

I.

(quality of life)

(self-determination)

(原因者)

(Wehmeyer, Agran, & Hughes, 2000)

가

(Wehmeyer, Agran, & Hughes, 1998);

가

가

가

Wehmeyer, Agran Hughes(1998)

가

가

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가

가

가

(2000)

(Wehmeyer & Schwartz, 1998).

(Kishi, et al., 1988; Wehmeyer & Bolding, 1999), 가

(Heller, et al.,

2000; Kishi, et al., 1988).

(Durlak, Rose, & Bursuck, 1994; Hughes, et al., 2000; Schunk, 1985).

(Heller, et al., 2000; Wehmeyer & Bolding, 1999).

(Erwin & Brown, 2000; Sainato, et al., 1990).

(Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000).

가

가

(Agran, Snow, & Swaner, 1999;

Wehmeyer, Agran, & Hughes, 2000).

가

가

(Dyer, Dunlap, & Winterling, 1990;

Hughes, Pitkin, & Lorden, 1998; Wehmeyer, Agran, & Hughes, 2000).

가

(Wehmeyer, Agran, & Hughes, 2000).

가

가

(Bambara, et al., 1995;

Hughes, et al., 2000; Sainato, et al., 1990; Schunk, 1985)가

가

(Durlak, Rose, & Bursuck, 1994; Heller, et

al., 2000; Kishi, et al., 1988; Wehmeyer & Metzler, 1995; Wehmeyer, 1994; Wehmeyer, Kelchner & Richards, 1996)

(, 2000;

, , 2001;

2000), (, 2001; , 1998; 2000; , , 2000a; 200b),

(, 2001; , 2001)가

가

7가

가

가

(self-determination)

(, 1998; 2000; 2001)

(, 2001; , 2001; , , 2000a; 2000b; , 2001; , 2000)

(, 1994;

1998; , 2000; , 1999; , 2000) ‘self-determination’

(自己決定) , ‘decision making’ (意思決定)

‘self-determination’

II.

1.

. 2001 (, 2001)
 250 250
 < 1>
 . 500 360 가 72% ,
 336 .
 가 < 2> < 3> .
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:

		70	65	135
		60	65	125
		60	55	115
		60	65	125
		250	250	500

< 2>

		(%)	(%)
		263(78.3%)	336(100%)
		73(21.7%)	
	5	127(37.8%)	336(100%)
	5 10	81(24.1%)	
	10 15	64(19.1%)	
	15 20	38(11.3%)	
	20	26(7.7%)	
		211(62.8%)	336(100%)
		125(37.2%)	
		288(85.7%)	336(100%)
		35(10.4%)	
		13(3.9%)	
2		269(0.1%)	336(100%)
		67(19.9%)	

< 3>

	(%)	(%)
	33 (9.8%)	336 (100%)
	106(31.6%)	
	197(58.6%)	
	13(3.9%)	336 (100%)
	8(2.4%)	
	141(42.0%)	
	34(10.1%)	
	25(7.4%)	
	0(0%)	
()	37(11.0%)	
	78(23.2%)	
	181(53.9%)	336 (100%)
	155(46.1%)	
	181(53.9%)	336 (100%)
	155(46.1%)	

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Wehmeyer,

Agran Hughes(2000)가

Agran, Snow Swaner(1999)가

가 1

가 8

4

가

Cronbach

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(, 2001;

, 2000)

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(, 1998)

1998

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Wehmeyer, Agran

Hughes(2000)가 7가 , Wehmeyer, Agran
 < 5> 18 . < 4>
 Hughes(2000)가 .

< 4>

1	1, 3, 9, 10	,	,	,
	2, 4, 11	,		,
	5-8	,	,	,
2	1			
	2			
	3			
		(18	: < 5>)
4		(18	: < 5>)
5				
6				(IEP)
7				가

< 5> 2 (3, 4)

(IEP)

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3.

2001 10 11 10 20

2001 10 17 가

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가

360 , 72% 가

18 2 3, 4 6

336 SPSS 10.0 for Windows

1.

1)

4.05

가

, ' ' 가

< 6>

< 6>

n = 336

	M	SD
	3.93	.54
	3.67	.62
	4.13	.60
	3.95	.59
	4.37	.59
	3.93	.61
	4.20	.55
	4.05	.42

(M=4.39, SD=.65)'

(M=4.33, SD=.63)'

가

(M=3.50, SD=.79)'

(M=3.29, SD=.82)'

가 가

2)

(가 ,)

가

2

가

.05

3)

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7>

가

.05

(F(2, 299)=5.729, p<.05). Scheffe

(F(2, 320)=3.342, p<.05),
p<.05)

(F(2, 322)=4.042, p<.05)'

(F(2, 317)=7.743, p<.05)',

(F(2,

(F(2, 307)=8.770,

< 8>

< 7>

N=336

(n=33)		(n=106)		(n=197)	
M	SD	M	SD	M	SD
4.24	.33	4.01	.43	3.97	.42

< 8>

					F
		.658 92.704 93.362	2 320 322	.329 .290	1.136
		1.231 122.213 123.444	2 317 321	.616 .383	1.607
		5.344 109.403 111.747	2 317 319	2.672 .345	7.743*
		2.487 119.078 121.565	2 320 322	1.244 .372	3.342*
		2.775 110.536 113.311	2 322 324	1.388 .343	4.042*
		5.862 102.613 108.475	2 307 309	2.931 .343	8.770*
		.937 98.414 99.351	2 323 325	.468 .305	1.537

* p < .05

가

(t=2.421, p .05).

, t <

9>

(t=2.818, p .05), (t=3.625, p .05),

(t=2.974, p .05),

(t=2.179, p .05)

.05

가

가

< 10>

< 9>

N=336

(n=143)		(n=193)		
M	SD	M	SD	t
4.08	.44	3.96	.39	2.421*

* p < .05

< 10>

N=336

(n=143)		(n=193)		t
M	SD	M	SD	
3.97	.54	3.89	.53	1.289
3.67	.65	3.65	.62	.348
4.24	.60	4.05	.58	2.818*
3.96	.65	3.90	.58	.990
4.50	.55	4.27	.60	3.625*
4.06	.62	3.87	.54	2.974*
4.28	.55	4.15	.54	2.179*

* p < .05

6 , 6 , t < 11> , .05
 가 (t=2.007, p .05).
 ' ' .05 가
 (t=2.232, p .05).

< 11>

N=336

(n=143)		(n=193)		t
M	SD	M	SD	
4.05	.42	3.95	.41	2.007*

* p < .05

2.

1)

3.44
 ' ' 가
 ' ' 가
 < 12>

< 12>

n=336

	M	SD
	3.61	.75
	2.82	.74
	3.76	.73
	3.42	.72
	3.94	.71
	3.27	.68
	3.71	.75
	3.44	.52

(M=4.01, SD=.75)'

(M=3.93, SD=.78)' 가

가 ' ' '1

(M=2.87, SD=.98)'

(M=2.33, SD=.89)'

(IEP)

가

2)

가

2 가

.05

3)

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< 13>

.05

(F(2, 303)=9.070, p<.05). Scheffe

< 13>

N=336

(n=33)		(n=106)		(n=197)	
M	SD	M	SD	M	SD
3.77	.41	3.51	.49	3.36	.53

* p < .05

< 15>

N=336

	(n=181)		(n=155)		t
	M	SD	M	SD	
	3.67	.75	3.53	.75	1.630
	2.69	.72	2.97	.73	-3.475*
	3.75	.77	3.77	.69	-.132
	3.41	.71	3.44	.73	-.499
	3.89	.74	4.00	.64	-1.531
	3.27	.70	3.29	.65	-.309
	3.60	.79	3.84	.67	-2.904

* p < .05

3.

가

.408

40

40

가

가

가

가

V.

가

가

4.05

가 22.3%

(, 1998) 3

(Wehmeyer, Agran, & Hughes, 2000) 17.7% 77.7%

가

(Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000)

가 가 가 가 가 가 가 가 가 가

가 Wehmeyer, Agran Hughes(2000) 가 가 가 가 가 가 가 가 가 가

가 (, 2001).

가 가 가 가 가 가

가

(, 2001; , 2000)

77.7%

Wehmeyer, Agran Hughes(2000)

가 가 가 가

가 가

(, 2001; Wehmeyer, Agran, & Hughes, 2000)

가 (Wehmeyer, Agran, & Hughes, 2000)

(, 2000; Cooper & Browder, 1998; Dyer, Dunlap, & Winterling, 1990; Nozaki & Mochizuki, 1995; Jackson & Altman, 1996; Kenedy & Haring, 1993; Peck, et al., 1996; Sigafoos & Dempsey, 1992),

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(2001). :

가, , .

(2001). 17 , 1-14.

(2000). :

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, 57-81.

(2000).

, (2000a). : 가 7, 3-26.

_____ (2000b).

, 34(3), 1-26.

, , (2001).

, 36(1), 127-146.

(2000). , 4(2), 72-120.

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_____ (2000).

34(3), 27-48.

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Abstract

Special Education Teachers' Perception on Self-determination Instruction: Educational Significance and Implementation

Oh, Jong-Min* ·Park, Eun-Hye i**

Recently, self-determination skill instruction has been recognized as one of the important factors for the quality of life of people with disabilities in their adulthood. This study was designed to investigate the perception of special educators regarding the significance of self-determination skill instruction and the degree of their actual implementation. Self-developed questionnaire was used and the survey was distributed to 500 special education teachers of elementary, middle and high schools in Seoul and Kougkido. The response rate of the questionnaire was 72% (N=336). Results indicated that the perception on the significance of self-determination skill was relatively high compared to the actual implementation of it. Teachers showed lower perception on and implementation of self-determination skills as the cognitive disabilities of a student became more severe. The level of significance perception of teachers at regular schools was higher than that of the teachers at special schools. The same was true for the ratings about implementation. Implications of the results with regards to Korean special education and teacher inservice were discussed.

■ **Key Words** : self determination, special education, educational significance, educational implementation, disability, survey

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