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』, 2001, 6, 2, 463-480.

9, 2001 1 41

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1970

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(self-determination skill)

(Halloran, 1993; Holub, Lamb & Bang, 1998; Schloss, Alper & Jayne, 1994).

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가 가 ,

가 , 가

가 , 가

(school-to-work) (Wehmeyer,

Agran & Hughes, 1998).

(life skills) 가

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(Munk & Repp, 1994; Realon, Favell & Lowerre, 1990; Schuh et al., 1998). Wehmeyer & Schwartz (1997)

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(O'Brien & O'Brien,

1992).

( , 1999)

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가 가?

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1.

. Serna & Lau-Smith (1995)

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. Wehmeyer, Kelchner & Richards (1996)

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(Sands & Doll, 1996).

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가 가

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. Martin & Marshall (1995)

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가,

. Serna & Lau-Smith (1995)

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7가



## . PURPOSE

. (Prepare),  
 (Understand), (Rehearse),  
 (Perform a self-check), 가  
 (Overcome), (Select),  
 가 (Evaluate)  
 Field & Hoffman (1992)  
 ,  
 가 ,  
 .  
 Wehmeyer (1995) Brolin (1993)  
 .  
 가 ,  
 , ,  
 ,  
 가 ,  
 가 가 (Green et al.,  
 1988). 가 Dyer, Dunlap  
 & Winterling (1990) 가  
 . 1(no choice condition),  
 가 . 2(choice-making condition)  
 ,  
 2 .  
 Bambara et al. (1995) 가  
 가 가  
 가 , 가  
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 ,  
 (Bannerman et al., 1990).

( , 2000).

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 IQ 40-55 , 1-4  
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 가 , 4-5  
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## 2.

2 6 ,  
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 - (one-group pretest-posttest design)  
 , 2001 4 9  
 가 가 . 2001 5 7  
 41 , 1  
 (1) , (2) , (3) , (4) , (5) , (6)  
 6  
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4.

SPSS 10.0

*t*-

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1. 가

가

< - 1> .

< - 1> 가

(N = 9)

61.11	20.79	.86**
89.67	27.88	

\*\**p* < .01

< - 1>

가

61.11

89.67 ,

.86

. ,

.

가

가

*t*-

< - 2> .

< - 2>

.

*t*-

(N = 9)

-	<i>t</i>	
28.56	14.78	5.795***

\*\*\**p* < .001

< - 2> 가  
28.56 ,  $t$ -  
가 . ,

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## 2. 가

가  
< - 3> .

< - 3> 가 (N = 9)

72.78	20.92	
88.00	27.70	.16

< - 3> 가  
72.78 88.00 , .16  
.  
가  
, 가 61.11 가  
72.78 11.67 가 . 가  
가  $t$ - < - 4> .

< - 4> .  $t$ - (N = 9)

-		$t$
15.22	31.92	1.43

< - 4> 가

15.22 ,  $t$ - 가 .

3.

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2-3

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가

41

가 9

가

가 가

• (1999). 『  
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## ABSTRACT

### Effects of a Self-Determination Program on the Self-Determination Skills of High School Students with Mental Retardation

**Bang, Myong - Ye** \* (Dept. of Special Education, Woosuk University)

**Kim, Soo - Hyun** (Myongsu Special School)

The purpose of this study was to investigate the effects of a self-determination program on the self-determination skills of high school students with mental retardation. One-group pre-test-post-test research design was used for this study. Nine high school girls with mental retardation participated in the self-determination program. Self-determination skills of subjects were measured by their teachers and parents before and after implementing the program using Self-Determination Teacher Perception Scale and Self-Determination Parent Perception Scale developed by Hoffman, Field, and Sawilosky (2000). Matched pair *t*-test was used for the analyses. The research findings were as follows: (1) According to the teacher perception, there was a statistically significant improvement of self-determination skills of high school students with mental retardation after implementing the self-determination program. (2) According to the parent perception, there was no statistically significant improvement of self-determination skills of high school students with mental retardation even after implementing the self-determination program. The implications of the research results are discussed.

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