

2003 HAWAII INTERNATIONAL CONFERENCE ON EDUCATION

Section A: Proposal Information Form Guidelines

1.Title of Presentation: An Interpersonal Interaction Curriculum for Students in Inclusive Classrooms in Taiwan

2.Abstract: The purpose of this research was to conduct a one-year study to develop and examine the effects of an interpersonal interaction curriculum on advancing interpersonal interactions between students with disabilities and their nondisabled peers in inclusive settings at an elementary and junior high school level in Taiwan.

3.Type of Session Requested: Lecture. If I am not selected for my first session choice, I will accept “a poster session” for my presentation.

4.Topic Area: Special education

5.Target Audience: All general and special educators, administrators/supervisors, families, para-educators, researchers, teacher educators, students/first-year professional.

6.Instructional Level: Intermediate

7.Number of Presenters : One, Wern-Ing Niew

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10.Signature of Proposer and Date Proposal Submitted: 7/22/2002

Section B: Description of the Proposal

Under the premise of equity in education and human rights, inclusive education has been a trend around the world. Taiwan is experiencing a major shift to more inclusive education from a long-established special school model. Making inclusive education work in a rapid reform rather than a gradual reform effort presents a challenge in Taiwan. As in the United States, there is a concern that positive social interactions between students with and without disabilities will be a major outcome of the inclusion

Several studies have indicated that developing a curriculum which establishes positive interactions between students with disabilities and their nondisabled peers was one of the critical components enhancing the effects of inclusive education. The purpose of this research was to conduct a one-year study to develop and examine the effects of an interpersonal interaction curriculum on advancing interpersonal interaction between students with disabilities and their nondisabled peers in inclusive settings at an elementary and junior high school level in Taiwan. An interpersonal interaction curriculum was developed and implemented in natural settings for six elementary and junior high school students with disabilities and their nondisabled peers. This curriculum instructs nondisabled peers to recognize the characteristics of students with disabilities and how to get along with them. In addition, this curriculum teaches interpersonal interaction and problem-solving skills to students with disabilities. One experimental group pre- and post-test design was adopted to examine the effects of the program.

Regarding the effects of the interpersonal interaction curriculum, this study demonstrated that social preference indices increased and social status changed from “being rejected” or “being ignored” to “average” for two of six participants with disabilities on sociometrics rated by nondisabled peers. The social preference indices increased, but social status did not change for four participants with disabilities. In addition, in the ratings on a peer preference scale, there was advancement for two participants with disabilities after the implementation of interpersonal interaction curriculum. All participants had improvements on the children social interaction skills scale rated by teachers and the observation forms of interpersonal interaction behaviors.

As a whole, the results displayed that the implementation of interpersonal interaction curriculum could help nondisabled students to better understand and accept their peers with disabilities. Further, it could advance communication skills of students with disabilities, and improve their relationship with their nondisabled peers. Finally, the researcher made recommendations on the development of interpersonal interaction curricula, inclusion practices, and future research in this area.

The proposed presentation will include handouts introducing this study, and powerpoint presentation of the findings. At the end of this session, participants will know how we are trying to develop and improve inclusive practices, and further enhance positive interactions between students with disabilities and their nondisabled peers in inclusive settings in Taiwan.