

# 國民教育階段普通班教師轉介資源班學生因素研究

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## 摘要

This research aims to investigate factors that result in referrals of students to resource rooms by regular class teachers and evaluate their comparative significance. In addition, it discusses variations of teacher's considerations on these factors due to different backgrounds. A survey was conducted to regular class teachers of public junior high schools in Taichung City, and the data were collected with questionnaires from the teachers. The results of this study were summarized as follows: Consideration of referral based on student's characteristic was affected by gender and teacher's background on special education. Consideration of referral based on teacher's perception of referral was affected by seniority. Consideration of referral based on resource room and its operating model was affected by gender, seniority, and experience of referral and special education. The higher the teacher's perception of referral of regular class teachers, the higher the demand for administrative service of referral. The higher the demand for administrative service of referral, the higher the effectiveness on service performance.

Regular class teachers highly relied on the administrative service of referral.

Regular class teachers thought the administrative service of referral to be highly efficient.

Student' s characteristic caused the highest consideration of referral. Regular class teachers had high teacher' s perception of referral. The resource room and its operating model did not lower the teacher' s consideration of referral.

關鍵字：Regular Class Teachers, Resource Room, Referral, Factors of Referral