

國立台中師範學院九十三年度研究所碩士班招生考試試題

科目：特殊教育理論與實務

適用：特教所

- 一、依據現行特教相關法規，直轄市及縣（市）特殊教育學生鑑定及就學輔導委員會之成員組織、權責各為何？請說明之。（25%）
- 二、欲改善一位情緒困擾兒童上課不能專心聽課的行為，請你應用行為分析法，設計一模式來改善其目標行為，以提高各科學習成效。（25%）
- 三、阮汝理（Renzulli）提出「全校性充實模式」（Schoolwide Enrichment Model）的資優教育方案，試述其主要理念為何？並申述如何應用於學校的資優教育實務？（25%）

四、Carefully read the following paragraph: （25%）

“If students with disabilities are placed in general age-appropriate classes, the very assumptions of education as well as the goals and strategies of instruction must be reexamined and adapted. When schools reform to accommodate the diverse needs of students, then the roles of teachers change and the circumstances of regular education personnel take on substantial significance. When students with exceptionalities are placed into regular classrooms where general classroom teachers are expected to duplicate the results of special education and the treatments associated with them, then inclusion represents a basic shift that changes who does what, to whom it is done, where it is done, and how resources support what is done. Although much that is positive is emerging in the literature, negative findings about classrooms adaptations that should cause alarm are also emerging. If teachers are reluctant, resistant, or unable to provide adaptations for students with special needs, then a child’s academic career is seriously at risk. Lacking adaptations, inclusion becomes only a matter of where students sit, not where they are provided optimal opportunities to learn. We cannot predict the future course of the inclusionary movement. Relatively speaking, inclusion is a youthful field. Just as yesterday’s orthodoxy (segregation) has become today’s heresy, the future course of inclusion could also change.”

- A. Abstract some key ideas from delineation,
- B. Briefly comment the current status in Taiwan.