

(鄭周永)* (申鉉琦)**



가

10 250

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30

가 1980 1990

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1990

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1980

(instructional adaptation)

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1986 Will

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(: Baker & Zigmond, 1990; Fuchs, Fuchs, & Bishop, 1992; Fuchs, Fuchs,

Hamlett, Phillips, & Karans, 1995; Fuchs, Fuchs, Phillips, & Simmons, 1993; Johnson, &

Pugach, 1990; Munson, 1986-87; Schumm, & Vaughn, 1991; Schumm, Vaughn, Haager,

McDowell, Rothlein, & Saumell, 1995; Whinnery, Fuchs, & Fuchs, 1991; Williams, & Fox,

1996). 가, 1990 (IDEA)

(accommodation)

(: Mastropieri, & Scruggs, 2000; Scott, Vitale, & Masten, 1998).

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(Bricker, 1995; Salend, 2001). ,

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(Udvari-Solner

& Thousand, 1995),

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(Ryndak, 1996), 가

(Nisbet, 1992).

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| | () | % |
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| | 115 | 46.0 |
| | 135 | 54.0 |
| | 250 | 100.0 |
| 3 | 32 | 12.8 |
| 4 | 64 | 25.6 |
| 5 | 123 | 49.2 |
| 6 | 31 | 12.4 |
| | 250 | 100.0 |
| | 180 | 72.0 |
| | 70 | 28.0 |
| | 250 | 100.0 |
| | 67 | 26.8 |
| | 182 | 72.8 |
| | 1 | 0.4 |
| | 250 | 250 |

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(, 2002a; Fuchs, Fuchs, Hamlett, Phillips, & Karans, 1995; Johnson & Pugach, 1990; Munson, 1986-7; Schumm, Vaughn, Haager, McDowell, Rothlein, & Saumell, 1995; Schumm & Vaughn, 1991; Whinnery, Fuchs, & Fuchs, 1991) (: Friend & Bursuck, 1999; Kochhar, West, & Taymans, 2000; Rief & Heimburge, 1996; Shelton & Pollingue, 2000; Wood, 1998)

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3.

28

10

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274

가 2

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250

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3-1 , 3-2

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SPSS Win ver 10.0()

5.

가

1.

< 3>

가 90%

, 46%

”

, 44%

”

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” 가 ,

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| | | % |
|--|-----|-------|
| | 115 | 46.0 |
| | 12 | 4.8 |
| | 110 | 44.0 |
| | 13 | 5.2 |
| | 250 | 100.0 |

(4) < 3>

가 90% , 가 38.8% ” 가
 ” , 50% ”
 ”

< 4>

| | | % |
|---|-----|-------|
| 가 | 97 | 38.8 |
| 가 | 19 | 7.6 |
| | 125 | 50.0 |
| | 9 | 3.6 |
| | 250 | 100.0 |

가 , 가

가 (5) 72%

” 가 가 가 ”

< 3> < 4>

가 , 가 ,

28%

", "

"

10%

< 7>

| | | | | 가 | 가 | |
|----------------|---|-------|-----|------|-------|-------|
| | | 15 | 1 | 56 | 178 | 250 |
| | | 23.0 | 1.0 | 56.0 | 170.0 | 250.0 |
| | % | 6.0 | 0.4 | 22.4 | 71.2 | 100.0 |
| | | 31 | 1 | 56 | 162 | 250 |
| | | 23.0 | 1.0 | 56.0 | 170.0 | 250.0 |
| | % | 12.4 | 0.4 | 22.4 | 64.8 | 100.0 |
| x ² | | 6.318 | | | | |
| p | | .097 | | | | |

3)

가

가

69%

"

"

62.4%

가

< 8>

| | | | | 가 | | |
|----------------|---|-------|------|-------|------|-------|
| | | 6 | 22 | 171 | 49 | 248 |
| | | 10.0 | 23.4 | 162.8 | 51.8 | 248.0 |
| | % | 2.4 | 8.9 | 69.0 | 19.8 | 100.0 |
| | | 14 | 25 | 156 | 55 | 250 |
| | | 10.0 | 23.6 | 164.2 | 52.2 | 250.0 |
| | % | 5.6 | 10.0 | 62.4 | 22.0 | 100.0 |
| x ² | | 4.418 | | | | |
| p | | .220 | | | | |

4)

54.4% “ ”
 52.2% , “ ”
 ”(27.7%) 가 .

< 9>

| | | | | | | |
|--|----------|--------|------|------|------|-------|
| | | | | | | |
| | | 135 | 56 | 50 | 7 | 248 |
| | | 132.2 | 46.9 | 59.4 | 9.5 | 248.0 |
| | % | 54.4 | 22.6 | 20.2 | 2.8 | 100.0 |
| | | 130 | 38 | 69 | 12 | 249 |
| | | 132.8 | 47.1 | 59.6 | 9.5 | 249.0 |
| | % | 52.2 | 15.3 | 27.7 | 4.82 | 100.0 |
| | χ^2 | 7.889* | | | | |
| | p | .048 | | | | |

5)

가
 86.4% “ ” 81.6%
 “ ”
 “ ”

< 10>

| | | | | | | |
|---|----------|-------|-----|-----|------|-------|
| | | | | | | |
| | | 216 | 4 | 0 | 30 | 250 |
| % | | 210.0 | 6.0 | 2.0 | 32.0 | 250.0 |
| | | 86.4 | 1.6 | 0.0 | 12.0 | 100.0 |
| | | 204 | 8 | 4 | 34 | 250 |
| | | 210.0 | 6.0 | 2.0 | 32.0 | 250.0 |
| % | | 81.6 | 3.2 | 1.6 | 13.6 | 100.0 |
| | χ^2 | 5.926 | | | | |
| p | | .115 | | | | |

6)

가

86.8% “ ” 79.5%

, “ ”(0.8%), “

”(0.4%)

(2.8%, 3.6%)

가

가

가 5

< 11>

| | | | | | | |
|---|----------|---------|-------|-----|------|-------|
| | | | | | | |
| | | 2 | 217 | 1 | 30 | 250 |
| % | | 4.5 | 207.9 | 5.0 | 32.6 | 250.0 |
| | | 0.8 | 86.8 | 0.4 | 12.0 | 100.0 |
| | | 7 | 198 | 9 | 35 | 249 |
| | | 4.5 | 207.1 | 5.0 | 32.4 | 249.0 |
| % | | 2.8 | 79.5 | 3.6 | 14.1 | 100.0 |
| | χ^2 | 10.430* | | | | |
| p | | .015 | | | | |

3.

1)

66.4%

“ ”

62.3%

,25.0% “

“ 8.6% “

“ , 20.1% 17.6%

가 가

< 12>

| | | | | | |
|----------|---|--------|------|------|-------|
| / | | | | | |
| | | 162 | 21 | 61 | 244 |
| | | 157.0 | 32.0 | 55.0 | 244.0 |
| | % | 66.4 | 8.6 | 25.0 | 100.0 |
| | | 152 | 43 | 49 | 244 |
| | | 157.0 | 32.0 | 55.0 | 244.0 |
| | % | 62.3 | 17.6 | 20.1 | 100.0 |
| χ^2 | | 9.190* | | | |
| p | | .010 | | | |

2) 가

가

71.0% “ 가 “ , “

“ 26.2% , 60.3%

“ ” 25.9%

“ 가 “ 가

< 13> 가

| | | 가 | | | | |
|----------|---|----------|-------|------|------|-------|
| | | 5 | 176 | 65 | 2 | 248 |
| | | 77.2 | 120.2 | 35.6 | 15.0 | 248.0 |
| | % | 2.0 | 71.0 | 26.2 | 0.8 | 100.0 |
| | | 149 | 64 | 6 | 28 | 247 |
| | | 76.8 | 119.8 | 35.4 | 15.0 | 247.0 |
| | % | 60.3 | 25.9 | 2.4 | 11.3 | 100.0 |
| χ^2 | | 258.477* | | | | |
| p | | .000 | | | | |

3)

가

62.4%

"

가

"

, 32.4%

" 가

"

58.8%

32.4%

가

< 14>

| | | 가 | | 가 | | |
|----------|---|-------|------|-------|-----|-------|
| | | 81 | 8 | 156 | 5 | 250 |
| | | 81.0 | 11.5 | 151.5 | 6.0 | 250.0 |
| | % | 32.4 | 3.2 | 62.4 | 2.0 | 100.0 |
| | | 81 | 15 | 147 | 7 | 250 |
| | | 86.0 | 11.5 | 151.5 | 6.0 | 250.0 |
| | % | 32.4 | 6.0 | 58.8 | 2.8 | 100.0 |
| χ^2 | | 2.731 | | | | |
| p | | .435 | | | | |

4)

가

82.7%

"

"

77.0%

가

< 15>

| | | 가 | | 가 | | 가 | |
|----------|---|-------|-----|------|-------|------|-------|
| | | 15 | 7 | 12 | 206 | 9 | 249 |
| | | 14.0 | 7.0 | 18.5 | 198.9 | 10.5 | 249.0 |
| | % | 6.0 | 2.8 | 4.8 | 82.7 | 3.6 | 100.0 |
| | | 13 | 7 | 25 | 191 | 12 | 248 |
| | | 14.0 | 7.0 | 18.5 | 198.1 | 10.5 | 248.0 |
| | % | 5.2 | 2.8 | 10.1 | 77.0 | 4.8 | 100.0 |
| χ^2 | | 5.704 | | | | | |
| p | | .222 | | | | | |

5)

가

86.8%

" 가

"

82.6%

가

< 16 >

| | | 가 | 가 | | |
|----------------|---|-------|-------|------|-------|
| | | 11 | 217 | 22 | 250 |
| | | 15.3 | 211.8 | 22.9 | 250.0 |
| | % | 4.4 | 86.8 | 8.8 | 100.0 |
| | | 19 | 199 | 23 | 247 |
| | | 14.7 | 204.2 | 22.1 | 241.0 |
| | % | 7.9 | 82.6 | 9.5 | 100.0 |
| x ² | | 2.770 | | | |
| p | | .250 | | | |

4. 가

가

72%

180 , 28% 70 .

」(x²=13.437, p=.004)

가

“

”

가

70

가 5.7%

가 4

5. 가

가

26.9% 67

73.1% 182 .

, 가 . 180

가 67

, 11 8
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1)

81.3%가 "

" , 55.9% ,
45%

< 17>

| | | | | |
|----------|---------|-------|------|------|
| | | | | |
| | | 52 | 6 | 6 |
| | | 40.0 | 11.3 | 12.6 |
| % | | 81.3 | 9.4 | 9.4 |
| | | 100 | 37 | 42 |
| | | 112.0 | 31.7 | 35.4 |
| % | | 55.9 | 20.7 | 23.5 |
| χ^2 | 12.993* | | | |
| p | .002 | | | |

2)

80%

30%가

가 5

< 18>

| | | | | | | |
|--|----------|--------|------|------|-----|-------|
| | | | | | | |
| | | 37 | 16 | 12 | 2 | 67 |
| | | 35.1 | 10.3 | 18.4 | 3.2 | 67.0 |
| | % | 55.2 | 23.9 | 17.9 | 3.0 | 100.0 |
| | | 93 | 22 | 56 | 10 | 181 |
| | | 94.9 | 27.7 | 49.6 | 8.8 | 181.0 |
| | % | 51.4 | 12.2 | 30.9 | 5.5 | 100.0 |
| | χ^2 | 8.205* | | | | |
| | p | .042 | | | | |

3)

“ (87.9%), , 76.9%
 , “ ” 17.6%
 , 가 5

< 19>

| | | | | | | |
|--|----------|--------|-------|-----|------|-------|
| | | | | | | |
| | | 3 | 58 | 3 | 2 | 66 |
| | | 1.9 | 52.7 | 2.4 | 9.0 | 66.0 |
| | % | 4.5 | 87.9 | 4.5 | 3.0 | 100.0 |
| | | 4 | 140 | 6 | 32 | 182 |
| | | 5.1 | 145.3 | 6.6 | 25.0 | 182.0 |
| | % | 2.2 | 76.9 | 3.3 | 17.6 | 100.0 |
| | χ^2 | 9.364* | | | | |
| | p | .025 | | | | |

(Falvey & Rosenberg, 1995). 가 , 가

(: , 1998; , 1996; Robert & Zubrick, 1992; Salend, 2001)

(3, 4, 5).

가 , .

가 (self-worth), (Grenot-Scheyer, Abernathy, Williamson, Jubala, & Coots, 1995)

가 (Giangreco, Cloniger, & Iverson, 1993).

가

가

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180

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(Strully & Strully, 1985),

(: Guralnick, 1980; Haring, Breen, Pitts-Conway, Lee, & Gaylord-Ross, 1987;

Haring, Farron-Davis, Goetz, Karasoff, Sailor, & Zeph, 1992; Rynders, Johnson, Johnson, &

Schmidt, 1980).

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(Fuchs, Fuchs, Hamlett, Phillips, &

Bentz, 1994; Thousand, Villa, & Nevin, 1994). 가,

(Udvari-Solner & Thousand, 1995).

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(Good & Brophy, 1987).

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(Nisbet, 1992).

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, (, 2002) , (: , 1998) ,
(Favazza, Phillipsen, & Kumar, 2000)



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Abstract

Peers' Perception on Inclusion and Instructional Support for Elementary students with Mental Retardation in Inclusive Settings

Jeong, Joo Young* · Shin, Hyun Ki**

The purpose of this study was to investigate peers' perception on inclusion and instructional support for students with mental retardation in inclusive settings. Two-hundred fifty students in 10 inclusive classrooms completed a questionnaire eliciting their perception on inclusion and instruction support for students with mental retardation. Primary findings included: (a) students without disabilities positively perceived inclusion of students with mental retardation, (b) students without disabilities were aware of how to address inappropriate behaviors of students with mental retardation, (c) students without disabilities positively perceived instructional support for students with mental retardation, but the students without disabilities were not able to provide such support for the students with mental retardation.,. (d) inclusive setting, itself, did not appear to promote students without disabilities to provide instructional support for the students with mental retardation, and (e) opportunities to have friendship with students with mental retardation appeared to promote students without disabilities to provide instructional support for the students with mental retardation to some extent. The implications to be drawn from this study are (a) students without disabilities can share a teachers responsibility of providing instructional support for students with disabilities, (b) peer tutoring is a promising instructional approach to increase self-esteem and interpersonal skills of students with disabilities, (c) it is important for a teacher to identify and construct peer network that can maximize the success of inclusion, and (d) it is recommended that a

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teacher provides an orientation on students with disabilities prior to inclusion in order to increase peer understanding and acceptance of students with disabilities

Key Word: inclusion, peer network, instructional adaptation, collaboration