

The cultivation of American special education teachers ' service ability and its revelation#

Zhang Ani Deng Mei

(1. Xinjiang normal college , Urumqi , 830001;2. Beijing Normal Education Department , Beijing , 100875

Abstract: The United States has been actively exploring the training of special education teachers in recent years . , To improve the graduation of students with disabilities

Employment and life adaptation levels after . specific actions include : Determining the ability of special education teachers to transfer services ; Explore multi-party multicultural culture model ; Constructs course content based on transfer practices . U.S. special education teacher Transfer The practice of training Service ability can provide useful reference and enlightenment for the reflection of the training of special education teachers in China .

Keywords: Training of American special education teachers ' ability to transfer tit

Go to the title (Transition) is a special education field in recent years a a compelling term . Someone thinks it is a person at all stages faces role , The process of converting and linking a task to a life form ^[1]. beauty country 1990 Year revised disability Education Act (idea) proposed for All Individualized Transition Service plrecipients of special education in the year full After years of age, develop a detailed Goto Service Plan (an,,) Prepare for future employment and independent life , and require that the Individualized Education Program (IEP) to provide a forwarding service , support disabled Green Teen participation in social life , Improving quality of life . 1997 Year USA to I- DEA revised ,Once again, the individual transfer service plan importance , and the age at which the transfer plan was made is advanced to year old . + Year second revision idea , and the concept of a transfer service add and refine @, emphasizes that the transfer service plan should have a service result of guide , Strengthening School's responsibility to graduate students ^[3]. Andrew • ha Peng (Andrew halpem"") nonporous for disabled persons in the United States famous scholar , He thinks the transfer refers to the student's identity to the community. changes to roles, These adult roles mainly include employment , Accept High Education , run home , Normal participation in social life and well-run people relationships with social relationships ^[4] . with special children facing the transfer of the The demand increasingly urgent , Goto Service as special education teacher the heaviest To be able to one of the , its culture and construction issues are highlighted again .

1. According to Chen Ying , Reijanghua scholar nonporous , Our country to carry out the transfer of clothing related research nonporous already has year history , The has been introduced by the Nonporous staff in the United States Transfer Service success experience at the same time , Some schools , organizations and individuals also tasteTry out some valuable work like a forwarding service , to promote Disabled students employment and smooth towards society ^[5-6] , But disabled people in China the business situation is still relatively grim ^[7]. forwarding service missing , related a low level of staff specialization causes disabled students to graduate from secondary schoolto prepare for employment and social adaptation . Low employment rate for people with disabilities , on Effects of a single business path and unreasonable employment structure on their quality of life now like ubiquitous . This article attempts to transfer to the

Copyright ©

This is an open-access article distributed under the terms of the Creative Commons Attribution Unported License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

United States , special teacher go Training standards for service capabilities ,content and how to explore , with a view to
Contemporary Special Education Research

Volume 6 Issue 1 | 2017 | 1

to improve our special education teachers' ability to transfer titles, Improving disabled persons The employment situation provides useful references and lessons learned from.

2. The concept of a transfer service capability of special education teachers in the United States

2.1 The concept of the transfer ability of special education teachers in the United States

The transfer service has been recognized as an interdisciplinary concept, Count The decision makers and developers of the row emphasize the cooperation of the relevant parties as [8]. members of the transfer team (teacher, title expert, parent, admin people rehabilitation personnel and related service providers) in the transfer plan implementation has different responsibilities and roles. where special education teachers play a key role in coordinating each side [9]. The has a nonporous to say, in special education, Career Technology the Practice of education and rehabilitation services, Special educators across lack of discipline cooperation awareness is a direct result of the transfer policy and best practices Key factors that cannot be implemented effectively [10]. due to special education teachers go Title Service capability Limitations, causes special needs students to prepare for employment and There is no effective training and exercise for social resilience. even though the joint the state Government has invested a lot of money and policy intervention in this regard, Special Needs Students' ability to adapt to secondary school and their graduation is still unsatisfactory. „triggering multiple Square criticized. The important reason for is that, Most special education teachers lack of necessary preparation for the transfer service, This is also restricting the quality of the transfer service One of the important factors of the is [all]. for this, Some organizations and scholars begin to explore the culture culture "Special education teacher transfer Ability The idea and approach of

The words appear in the American Special Education Theory Research nonporous and practice of view field, and recognized as belonging to special education teachers Professional category [a]. after years of effort, in perfect legislation, Enhanced evaluation, in particular Enhancing specialization of teaching transfer service ability of special education teachers Wait a Series measures, In recent years, U.S. transfer service begins to reap the spotlight. achievements [A].

2.2 The connotation of the transfer service ability of special education teachers in the United States

U.S. special needs children's Committee (Council For exceptional Children, CEC) Career Development and Referral Committee (Division on Career Development then Transition, dcdt) thinking ,to

There are special needs for children who should be offered a transfer from the primary level service and Career education. This means that the forwarding service should run through the special requiring children from primary school to secondary education always. according to Defort and Tess survey nonporous found that the most important of the three competencies is coordination, Exchange and cooperation [1]. Cohen under American special needs children's Committee (CEC) Professional standards for special education teachers to define the ability to change the title connotation, and divides the transfer capability into 5 class: (1) Student-centric development Transfer Service Schedule (2) promote student development, • (3) Cross-department for ;(4) Home Participation ;(5) Course Planning [a]. Cohen considers: Special Education Transfer Service teachers are available for disabled teens in secondary school turn to title service professionals, They belong to special education teacher category, They need to meet the individualized needs of students with disabilities, to learn students provide social practice, Career Development, life Skills After school graduation into, Professional function assessment and support services and adult life guidance Face Services, Thus prompting disabled students to complete the transition from school to school Live smooth transitions and connections.

To Year, US CEC - dcdt to continue the transfer of the expert's position

can be defined as with other educators, Home, Student and Community organization representative Co - transfer

to Disabled students schedule , Reconcile , Referral and comment estimate work "[] " . actually , These responsibilities are essentially special . education teacher to assume , so , The ability of a special education teacher to transfer to a service Force should also include :(1) Other transfer-related disciplines knowledge (such as : Occupation Education and rehabilitation (2) Training students ' professional ability and community life training skills ;(3) Ability to evaluate the transfer service effect ^[1]. Special Education the scope of teacher transfer service capabilities covers a wealth of , ensure disability life Goes to society after graduating from school , Successful employment Comprehensive knowledge and skills for, and live independently .

3. The content of the training for the transfer of special education teachers in the United States

3.1 Professional criteria for transferring services to special education teachers

Special Education teachers engaged in transferring services to perform specific duties role , should have specific professionalism and skills . so the United Statesestablishes and perfects the eligibility criteria for transfer teachers , to achieve the order of the title Service Specialization , This is also the cultivation of special education teachers ' transfer ability Important reference . CEC for special education teachers in USA the ability to transfer titles Standard formulation provides a direction and reference framework . CEC Set special The education teacher's ability to transfer to rank advanced training program contains the 7 Item indicator (Learn Health Development and individual learning differences , Create learning Environment , evaluation Skill , Learn knowledge , teaching plans and policies , Specialized learning and ethical practices ,together with Ability), covers the full section knowledge and Skills . The objectives of these important criteria are : determine the Common Vision , providing guidance for achieving high quality dizzy forwarding services , enhanced with General education teacher , transfer Advisor , Collaboration between parent and community organizationsrelationship , extending educational practice to teaching and transfer programs outside the school in ^[1].

in reference to CEC standard definition of transfer ability of special education teachers on the basis of , Some scholars ' qualities in the transfer of special education teachers ' services The requirements are discussed . Enoch and Asselin that " Special Education " Division transfer service Capability "" The core areas of culture should include transfer evaluation , Employment and Occupation course , Cross-department cooperation , Community Organization , Live independently Course area and scenario evaluation ^[1]. CEC present special education teacher The transfer ability should be embodied in the teaching content of the 5 : (1) To teach Basic concepts and fundamentals of education and Services ,- idea "" The knowledge of the transfer service and its application ;(2) empirically based transfers Planning and development of individualized education programs (3) Advance , Organization and implementing policy skills for education and services (4) Interdepartmental cooperation knowledge and its application ;(5) transfer service systematization , institutionalized Construction Party face skills ^[2 ° 1]. These provisions and the study of the nonporous results of the initial construction of the United States, Special Education transfer Teachers ' professional quality and standards , make special education The transfer service worker becomes a requirement for specific knowledge and expertise in no career , elevated its specialization requirements , and training for relevant talent the base .

3.2 The content of the training for the transfer of special education teachers to services

Morgan (Robert L.. Morgan) ^[] etc scholars through review special education teacher Transfer Service ability Training nonporous documents , further Refine the ability of special education teachers to transfer services , form Special all education teacher Transfer Services 6 great basic capabilities as well special species Specific Skills , become special education teacher Transfer Service ability Training Important references for content , this 6 The basic ability is :(1) Evaluation and Comment price ((2) transfer plan ;(3)Teaching Schedule ; (4) Course and teaching (5) Exchange and cooperation ;(6) Family participation ^[2].

3.2.1 Evaluation and evaluation

Special Education teachers should be able to use various formal and informal evaluate means , Post-secondary vocational and social adaptation for handicapped studentslevel etc for systematic evaluation , Clear student transfer requirements , Create a title Schedule . to students , Parents and other professionals note the transfer evaluationResults , based on students ' advantage , preferences and interests after graduating from high school employment , adjustment requirements for living and community environment . to evaluate the validity of the transfer teaching by the actual performance of the . evaluate student work-related skills in a realistic training environment andworkplace ,, and taking into account differences in cultural languages and family values. For evaluation The actual effect of the .

3.2.2 To make a transfer plan

Special Education teachers have the interest and love of students with special needs to design the ability to transfer targets , and provide it with the school , secondaryand community service information , through the transfer plan and appropriate Communication strategies help disabled adolescents integrate into society . Special Education teacher ext Title service capability mainly includes : Reconcile IEP Meeting and title planning meeting , Co ., IEP support technology and related services and understanding of labor and employment The rules and regulations for, and so on . In fact , goto plan should be included in IEP in the entire process .

3.2.3 Develop community education programs

An important ability of special education teachers , is to grasp the teen Practice at Work , authentication helps them to succeed Support and Requirements , design andIEP Scheduled secondary target phase Compliance Practice Plan , Guide disabled teens to make appropriate career choices Select and do the appropriate job placement , and implement appropriate community education schedule .

3.2.4 implementing courses and teaching

Special education teachers should have self advocacy and self determination Services Skills , Implementing evidence-based transfer practices , teach a disabled student club will have skills . Mastering the basic principles of potential priority and functional compensation , Professor Disabled students appropriate professional language and career preparation skills , reconcile with Green child Secondary goal related teaching activities , To enhance their professional awareness and Skills support . Teaching Professional and job-related skills , make Its successful employment . teaches the most basic related to work needs Recalling cognitive policy , in school , implement lines in community and work environments for managed policies , ensuring disabled teens like other peers , get same career opportunities . the provides community-based instruction. guide , Proficiency Evaluation of transfer education methods and courses ; Professor Teen Learning School , How to access and use various resources and auxiliary help technology . teach disabled teens learning strategies and learning skills , daily life skills , and offer them practice opportunity .

3.2.5 Exchange and cooperation

Special education teachers are required to have a general education , Administrative Staff , teach The ability of a hospital worker and other professionals to work together. should be able to promote The formation of a partnership between the all service providers , Strengthen schools and societies Area Synergy Development , best results for transfer . Special education Teacher's transfer Ability also includes training in workplace and community environments , admin , coordinate related professionals (such as work instructor , Teaching assistant, etc.) Works for , providing resources and materials related to transfer to students , , parents , hire user and service provider , Supervision, participates in the implementation of the transfer plan , Explicit Transfer Team roles and responsibilities for each member , Resolve partnership and Inter-agency agreement possible differences , Help and provide topic training for forwarding

3.2.6 Promote family participation

the transfer ability of special education teachers is also manifested in the development and implementation of the transition Title Service plan , working closely with parents and family members , give the family a For information about the transfer plan , Services and post-secondary selection , ensure title process and effects with their family culture , , Faith , customs and values consistent ; Ensure that family members perform their duties , different in process

of improving title relationships for caregivers ,Clear Home Service needs , help small family and everyone Court , neighbor , Chapel , Establish network contacts, such as hire, , Promote the transfer effect fruit .

4. Training of the transfer service ability of special education teachers in the United States

The cultivation of the ability of special education teachers to transfer titles is a complex procedure , Currently the United States has not yet formed a complete culture system . After years of research and nonporous and exploration after , Special Education teachers in the United States the the training of ability gradually formed a multisectoral cooperation , Multiple-form coexistence Diversity culture path , Combing existing literature , The mainly gives you the following to introduce .

4.1 Reality needs to lead to post-employment-oriented transfer services in the United States Ability Training mode

in the United States , Transfer training received by most special education teachers , not pre-service teacher education through the system , but through on-the-job training , in Get information about the transfer in the work or through a seminar. The [?]. The report of the Moninsta and Clarke describes the "" Teacher Training program , 4type : (1) transfer teacher Master scheme (to full or More hours of course , get a degree); (2) Go to the title Professional Qualification Program (or less than) a hours ; a State approve , or hold transfer expert accreditation); (3) Transfer Service Classification training Training ;(4) include the transfer in an existing training course . however ,these Measures are not implemented effectively , approximately less than half of colleges provides a transfer course for special education teachers . current , about goto teaching actual number of Master Masters program , or Transfer professional qualification Schedule exists , have no clear records . very few public letters describe their specific implementation , such as : How the plan is advanced ? training What do the courses and competency requirements include ? ? How is the plan to obtain supported ? Kohler and Green's research nonporous found , All sorts of reasons cause a Some teachers did not accept transfer-related courses during their pre-employment periodLearning , the lack of knowledge that some university teachers impart about the transfer of titles Specific policy , cause these teachers to practice less than the title R Some states surveys also reflect similar problems [A] . so , In reality more is Special education teachers according to realistic needs , after work through various ways to Promote forwarding service capability .

4.2 Multi-party collaboration to foster special education teachers ' ability to transfer services

The interdisciplinary nature of service transfers requires special education teachers to be able to transfer to the title The training of the force also requires the cooperation and support of all parties . Current U.S. special education education teachers ' ability to transfer services specific practices for success there are :

First , in the curriculum implementation of teacher education , through role-playing, etc. promote the transfer ability of special education normal students . in class ,Normal students by acting as a role for various educators or as a representative of a service organization (For example , Rehabilitation Advisor , Student Service Representative , Mental Health advisor, etc.) impersonate an Individualized transfer service schedule (ITP) meeting , working with impersonation Stories Foster the ability of normal students to collaborate across departments , To enable normal School students to Learn and Master Cross-sectoral awareness in the context of a real , Cross-departmental agreement , Cooperative Solid Practice and service knowledge skills . Special Education transfer teacher coordination and cooperation More and more attention . use dynamic , Constructivist party The elevation transfer practice ability is also an effective training method .

=, Special Education administrators use embedded network platforms , extensive Take Community resources , Training on transfer services , or hold related

Meeting and academic forum . Transfer Service capability of special education teachers through Regular training get promoted . pre-and post-position transfer for special education teachers Professional development of services ,

is beneficial for teachers to provide comprehensive , Comprehensive Individualized Transfer Service plan , make them useful at school Exercise and development , better adapted to school life , To complete the personal learning birth to adult transfers and transitions ^[1]. Special Education Administrators , teachers and School , Co -collaboration between family and community , is to help disabled students secure access to Community resources and services ^[1]. at the same time , through hold with special education leaders , Administrator and Special education teacher's meetings and consultations , Learn more about students , Work together to construct a Effective support system , provide diverse services for students with disabilities , Special The education teacher's transfer service ability also gets a lot of exercise and promote ^[27].

4.3 Constructs a practice course based on the ability to transfer services

CEC - dcdt builds a practice-based title-specific Home Interdisciplinary courses , This is considered a special education teacher's transfer ability main courses of education . This course is divided into six major areas :(1) Transfer meter and course . The title of the Transfer Course section of the Introduction to special education , for a title The service provides a basic knowledge Base , mainly introduces the base of the forwarding service This principle , concept , The title of the legislative and empirical research nonporous . (2) disabled Career course for people . teaching content includes employment , occupation , live independently and related rehabilitation service system . (3)Vocational and technical Education theory With practice . (4) Vocational coordination and technical cooperation course . course is a comprehensive course centered on business community . (5) goto count zoned and services . Course content related to the integrated system of the forwarding service and general purpose Skills , includes interdepartmental collaboration and internal collaboration for specific systems , such as recover , Professional ability and labor investment & (6) goto Practice Ability . field jobs and final course practices ^[1].

Organization and practice of the curriculum transfer of special education teachers to practice ability The culture of the provides a pattern , It passes through the cross disciplinary department for , based on practice Course on transfer Service , constructs a special education Education Special Education teachers Goto Service Ability Training Framework .

5. Revelation and reference

5.1 attaching importance to the cultivation of special education teachers ' ability to transfer services

In recent years , with the development of our country's special education , Disabled Students The Question of the transfer of stages in the life process is being taken seriously . from school before , Compulsory education , High school education characterized by vocational education to higher teaching The Special education system for has been initially established .. The title of the between phases then , in particular, the convergence of the compulsory education phase has been largely guaranteed by the "" of educational legislation , effectively maintains children with disabilities equal to The right to compulsory education . Our country has been in the 2015 Year Ministry of Education release Professional standards for special education teachers (Trial) in actively for students provide the necessary career planning and career guidance education ,Training Students Industry skills and employability "" Write to the Professional competency module . 2016 Year education The Department issued the implementation of the three classes of special education compulsory education curriculum standard , forward a step to highlight the vocational skills and social adaptation of students with disabilities in the senior section The status of the course . 2016 year the State Council issued the "" Thirteen-Five " speeding up " Outline of the process planning for people's Well-off society "" Strengthening the disabled education machine construct , transfer between employment service and employing unit ,2017 Year's [Second Stage Special Education promotion program (2017-2020 year) The also proposes Enhance employment guidance , doing education and employment for the disabled join work % The policies and documents issued , for forwarding services Implementation provides policy guarantees , marking the transfer of persons with disabilities The importance of the ,for people with disabilities employment and quality of life to the closed important role , promoting education for

students with disabilities in China to new development phase . with the country " both ends extension Policy Introduction , All around pre-school fusion and rehabilitation , Vocational education and employment, etc. also do a lot of Useful explorations ; Some areas even begin to explore through "" Individualized transfer plan the development and implementation of to help disabled students from School life Transitions to school , Or through career planning courses to develop students ' ability to transfer ^[29] , But because of the awareness of people with disabilities misunderstanding , Compulsory education coverage is not high , Coordination mechanism imperfect and other factors guide Employment and social adaptation after graduation from secondary school for disabled students no Good ^[3 ° 1] , The absence of special education teachers ' ability to transfer titles , Specialization culture teacher issues such as inadequate health care are also factors that cannot be ignored ^[10]. so , Learn about the effect of the U.S. on transfer services , Lessons and lessons , How to improve the service ability of special education teachers in China , Improve disabled student transfer quality , promote education and life for people with disabilities The quality has important implications for .

5.2 incorporate special education teachers ' ability to transfer to existing specific teaching Education teachers ' professional standards

In recent years , The question of the transfer of students with special needs is increasingly causing people to 's attention , But the current domestic research on special education transfer service nonporous also very poor , Our country has not set a standard for the transfer of special education teachers ,, No further differentiation in the professional field of special education teachers A number of special education teachers, including education transfer teachers class type . Even if the professional standards for special education teachers have already been introduced , there are no requirements for the content of the transfer service in the the . This makes the appropriate transfer lack guidance and evaluation criteria . anti-American ,CEC Standard contains The core knowledge and skills that a transfer teacher should have , provides a direction for the construction of a special education teacher's ability to transfer to the United States .

We should learn from America's useful experience , based on our special education The actual situation of the education , Strengthening the study of teaching transfer to teachers nonporous , with Better Guide Special Education Practice . should be through a powerful branch of national policy hold, incorporate special education teachers ' ability to transfer to their own special education teaching Professional Standards , Building a Transfer teacher evaluation system , further Improve secondary adaptability of students with special needs .

5.3 Establish a pluralistic culture mechanism for the cultivation of all parties

Main features of the United States ' ability to develop special education teachers Point from a single school-based culture model to benefits Culture Way of benefit-related people ,, and through practice, some of the results of the step are achieved . Learn from America's successful experience , Combining our actual , requires We actively explore the diversity of special education teachers ' ability to transfer services

Foster mechanism , Increase the practice course in pre-service and post training for special education teachers The gravity of the raise , make normal students learn and master in real situations cross Department of Awareness , Cross-departmental agreement , knowledge of cooperative practices and services skills ; and advocates , develop in-service special education teachers in various interest related the ability to coordinate and collaborate between . This mutually fertile interaction culture mode , improves the ability of special education teachers to transfer titles , Enable early identification of students with disabilities , evaluation , Improve support ring border , determining career preferences , Instruct students to choose careers and adult Lifestyles and so on a series of forwarding services the actual X Ability , effectively promote students post-graduate employment and adapt to life , Improving the quality of education for students with disabilities and Standard of Living .

5.4 Combining the forwarding service practice , Strengthening the research on the teaching of teacher training

nonporous In recent years , Our country has carried out some research nonporous , But most of it is about US transfer service policy , system and Practice etc face nonporous , The research nonporous related to the transfer of service teacher training also lacks the . Although our country is in a disability referral , Vocational education , Employment Referral etc Parties Face already has some accumulation , and has many successful experiences . however , On the training of Special education teachers ' service ability in our country , and and The experience accumulated aspect of the research nonporous is also very scarce , so that the cannot be refactored setting up special education transfer service and teacher training system provide references , This both to Improve the ability of special education teachers to transfer services , More detrimental to the disabled get ' Quality Implementation of the special education goals for "" . so , Also need to study nonporous attention to special education Transfer title service teacher Problem nonporous , make up for our country in this field .

References

1. Fanghui . transfer from hospital to school : American School for Sick Children melts into plans and revelations . Modern primary and secondary education , 2014, (5) : 103-108
2. Lin Xiaoxiao , Deng Mei . The transfer of students with learning disabilities in the United States and our special The revelation of education , China Special Educational ,2014, (3) : 42-47
3. Bassett D S. . Secondary Special Educators Tran sition involvement . Journal to intellectual then Devel opment disability? 2009>34:163-172
4. Halpem S. . The transition of of youth with disabilities to adult Life : A position statement the The Division on Career Development then Transition. Career Developmentto Exceptional Individuals , 1994,17 (2): 115-124
5. Xia Feng , Xu Yujian . Special Student Transfer service manual Series nonporous . Modern Special education , 2014, : 5-7
6. Chen Ying , Reijanghua . China's special needs students ' nonporous review . Modern Special education , 2017, (6) : -37
7. Red Jade , Han Xu . Employment Status and existence of disabled persons in China Title Analysis . economist , 2016, (8) : \$ -41
8. Defur S H, taymans J M . Competencies Needed for Transition specialists in vocational rehabili tation ? Vocational education ? and Special educa tion . ExceptionalChildren, 1995, (1) : 38-51
9. Feng Yu , Chen Ying . The interpretation of the American Special Education Employment Transfer service and revelation . China Special Education , 2015, (8) : 9-16