

學前融合教育課程調整模式之探討

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隨著融合教育的趨勢，愈來愈多特殊需求幼兒在普通班就學，加上幼托整合之後，融合教育情境中的幼兒發展與特殊需求落差擴大，普幼教師更加需要依據學生個別需求實施差異化教學，彈性調整教學內容和評量方式，以提升學習效果和引導學生發展。而課程調整策略是落實差異化教學最重要的方式。目前學前課程調整的文獻與實務主要聚焦在外在調整策略。然而，愈來愈多學前研究證實幼兒關鍵能力和自我調節能力在兒童發展與學習所扮演的重要角色。顯示強調調整幼兒行為以建立幼兒內在的能力的內在調整策略是課程調整更加不可忽略的一環。因此，本文歸納分析主要文獻提出一完整涵蓋內外調整策略的「PEACI 課程調整模式」，作為實務工作者設計適性學前融合課程與教學及進一步研發工作的參考。並建議未來相關政策與培訓亦應更多納入對內在調整策略的重視，由現行之三個課程調整向度之八項調整策略，擴展為 PEACI 模式所涵蓋的五個向度和十項策略，以增進教師落實差異化教學之效能。

關鍵詞：內在調整、融合教育、差異化教學、課程調整

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Discussion on The Curriculum Modification Model for Preschool Inclusion

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With the trend of inclusion, young children with special needs who attend regular classrooms are increasing. As the range of the developmental levels and special needs of preschool children in inclusion settings becomes wider after the integration of kindergartens and nursery schools, preschool teachers need to implement differentiated instruction according to student's individual needs and modify instructional contents and assessments to enhance students' learning achievement and guide their development. An essential way to implement differentiated instruction is through curriculum modification.

Regarding the connotation of curriculum modification, Article 4 of the "Special Education Curriculum Teaching Methods and Evaluation Methods Implementation Regulations" in Taiwan stipulates that "Schools below senior high school levels implementing special education should adjust the curriculum and study hours flexibly according to the individual needs of students with special need. The implementation should be reviewed and approved by the school's special education implementation committee. The curriculum modification mentioned above includes the learning content, processes, environment, and methods of assessment " (Ministry of Education, 2000).

In the preschool stage, Sandall and Schwartz (2008) proposed an important curriculum model for preschool inclusion: Building Blocks, based on the long-term research results of Early Childhood Research Institute on Inclusion (ECRII) with the effort of many important scholars. In this curriculum model, eight types of support strategies for curriculum modifications were proposed. These strategies have been recommended by Horn, Palmer, Butera, and Lieber (2016) in Children's School Success Plus Curriculum Framework (CSS+), and are widely used in Taiwan. They are:

(1) content modification, including activity simplification and children's preferences;

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- (2) process modification, including peer support, adult support and implicit support;
- (3) Modification of the learning environment, including special equipment, environmental support and material modifications.

However, the Building Blocks model did not cover two important dimensions: the modifications of the evaluation method and the internal modification. In fact, most literature related to preschool curriculum modifications has not paid much attention to the scope of internal modification strategies. At present, these eight modification strategies are still the main ones prevalent in Taiwan (Liao et al., 2012; Chung, 2018).

Niu (2003) reviewed five curriculum modifications models in the literature, including the internal and external curriculum modifications methods by Bulgren and Lenz (1995, cited by Niu), the diamond-shaped model by DeBoer and Fister (1995, cited by Niu), Snell and Brown's (2000, cited in Niu) ecological dimension of curriculum teaching, Holowach's (1989) alternative and auxiliary modifications strategies for moderate-to-severe students (cited in Niu), and four course options by Bigge, Stump, Spagna, and Silberman (1999, cited in Niu). Niu (2003) thus integrated the above curriculum modification dimensions and strategies proposed by these models and proposed an integrated curriculum modifications model. In this integrated model, she groups the strategies into two main types, that is, internal and external modifications.

However, the current literature and practice of preschool curriculum modification still focus primarily on external modification strategies. Nevertheless, an increasing number of preschool studies have confirmed the important role played by children's key abilities and self-regulation in their development and learning. Internal modification strategies that emphasize adjusting children's behaviors to establish their inner abilities are a more indispensable part of curriculum modification. Therefore, this article reviews the literature critically and proposes a "PEACI curriculum modification model" that covers internal and external modification strategies as a framework for researchers and practitioners to design adaptive curricula and instruction for preschool inclusion.

The term "PEACI" takes the acronym of the five curriculum modification dimensions of this model, which include Process modification, Environment modification, Assessment modification, Content modification, and Internal modification. These five curriculum dimensions contain ten types of strategies in total that fully cover internal and external modification strategies: (1) Process modification includes three strategies: peer support, adult support, and implicit support; (2) Environment modification includes three strategies: special equipment, environmental support, and material modification; (3) Assessment modification; (4) Content modification includes two modification types: activity simplification and child preference; (5) Internal modification. Each dimension is briefly described below:

1. Learning process modification refers to strategies or activities that are linked to the curriculum content and help children acquire or understand the learning content. For example, provide demonstrations or prompts for young children.

2. *Modification of the learning environment refers to providing more external materials or events in the classroom to enhance children's participation and independence. For example, if the child has difficulty remembering the next transition, the teacher can provide the child with pictures or symbols.*

3. *Assessment modification refers to the use of multiple assessment methods according to children's individual needs to understand their learning process and effectiveness. For example, allowing young children to respond in alternative ways, such as pointing or drawing instead of spoken words.*

4. *Modification of learning content refers to adjusting how children access what they need to learn. The emphasis is on adapting activities to the child's abilities and preferences. For example, placing a toy that a toddler loves very much in a learning area that he doesn't go to much to stimulate his motivation.*

5. *Internal modification is different from other external modification strategies. It aims at adjusting children's inner behavior and ability, and gradually establishes their self-regulation ability. For example, teaching young children to use images to organize their thoughts or to use thinking aloud to perform problem-solving steps.*

Overall, to improve students' learning outcomes, differentiated instruction is often one of the effective methods used by teachers. Curriculum modification is the most important way to implement differentiated instruction and has gradually received attention in teaching practices in inclusive classrooms. However, a lot of emphases has been put on external modification strategies. As the literature increasingly confirms the importance of children's key abilities and self-regulation abilities, the author believes that curriculum modification should not only focus on external strategies but also internal modifications to build children's self-regulation abilities. Thus, "PEACI Curriculum Modification Model" is proposed for preschool inclusion to enhance teachers' efficacy in implementing differentiated instruction, by expanding the eight prevalent strategies within a three dimensions model to ten strategies within a five dimensions model. Moreover, it is suggested that related policies and training for both in-service and preservice teachers should emphasize more on internal modifications than external modifications to increase children's independent capabilities.

Keywords: *curriculum modification, differentiated instruction, inclusion, internal modification*