Program” was designed as an internship empowerment program, and the school district nearby primary school is used as an internship site to conduct after-school art courses for primary school students with special education needs. This study intends to explore the scaffold and support needed for career development of LD students in vocational and technological colleges from the perspective of the process and effectiveness of their participating.

III. Results & Conclusion

The research results are following: 1. “Replacement” should be used as an adjustment strategy: provide an internship field suitable for LD students, instead of the inappropriate adjustments the college provide. 2. “Extension”: from the perspective of career

development, extend and expand the learning fields and opportunities of LD students, not limited to the college's existing practice.
3. Early exploration and adaptation in the field of work: Provide LD students with systematic and gradual exploration and contact with opportunities in the workplace.

補救、調整或延伸 ?-- 技職校院學習障礙學生職涯發增能方案之個案研究

I. 目標
學習障礙（Learning disabilities；LD）在台灣大專院校學生間是最大的身心障礙類別，大約有 84% 的學習障礙學生就讀職業技術學校。然而，研究顯示儘管「職業發展」對職業技術學校學生是最重要的支援服務，但事實上，學生僅接收到最低程度的支援（Getzel et al., 2004; Smith & Kim, 2012; Zhang, 2018; Huang, 2016; Huang & Zhou, 2019）。有鑒於此，如何依據學習障礙學生的特點、能力和職業發展需求提供適合的教學課程探索他們的優點，進而加強他們的能力並為就業做好準備是本論文探討的重點。

II. 方法
本研究採用案例研究方法，以兩位目前就讀於科技學校設計系，有學習障礙的學生 Jane 和 Yuan 為研究對象。透過和這兩位學習障礙學生的合作，設計出「身心障礙藝術家培育計劃」做為實習賦能計劃，而學校所在區域附近的小學被當作實習地點以便為有特殊教育需求的小學學生進行課後藝術課程。本研究試圖從學生們的參與過程和有效性角度探討學習障礙學生在職業發展中需要的支持和支援。

III. 結果 & 結論
研究結果如下：1. 「替代」應被做為調整的策略：為學習障礙學生提供適合的實習環境，而非適應大學提供的不適用場地。2. 「延伸」：從職業發展的角度來看，延伸和拓展學習障礙學生的學習範圍和機會，而不是侷限在大學現有的訓練。3. 早期探索和適應工作領域：提供學習障礙學生在工作場所系統化和漸進式的探索和接觸的機會。

REMEDIATION、ACCOMMODATION OR EXTENSION ?

A CASE STUDY OF ENRICHED PROGRAM FOR VOCATIONAL AND TECHNOLOGICAL COLLEGE STUDENTS WITH LEARNING DISABILITIES

CHING-JU LIN/ Taiwan

Introduction

Learning disabilities (LD) represent the largest category of disabilities among college students in Taiwan, and approximately 84% of LD students enroll in vocation and technological colleges. Having a college diploma is often seen by many disabled students and their parents as an opportunity to enhance their competitiveness in the job market compared to their peers, increase their employment prospects, and potentially secure higher-paying jobs (Cook, 2015; Salmi, &Bassett, 2014; Wolf, 2016). However, the journey from entering school to preparing for graduation and transitioning into the workforce and community often presents numerous challenges for individuals with disabilities. These challenges may involve role transitions, personal abilities, readiness, and opportunities for choice. In comparison to their non-disabled counterparts, individuals with disabilities may require more assistance during this process (Lin, 2018). Hence, it is worth further consideration whether the support services provided by universities for students with disabilities are sufficient to meet their career development needs and enable them to become employable and enjoy a high quality of life after graduation.

Taiwan has progressively announced and amended relevant laws and regulations related to special education at the university level since 2013, extending special education services to higher education (Chen, & Chang, 2013). According to " The Special Education Act," universities should provide assistance in areas including learning, daily life, psychology, rehabilitation

training, vocational counseling and assessment, transition counseling, and services. They should also establish resource rooms as dedicated units to provide special education support and services. In addition to resource rooms, integrating resources and support from the student's academic department and other relevant on-campus units can be even more effective in assisting students in their successful academic and career pursuits. However, despite several studies showing that "career exploration and development" is the most needed and anticipated service for students with disabilities in vocational schools and colleges, the level of school support in this aspect is often found to be the lowest (Getzel et al., 2004; Hung, & Wu, 2018; Huang, & Chou, 2019; Trainor et al., 2012). As Huang and Wu (2018) found in their survey of nearly 200 university students with disabilities, students with learning disabilities have the highest demand for "career exploration and preparation" among the employment transition services provided by schools. Furthermore, studies by researchers like Chang (2016) and Huang and Chou (2019) have similarly found that career counseling needs among university students with disabilities are significantly higher in areas such as "providing career information," "workplace experiences," and "workplace training and internships" compared to other needs like those related to daily life and psychological counseling. It is evident that vocational schools and colleges, with their educational goals of cultivating students' professional skills and facilitating successful employment after graduation, still fall short in providing sufficient courses and employment preparation, such as internships, for students with disabilities at the current stage.

Based on this, how to provide suitable educational programs to explore their advantages according to the characteristics, abilities and career development needs of LD students, so as to enhance their abilities and prepare them for employment, is the topic to be discussed in this paper.

Method

Participants

This study adopts the case study method, taking two LD students, Jane and Yuan, who are studying in design department of a technical college as the research objects. Jane is a senior student who is good at drawing and design. Jane is a senior student, skilled in drawing and design, but she has difficulties with literacy and reading/writing. Jane is often unable to convey her ideas effectively, and as a result, she has been unable to find a team to collaborate with on her senior project. In addition, due to the regulations of her department's internship program, Jane, who aspires to become an elementary art teacher after graduation, has also struggled to find a suitable internship placement. Another case is Yuan, who is a sophomore student facing challenges in reading, writing, and mathematics but excels in computer graphics and design. Her work has repeatedly won awards in competitions. However, Yuan can recognize only a limited number of written words, and her attempts at phonetic spelling are often incorrect. This has resulted in a slow learning pace. Additionally, she has a more introverted personality and finds it challenging to speak in front of others. Regarding her post-graduation employment and career development, although Yuan aspires to work in a design-related profession in the future, she lacks a clear understanding of the professional world and is apprehensive about discussing it with professor of her department. Therefore, this study aims to address the obstacles and limitations faced by these two cases, as well as the challenges of students with artistic talents who struggle to develop and pursue their career aspirations within the existing learning and internship systems at school. To address these issues, we plan to collaborate with both students to design an "Art Education Empowerment Program" as an internship enhancement initiative. The program will utilize nearby elementary schools within the school district as internship sites, where the two cases will conduct after-school art classes for resource room students.

The research aims to explore the scaffolding and support required for career development of students with learning disabilities in vocational schools, based on the process and effectiveness of their participation in the empowerment program.

Procedures

The research is divided into the following stages: 1. Case Recruitment: following recommendations from university resource room counselors and voluntary student applications, two candidates will be recruited and invited to participate. 2. Instructional competency training program design: the researcher will design a 12-week training program, with one session per week, each lasting two hours, tailored to the abilities and needs of the candidates. 3. Instructional competency Training: the two candidates participate in the training program. 4. Teaching internship: the candidates participate in a 12-week teaching internship for art classes. 5. Data collection: data will be collected through methods such as interviews with the candidates, researcher's observational records, post-teaching self-assessments, and feedback from the candidates. After each teaching internship session, immediate post-session discussions will be conducted to evaluate the effectiveness of the course and record findings. Additionally, the candidates will be required to complete researcher-designed post-teaching self-assessment and feedback forms, as well as peer assessment forms. The researcher will also fill out classroom observation records based on the candidates' teaching performance each week. 6. Data analysis: the researcher will analyze and interpret the data collected through the methods mentioned above.

Results and Discussion

A . The strategies based on “remediation” perspective are often challenging to meet the career. development needs of university students with disabilities

The research results indicate that current special

education support for students with disabilities in universities often adopts a "remediation" perspective, primarily through methods such as "academic tutoring" and "curriculum adjustments." "Academic tutoring" primarily focuses on providing additional instruction for students with physical and mental disabilities who exhibit poor performance in their academic subjects. This may involve offering extra teaching time and small group instruction. In this approach, instructors are assigned to provide repeated instruction in the subjects that students require additional support in within the curriculum. "Curriculum accommodation involve simplifying, reducing, substituting, or reorganizing aspects of the curriculum to assist students with disabilities in their learning. This may include reducing the amount of assignments, breaking down subject learning objectives into smaller goals or content, lowering the language difficulty of learning materials, or altering assessment methods, among other strategies to support student learning. Furthermore, many academic departments often prioritize helping students pass their course requirements while overlooking the greater assistance needed by students with disabilities in terms of career development and preparation. In this study, both two students applied for "after-school academic tutoring" on campus and received assistance from peers within the course, such as note-taking and reminders about key course points, which helped them successfully meet the course requirements. However, these academic learning supports may not directly enhance students' competencies related to career development, such as understanding and developing their strengths and abilities, gaining insights into the professional world, career direction, and employment-related "soft skills" like communication, time management, problem-solving, and organizational skills. Therefore, even though both cases were able to successfully pass their course requirements and earn credits during their university years, they encountered difficulties in

terms of career exploration and preparation. Taking Yuan as an example, despite her outstanding design skills that have earned her numerous awards in various competitions, she faces challenges in verbal expression, writing, and social skills. As a result, she believes that she may not be suitable for working in a design company in the future. However, she is also unsure about what kind of workplace would be a good fit for her. It is evident that the principles and strategies developed within the perspective of remediation are often limited to academic learning and may not emphasize functional empowerment goals. As a result, they may struggle to meet the career development needs of university students with disabilities.

B. Developing empowerment strategies based on an "Extension" and "Replacement" perspective

The research also found that the established curriculum plans and internship systems

within the university may not adequately accommodate the diverse adjustments needed for students with disabilities. In the case of Jane, even though she had already determined her future career goal as a childhood art teacher, the department lacked relevant training courses. Additionally, the internship system required students to independently secure internship opportunities through company interviews and then submit internship applications to the university. This system presented challenges for Jane, as her limitations in listening, speaking, reading, and writing skills made it difficult for her to effectively showcase her abilities during interviews. Consequently, she faced difficulties in finding suitable internship placements, despite her dream of becoming a childhood art teacher. Although the department suggested Jane can choose to take a course instead of internship, this adjustment could only meet her credit requirements and did not truly fulfill the purposes of using internships to explore and learn about the future job roles and environments

of her chosen profession, as well as enhance practical experience and skills.

Therefore, this research centers around the core principles of "extension" and "substitution" and designs a one-year "Art Education Empowerment Program" tailored to the strengths and career development needs of the two cases. This program includes instructional competence training courses led by special education teachers. The courses are conducted once a week, for a duration of two hours per session, with a total of 12 sessions. The course content includes topics such as teacher roles, classroom management, instructional design, teaching strategies, and lesson planning. By offering instructional competencies that the cases could not learn in the existing on-campus curriculum, the aim is to "extend" their learning domains. Additionally, after the training course, the researchers continued to plan a 12-week teaching internship for the cases, where they would actively work as art teachers for special education elementary school students. This adjustment and "substitution" in the internship approach provided Jane with an opportunity beyond on-campus coursework, and it increased Yuan's chances to explore and experience her future career. From this research, it is evident that for many students with disabilities, especially those with hidden disabilities like learning disabilities, academic learning through repetitive explanations or repeated practice often falls short of empowerment. True "enrichment" often comes from hands-on experience and practice in different settings. After completing the one-year career empowerment program, Jane expressed that she now "knows what should be included in a lesson plan," "what preparations should be made before teaching," and "what situations she might encounter during teaching." Simultaneously, she recognized the challenges she still needed to overcome, such as "dealing with multiple student questions simultaneously" and "being unable to respond to students' questions promptly due to difficulties in

understanding or writing." Through this empowerment process, Jane not only gained practical skills but also enhanced her self-awareness. Yuan mentioned that she learned to "prepare drafts and practice at home several times before speaking to students on stage, which helps her feel less nervous." Additionally, she took the initiative to prepare a microphone for teaching to enhance her voice projection within the classroom. During the actual teaching process, Yuan began to develop her own problem-solving strategies.

C. Early preparation

Unlike most typical university students who usually undertake workplace internships during their senior year, this study found that providing students with disabilities the opportunity for early preparation, such as assisting them in exploring workplaces and gaining workplace experience, can help them adapt to the workforce sooner and increase their chances of future employment. For example, After participating in the program, Yuan discovered the career option of "becoming a teacher" and began to wonder if there were other suitable career choices for themselves. Even though "being childhood art teacher" may not necessarily be Yuan's career choice after graduating from university, she has already started her journey of employment preparation in her sophomore year, broadening her future career prospects.

Conclusion and Limitation

Conclusion

The research results are following: 1. “Replacement” should be used as an adjustment strategy: provide an internship field suitable for LD students, instead of the inappropriate adjustments the college provide. 2. “Extension”: from the perspective of career development, extend and expand the learning fields and opportunities of LD students, not limited to the college’s existing practice. 3. Early exploration and adaptation in the field of work: Provide LD students

with systematic and gradual exploration and contact with opportunities in the workplace.

Limitation

This study focuses on only two cases, both from the same department, which does present limitations in terms of data diversity and generalizability. It is recommended that future research consider increasing the number of cases and expanding the study to different fields to enhance the diversity and interpretability of the research findings. Furthermore, this study is limited to a one-year duration and does not include a follow-up to track the ongoing development of the two cases. This lack of follow-up makes it challenging to assess the sustainability of the program's effectiveness and its ability to continue empowering the candidates who are still enrolled in university. It is recommended that the future research could include long-term empowerment programs spanning different stages to establish more sustainable and comprehensive support scaffolds, assisting students at various stages of their professional development.

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補救、調整或延伸？

技職校院學習障礙學生職涯發增能方案之個案研究

林靜如台灣師範大學 特殊教育學系 博士生
醒吾科技大學（台灣）副教授

介紹

學習障礙（Learning disabilities；LD）在台灣大專院校學生間是最大的身心障礙類別，大約有 84% 的學習障礙學生就讀職業技術學校。擁有大學文憑常被許多身心障礙學生和其家長視為一個相較於同儕更能在就業市場加強他們競爭力的機會、增加他們就業前景，並且獲得更高薪的工作（Cook, 2015; Salmi, &Bassett, 2014; Wolf, 2016）。然而，從入學到準備畢業以及轉換到勞動力和社區經常為身心障礙者帶來許多挑戰。這些挑戰或許涉及角色轉換、個人能力、準備狀況以及選擇的機會。與非身心障礙者相較，身心障礙人士在此過程中可能會需要更多的協助（Lin, 2018）。因此，針對是否提供身心障礙大學生足夠的服務以符合他們職業發展需求，並讓他們畢業後可順利就業並享有高品質生活是值得進一步考量的重點。

台灣自 2013 年起漸次宣布並修訂大學階段特殊教育的相關法律和規定，將特殊教育服務延伸至高等教育（Chen, & Chang, 2013）。依據「特殊教育法」（The Special Education Act），大學院校應於學習、日常生活、心理學、復健訓練、職業諮詢和評估、過渡諮詢、以及服務等領域提供協助。他們也應建立資源室做為專門提供特殊教育支援及服務的單位。除了資源室之外，整合學生所屬科系以及校園內其他相關單位的資源和支援，會更有效率地協助學生成功實現學業及職業的追求。然而，儘管許多研究顯示「職業探索與發展」是職業大專院校身心障礙學生最需要和最期盼的服務，學校在這方面的支援水準卻經常被發現是最低的（Getzel et al., 2004; Hung, & Wu, 2018; Huang, & Chou, 2019; Trainor et al., 2012）。正如 Huang 及 Wu（2018）在他們對近 200 個身心障礙大學生的調查中發現，有學習障礙的學生在學校提供的就業轉換服務中對「職業探索與準備」的需求最高。此外，像 Chang（2016）和 Huang 及 Chou（2019）這些研究者的研究都有類似發現，相較於其他和日常生活及心理諮詢相關的需求，在身心障礙大學生中對於如「提供職業資訊」、「工作場所經驗」以及「工作場所訓練和實習」這些領域明顯有更高的職業諮詢需求。有證據顯示，儘管職業大專院校的教

學目的是培育學生專業技能並於畢業後成功就業，在現階段針對身心障礙學生提供足夠課程和就業準備（例如實習）仍然遠遠不足。除此之外，如何為學習障礙學生提供針對個人特色、能力和職業發展需求的合適教學課程以開發他們的優點，從而加強他們的能力及準備就業，都是本論文探討的主題。

方法

參加者

本研究採用案例研究方法，以兩位目前就讀於科技學校設計系，有學習障礙的學生，Jane 和 Yuan 為研究對象。Jane 是擅長繪畫及設計的大四學生。Jane 是大四學生，專長為繪畫及設計，但她在識字和讀 / 寫方面有困難。Jane 經常無法有效表達她的想法，正因如此，她也無法找到和自己一起做畢業專題的團隊。此外，Jane 渴望在畢業後成為一名小學美術老師，但由於她系上實習計劃規定的緣故，她也難以找到合適的實習機會。另一個案例 Yuan 是大二的學生，在閱讀、寫作和數學上有困難，但在電腦繪圖和設計表現卻十分優異。她的作品多次在競賽中獲獎。然而，Yuan 對於書寫文字的認知有限，同時她的讀音拼寫也常出錯，使得她學習進度緩慢。此外，她的個性比較內向，在別人面前說話是一大挑戰。考量她畢業後就業和職涯發展，儘管 Yuan 渴望未來在設計相關專業領域工作，但她對專業世界缺乏透徹理解，並且也對和系上教授討論這件事感到擔憂。因此，這個研究旨在處理這兩個案例面臨的阻礙和限制，以及有藝術天份的學生在學校現有學習和實習制度中努力發展及追尋自身職業目標的挑戰。為處理這些議題，我們計劃和兩位學生合作設計一項「藝術教育賦權計劃」做為實習增強措施。這項計劃將使用學校所在區域內鄰近的小學為實習地點，兩位案例將為小學資源室學生進行課後藝術課程。研究旨在根據他們在賦權計劃參與的過程和有效性，探討職業學校中有學習障礙的學生對職業發展所需的支持和支援。

過程

研究分為以下階段：1. 案例招募：遵循大學資源室顧問的建議及自願學生申請，兩位候選人被招募並邀請參加計劃。2. 教學能力培訓計劃設計：研究者將設計為期 12 週的培訓計劃，每週一堂課，每堂課兩小時，依候選人的能力及需求量身訂制課程內容。3. 教學能力培訓：兩位候選人參加培訓計劃。4. 教學實習：候選人參加為期 12 週的藝術課程教學實習。5. 資料蒐集：透過如訪問候選人、研究者觀察紀錄、教學後自我評估、以及候選人回饋等方法來蒐集資料。在每次教學實習課程後，會進行即時課後討論以評估課程的有效性並紀錄調查結果。此外，候選人將被要求完成研究者設

計教學後自我評估和回饋表單，以及同儕評估表單。研究者也會依據候選人每週的教學表現填寫課堂觀察紀錄。6. 資料分析：研究者會將上述方法蒐集之資料加以分析及解釋。

結果與討論

A. 基於「補救」觀點的策略在滿足身心障礙大學生職業發展的需求上經常遇到挑戰。

研究結果顯示現行對身心障礙大學生的特殊教育支援經常採用一種「補救」觀點，主要是透過如「學業輔導」和「課程調整」等方法進行。「學業輔導」主要著重於提供學術科目表現不佳的身心障礙學生額外的教學指導。這可能牽涉提供額外教學時間和小團體教學。在此方式下，老師被指派針對學生要求額外支援的課程提供重覆的科目教學。「課程調整包括簡化、減少、替代、或重組課程以協助身心障礙學生學習。」這可能包括減少作業數量、將科目學習目標拆分為較小的目標或內容、降低學習教材的語言難度、或是改變評估方法等其他支援學生學習的策略。此外，許多科系經常以幫助學生通過他們的課程要求為優先，卻忽略身心障礙學生在職業發展和準備上需要更多的協助。在本研究中，兩位學生皆在學校申請「課後學業輔導」並在課程裡獲得同儕的協助，例如做筆記以及課程重點提醒以幫助她們成功達到課程要求。然而這些學業學習支援可能無法直接加強學生職業發展相關的能力，例如理解並發展自身的長處和能力，深入了解專業世界、職業方向以及就業相關的「軟性技能」如溝通，時間管理、問題解決以及組織能力。因此，即便兩個案例都能成功地通過她們的課程要求，並在大學期間獲得學分，他們在職業探索及準備方面仍舊面臨困難。以 Yuan 為例，儘管她的傑出設計技能讓她在多個競賽中贏得無數獎項，她在言語表達、書寫、以及社交技能上依然面臨挑戰。正因如此，她認為自己未來可能不適合在設計公司工作。然而，她也不確定哪種工作場所會適合自己。證據顯示補救觀點發展出來的準則和策略經常僅限於學術學習，並且可能無法強調功能賦權目標，因此或許難以達到身心障礙大學生職業發展的需求。

B. 依據「延伸」和「替代」觀點發展賦權策略

研究也發現大學既有的課程計劃及實習制度可能無法充分地符合身心障礙學生多樣性的調整需求。在 Jane 的案例中，即便她已經確認未來的職業目標是當一名兒童美術老師，她的科系卻缺乏相關培訓課程。此外，實習制度要求學生經由公司面試獨立取得實習機會，然後將實習申請書繳交給大學。這個制度對 Jane 而言滿困難的，因為她在聽、說、讀、寫方面的技能都有限，使得她難以在面試期間有效展示能力。因此，她在找尋適合的實習工作時遇到困

難，儘管她夢想成為一名兒童美術老師。雖然系所建議 Jane 可以選擇課程而非實習，這個調整僅能達成她的學分要求，並無法真的滿足透過實習探索與學習她所選的專業未來工作角色和環境的目標，同時加強實際經驗和技能。

因此本研究圍繞著「延伸」和「替代」核心原則，並根據兩個案例的優勢和職業發展需求量身訂做設計為期一年的「藝術教育賦權計劃」。這項計劃包括由特殊教育老師帶領的教學能力培訓課程。課程每週進行一次，每堂時數兩小時，總計共 12 堂課。課程內容包括教師角色、教室管理、教學設計、教師策略、以及課程計劃等主題。經由提供案例們在大學既有課程中無法學習的教學能力，旨在達到「延伸」他們的學習範圍。此外，在培訓課程之後，研究者安排案例們繼續為期 12 週的教學實習，他們會積極地擔任特殊教育小學學生的美術老師。這個調整和「替代」的實習方式提供 Jane 在大學課程作業外一個機會，並增加 Yuan 探索和經驗她未來職業的機會。從本研究中可明顯看出，許多身心障礙的學生，特別是隱性身心障礙者如閱讀障礙，透過重覆解釋或反覆練習的學術學習經常無法達到賦權目標。真正的「豐富」通常來自於不同環境的親身經歷及實踐。在完成一年職業賦權計劃後，Jane 表示她現在「知道課程計劃中應該包括什麼」，「教學前應該要準備什麼」，以及「教學過程中她可能會遇到什麼狀況」。同時，她了解到她仍然需要面對一些挑戰，例如「同時間處理多個學生的問題」以及「由於理解和書寫的困難導致她無法即時回覆學生的問題」。藉由這個賦權過程，Jane 不僅只是獲得實際技能，同時也加強她的自我認知。Yuan 提到她學到「在上台和學生講話前準備草稿並在家演練幾次，能幫助她不那麼緊張。」此外，她採用新方法準備一支麥克風做為教學使用，以增加她在教室內的音量。在實際教學過程中，Yuan 開始發展自己的問題解決策略。

C. 早期準備

不像大多數一般大學生通常在大四時開始實習工作，本研究發現提供身心障礙學生早期準備的機會，例如協助他們探索工作場所，並且獲得工作經驗，能幫助他們更快適應工作並且增加他們未來就業的機會。舉例來說，在參加計劃之後，Yuan 發現「成為一名老師」這項職業選擇並開始想知道是否還有其他適合他們的職業選擇。即便「成為兒童美術老師」可能不一定是 Yuan 大學畢業後的職業選擇，但她在大二時已開始就業準備的旅程，拓展她未來職業的前景。

結論與限制

結論

本研究的結果如下：1. 「替代」應被用於調整策略：提供適合學習障礙（LD）學生的實習環境，而非不適當的調整學校提供的課程。2. 「延伸」：從職業發展觀點出發，延伸擴展學習障礙學生的學習領域和機會，而不是侷限於大學的既有做法。3. 工作領域的早期探索和適應：提供學習障礙學生有機會在工作場所制度化和漸進式的探索及接觸。

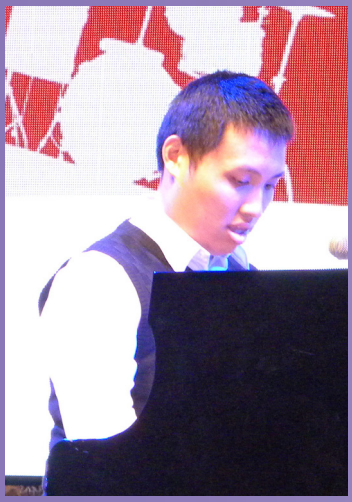
限制

本研究只著重在兩個來自同科系的案例，就資料多樣性和普遍性是有其侷限性。建議未來的研究應考慮增加案例數量，並擴展研究至不同領域以增進研究發現的多樣性和可解釋性。此外，本研究時限僅為期一年，而且不包含後續追蹤兩位個案的持續發展。缺乏後續追蹤對計劃有效性的可持續性，以及繼續賦權仍在大學就讀候選者的能力變得極具挑戰。建議未來研究可以包括長期賦權計劃跨幅不同階段以建立更適合及完整的支援架構，以協助在專業發展各個階段的學生。

THE 10 YEARS I STAYED WITH CREATIVITY HOUSE OF APPIDM

我在創意軒的十年

Author



Kei Cheong Sin / Macao

THE 10 YEARS

I STAYED WITH CREATIVITY HOUSE OF APPIDM

Sin Kei Cheong / Macao

Ever since I joined "Creativity House" in 2013, this art center has portrayed a very crucial role in my life. As an adherent of self-advocacy, I have always been searching for a place that will not only accept me, but also affords me the opportunity to explore my artistic potential. However, most art centers do not accept individuals with learning disabilities, which left me feeling defeated and confused. Luckily, when APPIDM noticed the artistic potential of students like me, they immediately decided to start up "Creativity House," giving us a platform to learn and grow.

I came to "Creativity House" after a chance encounter with Ms. Rose Lau (Auntie Rose), the permanent president of APPIDM in 2013. At the time, Auntie Rose told my mother that there is a place that is very suitable for me, and so I came to "Creativity House" for an entrance interview. In the interview, students are told perform or dance to a song that we'd select ourselves. To be honest, I was so happy and thrilled when I first learned what the entrance exam entailed, and thus formed an unshakable bond with Creativity House ever since.

In the early days, "Creativity House" was located on the second floor of San Cheong Industrial Building in Patane. In March of 2021, it was moved to the 15th floor E in Chong Fok Commercial Center, which is right across from Lotus Square. The new locale not only provided us with a better learning environment, but also enabled "Creativity House" to open up more courses and initiate more activities.

"Creativity House" has offered various art courses ever since its establishment, with the earliest course being "Phonetic Resonance – Musical Theater Training Program." This course not only helped us attain far-reaching improvements in the areas of concentration, social interaction, and emotional management, it also aided us in enhancing our language pronunciation and muscle control on multiple levels. As the years went on, "Creativity House" opened up even more courses, such as: African Drum, Percussion & Rhythm Training, Drama, Piano & Electronic Keyboard (Individual training), Singing, Latte Art, as well as Song & Dance, all of which aimed to provide individuals with intellectual disabilities the opportunity to learn and develop artistic potential through these diverse set of courses.

Aside from the courses, I am very thankful for getting plenty of opportunities to participate in all kinds of exchange/learning events. We have been to United States, Sri Lanka, Taiwan, Hong Kong and Hunan of Mainland China to attend different events and meetings, learning and conducting exchanges with professionals and individuals with learning disabilities from other countries/regions, as well as showcasing our artistic talents. These exchanges have not only broadened our views, they have also enhanced our confidence and social skills.

There were many memorable moments during the ten years that I stayed in "Creativity House." I recall how nervous and excited I was the first time I stood on stage to perform in a musical, the pride and joy I felt as I created artworks in the art studio, as well as the sense of cohesion and jubilation I experienced while attending an international art festival along with my fellow classmates. The teacher and the director often told us to focus on expressing our emotions when singing, never to pronounce each word as if reading off

a script. In addition to understanding the meaning of the lyrics, while singing we should also think about the person we are singing to, which will then allow us to enrich the song with more emotions. Lastly, we should always take glances at the sheet music when playing the piano. All of these suggestions have given me enormous assistance throughout my life.

If I were to use two animals to describe the learning process I had while I was in "Creativity House," I would choose a dark horse and a rabbit. The reason why I choose a dark horse is that it is often times seen as the least favored in competitions, which is just like how I was before I entered the "Creativity House," as no one had any expectations of me. I chose to describe myself as a rabbit because a rabbit is very obedient, just like how I would always listen to the suggestions offered by my parents and Services Development Officer Jenny, striving towards and achieving one goal after another.

"Creativity House" not only is a place to learn art, it is also a big family. In here, we not only learned art techniques, but also learned how to collaborate, how to express our thoughts and feelings. We support each other, encourage one another, and achieve growth together.

The "Creativity House" provided us the chance to showcase our talents. I recall we played a main role in a big musical, with our performance receiving high praise and response from the audience. This feeling of validation made me feel more confident in my abilities, and have motivated me to keep working hard.

Looking back at these 10 years, not only have I played a role in a microfilm and performed in a stage play, I have also acted as the master of ceremonies for

different types of events. Furthermore, I participated in piano competitions. In 2018, I won 1st place in the Open Group in the "3rd Lotus Cup Macao Youth Piano Competition," and had acquired the opportunity to perform in the "2018 Macao New Piano Talent Concert" at the Small Auditorium of Macao Cultural Centre. In 2019, I passed Grade 5 Music Theory exam offered by ABRSM. At the end of 2022, I passed Grade 3 Piano exam offered by ABRSM.

I gained a lot during this time, such as getting to know teachers and friends. I am deeply thankful for the existence of "Creativity House," which not only had granted me the opportunity to learn and grow, I was also able to finally find a place that I can call "home." Even though I do feel lonely and anxious at times, but I know, I am accepted and cherished in this big family of "Creativity House." I consider the "Creativity House" as a big family, which is filled with happy memories. All the excellent teachers and friends in here made me feel extremely proud and satisfied to being one of them. I also had the opportunities to collaborate with theater arts and the music industry, allowing me to expand my social circles. Even though sometimes I do have conflicts with other students and parents, and have faced matters of life and death, all of these experiences have allowed me to become more mature as a person.

I have three goals at the moment. First, I wish to continue performing in microfilms and stage plays. Second, I plan to acquire a certificate for Grade 5 Piano exam. Lastly, I want to use a paintbrush to record the group photos of people around me, just like using a paintbrush to travel around the world, to preserve those precious moments of friendship.

I believe the "Creativity House" will become even better in the future. It will continue to provide learning

and development opportunities to more people with intellectual disability, allowing them to showcase their talents and value. I wholeheartedly anticipate the growth and improvement of the “Creativity House,” and wishing that it will impact more people in the future, enabling them to find their own bright future, just like how I was.

In summary, the “Creativity House” is a very unique and crucial place. It had not only given me the opportunities to learn art, I was also able to find my own value and confidence while being here. I am forever thankful for the support and encouragement I have received from “Creativity House,” as well as for all the incredible memories and experience I had acquired.

我在創意軒
的十年

冼其昌 / 澳門

自從我在 2013 年加入「創意軒」以來，這個獨特的藝術中心對我來說扮演了非常重要的角色。作為一位自我倡導者，我一直努力尋找一個能夠接納我並提供我學習藝術的地方。然而，外面的藝術中心往往不願意接納智障人士，這讓我感到非常困惑和受挫。幸運的是，當時的家協會看到了我們這些學員的藝術潛能，並決定成立「創意軒」，為我們提供一個學習和發展的平台。

我之所以來到「創意軒」，是因為在 2013 年的一次偶然機會中遇到了家協會永遠會長劉玫瑰女士（玫瑰姨）。當時，玫瑰姨告訴我母親有一個地方非常適合我，於是我來到了「創意軒」進行面試。面試時，學員選擇一首自選歌曲，接著進行戲劇和舞蹈體驗。那時，我感到非常開心和驚喜，並與「創意軒」結下了不解之緣。

「創意軒」成立初期位於沙梨頭新昌工業大廈 2 樓，但在 2021 年 3 月搬遷到新口岸金蓮花廣場對面的中福商業中心 15 樓 E 座。這個轉移讓我們有更好的學習環境，也提供了更多的課程和活動選擇。
「創意軒」從成立之初就開辦了各種藝術課程，最早的課程是《音韻共鳴—音樂劇培訓計劃》，這個課程不僅幫助我們在專注、社交和情緒管理方面取得了深遠的進展，還對我們的身體肌能控制和語言發音有著多重的幫助。隨著時間的推移，「創意軒」開辦了更多的課程，包括非洲鼓班、敲擊樂節奏訓練班、戲劇、鋼琴及電子琴 (個訓)、歌唱班、咖啡拉花班、歌舞表演班，旨在提供給智障人士學習和發揮藝術潛能的機會等多元藝術潛能培訓課程。

除了課程之外，我很感恩我得到很多機會參與各種交流學習活動。我們曾經前往美國、斯里蘭卡、台灣、香港、內地湖南等地參與不同的活動和會議，與其他國家 / 地區的智障人士及專業人士交流學習，展示我們的藝術才能。這些交流活動不僅豐富了我們的視野，也增強了我們的自信心和社交能力。

在「創意軒」的這十年裡，我經歷了許多難忘的時刻。我記得我第一次在舞台上表演音樂劇時的緊張和興奮，我記得我在畫室裡創作藝術作品時的自豪和喜悅，我記得我和其他學員一起參加國際藝術節時的團結和歡樂。導師和主任經常教導我唱歌時要注重情感表達，不要過於清晰地發音；要理解歌詞的意義，想像自己喜歡的人

在心中，以增加感情表現；彈奏鋼琴時要看樂譜等等。這些建議都一直對我有非常大的幫助。

如果用兩隻動物來比喻我在創意軒的學習過程，我會選擇黑馬和兔子。 我選擇黑馬的原因是黑馬在比賽前從未被人看好，正如在我加入創意軒之前，沒有人對我抱有期望。我選擇兔子形容自己的原因是兔子很聽話，正如我會聽從父母和 Jenny 主任的建議，努力實現一個又一個目標。

「創意軒」不僅是一個學習藝術的地方，更是一個大家庭。在這裡，我們不僅學到了藝術技巧，還學到了如何與他人合作、如何表達自己的想法和感受。我們互相支持、互相鼓勵，共同成長。

「創意軒」也為我們提供了展示自己才能的機會。我記得我們在一個大型音樂劇中扮演主要角色，我們的演出受到了觀眾的熱烈響應和讚賞。這種被肯定的感覺讓我更加堅信自己的能力，並激勵我繼續努力。

回顧這十年，我參演過微電影和舞台劇，還擔任過不同類型活動的司儀。此外，我還參加過鋼琴比賽。在 2018 年，我參加了「第三屆『蓮花盃』澳門青少年鋼 琴大賽」，獲得了公開組的第一名，並有機會在同年 10 月在澳門文化中心小劇院舉行的「2018 澳門鋼琴新秀匯演」中演出。2019 年，我通過了英國皇家音樂學院（ABRSM）五級樂理考試；到了 2022 年底，我通過了英國皇家音樂學院（ABRSM）三級鋼琴考試。

在這段時間裡，我有許多收穫，例如結識了導師和朋友。我深深感謝「創意軒」的存在。它不僅給了我學習和成長的機會，還讓我找到了一個屬於自己的家。雖然有時我會感到孤單和焦慮，但是我知道，在「創意軒」這個大家庭裡，我是被接納和珍視的。我認為創意軒就像一個大家庭，充滿了開心的回憶，有一群優秀的師長和朋友，讓我 感到非常滿足。我也有機會與劇場界和音樂界合作，擴大了我的社交圈子。雖然有時候會與其他學員和家長發生衝突，也曾經面對生離死別，但這些經歷使我變得更加成熟。

我現在的目標有三個。首先，我希望繼續參與微電影和舞台劇的演出。其次，我計劃在 2025 年考取五級鋼琴證書。最後，我想用畫筆記錄身邊人們的合照影像，就像用畫筆環遊世界一樣，保存那珍貴的友誼瞬間。

我相信「創意軒」的未來會更加美好。它將繼續為更多的智障人士提供學習和發展的機會，讓他們展示自己的才華和價值。我期待著「創意軒」的成長和進步，並希望它能夠繼續影響更多人的生活，讓他們像我一樣找到自己的光明未來。

總的來說，「創意軒」我認為是個非常獨特和重要的地方。它不僅給了我學習藝術的機會，還讓我找到了自己的價值和自信心。我永遠感謝「創意軒」對我的支持和鼓勵，並為這十年的回憶和經歷而感到非常感恩。

I WANT TO SHARE MY COMMUNITY LIVING EXPERIENCE

YANG JIA WEI/ TAIWAN

我想分享
我的社區生活經驗

Author



Yang Jia Wei/ Taiwan
rocamhp.mail@gmail.com

My name is Yang Jia Wei. When I live at home with my family, and it was really nice and cozy there. I feel familiar and relaxed because it's where I grew up, and being with my family made me feel warm inside. I could talk to them and they would help me with things.

As I grew older, I learned to take care of myself too.

Now, on weekdays, I go to the St. Theresa Opportunity Center to join lots of fun activities during the day. At night, I stay at the Fr. Brendan O'Connell's Community-based Home, and I only go back home on weekends. At the community-based home, I live with other people, and we get along well. I even have my own room there. I can do things like washing my clothes, cooking, and going to the supermarket with my housemates. If I need help, the staff are there to support me.

I really enjoy being the host at our birthday parties, going to the local night market every Wednesday, and being a livestream host. I also love it when we have guests at our community-based home. When we have visitors, I show them around and introduce them to our house. I truly like living at the community-based home, and I'm happy with my life right now. I hope everyone has a happy and joyful day every day too!

我的名字是 Yang Jia Wei。當我和家人同住時，家裡感覺很好很舒適。我在家感到熟悉和放鬆，因為那是我成長的地方，和家人一起讓我內心感到溫暖。我能和他們交談，同時他們也會幫助我處理事情。

當我漸漸長大，我也學會照顧自己。

現在，我會在週間的白天前往德蘭啟智中心參與許多有趣的活動。晚上我會在甘惠忠神父社區之家（Fr. Brendan O'Connell's Community-based Home）留宿，我只在週末時回家。在社區之家，我和其他人同住，我們相處的很好。在那裡我甚至有自己的房間。我可以做一些事，如自己洗衣、煮飯、和室友一起去超市。如果我需要幫助，社區之家的工作人員都會協助我。

我真的很喜歡擔任自家生日派對的主持，每週三都會去當地的夜市以及擔任直播主持人。我也很喜歡社區之家有訪客。當我們有訪客時，我會帶他們四處參觀並向他們介紹我們的房子。我真的很喜歡住在社區之家，也很滿意現在的生活。我希望大家也能擁有開心快樂的每一天！

I WANT TO SHARE

MY COMMUNITY LIVING EXPERIENCE

Jia-Wei, Yang
Write the main text

Hi everyone! I'm Jia-Wei, Yang. Being at home with my family is the best. It's cozy and comfortable, because I grew up there. Being with my family makes me feel happy and relaxed. I can talk to them without any worries, and they always help me out. I love my family very much, and I'm super thankful for everything they have done for me.

As I have gotten older, I have realized it's important to take care of myself, make my own decisions, and not burden my family.

During the weekdays, I go to St. Theresa Opportunity Center for fun activities. At night, I stay at the Fr. Brendan O'Connell's Community-based Home, and I only go back home on weekends. I live with 4 persons at the community-based home, and we get along well. I even have my own room. I decorated the room with photos of volunteers from the Theresa Opportunity Center. We stay in touch even when they went back to their own countries. Once, a volunteer sent me a water bottle as a Christmas gift because he knew I liked badminton, and it meant a lot to me. I have learned to do things like laundry, cooking, and grocery shopping with my housemates. We discuss and plan our daily activities at our family meetings.

Together we decide where we want to go and how to share responsibilities. We all pitch in and support on and another. I have grown and learned a lot. It's a place where we are all working toward independence. We are grateful for the support of the staff, especially Meng Xuan. My family is supportive of me living at the group home and they think it's a great place .

I love being the host at our birthday parties. Each month, members of other group homes and staff

members come together to celebrate the birthdays of that month, and we all pitch in to make it special. I introduce the birthday person and play games with everyone. It feels like a big family gathering.

Our favorite thing on Wednesdays is going to the local night market in Yujing to get our favorite food and drinks. The fried chicken there is amazing, especially when paired with cold drinks in the summer. We share our food and experiences, and these moments are like treasures. It's the highlight of our week.

I also enjoy online live video chats. It's convenient, and we can interact without leaving home. We share our lives, favorite songs, take turns as DJs, hosts, and audience members. It's a fun and relaxing activity that we all look forward to. When someone's not feeling well or going through a tough time, we chat and support one and another, helping each other out.

I also love it when we have visitors at our community-based home. I show them around our house, and let them know about life here. It's a great way to spread the word about our wonderful community.

Conclusion

I really love living in our community-based home. It feels safe and comfy here. I have good times every day, and I hope everyone can have happy days, and have lots of smiles and joy!

我想分享自己

的社區生活經驗

Jia-Wei, Yang

嗨，大家好！我是 Jia-Wei, Yang。和家人同住是最棒的一件事。家裡很溫馨舒適，因為那是我成長的地方。和家人在一起讓我感到快樂和放鬆。我能毫無顧忌地和他們交談，同時他們也總會幫助我處理事情。我很愛我的家人，我也超級感謝每一位幫助我的人。

當我逐漸長大，我開始了解重要的是要照顧自己，為自己做決定，不能成為家人的負擔。

平日我會在德蘭啟智中心（St. Theresa Opportunity Center）參加有趣的活動。晚上我會在甘惠忠神父社區之家（Fr. Brendan O'Connell's Community-based Home）留宿，我只在週末時回家。我和其他 4 個人同住在社區之家，我們相處得很好。我甚至有自己的房間。我把德蘭啟智中心志工們的照片用來裝飾自己的房間。即便在他們回到自己國家後我們都依然保持聯絡。一次，有位志工因為知道我喜歡羽球，於是寄了一個水壺送我做為聖誕節禮物，那對我來說真的意義非凡。

我學會很多事，如洗衣、煮飯、和室友一起去雜貨店買東西。我們會在家庭會議時討論計劃每日的活動，一起決定目的地並分配工作。我們都很投入並支持彼此。我也因此成長學習很多。在這裡我們都在努力朝獨立生活邁進。我們很感激工作人員的支持，特別是 Meng Xuan。家人都支持我住在團體之家，他們認為這是個很棒的地方。

我喜歡在生日派對上擔任主持人。其他團體之家的成員和工作人員每個月都會聚在一起為當月壽星慶生，我們都相當投入讓活動變得很特別。我會介紹壽星，並和每個人玩遊戲。感覺就像是大家庭團聚。

我們最愛的事是每週三到玉井夜市買喜歡的食物和飲料。夜市的炸雞真的超級好吃，尤其夏天時和冰飲一起搭配著享用。我們會分享食物和經驗，這些時光如同寶物般珍貴。那是我們每週最棒的時刻。

我也很喜歡線上視訊聊天。很方便而且我們不用離家就能互動。我們會分享平日生活、喜歡的歌曲、輪流當 DJ、主持人和觀眾。這真是我們都很期待有趣又放鬆的活動。當有人不太舒服或遇到有些困難，我們會聊天支持對方，幫助彼此度過那段時光。

我也喜歡社區之家有訪客的時候。我會帶他們四處參觀，並讓他們知道此處的生活是如何，宣傳我們的美好社區。

結論

我真心喜愛住在社區之家。在這裡感覺安全且舒適。每天我都有很美好的時光，我希望大家能擁有快樂的每一天，並且充滿歡笑和喜悅！

HEALTH IMPROVEMENT: MY JOURNEY OF DOING EXERCISES

健康改善：我的運動之旅

Author



Yi-Chun Chen/ Taiwan

HEALTH IMPROVEMENT:

MY JOURNEY OF DOING EXERCISES

Yi-Chun Chen/ Taiwan

About two years ago, I started to do exercises for my health. At that moment, it was difficult for me to tie my shoelaces, and I often fell or got tripped. Also, I would easily feel exhausted even I just walked for ten minutes. Therefore, I set three goals for myself: (1) Lose weight. (2) Increase muscular endurance. (3) Enhance my ability to keep balance.

To start the workout plan, I firstly did some research on which gym I should go. I reviewed each gym's prices, location, courses, and time schedule. After I decided which one I would go, I arranged my work shifts with my supervisor and my transportation with my mother. As for the expense, I pay it all out of my own pocket.

Every week I go to the gym 1-4 times. I take one-on-one sessions with my personal trainer and participate in group classes. In addition, I know that I need much longer time to warm up and stretch so I usually warm up before the class and stretch after the class on my own.

The outcome of doing exercises is tremendous. So far, I have lost considerable weight, and the frequencies of falling down has decreased a lot. Most importantly, the result of my physical exam has been much better than before. It was very frustrating when I just started to do exercise, but after I saw my health improvement, I really love the feeling of sweating. Exercising really makes my mind happy and my body relieved. I would like to encourage all person with intellectual disability to start to exercise. Believe yourself and don't give up, you will succeed!

Key Words: Fitness for Persons with Intellectual Disabilities, Individuals with Intellectual Disabilities, Health Improvement, Self-Advocacy

健康改善：

我的運動之旅

Jia-Wei, Yang

大約兩年前，我為了自己的健康而開始運動。那時，綁鞋帶對我而言是有難度的，而且我經常跌倒或絆倒。我也很容易就會感覺疲累，即使我才走了 10 分鐘。因此，我為自己設定三個目標：(1) 減重 (2) 增加肌耐力 (3) 增強我保持平衡的能力。

為了展開健身計劃，首先我對該去哪間健康房做了些研究。我評估每間健身房的價格、地點、課程和時間表。在我決定要去哪間後，我和我主管安排我的排班表，並和媽媽討論安排我的交通。至於費用部份，全由我自行支付。

每週我會上健身房 1-4 次。我和私人教練進行一對一的訓練，也參加團體課程。此外，我知道我需要更長的時間熱身和伸展，因此我通常會自己在課前健身並在課後做伸展。

運動的成果非常的好。目前為止，我的體重減輕許多，而且摔倒的頻率減少非常多。最重要的是，我的體檢結果相較之前好很多。剛開始運動時真的非常氣餒，但當我看到健康有所改善後，我真的愛上流汗的感覺。運動確實讓我的心情愉悅，同時身體能夠放鬆。我想要鼓勵所有智能障礙的人開始運動。相信自己不要放棄，你一定會成功！

關鍵字：智能障礙人士健身、智能障礙人士、健康改善、自我倡導

SCREENING OF DOCUMENTARY "ON THE ROAD"

《同行路上》紀錄片放映

SCREENING OF DOCUMENTARY

"ON THE ROAD"

Director: Kinkuan Chao
Session Sharer: Jenny Mok Sin Teng

Screening of documentary "On The Road"
The documentary charts Comuna de Pedra's years-long journey of developing and creating inclusive art in Macao and its impact on local minority groups - from confidence building to expressive and performing opportunities. Following Ngai Tong Loi and Tang Kuai Lan, two members of the Association of Parents of the People with Intellectual Disabilities of Macau, the documentary features their life experiences, performances, and interviews with their work trainers. It reveals their heartfelt connection with Comune de Pedra. The film also sets our community work in a broader context - bringing new perspectives on how local minority groups learn about art and how inclusive art is a kind of civic education, especially in aesthetic perspectives and social inclusiveness.

《同行路上》

紀錄片放映

紀錄片導演：周建君
主講者：莫倩婷

走過的路必留痕跡。澳門弱智人士家長協進會學員魏東來和鄧桂蘭，二人自 2016 年起開始參與戲劇活動，從大家認為的「不行」到踏實地完成一個又一個的演出。紀錄片以二人作為主線人物，透過生活點滴、培訓人員訪問、演出等，記錄他們與「石頭公社」的心路歷程。我們希望透過紀錄片，讓更多人能夠理解，原來有一班朋友是需要不同的服務來支援他們才能欣賞藝術，同時也是一樣很好的公眾教育。此外，透過《Todos Fest！共融藝術節》向大眾分享多年的發展及經過，以紀錄片的方式讓更多社區人士認識和了解不同的社會族群，細味藝術在每個個體身上所產生的可能性。

WHAT I LEARNED FROM VOLUNTEERING IN JAPAN

我在日本志願服務時學到了什麼

Author



Tomoaki Yoshioka / Japan

I would like to share my experience of volunteering in Japan. I have a moderate intellectual disability. I was attending boy scout from lower grades of elementary school to Senior at University. Make use of this experience, I started volunteering at Children's cafeteria which offers free food to poor Japanese children. Because my teacher, who knows me since I was little, is also working at the same Children's cafeteria, I am working with peace of mind from the beginning. At Children's cafeteria, Sometimes I read books to children, teaching math and playing Shogi which is a Japanese traditional board game. I also help staffs to create seasonal events like Christmas party. Even though I have disability, because everyone supports me, I am able to participate in society and displaying my abilities. I am enjoying to use my strengths to help our community. Through volunteering experience, I am learning the importance of supporting, understanding and thinking of each other. I would like to expand what I learned throughmy experience to many other people. I would like to keep volunteering as my life work.

Keywords (max 6): Self-advocate, life in Japan, volunteering, activities

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我想分享自己在日本志願服務的經驗。我有中度智能障礙。我從小學低年級到大四都加入男童軍。基於這個經驗，我開始在提供免費食物給貧窮日本兒童的兒童自助餐廳裡志願服務。因為從小就認識我的老師也在同一間兒童自助餐廳工作，所以從一開始我就能安心工作。在兒童自助餐廳裡，有時我會念書給孩子們聽、教他們數學和玩日本傳統將棋。我也會協助餐廳員工舉辦季節性活動如聖誕派對。即使我有殘疾，但因為每個人都幫助支持我，我才能融入社會並且發揮我的能力。我很高興能運用我的優勢幫助我們社區。透過志願服務的經驗，我學習到支持、理解和為他人著想的重要性。我想要將我從經驗中學到的東西傳播給更多人。我想要繼續從事志願服務並以此做為我一生的工作。

關鍵字：自我倡導、日本生活、志願服務、活動

WHAT I LEARNED

FROM VOLUNTEERING IN JAPAN

Tomoaki Yoshioka / Japan

I have a moderate intellectual disability. From the early years of elementary school to my fourth year of university, I have been engaged in Boy Scouts activities. Drawing from this experience, starting from my second year of university, I have been volunteering at a children's food kitchen once a month. This volunteering at the children's food kitchen began when a teacher who had supported me in a special education class during my middle school years invited me. It has been about six years since I started volunteering at the children's food kitchen.

The children's food kitchen provides well-balanced meals to children from impoverished families or facing difficulties, offering them a place to interact with the community. These services are provided either free of charge or at a low cost. We support children who may not receive sufficient meals or those who eat alone or only with younger siblings at home.

At the children's food kitchen where I volunteer, some of the teachers who had taken care of me in daycare and middle school are also staff members. Because of this, I have felt at ease participating in volunteer activities from the very first day. While receiving guidance from the staff at the children's food kitchen, I contemplate what I can do for the children and engage in those activities. Apart from providing meals, there is also time for assisting the children with their studies and engaging in play. Many children always come to the children's food kitchen.

At the children's food kitchen, I sometimes read picture books to the younger children. By altering my voice according to the characters and presenting the

picture book like a play, the children listen with bright eyes. Sometimes they laugh, and when I face some difficulties, they listen with concerned expressions. Observing these reactions brings me great joy.

Because I am skilled in math, I sometimes help with lessons involving calculations and other subjects. I also teach shogi (Japanese chess) to slightly older children and even have matches with them. Shogi, similar to chess, has been a beloved game in Japan for a long time. When I was in high school, I established a shogi club and served as its president. I joined the Japan Shogi Association and continue to learn and play shogi. Among the elementary school students, there are some who are very skilled at shogi, and we all enjoy it together.

Furthermore, I assist with various events at the children's food kitchen, including Christmas parties. I take on roles like organizing games, preparing for bingo, and overseeing the proceedings.

During the COVID-19 pandemic, it was challenging to host the children's food kitchen, and we had to take breaks at times. Even when things started to settle down a bit, we couldn't immediately gather to eat together. However, we continued the children's food kitchen by distributing boxed lunches, and I also helped distribute these lunches.

Having a disability, I am always supported by many people. This includes volunteers and others who lend their support, enabling me to engage in various social activities. I hope that more people come to know and feel this experience. I wish to contribute to others using my strengths, even if it's just a little. The term "inclusive society" is challenging for me to precisely explain to the children, but I believe it means working together to create a place and society that is livable for everyone. The children's food kitchen

is significant not only for the children but also for me. Through my experiences at the children's food kitchen, I am learning the importance of supporting each other, understanding one another, and thoughtful consideration. I aspire to convey these lessons to as many people as possible. I intend to continue volunteering as a lifelong commitment from here on.

我在日本志願服務時

學到了什麼

Jia-Wei, Yang

我的志願服務活動——Tomoaki Yoshioka

我有中度智能障礙。從小學低年級到大四，我都加入男童軍活動。由於這個經驗的緣故，我從大二起開始每個月一次在兒童食物廚房從事志願服務。在兒童食物廚房的志願服務的緣由是我中學時一位曾在特殊教育班支援過我的老師開口邀請加入。自從我加入兒童食物廚房志願服務迄今大約有六年的時間。

兒童食物廚房會為貧困或面臨困境家庭的兒童們提供營養均衡的食物，並提供他們可以和社區互動的地方。這些服務都是免費或僅收取相當低的金額。我們會協助可能無法獲取足夠食物的兒童，或那些在家單獨用餐或只和更年幼兄弟姐妹一同用餐的兒童。

在我志願服務的兒童食物廚房裡，有些曾在日間照護和中學時照顧我的老師也是這裡的工作人員。因為如此，第一天加入時我感覺很容易就融入志工活動。在接受兒童食物廚房工作人員的指示時，我心想著自己能為孩子們做什麼並加入那些活動。除了提供食物外，也會協助孩子們學習及參與活動。許多孩童總是會來兒童食物廚房。

在兒童食物廚房中，有時我會讀繪本給較年幼的孩童聽。根據書中角色轉換自己的聲音，並且用戲劇的方式呈現繪本，小朋友們聽著都眼睛發亮。有時他們哈哈大笑，而當我遇到困難，他們會帶著關心的表情聆聽。觀察著這些反應讓我感到很快樂。

因為我擅長數學，有時我會協助需要計算的課程和其他科目。我也教年齡較長的孩童日本傳統將棋，甚至和他們比賽。將棋類似於西洋棋，長期以來在日本都是很受歡迎的遊戲。當我在高中時，我創立將棋社並擔任社長。我曾加入日本將棋協會（Japan Shogi Association），一直持續學習和玩將棋。在這些小學學童中，有些很會下將棋，我們很喜歡一起下棋的時光。

此外，我在兒童食物廚房也協助各種活動，包括聖誕節派對。我負責規劃遊戲、準備賓果遊戲、並且監督籌備過程。

在新冠疫情期間，對經營兒童食物廚房是一大挑戰，有時我們必須

暫停開放。即便當事情開始步上軌道，我們也無法立刻聚在一起用餐。不過我們會分發便當繼續經營兒童食物廚房，我也會一起幫忙分發這些午餐。

做為身心障礙人士，我總是得到許多人的幫助。這包括志工和其他提供協助的人，讓我得以參與許多社會活動。我希望有更多人知道並感受這個體驗。我想用自己的優點為他人奉獻，即便只有一點點力量也沒關係。對我而言要向孩子們精準解釋「共融的社會」這個詞是個挑戰，但我相信這代表要一同努力打造一個適合每個人生活的地方和社會。兒童食物廚房顯然不只是為孩童們開設而已，也是為了我而存在。藉由我在兒童食物廚房的經驗，我學會了互相幫助、了解彼此，以及關心體貼的重要性。我渴望將這些經驗傳達給更多人。我打算從這裡開始繼續終身從事志願服務。

USE OF ASSISTIVE TECHNOLOGY: IMPROVISATION OF NEURODEVELOPMENTAL ABILITIES THROUGH PHYSICAL THERAPY.

輔助科技的運用：
透過物理治療
促進神經發展能力

Author



Biren Chandra Rajbongshi/ Bangladesh
rajbongshi8454@gmail.com

Abstract:

The full paper entitled as improvisation of neurodevelopmental abilities through physiotherapy which will reflect and focus on the system and procedure of acceleration and enhancement of potentiality in increasing the intellectual performance by utilizing the physiotherapeutic management. Since Physical activities enhance both physical and mental health functioning so, it's most important for all people. Maximum Intellectually Disabled persons are anatomically fit but they have different type of IQ level, as like; mild, moderate, severe & profound. For that reason every day in life they faces different problem in every tasks. That problem solved by many kind of exercise/ physical activity. Their IQ level is below than average range. They can improve cognitive ability by the use of techniques , increased level of brain derived neurotropic factor (BDNF) that's a protein involved in Learning & memory by particular activities e. g aerobic exercise, muscles strengthening exercise, bone strengthening exercise, flexibility .We are uses of assistive technology (treadmill, cycling). BDNF helps the brain to develop new connections, repair failing brain cells, and protect healthy brain cells. In spite of some barriers we also can get a lot of benefits by physical activities. By exercising and practicing the physiotherapeutically activities the self-care improvement can be improved. Family, society, country will be benefits. Many scientist & psychologist discussed on its positive impact.

Keywords: Neurodevelopmental, abilities, physiotherapy, techniques, BDNF, technology.

背景：

這篇論文以透過物理治療促進神經發展能力為題，經由物理治療管理的運用將會反映並著眼於智力在潛能加速和強化系統流程的表現提升上。既然物理活動能增進身心健康運行，因此其對所有人而言也是最重要的。絕大多數智能障礙者在身體方面是健康的，但他們具有不同程度的智力等級，如輕度、中度、重度及極重度。基於以上原因，他們在日常生活中的每件事物上都會遭遇不同的問題。他們的智力程度較平均值低。他們能藉由技術的運用增進認知能力、透過特定活動如有氧運動、肌力訓練、骨骼強化訓練及彈性訓練來增加腦源性神經營養因子（BDNF），可促進學習和記憶能力蛋白質的生成。我們也會運用輔助科技（跑步機、健身車）。腦源性神經營養因子（BDNF）幫助大腦發展新的連結、修復損壞腦細胞並保護健康的腦細胞。儘管仍有些許阻礙，我們依然能在體能活動中獲益。經由物理治療活動的訓練和練習，將更能促進自我照護的改善。家庭、社會、國家皆會因此而受益。許多科學家及心理學家探討此一治療的正面影響。

關鍵字：神經發展、能力、物理治療、技術、腦源性神經營養因子（BDNF）、科技。

USE OF ASSISTIVE TECHNOLOGY:

IMPROVISATION OF NEURODEVELOPMENTAL ABILITIES THROUGH PHYSICAL THERAPY.

Biren Chandra Rajbongshi/ Bangladesh
rajbongshi8454@gmail.com

Memory

Memory is today defined in psychology as the faculty of encoding, storing, and retrieving information (Squire, 2009).Oct 24, 2019

Physical activity

WHO defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person's work. Both moderate- and vigorous-intensity physical activity improve health. (05 oct.2022 WHO)

Assistive technology (AT) is any item, treadmill, cycling, jogging that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.
A 2021 study published in Scientific Reports details an experiment where runners using a treadmill just 10 minutes per day were able to significantly improve both tested cognitive function and mood scores. May 31, 2023
https://www.treadmillreviews.net

Types of physical activities

1. Aerobic exercise: Physical activity that increase the heart rate ab and the body's use of oxygen
   E.g. Jogging, cycling, running.
2. Muscles strengthening: Strengthening exercise are exercises which are designed to increase
   the strength of specific or group of muscles.
3. Bone exercise: Bone stress active produce a force or

the bones the promote bone growth &
Strength e.g. jumping rope, running, basketball, tennis ball.
4. Balance Strength activities: Balance exercise refers to a type of exercise that focuses on the
ability to maintain proper posture over the body's base of support.
5. Flexibility refers to the ability of muscles, joints, and soft tissues to move through an
unrestricted, pain-free range of motion. It involves the capacity of these structures to stretch,
lengthen, and contract without limitations, allowing for smooth and efficient movement.

Benefits of activity for increase the memory

* Ease stress and anxiety
* Improve impulse control and reduce comprehensive behavior.
* Enhance working memory.
* Increase level of brain derived neurotrophic factor. That's a protein involved in
Learning & memory.

Barrier of physical activity

* Language.
* Technological barrier.
* Physical barrier.
* Organizational barrier.
* Perceptual barrier.

Mechanism of brain action

Exercise training enhance memory perform are via neoplastic alternation long lasting moderate aerobic exercise is more efficient neuroprotective modalities.
Exercise -Induced memory improvement might & be mediated via neurotrophic factors & exerkines. Exercise improves memory by increasing molecular targets like the brain-derived neurotrophic factor (BDNF). This

molecular factor increases synaptogenesis, forming new synapses that mediate learning and memory, making it easier to absorb information and form long-term memories. The more BDNF, the more the memory improves in function and capacity.

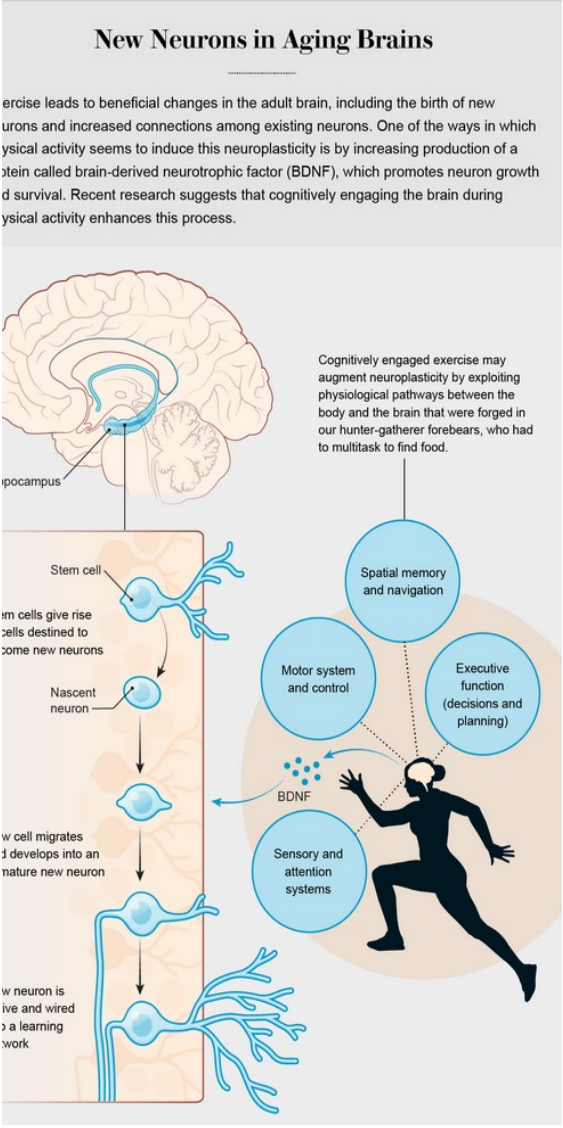


Figure 01- scintificamerican.com

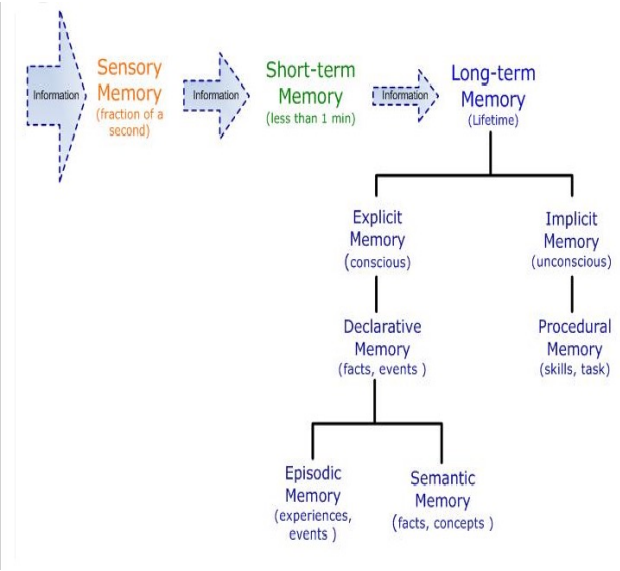


Figure 02-thepeakperformancecenter.com

What is BDNF?

BDNF stands for Brain-Derived Neurotrophic Factor. BDNF is a protein found in the brain and in the spinal cord. BDNF helps with the survival of neurons (nerve cells) and the development of new ones. BDNF also helps neurons to make synapses, which are communication connections.

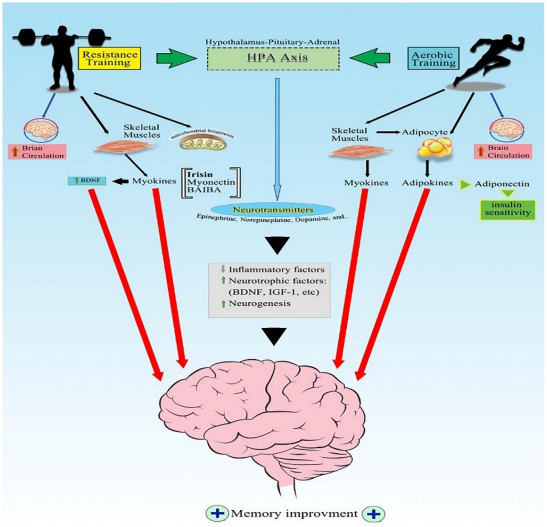


Figure 03-forntiersin.org

Function of brain derived neurotrophic factors. (BDNF)
1. Plays an important role in neuronal survival and growth,
2. Serves as a neurotransmitter modulator,
3. Participates in neuronal plasticity, which is essential for learning and memory.
4. Improve cognitive function.

Does aerobic exercise increase intellectual disability?

The neuroscience is clear: aerobic exercise is extremely good for brain. A Swedish Study proved that cardiovascular fitness can actually raise verbal intelligence by 50%.

Exercise feeds the brain

Exercise increases blood flow to the brain. Due to its high metabolic demand, the brain demands good circulation, and exercise aids it. An increase in blood flow is not only extremely beneficial, it is essential. Exercise induces good blood flow to deliver all the nutrients required to carry out the brain's job, while it also increases production molecules important to brain function, including memory.

Exercise secures priceless memories

People hold their memories dear, yet, in reality, we only remember a fraction of our lives. Accessing memories, writing them down, and sharing them with others helps solidify their presence in the brain, but exercising improves memory's capacity and strength.

WHO recommends:

Children and adolescents living with disability:

Should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week.

Should incorporate vigorous-intensity aerobic activities, as well as those that strengthen muscle and bone, at least 3 days a week.

Should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.

Adults living with disability:

Should do at least 150–300 minutes of moderate-intensity aerobic physical activity.

Or at least 75–150 minutes of vigorous-intensity aerobic physical activity; or an equivalent combination of moderate- and vigorous-intensity activity throughout the week.

Should also do muscle-strengthening activities at moderate or greater intensity that involve all major muscle groups on 2 or more days a week, as these provide additional health benefits.

As part of their weekly physical activity, older adults should do varied multicomponent physical activity that emphasizes functional balance and strength training at moderate or greater intensity, on 3 or more days a week, to enhance functional capacity and to prevent falls.

May increase moderate-intensity aerobic physical activity to more than 300 minutes; or do more than 150 minutes of vigorous-intensity aerobic physical activity; or an equivalent combination of moderate- and vigorous-intensity activity throughout the week for additional health benefits.

Should limit the amount of time spent being sedentary. Replacing sedentary time with physical activity of any intensity (including light intensity) provides health benefits, and to help reduce the detrimental effects of high levels of sedentary behavior on health, all adults and older adults should aim to do more than the recommended levels of moderate- to vigorous-intensity physical activity.

It is possible to avoid sedentary behavior and be physically active while sitting or lying. E.g. Upper body led activities, inclusive and/or wheelchair-specific sport and activities.

Others:

Time: 30-40 minutes per day & 4 & 5-day weeks.

Aerobic exercise for intellectual disability - 30 minutes 3 days per week.

- orthokids.org.

Under 5-65 age above 150 minutes per weeks (25 minutes every day)

- cdcgov.feature

How does exercise stimulate the brain plasticity?

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支援制度

對智能障礙人士的照護、訓練和賦權

Biren Chandra Rajbongshi
物理治療師，孟加拉智能障礙福利協會（SWID Bangladesh）

記憶

記憶在現今心理學的定義是編碼、儲存和檢索資訊的能力（Squire, 2009）。2019 年 10 月 24 日

身體活動

世界衛生組織（WHO）定義身體活動是由骨骼肌肉產生任何需要能量消耗的身體移動。身體活動意謂所有運動，包括休閒時間的活動、地方往返的交通、或個人工作的一部份。中度和劇烈強度身體活動都能促進健康。（世界衛生組織 2022 年 10 月 5 日）

輔助科技（AT）是指任何形式用於增加、維持、或增進身心障礙者的功能能力，如跑步機、自行車、慢跑。
一份 2021 年發表於科學報告（Scientific Reports）的研究詳述一項實驗，每天使用跑步機 10 分鐘能明顯地提升跑者的測試認知功能和情緒分數。2023 年 5 月 31 日
https://www.treadmillreviews.net

身體活動類型

1. 有氧運動：身體活動能增加心跳率及身體攝氧量，例如慢跑、自行車、跑步。
2. 強化肌肉：強化運動是指設計用於增加特定或一組肌肉強度的運動。
3. 骨骼運動：骨骼壓力活動會產生力量，或是促進骨骼生長和強度，例如跳繩、跑步、籃球、網球。
4. 平衡強度運動：平衡運動是指一種著重在身體支撐基礎下保持正確姿勢能力的運動。
5. 彈性是指肌肉、關節、軟組織在不受限、無痛的活動範圍內移動的能力，其涉及伸展、拉伸及收縮這些結構的能力，允許順暢有效率的運動。

活動對增進記憶的好處

* 舒緩壓力和焦慮
* 提高衝動控制並減少綜合行為
* 增進工作記憶
* 增加腦源性神經營養因子的數量
  這是用於學習和記憶的蛋白質

身體活動的障礙

* 語言
* 科技障礙
* 身體障礙
* 組織障礙
* 知覺障礙

大腦運動機制

運動訓練增進記憶表現是經由新生性變化輪流持續適度有氧運動是更有效率的神經保護模式。

運動 - 導致記憶改善可能經由神經營養因子和運動激素展現。運動透過增加分子標靶例如腦源性神經營養因子（BDNF）來改善記憶力。這種分子成份會增加突觸形成，形成新的突觸介導學習和記憶，更容易吸收資訊及形成長期記憶。愈多的腦源性神經營養因子（BDNF），就愈能改善記憶功能和能力。

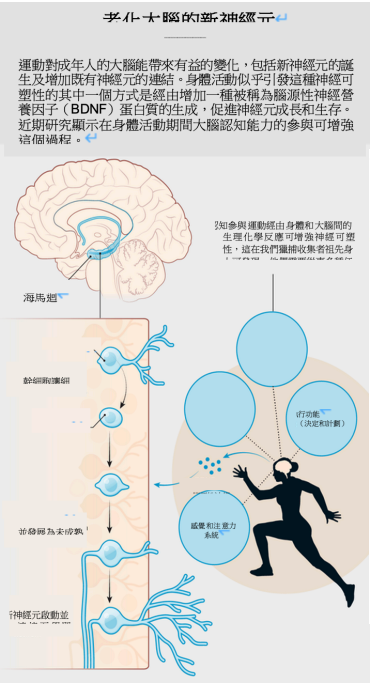


圖 01 - scintificamerican.com

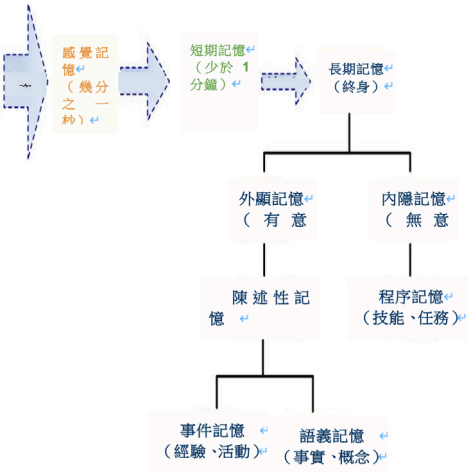


圖 02 - thepeakperformancecenter.com

什麼是腦源性神經營養因子（BDNF）？
BDNF 意指腦源性神經營養因子。腦源性神經營養因子（BDNF）是存在於大腦和脊髓中的蛋白質。腦源性神經營養因子（BDNF）有助於神經元（神經細胞）存活，並形成新的神經元。腦源性神經營養因子（BDNF）也有助於神經元形成突觸，可用於溝通連結。

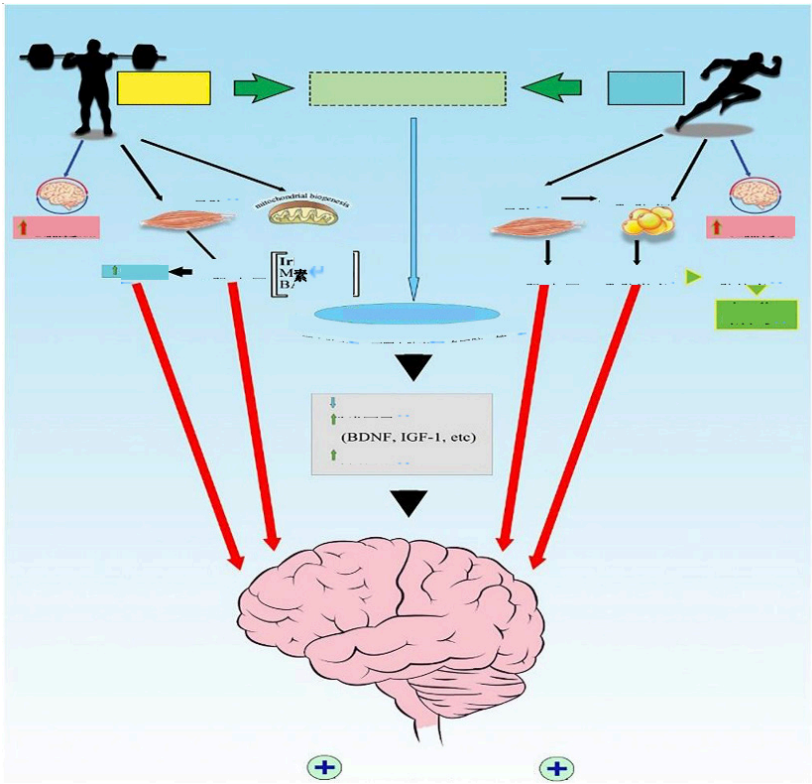


圖 03 - forntiersin.org

腦源性神經營養因子（BDNF）功能
1. 在神經元存活和成長中扮演重要的角色，
2. 做為神經傳導物質調節劑，
3. 參與神經可塑性，對學習和記憶十分重要
4. 增進認知功能

有氧運動會幫助智能障礙嗎？
神經科學明確指出：有氧運動對大腦非常好。一項瑞典研究證實心血管健康能實際提升 50% 語言能力。

運動能滋養大腦
運動增加大腦的血流。基於其高代謝的需求，大腦需要良好的循環，而運動能幫助循環。血流的增加不僅相當有益，也是不可或缺的。運動產生良好的血流能運送大腦運作時需要的所有養分，同時也增加對大腦功能，包括記憶重要的分子生成。

運動保存無價的記憶
人們細細珍藏他們寶貴的記憶，然而，事實上，我們只會記得生命的一小部份。讀取記憶、將之書寫下來、和他人分享能幫助大腦鞏固記憶的存在，但運動能增進記憶的能力和強度。

世界衛生組織推薦：
身心障礙的兒童與青少年：
一週內每天至少應從事平均 60 分鐘中等至劇烈強度的身體活動，大多是有氧運動。
每週至少 3 天應從事劇烈強度的有氧活動，以及能增強肌肉和骨骼的運動。
應限制久坐的時間，特別是休閒娛樂觀看螢幕的時間。

身心障礙成年人：
應從事至少 150 - 300 分鐘中等強度的有氧身體活動；
或每週至少 75 - 300 分鐘劇烈強度有氧身體活動；或結合中等和劇烈強度的活動
每週 2 天或更多天應該也從事中等或更高強度運用所有主要肌肉群的肌肉強化活動，如此能提供額外的健康好處。
做為每週身體活動的一部份，年紀較長的成年人應該每週 3 天或更多天從事中等或更高強度各種多元、能強化功能平衡及力量訓練的身體活動，以加強功能能力和預防跌倒。
每週可增加中等強度有氧活動 300 分鐘以上；或從事 150 分鐘以上的劇烈強度有氧活動；或結合中等和劇烈強度運動以獲得額外健康好處。
應限制久坐的時間。以任何強度（包括輕等強度）的身體活動替代久坐時間對健康有益，並有助於減少久坐行為對健康帶來的高損害影響，所有成年人及年紀較長成年人應致力於從事超出建議的中等或劇烈強度的身體活動。
當坐著或躺著時，避免久坐行為並讓身體活動是有可能的。例如上半身主導運動，結合和 / 或輪椅特殊運動和活動。
其他：
時間：每天 30 - 40 分鐘 & 每週 4 & 5 天

心智障礙者的有氧運動 - 每週 3 天，每次 30 分鐘。
- orthokids.org.
5 歲以下 - 65 歲 每週 150 分鐘以上（每天 25 分鐘）
- cdcgov.feature
運動如何刺激大腦可塑性？

MENTAL HEALTH IS ALARMING OF PEOPLE WITH INTELLECTUAL DISABILITIES AND THEIR FAMILIES.

心理健康成為智能障礙者和其家人的一大隱憂

Author



Full Name: Hapsa Hossain Farhana
Email- sakin8836@gmail.com

The paper is based on substantive experiences of mental health of people with intellectual disabilities and their families. Intellectual Disabilities are persisting neuro developmental disorder as well as difficulties in conceptual, social and practical areas of living. Parents are primordial Carers of the child. Most of the parents have lack of knowledge and awareness about Intellectual Disabilities, causes, disability law's, procedure of treatment and rehabilitation. Sometimes the positive impacts of community and family participation is unprivileged. Everyday parents conveyance many difficulties so they are anxious about their child's future. At the end negative thoughts emerge in parents mind that their children will be an encumber of their family and society. In most cases mental health is typically both neglected and misused. To understand stigma we found self-stigma, professional stigma, public stigma. For this reason parents developed neurotic and psychotic disorder .Consequently mental health is alarming for people with Intellectual Disabilities and their families.
Key words: Mental health, Intellectual disabilities, Careers, Stigma, alarming.

心理健康成為智能障礙者和其家人的一大隱憂

本篇論文是根據智能障礙者及其家人心理健康的實際經驗。智能障礙意謂持續的神經發展障礙，以及在觀念、社會和實際生活領域中遭遇困難。家長是孩子最初的照護者。大多數家長缺乏相關智能障礙、成因、身心障礙法律、治療與復建程序的知識和意識。有時社區和家庭參與的正面影響是十分脆弱的。每天家長們處理許多難題致使他們對孩子的未來感到焦慮。最後家長們心中會產生孩子終將成為家庭和社會累贅的負面想法。在多數案例中，心理健康通常都被忽略及濫用。要理解污名，我們發現了自我污名化、專業污名化及公眾污名化，故家長們出現精神官能症和精神疾病。因此心理健康成為智能障礙人士和其家屬的一大隱憂。

關鍵字： 心理健康、智能障礙、職業、污名、令人擔憂

MENTAL HEALTH

IS ALARMING OF PEOPLE WITH INTELLECTUAL DISABILITIES AND THEIR FAMILIES

Hapsa Hossain Farhana
Psychologist, SWID Bangladesh

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Concepts of mental health include subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence and recognition of the ability to realize one's intellectual and emotional potential. It has also been defined as a state of well-being whereby individuals recognize their abilities, are able to cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their communities. Mental health is about enhancing competencies of individuals and communities and enabling them to achieve their self-determined goals. Mental health should be a concern for all of us, rather than only for those who suffer from a mental disorder. Mental health problems affect society as a whole, and not just a small, isolated segment. They are therefore a major challenge to global development.

Intellectual Disabilities:

Intellectual disability occurs when a person has difficulty with general mental abilities. This may impact their:

- intellectual functioning, such as their learning, judgment, problem solving, abstract thinking, memory, reasoning, and academic skills
- practical functioning, which refers to the ability to function and take care of oneself independently, such as performing personal care tasks, managing money, and performing work, school, or home tasks

- social functioning, which refers to the ability to function normally in society by using skills such as social judgment, communication, understanding and following social rules and cues, understanding the consequences of one's actions, and making friends

In the American Psychiatric Association's, Diagnostic and Statistical Manual of Mental Disorders, fifth edition text revision (DSM-5-TR), the formal name for this condition is "intellectual developmental disorder." Although for many individuals, the exact cause of their intellectual disability is unknown, many cases of intellectual disability happen because of differences in brain development. Less commonly, they can develop because of brain damage from an illness, injury or other events when a person is younger than 18 years old.

Mental Health:

The state of mental health implies that the individual has the ability to form and maintain affectionate relationships with others, to perform in the social roles usually played in their culture and to manage change, recognize, acknowledge and communicate positive actions and thoughts as well as to manage emotions such as, sadness. Mental health gives an individual the feeling of worth, control and understanding of internal and external functioning.

Neurotic Disorder:

Neurotic disorders are a subset of mental health disorders characterized by an inability to manage everyday life. Unlike psychiatric disorders, people living with neurosis are firmly established in reality, but they may have difficulty coping with stressful situations or certain emotions. Neurosis may be described as an impediment preventing a person from properly adapting to their environment. Some people living with a neurotic disorder may struggle to cope with change. This may make it difficult to get help since getting treatment requires making changes in their daily life. There are numerous types of neurosis, including:

Generalized anxiety disorder.
Depression.
Obsessive-compulsive disorder.
Social phobia.
Posttraumatic stress disorder.
Panic disorder.
Antisocial personality disorder.

Psychotic Disorder:
Psychotic disorders are severe mental disorders that cause abnormal thinking and perceptions. People with psychosis lose touch with reality. Two of the main symptoms are delusions and hallucinations. Delusions are false beliefs, such as thinking that someone is plotting against the individual or that the TV is sending a secret messages. Hallucinations are false perceptions, such as, hearing, seeing, or feeling something that is not there. Schizophrenia is one type of psychotic disorder. People with bipolar disorder may also have psychotic symptoms. Other problems that can cause psychosis include alcohol and some drugs, brain tumors, brain infections, and stroke.

Self-stigma
Self-stigma is self-perceived stigma including internalized shame where people with mental illness perceive this stigma by themselves. it is a negative attitude of people with mental illness against themselves due to having a mental illness (American Psychiatric Association , 2020; Corrigan et all,2012). For example people with mental illness perceive that they are dangerous or incompetent.
Public stigma
Public stigma refers to the general public's negative and discriminatory behaviors toward people with mental illness (American Psychiatric Association, 2020; Corrigan et all, 2012). .For instance, the public have a conception that people with a mental illness are aggressive. Mental illness is untreatable.
Professional stigma
Professional stigma refers to the health care

professional negative attitude and discriminatory behaviors toward people with mental illness(Ahmedani ,2011;American Psychiatric Association ,2020 ; Borhan & Thornicroft , 2010;Corrigan et all., 2012,2014). For instance ,allocating fewer mental health staff in comparison to other healthcare departments.

Background

Society for the Welfare of the Intellectually Disabled, Bangladesh (SWID Bangladesh) is a philanthropic virtuous alma mater organization working throughout the country. It was established in December 24, 1977.Objectives of the organization are development of social awareness regarding intellectual disability and do advocacy for establishing equal rights of the intellectually disabled; creation of provision for special education, inclusive education, vocational training, rehabilitation, mental health, counseling and other therapeutic services for the development of the intellectually disabled persons. SWID conducted research and publication for the benefit of the intellectually disabled persons and also development of manpower for working with the intellectually disabled.

Objective

The object of the study were, To understand the Mental Health of people with Intellectual Disabilities and their families.

Methodology

This paper is based on substantive experiences of people with Intellectual Disabilities and their families. All respondents were selected from different areas of Dhaka city. Age range of the parents was from 22 to 65 years. Educational qualification of the parents was from class two to PhD degree. The range of family income was 5000 to 300000 Tk.Therefore case study method was employed for this study to address the

objectives of the study because case study method "is an empirical enquiry that investigates a contemporary phenomenon within its real life context" (Yin,1994).

Discussion

The main objectives of the study were to understand the mental health of people with intellectual disabilities and their families. Intellectual Disabilities are persisting Neuro Developmental Disability as well as difficulties in conceptual, social and practical areas of living. Based on the case study it can be summarized that Most of the parents have lack of knowledge and awareness about Intellectual disabilities, causes, disability laws, procedure of treatment and rehabilitation. Parents did not get support from their family. Parents experienced themselves as an encumber to the family. Parents also felt that family was ashamed of having them as a family member. Community members treated parents for their having Intellectual Disabled child. They considered them as an encumber and inferior to the Society. Even they threated parents as inferior and kept isolated from the mainstream of the society. People with intellectual disabilities also experienced discrimination from education setting. Sometimes school authority does not want to admit them. We also found that people with intellectual disabilities were teased by their classmates. Most of the time, their classmates did not interact with them. Besides these discriminations, negative evaluation was also very common practice of people with intellectual disabilities and their families. In most cases mental health is typically both neglected and misused. The finding indicate that parents having children with intellectual disabilities and their families are more anxious, depressed and interpersonally sensitive. They also experienced greater somatic symptoms, obsessive -compulsive symptoms, anger problem, phobic anxiety, paranoid thoughts and psychotic symptoms like schizophrenia and Bipolar disorder. Also findings

indicate that mother mental health is more fragile that fathers. To understand stigma we found self-stigma, public stigma and professional stigma. Consequently, mental health is alarming for people with Intellectual disabilities and their families.

Recommendations

1. Trained and certified mental health professionals are needed.
2. Mental health services should be organized and coordinated with other health.
3. Awareness regarding mental health needs to Increase.
4. Need adequate mental health treatment center.
5. Parents and care giver needs training in daily living skills.
6. Prevention of causes of disabilities.
7. Rehabilitation services.
8. Regional cooperation.

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心理健康

成為智能障礙者和其家人的一大隱憂

Hapsa Hossain Farhana
心理學家，孟加拉智能障礙福利協會（SWID Bangladesh）

在世界衛生組織（WHO）章程有關健康的定義中強調心理健康的積極面向：「健康是指身體、心理和社會安康的完整狀態，而非僅只是沒有疾病或體弱多病。」心理健康的概念包括主觀的幸福感、自我認定功能、自主權、能力、代際依賴以及認可了解個人智力和情緒潛力的能力，同時也被定義為個體認知自己、處理生活中的正常壓力、具備生產力與效率之工作的能力，以及對他們的社區有所貢獻的幸福感狀態。心理健康涉及促進個體和社區能力，並讓他們達到自我確認之目標。心理健康問題會影響整體社會，並不只是微小、獨立的部份，因此此為全球發展的主要挑戰。

智能障礙：
智能障礙的發生是當個人在一般心智能力遇到困難。這可能會影響他們的：
●智力功能，例如他們的學習、判斷、解決問題、抽象思考、記憶、推理以及學術技能
●實務功能，代表獨立工作及照顧自己的能力，例如執行個人照護任務、管理金錢以及執行工作、學校或家庭任務
●社會功能，代表運用技能在社會正常運作的能力，例如社交判斷、溝通、理解及遵循社會規則和線索、理解自我行為的後果、以及結交朋友
在美國精神醫學學會《精神疾病診斷與統計手冊：第五版文本修訂版（DSM-5-TR）》中，這種狀況的正式名稱為「智能發展障礙症」。儘管對許多人而言，智能障礙的確切原因是未知的，許多智能障礙發生的案例是由於大腦發展差異而導致。18 歲以下的人因疾病、受傷或其他事件導致大腦損傷偶爾也會出現這種情形。

心理健康
心理健康狀態意指個人有能力和他人形成和維持情感關係、執行其文化中通常扮演的社交角色以及管理變化、認知、承認和溝通積極的行動和想法，同時管理情緒，例如悲傷。心理健康賦予個人價值感、控制及理解內在和外在功能。

精神官能症：
精神官能症是心理健康障礙的子集，主要特徵為無法管理日常生

活。和精神疾患不同，有精神官能症的人能堅定地在現實中生活，但他們可能難以應對緊張的情況或某些情緒。精神官能症可能會被形容為阻礙個人適應所處環境。有些患有精神官能症的人可能會苦於應對變化。這或許會讓尋求協助變得困難，原因在於接受治療代表他們要在日常生活中做出改變。精神官能症有許多種類型，包括：

●廣泛性焦慮症。
●憂鬱症。
●強迫性精神官能症。
●社交恐懼症。
●創傷後壓力症候群。
●恐慌症。
●反社會人格障礙。

精神病疾患：

精神病疾患是種嚴重的心理障礙，會導致異常想法及見解。患有精神病的人會和現實脫節，有兩大症狀：妄想及幻覺。妄想是錯誤的信念，例如想像有人對個體陰謀不軌或電視正放送秘密訊息。幻覺是錯誤的見解，例如聽見、看見或感覺到某些不存在的事物。思覺失調症是精神病疾患的一種類型。患有雙相情緒障礙的人可能也會有精神病症狀。其他可能導致精神病的問題包括酒精和一些藥物、腦瘤、腦部感染以及中風。

自我污名化

自我污名化是自我認定恥辱，包括患有心理疾病的人認定自身的疾病污名而將羞恥內化。這是心理疾病的人因為患有心理疾患因素而對自己持有負面態度（American Psychiatric Association , 2020; Corrigan et all,2012）。例如患有心理疾病的人認為自己是危險或無能的人。

大眾污名化

大眾污名化是指普羅大眾對患有心理疾病的人持有負面和歧視的行為（American Psychiatric Association, 2020; Corrigan et all, 2012）。例如大眾對患有心理疾病的人都持有一種看法，認為他們具有攻擊性。心理疾病是無法治癒的。

專業污名化

專業污名化意指醫事人員對患有心理疾病的人持有負面態度和歧視行為（Ahmedani ,2011;American Psychiatric Association ,2020 ; Borhan & Thornicroft , 2010;Corrigan et all., 2012,2014）。例如安置比其他醫療部門更少的心理健康人員。

背景
孟加拉智能障礙福利協會（SWID Bangladesh）是個服務範圍遍及全國的慈善公益組織。協會創立於 1977 年 12 月 24 日。組織的目標是發展社會對智能障礙的認識，並主張為智能障礙者建立平權；為智能障礙人士的發展而創建特殊教育、融合教育、職業訓練、復健、心理健康、諮詢及其他治療服務。孟加拉智能障礙福利協會（SWID Bangladesh）為智能障礙人士的利益進行研究和出版刊物，同時也致力於發展服務智能障礙者的人力。

目標
此研究的目標是，了解智能障礙人士及其家人的心理健康。

方法
本論文基於智能障礙人士及其家人的實際經驗。所有受訪者皆來自於達卡（Dhaka）市的不同區域。家長年齡範圍在 22 至 65 歲之間。家長教育程度自小學二年級至博士學位皆有。家庭收入範圍為 5000 至 300000 塔卡。此研究運用案例研究方法來說明研究目標，因為案例研究方法是「以實證性探討方法調查現實生活背景中的當代現象」（Yin,1994）。

討論
本研究的主要目標是了解智能障礙人士和其家人的心理健康。智能障礙是持續存在神經發展障礙，合併觀念、社交和生活實務領域方面有困難。根據案例研究可以總結大多數家長對智能障礙、成因、身心障礙者法、治療及復健程序缺乏相關知識和意識。家長們未能獲得家庭支持。家長們感覺自己是家庭的累贅。家長們同時也覺得有他們做為家庭成員讓家人感到羞恥。社區成員因為他們有智能障礙的孩子而另眼看待家長。他們認為自己是社會的累贅和低等人。他們甚至將這些家長當成低等人，並且將他們和主流社會隔絕。智能障礙人士在教育環境中也經歷歧視。有時候學校不想錄取他們。我們也發現智能障礙者會被同學取笑。大多數時間，他們的同學不會與他們互動。除了這些歧視之外，對智能障礙人士和他們家人的負面評價也相當常見。多數案例中，心理健康通常被忽略和濫用。研究結果指出有智能障礙孩子的家長及其家人們會更加焦慮、憂鬱及人際關係敏感。他們也會經歷更多身體症狀、強迫症狀、憤怒問題、恐懼焦慮、偏執想法及精神病症狀如思覺失調和雙相情緒障礙。同時研究也指出母親的心理健康較父親更易出現問題。為理解污名，我們發現自我污名化、大眾污名化和專業污名化。因此，心

理健康對智能障礙人士及其家人是一大隱憂。

建議

1. 訓練並認證心理健康專業人士有其必要性。
2. 心理健康服務應與其他健康醫療組織配合。
3. 對心理健康的意識需要提升。
4. 需要足夠的心理健康治療中心。
5. 家長和照護者需要接受日常生活技能訓練。
6. 預防致殘的原因。
7. 復健服務。
8. 區域合作。

ENHANCING THE ALERTNESS ABOUT THE IMPORTANCE OF EARLY INTERVENTION FOR THE CHILDREN WITH INTELLECTUALLY DISABLED

加強對智能障礙兒童早期介入的重要性的警覺

Author



Fatema Akter/ Bangladesh
Email- fatema8427@gmail.com

The early intervention is effective instruction. Despite neural connection occurs in brain throughout our life , It's evinced through research that the neural connection occurs in brain among 0 to 5 years expeditiously .So, it's acknowledged that from birth to preschool (0 – 5 years) is the first optimal period for human development . The purpose of this paper is to enhance alertness about the importance of early intervention for the children with intellectually disabled. Several research manifested that intervention in the early years is significant for the five stages of development which are, physical, language, social, cognitive and emotional. Psychologists also emphasize that the early experience is effective for ameliorate in future. As well as parent's involvement and nurturance, multidisciplinary assistance must be included in the early intervention which is important to achieve precise development to accommodate into the daily living activities for the children with intellectual disabilities. For realizing that, the importance of early intervention should spread out not only in the distinguished society but also in the grass root level by arranging the miscellaneous awareness and training programmes. Because of exigency there are lot of service who works for the developmentally delayed and children with intellectually disabled in Bangladesh.

Key words: Early intervention, development, neural connection, awareness.

早期介入是有效的方法。儘管我們一生中神經連結都在大腦發生，但研究顯示大腦的神經連結是在 0 至 5 歲間迅速發生。因此，一般公認從出生到學齡前（0 – 5歲）是人類發展的第一個最佳時期。本篇論文的目的是加強對智能障礙兒童早期介入重要性的警覺。多項研究顯示早期介入對身體、語言、社交、認知和情緒五個發展階段極為重要。心理學家同時也強調早期經驗可在將來有效改善。在家長們參與和養育的同時，早期介入也必須包含多學科輔助，這對於智能障礙兒童達到精確發展以適應日常活動至關重要。為了理解這一點，早期介入的重要性不僅應該在上層社會傳播，而且也應該經由各式各樣意識和訓練課程的安排在基層中宣傳。在這樣迫切的時機，孟加拉也有許多幫助發展遲緩和智能障礙兒童的組織。

關鍵字：早期介入、發展、神經連結、意識

ENHANCING THE ALERTNESS

ENHANCING THE ALERTNESS ABOUT THE IMPORTANCE OF EARLY INTERVENTION FOR THE CHILDREN WITH INTELLECTUALLY DISABLED.

Fatema Akter
Speech and language therapist, SWID Bangladesh

The early years of life are crucial for setting the foundation for healthy child development. Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Effective early intervention works to prevent problems occurring, or to tackle them head-on when they do, before problems get worse.

Early childhood is a formative period, where basic values and attitudes toward others and about society are formed. Consequently the early intervention is effective instruction. Early intervention refers to the provision of specialized services and supports for young children who are at risk for developmental delays or disabilities. These services promote healthy development and maximize the child's potential. Research has consistently shown that early intervention can significantly improve outcomes for children and their families, reducing the need for more intensive and costly interventions later in life.

Developmental or intellectual disabilities

Developmental disabilities refer to a group of conditions that cause significant impairments in physical, intellectual, and/or behavioral functioning. These disabilities typically manifest in childhood and may persist throughout an individual's life. Developmental or intellectual disabilities can affect a child's ability to learn, think, communicate, interact with others, and perform activities of daily living. While some developmental disabilities can be diagnosed at

birth or during early childhood, others may not become apparent until later in life .So, early intervention is crucial in identifying and addressing developmental or intellectual disabilities in children because early recognition and early intervention is the key in optimizing outcomes.

Importance of early intervention

The importance of early intervention lies in its ability to address developmental delays and disabilities during the critical window of a child's early years. During this period, the brain undergoes rapid growth and development, making it highly responsive to intervention. It's evinced through research that the neural connection occurs in brain among 0 to 5 years expeditiously .So, it's acknowledged that from birth to preschool (0 – 5 years) is the optimal period for human development .If we can get in there to make those neuro connections occur or re-enforce them, the greater the opportunity for them to have a more productive life. Shedding a light is so important because we can make a difference in the development. Intervention programs can help children overcome challenges and reach their full potential by providing early and appropriate support.

Types of early intervention services

Developmental or intellectual disabilities can present in a variety of ways, and it is essential to recognize .Early intervention services can vary depending on the child's individual needs and the nature of their developmental delay or disability. Some common types of early intervention services include:

Developmental screening and assessment: Screening and assessment are vital components of early childhood intervention. Early identification of developmental delays allows for timely intervention, which can significantly affect a child's development. Screening tools and assessments are used to identify areas of concern and determine the need for further evaluation.

Individualized plan: An individualized plan is developed once a child is identified as needing early intervention. This plan considers the child's unique strengths, challenges, and family goals. By tailoring the intervention to the child's specific needs, the program can effectively address developmental delays and disabilities.

Therapy: Therapies and interventions are central to early childhood intervention programs. These services can include speech and language therapy, occupational therapy, physical therapy, and behavioral interventions. Each therapy targets specific developmental challenges and helps children overcome them.

Family involvement: In addition to therapies, family involvement is a critical component of early intervention. Parents play a crucial role in their child's development, and intervention programs recognize the importance of empowering parents. These programs provide support and education to parents, equipping them with the knowledge and skills to actively participate in their child's intervention.

Transition planning: As children approach school age, transition planning becomes essential. Early intervention programs collaborate with schools to ensure a smooth transition into preschool or kindergarten. This collaboration helps maintain the continuity of services and support, ensuring that children receive the necessary interventions as they transition to a new educational setting.

Medical and nursing services: Medical and nursing services can provide specialized medical care and support for children with complex medical needs. These services can include nursing care, medication management, and specialized medical equipment.

Advantages of Early Childhood Intervention

The benefits of early childhood intervention are wide-ranging and have a lasting impact on children's lives .Early Childhood Intervention programs typically involve several key components that work together to support children's development. Such as, Maximizes developmental potential: Early intervention services aim to optimize a child's developmental potential by identifying and addressing delays or disabilities early on. Children's brains are most receptive to learning and development in the early years of life, and early intervention can help to promote healthy brain development and enhance the child's ability to learn and interact with their environment. Research has shown that children who receive early intervention services demonstrate improved social and emotional functioning, including enhanced self-regulation skills, increased empathy, and improved behavior compared to their peers who do not receive such services.

Improves outcomes: several research manifested that intervention in the early years is significant for the five stages of development which are, physical, language, social, cognitive and emotional. Psychologists also emphasize that the early experience is effective for ameliorate in future. Early intervention can also improve school readiness and academic performance, reduce the need for special education services, and increase the likelihood of employment and independent living in adulthood

Make learning fun: Early intervention will help families add supports into everyday activities that they do with their child. This provides lots of opportunities for children to learn — not only when playing but also when getting dressed, brushing teeth, preparing meals, eating, bathing, helping with family chores, getting ready for bed, and lots of other activities. Intervention also brings the family a greater understanding of their child's needs and how to break learning down into small steps for their child. When children know what

they are expected to do and can be successful, they have fun learning in almost any activity, and want to learn more.

Supports families: Early intervention services not only benefit the child but also support the family by providing education, training, and resources to help them better understand their child's needs and provide appropriate support. Early intervention can also reduce stress and improve the mental health and wellbeing of parents and caregivers.

Challenges in Implementing Early Intervention

Although early intervention programs offer extensive benefits, they also face challenges in implementation. For instance, Insufficient accessibility and affordability of Intervention programs: One of the challenge is the accessibility and affordability of early intervention programs. Not all families have easy access to intervention services due to geographic factors, financial constraints, or limited availability of providers. Families living in rural areas or grass root levels may find it particularly challenging to access these services, as there may be a lack of nearby intervention centers or specialists.

To address this challenge, efforts should be made to bridge the gap and ensure that early intervention services are available to all families, regardless of location or financial situation. Increasing funding for early intervention programs can help expand service locations and reduce financial barriers for families.

Stigma and Misconceptions about Early Intervention: Stigma and misconceptions surrounding early intervention can be barriers to implementation. Some families may hesitate to seek services due to fear of labeling or lack of awareness about the benefits of early intervention. Addressing these misconceptions and promoting a positive understanding of early intervention is essential.

Education and miscellaneous awareness campaigns play a crucial role in dispelling myths and promoting the importance of early intervention in supporting

children's development. By providing accurate information about the benefits of early intervention and addressing common misconceptions, families can make informed decisions about seeking these services for their children.

Furthermore, creating a supportive and non-judgmental environment for families who choose to participate in early intervention programs is important. By fostering a culture of acceptance and understanding, we can help reduce the stigma of seeking help and encourage more families to access these valuable services.

Because of exigency there are lot of service who works for the developmentally delayed and children with intellectually disabled in Bangladesh. Even In every division in Bangladesh, beside NGO there are also government child development center for the service of early intervention.

In conclusion, early childhood intervention is crucial in promoting children's overall development. By addressing developmental delays and providing specialized support, these programs have the potential to impact children's lives significantly, setting them on a path toward success and well-being.

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加強對智能障礙兒童

早期介入的重要性的警覺

Fatema Akter
言語和語言治療師，孟加拉智能障礙福利協會（SWID Bangladesh）

生命的早期階段對奠定兒童健康發展基礎相當關鍵。早期介入意謂對有發展不良風險的兒童和青少年族群進行辨識並提供有效的早期支援。有效早期介入能預防問題發生，或在問題惡化之前即時處理。

兒童期的早期階段是形成期，此時有關基本價值觀以及對待他人和社會的態度正逐漸成形，因此早期介入是有效的方式。早期介入意謂對發展遲緩或身心障礙風險的幼兒提供特殊化服務和協助。這些服務可促進健康的發展並讓兒童的潛力最大化。研究一致顯示早期介入能明顯改善兒童及他們家庭的發展，減少後續生活中更加緊繃及更高成本介入的需求。

發展或智能障礙

發展障礙意指一組條件引發身體、智能、和 / 或行為功能有明顯損傷。這些障礙通常會在兒童期出現，並持續到生命結束為止。發展或智能障礙會影響兒童學習、思考、溝通、與人互動、以及日常活動表現的能力。雖然有些發展障礙在出生或兒童期早期可被診斷出來，其他障礙則可能不甚明顯直到較後期才會被發現。因此，早期介入對辨識和處理兒童發展或智能障礙相當重要，因為早期認知和早期介入是優化結果的關鍵。

早期介入的重要性

早期介入的重要性在於處理兒童早年關鍵時期發展遲緩和障礙的能力。在這個階段中，大腦會快速成長發展，對介入會有高效反應。研究顯示在 0 到 5 歲大腦內的神經連結會快速產生。因此普遍認為從出生到學齡前（0 - 5 歲）是人類發展的最佳時期。若我們能介入促使神經連結發生或使之強化，對兒童而言就有更大的機會擁有更具生產力的人生。闡明此點至關重要，因為我們能使發展有不同的積極效果。介入計劃經由提供早期和適當的支援能幫助兒童克服挑戰並充分發揮潛力。

早期介入服務的類型

發展或智能障礙能以不同形式呈現，因此辨別相當重要。早期介入服務能依據兒童個別需求及他們發展遲緩或障礙的本質而有所不同。一些常見的早期介入服務類型包括：

發展篩檢和評估：篩檢和評估是兒童期早期介入的重要部份。發展遲緩的早期辨識讓即時介入成為可能，此舉會明顯影響兒童發展。

篩檢工具和評估被用來確認關注的領域，以及確定進一步評估的需求。

個別化計劃：個別化計劃是當兒童被確認需要早期介入時開始啟動。這項計劃考量兒童的獨特優勢、挑戰、以及家庭目標。經由根據兒童特殊需要量身訂製的介入計劃，能有效處理發展遲緩和障礙。

治療：治療和介入是早期兒童介入計劃的核心。這些服務包括言語和語言治療、職業治療、物理治療以及行為介入。每一個治療目標都有特定的發展挑戰，並會幫助孩子克服這些挑戰。

家庭參與：除了治療之外，家庭參與也是早期介入的重要部份。家長在孩子發展過程中扮演重要的角色，同時介入計劃也認知到賦權家長的重要性。這些計劃為家長們提供支援及教育，讓他們擁有足夠知識和技能主動參與孩子的介入計劃。

過渡計劃：當兒童快到就學年紀，過渡計劃就變得十分重要。早期介入計劃會和學校合作以確保能順利過渡至學前班或幼稚園。這項合作有助於維持服務和支援的持續性，確保兒童在過渡到新的教育環境時能獲得必要的介入支援。

醫療和護理服務：醫療和護理服務能為具有複雜醫療需求的兒童提供專門醫療照護及支援。這些服務包括護理照護、藥物管理、以及專門醫療設備。

早期兒童介入的優點

早期兒童介入的好處對兒童的生活有著深遠的影響。早期兒童介入計劃通常包括幾個重點部份一同運作，以支援兒童的發展，例如：

發展潛力最大化：早期介入服務旨在藉由辨識和處理早期遲緩或障礙來優化兒童的發展潛力。兒童的大腦在生命早期階段是最能接收學習和發展，早期介入能幫助促進健康的大腦發展，同時增強兒童學習以及與環境互動的能力。研究顯示接受早期介入服務的兒童相較於未接受過這樣服務的同儕們，展現出增進的社交和情緒功能，其中包括加強的自我調節技能、同理心增長、和行為改善。

提升結果：多項研究顯示早期介入對身體、語言、社交、認知和情緒五個發展階段極為重要。心理學家同時也強調早期經驗對於未來的改善是有效的。早期介入也能提升就學準備和學業表現，減少特殊教育服務的需求，同時增加成年就業及獨立生活的可能性。

讓學習變有趣：早期介入將幫助家人在與孩子的日常活動中加入支援。這提供孩子許多機會學習——除了玩耍，穿衣服、刷牙、準備餐點、進食、洗澡、幫忙做家事、準備就寢等其他許多活動的時候也一樣。介入也讓家人更加了解孩子的需求，以及如何將孩子的學習分解成小步驟。當孩子知道應該做什麼並且能夠成功完成時，他

們幾乎在任何活動中都能享受學習的樂趣，並且希望學的更多。

支援家庭：早期介入服務不僅只有孩子受益，同時也透過提供教育、訓練、和資源支援家庭，幫助家長們更了解孩子的需求並提供適當的支援。早期介入也能減少家長和照護者的壓力，並提升心理健康和幸福感。

實行早期介入的挑戰

儘管早期介入計劃可提供許多益處，實行上也面臨著挑戰。例如：

介入計劃裡不夠充足的可及性及負擔能力：其中一個挑戰是早期介入計劃的可及性及負擔能力。由於地理因素、經濟限制、或提供者有限可及性的影響，並非所有家庭都能輕易地使用介入服務。居住在農村或底層階級的家庭或許會發現使用這些服務特別有挑戰性，原因在於缺少鄰近的介入中心或專家。

為了應對這個挑戰，應該致力於彌補差距，並確認所有家庭無論地理位置或經濟狀況都能獲得早期介入服務。增加早期介入計劃資金能協助擴大服務區域，並減少家庭經濟障礙。

有關早期介入的污名化和誤解：早期介入相關的污名和誤解可能會在實行時造成阻礙。有些家庭由於害怕被貼上標籤或缺乏對早期介入好處的認知，而對尋求服務猶豫不決。處理這些誤解並且推廣對早期介入的積極理解至關重要。

教育和各種認知活動對驅散神秘和推廣早期介入在支持兒童發展的重要性中扮演重要的角色。經由提供早前介入益處的正確資訊以及消除常見誤解，家庭能在為孩子尋找這些服務時做出明智的決定。

此外，為選擇加入早期介入計劃的家庭創造一個支持性且不帶批判的環境十分重要。透過培養接受和理解的文化，我們能協助降低尋求幫助的污名，並鼓勵更多家庭接受這些寶貴的服務。

由於迫切的需求，孟加拉有許多提供發展遲緩和智能障礙兒童服務的組織。即便在孟加拉各個地區，除了非政府組織（NGO）外，也有政府主辦的兒童發展中心提供早期介入服務。

總而言之，兒童期早期介入對提升他們的整體發展相當重要。藉由處理發展遲緩並提供專門支援，這些計劃可能對兒童生活產生顯著影響，讓他們邁向通往成功和幸福的道路上。

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地點： 澳門漁人碼頭勵庭海景酒店

Breakfast
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Contact Person： (Eng.) Jenny Sam 66836860 / Sandy Kou 68013809
(Man.) Jenny Sam 66836860 / Ka Ian Wong 63687500
大會聯絡人： （英）沈雁 66836860 / 高柳瑩 68013809
（普） 沈雁 66836860 / 黃嘉欣 63687500
AFID Information desk at Harbourview Hotel：
Stacey Mao 65997694 / Li Lan 68148190
駐酒店大會詢問處：毛瑞墨 65997694 / 李蘭 68148190

編輯小組名單

Director：Tak Toi Chang
督　印：曾德岱

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統　籌：嚴家威

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