

A Preliminary Study of Sport Interest on High School Students in Special Education by Applying Picture Books

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Abstract

The development about cognition, personality, morality, and life could promote on picture books (Lin & Wu, 2014). It has been over a decade for widely adopting picture books on special education such as life education, social skills, and sexuality education (Chang, 2013; Peng, 2014; Tsai, 2014; Lin, 2007). Nevertheless it is a few utilization in the special physical education field of application. Based on the concept of ICF (International Classification of Functioning, Disability, and Health) in the special education student that have an equitable opportunity to participate in activities. The purpose of this study was to investigate the picture books which applied on special educational student about gaining interesting of sports. The vocational high school first-grade was conducted by the researcher who uses “Sport” in the aim of teaching with picture books in 3 courses a week and duration of all study for 4 weeks. Data were collected by interview record, observation record and reflection note. The expectations of this study want to promote sports interesting in special education student for enhancing the opportunity of take part in sport activity study of foundation.

Keywords: picture books, special education school, sports interest

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Background and Purpose

The picture books are invaluable resource, on which the learning development about cognition, personality, morality, and life could be promoted (Lin & Wu, 2014). It has been over a decade for widely adopting picture books on special education such as life education, social skills, and sexuality education (Chang, 2013; Peng, 2014; Tsai, 2014; Lin, 2007). Nevertheless it is not popularly applied in the special physical education fields.

It is believed that student with special needs, picture books help them to better understand than by the books with completely written words. Picture books provide special education student to integrate visual elements and sound of learning. The multiple sensory modules help learners to focus, enhance learning motivation and participation. Designed based on the ICF (International Classification of Functioning, Disability, and Health) that emphasized on the fair opportunity for special education students to participate in activities, this study aimed to investigate the impact of picture books on special school students and evaluate the enhancement of their interest to participate sport activities.

Methods

Study subjects of this action research were chosen from a special vocational high school freshmen. Sport related picture books were adopted as teaching materials and administered for a duration of two weeks, three times per week. All the students interviewing records, observation remarks, and teacher reflections notes were collected. The research process includes reading aloud the picture books (Fig. 1), experiencing sport activity associated to picture book (Fig. 2) and in-class teaching picture books (Fig. 3). Data were analyzed by content analysis and coding process (Fig. 4).



Fig.1 Reading picture books loudly



Fig.2 Experiencing sports activity



Fig. 3 Picture books as teaching materials

Code	Meaning
RT	Researcher and Teacher
RP	Research participant
S1 S2 S3	Student
TG1 TG2	Teacher of group
O	observation record
N	Reflection note
I	Student interview record

Fig. 4 Coding table

Results

According to the interviewing records, observation remarks, and teacher reflections notes, the follow results were shown.

1. He preferred the picture books teaching compared to the traditional curriculum model. (S1, I, 12/29)
2. When the teacher started telling the story, he looked at the screen that showing the picture book and keep observing changes of pictures as well as guessing their meaning. (S2, O, 1/5)
3. She asked questions constantly about sports items that shows on the screen by the teacher. (S3, O, 12/29)
4. After the picture books teaching, students were inspired and had participated the sports activities very actively. (S1, O, 1/5)

Conclusions

Based on the results, two conclusions were drawn.

1. Picture books teaching could promote the learning interest of special education students.
2. Picture books teaching could enhance the sports interesting of special education students.

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