

## 自編音樂教學活動對增進外島國小特教班學生社會技能成效之實徵性研究

吳素君\*、黃榮真\*\*

### 摘 要

本研究旨在探析以4年時間編製之自編「國小特教班音樂教學活動」的應用成效。研究方法乃以量化為主、質性為輔，以2名國小特教班學生為主要研究對象，另有4名國小特教班學生共同參與，並採單一受試法之A-B-M設計；本研究自編「國小特教班音樂教學活動」，期能提升其在「與自我有關行為」、「與任務／工作有關行為」、「與環境有關行為」及「人際互動行為」等四大向度之20項社會技能，共計進行24節課，乃以自編「國小特教班學生社會技能檢核表——音樂情境」為工具，而研究結果以平均數加以分析，並輔以軼事觀察紀錄資料。本研究結果發現：一、2位個案在自編「國小特教班學生社會技能檢核表——音樂情境」四大向度20項社會技能表現均有進步；二、2位個案在自編「國小特教班學生社會技能檢核表——音樂情境」四大向度20項社會技能表現具有保留成效，顯示音樂教學活動確能有效提升其社會技能。研究者依據研究結論，分別就國小特教班教師及未來相關研究等提出具體建議。

關鍵字：自編音樂教學活動、社會技能、國小特教班

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## **An Empirical Study of Effects for Enhancing Social Skills via Self-designed Music Teaching Activities for Elementary Special Education Classes in the Outer Islands**

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### **Abstract**

This study aims to investigate the application effects of self-designed music teaching activities for elementary special education classes over a period of four years. The mainly main quantitative research methodology is supplemented with qualitative methods. The subjects are two elementary special education students, and four other special education students are also involved. A single subject A-B-M design is adopted. The researchers expect to enhance the social skills of the students in the special education class in terms of four dimensions: self-related behavior, task/work-related behavior, environment-related behavior and interpersonal behavior. In the course of the study, a total of 24 lessons were delivered to complete the teaching phase. The measurement instrument is the “self-designed elementary special education student social skill checklist-music”. The data were analyzed by mean scores and the teaching observations provided supplemental data.

The main findings of this study are summarized as follows: 1. The two subjects improved in terms of their total scores on the “self-designed elementary special education student social skill checklist-music”. Their

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social skills performance improved in all four dimensions. 2. Reservation effects existed for two subjects in “self-designed elementary special education student social skill checklist-music”. The results indicate that music teaching activities can really enhance and improve social skills. According to the results of this study, suggestions are proposed for elementary special education teachers and future research.

Keywords: self-designed music teaching activities, social skills, elementary special education classes