

The effect of thematic teaching with special needs skills in inclusive classroom

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Purpose

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"Achieve every child-adapting ability and lifelong learning" is the curriculum vision of this wave of education reform. We expect that children in the future will use cooperative learning to replace the traditional competition-oriented approach in education. When special educators are assisting students with disabilities to learn in an integrated education environment, how to promote mutual cooperation and more active interactions between students and peers has become an important teaching direction. The Curriculum Guidelines of 12-Year Basic Education for Special Needs Related to Physical and Mental Disability also pointed out that the courses in each special needs area can be implemented separately or integrated into related fields or subjects (Ministry of Education, 2019). Therefore, integration of special-need field courses into subject field teaching is a teaching mode that can be carried out in the future. The study aimed to explore the effect of thematic teaching with special needs skills in inclusive classroom.

Methods

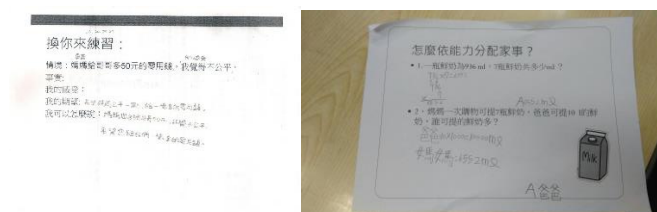
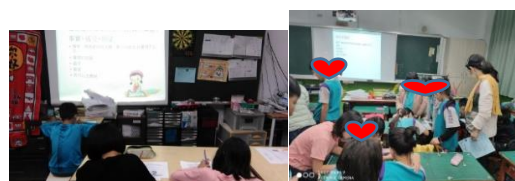
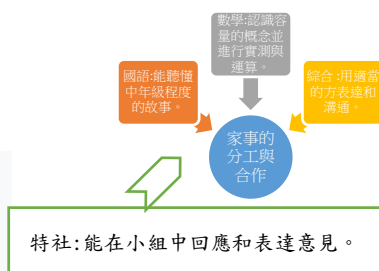
It was used action research to study. Teachers in resource classroom and in regular classroom cooperated to design teaching activities. They did not only include the special needs skills for special needs students into regular class studying activities but also mixed several different subjects skills into the term thematic.

The study composed of two stages. In the first stage, both resource teachers and regular classroom teachers designed and implemented the term integrated curriculum. During the ten weeks, teachers reviewed the interviews of students, teaching journals and observing records. Then, they adjusted curriculum according their reflection to improve that in the second stage.



Results

First, thematic teaching helps students connecting what they learned into their life experiences. It also increased their studying interests and decreased their behavior problems during studying. Second, the curriculum with special needs skills improved students' problems solving ability and confidence. Third, students in regular classes constructed scaffoldings to lead their special needs peers in cooperative learning situation.



Conclusion

The integration of courses can make inclusive education more efficient.