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(Singer & Powers, 1993; Thurnbull, & Thurnbull, 1990).

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 (Hains, Fowler & Chandler, 1988; Hamblin-Wilson & Thurman,
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 (Hanline, 1988).

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 (Fiechtl, Rule & Innocenti, 1989; Fowler et al., 1988; Hains,
 Fowler & Chandler, 1988; Hanline & Halvorsen, 1989; Hanline, Suchman & Demmerle,
 1989; Haymes, Folwer & Cooper, 1994).

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 Strain & Bailey, 1992). Baily (1989)

6 (Lazzari &
 Kilgo, 1989). 가

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Blacher, 1987).

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1990	102	19,947	,
1995	108	21,569	가 , 2000
가	가	(, 2001a)
		24,397	, 3,846
26,815			, 48
52			

(, 1999, 2001; Hanline & Halvorsen, 1989; John, 1987; Ryndak et al., 1995).

(LRE)

(Blackman, 1989; Green & Shin, 1994; Halvorsen & Sailor, 1990; Hanline, Suchman & Demmerle, 1989; Haring et al., 1992; John, 1987; Osborne & Dimatia, 1994).

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1995	108	21,569	1,865
1996	109	21,948	1,651
1997	114	22,789	1,813
1998	118	23,487	1,686
1999	123	24,091	1,743
2000	129	24,196	1,722
2001	134	24,397	1,503

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(Hains, Fowler & Chandler,

1988; Campbell & Essex, 1994).

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(Diamond, Spiegel-McGill & Hanrahan, 1988; Hains, Fowler & Chandler,

1988; Hanline, 1988).

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(Diamond, Spiegel-McGill &

Hanrahan, 1988; Fiechtl, Rule & Innocenti, 1989; Fowler et al., 1988; Hains, Fowler & Chandler, 1988; Lazzari & Kilgo, 1989; Wolery, Strain & Bailey, 1992).

(Fowler et

al., 1988).

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278 175 ,

103

103 (37.1 %), 175 (62.9 %)

(1 - 3) 162 (58.3 %), (4 - 6) 116 (41.7 %)

, 94 (33.8 %), 127 (45.7 %),

57 (20.5 %)

170 (61.2 %) , 90 (32.4 %) 가

18 (6.5 %)

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Likert 5

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 . Fowler et al. (1988)
 Transition Planner 1 (TP1), Transition Planner 2 (TP2)
 . 가 , 1
 . Hanline & Halvorsen (1989)
 , Hamblin-Wilson & Thurman (1990) 91
 ,
 . Hanline (1988) (preschool)
 John (1987), Green & Shin (1994),
 Diamond, Spiegel-McGill & Hanrahan (1988), Hains, Fowler & Chandler (1988), Hanlin &
 Knowlton (1988), Hunt et al. (1993)
 가
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 15
 , (Chronbach $\alpha = .8974$)
 , 가
 35 가 (Chronbach $\alpha = .89$).

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234 175 가 (74.8 %), 166 103 가
 (62.05 %). 400 278 가 69.5 % .

SPSS/PC⁺

(, 1996).

CFA (Common Factor Analysis)

(orthogonal rotation)

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 1 (, 1996), 1
 . 9 (, 1995),
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	15	.826	.054	-.033	.178	-.045	-.036	.081	.178	.073
	16	.806	.097	-.003	.083	.075	.261	.051	.075	-.009
	17	.798	.040	.041	-.044	.172	.206	.055	.129	-.023
	18	.765	.016	.021	.191	.188	-.005	.150	.027	.010
	13	.646	.105	-.009	.202	-.156	-.207	.064	.315	.229
	14	.618	.155	.067	.101	-.240	-.178	.187	.147	.289
	3	.015	.816	-.021	.042	.122	.017	.078	.126	-.005
	4	-.060	.714	.016	.172	.068	.146	.051	.148	-.015
	2	.104	.694	.069	.006	-.085	.052	.203	.153	-.021
	1	.115	.640	.138	.037	.053	.144	-.008	-.143	.174
	5	.290	.540	.240	.054	.192	.050	.008	-.044	.027
	34	-.002	.064	.849	.113	.015	.157	.131	-.043	.080
	35	-.006	.098	.820	-.000	.136	.106	.021	-.102	.085
	33	.060	.087	.769	.011	-.007	.107	-.013	.037	.238
	7	.194	.039	-.014	.802	.084	-.037	.051	.205	.010
	8	.299	-.017	.070	.730	.122	.074	.057	.017	-.085
	6	-.044	.143	.018	.699	-.052	.055	.080	.054	.135
	9	.191	.133	.102	.656	.195	.143	.025	.287	-.105
	23	-.001	.005	.067	-.004	.816	-.046	.244	-.002	.051
	24	.066	.079	.043	.150	.727	.199	.028	-.092	.047
	25	.076	.161	.062	.078	.688	.105	-.025	.172	.022
	27	-.109	.119	.277	-.037	.238	.679	.117	.106	.103
	29	.092	.162	.220	.243	-.016	.599	.085	.141	.269
	30	.392	.061	.022	.086	.049	.568	.005	-.020	.383
	20	.147	.188	.043	.023	.083	.514	.507	.097	-.053
	26	.013	.163	.392	.040	.105	.475	.122	.113	.032
	21	.076	.117	.131	.004	.141	.036	.822	.125	.010
	19	.277	.102	-.065	.192	-.021	.038	.725	.013	-.083
	22	.072	.049	.027	.064	.547	.017	.640	.019	.168
	11	.162	.133	-.065	.157	.048	.092	.078	.816	.042
	10	.247	.053	-.092	.237	-.021	.079	.040	.789	.046
	12	.392	.107	.139	.117	.112	.145	.147	.460	.012
	32	.117	.076	.213	-.041	.099	.086	-.078	-.035	.784
	31	.023	-.006	.207	-.006	.063	.175	.047	.145	.773
	28	.466	.047	-.039	.118	.029	.438	.039	-.081	.508
		7.70	3.63	2.54	2.09	1.86	1.48	1.40	1.17	1.15

			M	SD
()	13	가	3.76	1.26
	14		3.62	1.30
	15	가	3.74	1.25
	16	가	3.48	1.31
	17		3.29	1.35
	18		3.55	1.28
() ,	1	가 (,)	3.55	1.22
	2	, ,	3.68	1.10
	3	(, ,) 가	3.55	1.10
	4	((,) ,) 가	3.34	1.27
	5		2.88	1.23
()	33		3.33	1.33
	34		3.41	1.38
	35		3.37	1.43
()	6	(; ,)	3.66	1.12
	7	가	3.77	.97
	8		3.58	1.21
	9	가 (,)	3.62	1.15
()	23		3.72	1.25
	24		3.34	1.46
	25	가	3.35	1.30
()	20	가	3.72	1.26
	26		2.58	1.28
	27		3.19	1.26
	29		3.41	1.14
	30		3.20	1.32
()	19	가	4.33	.96
	21		4.28	.89
	22		4.11	.89
()	10	가	3.58	1.26
	11		3.71	1.14
	12		3.80	1.20
()	28		3.22	1.31
	31	가	3.39	1.45
	32	가	2.97	1.50

	(n = 103)	(n = 175)	(N = 278)
	(,)	(,)	(,)
1	(M = 4.18, SD = .74)	(M = 4.27, SD = .74)	(M = 4.24, SD = .74)
2	(M = 3.77, SD = .84)	(M = 3.87, SD = .83)	(M = 3.70, SD = .97)
3	(M = 3.70, SD = .78)	(M = 3.68, SD = .90)	(M = 3.65, SD = .86)
4	(M = 3.60, SD = .78)	(M = 3.65, SD = 1.03)	(M = 3.57, SD = 1.02)
5	(M = 3.40, SD = .81)	(M = 3.50, SD = 1.14)	(M = 3.47, SD = 1.07)
6	(M = 3.39, SD = 1.12)	(M = 3.40, SD = .87)	(M = 3.40, SD = .84)
7	(M = 3.15, SD = 1.05)	(M = 3.36, SD = 1.13)	(M = 3.37, SD = 1.19)
8	(M = 3.10, SD = .09)	(M = 3.29, SD = .79)	(M = 3.22, SD = .85)
9	(M = 2.80, SD = 1.10)	(M = 3.21, SD = 1.19)	(M = 3.19, SD = 1.14)

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 (M = 11.61, SD = 2.48) (M = 8.40, SD = 3.30)
 .001 가 .
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()			<i>t</i>
	(SD)	(SD)	
() (13, 14, 15, 16, 17)	22.20 (4.70)	21.00 (6.82)	1.58
() , (1, 2, 3, 4, 5)	17.01 (4.06)	16.99 (4.33)	.03
() (33, 34, 35)	10.16 (3.37)	1.07 (3.68)	.18
() (6, 7, 8, 9)	14.39 (3.14)	14.74 (3.61)	.82
() (23, 24, 25)	8.40 (3.30)	11.61 (2.48)	9.18***
() (20, 26, 27, 29, 30)	15.52 (4.70)	16.47 (3.97)	1.79
() (19, 21, 22)	12.54 (2.22)	12.82 (2.22)	.99
() (10, 11, 12)	11.32 (2.52)	10.95 (3.10)	1.03
() (28, 31, 32)	9.45 (3.15)	9.64 (3.57)	.46
	120.99 (21.29)	124.29 (18.99)	1.34

****p* < .001

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() ‘ , 2 , , 13 (가) 14 ()

가 . () ‘ , 3 , , 23 (), 24 (), 25 (가)

.001 가 . () ‘ , 27 ()

가 $p < .001$. (VII) ‘ , 22 ()

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			(SD)	(SD)	<i>t</i>
()	13	가	4.10 (.95)	3.55 (1.38)	3.54***
()	14		4.15 (1.12)	3.31 (1.31)	5.42***
()	23		2.99 (1.37)	4.15 (.94)	8.34***
()	24		2.59 (1.55)	3.78 (1.21)	7.12***
()	25	가	2.82 (1.27)	3.67 (1.20)	5.63***
()	27		2.87 (1.40)	3.39 (1.12)	3.37***
()	22		3.84 (1.00)	4.27 (.78)	4.04***

*** $p < .001$

(Hains, Fowler & Chandler, 1988; Sainato & Lyon, 1989),

가

가 (Diamond, Spiegel-McGill & Hanrahan, 1988; Hamblin-Wilson & Thurman, 1990; Hanline, 1988; Johnson et al., 1986).

가 35 가 가

9 가 가 () ‘ , $p < .001$. ,

가 가 가 가 가 가 가 가

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(Fowler et al., 1988; Hanline, 1988; Hanline & Halvorsen, 1989; Hanline, Suchman & Demmerle, 1989). John (1987)

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가 가 , 2002

가 (, 2001b).

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91 %가

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가 (, 1994).

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($p < .001$). , 가

(Ryndak et al., 1995),

(Fowler et al., 1988).

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ABSTRACT

A Validation of Factors Influencing Parents' Selection
of Elementary School Placements for
Their Children with Disabilities

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Seunghee Park (Dept. of Special Education, Ewha Womans University)

The first purpose of this study was to extract the factors that the parents consider when select elementary schools for their children. For this, factor analysis was employed using common factor analysis model. The second purpose was to examine any significant differences in the degree of consideration on each factor among the parents who selected general schools and those who selected special schools. To compare the scores of each factor which was rated by two groups, *t* - tests was used. A questionnaire containing 35 items which parents might consider when they selected elementary schools for their children with disabilities was developed through a series of steps. The survey was then rated by the two groups: (1) parents who sent their children with disabilities to general schools (*n* = 103); and (2) parents who sent their children with disabilities to special schools (*n* = 175). Parents were asked to fill in the questionnaire asking how much they considered each item when they selected elementary school options for their children. Nine factors obtained from the factor analysis were discussed in the study. Rated most considered factor is "*professionalism of special education teachers*". Results of *t* - tests revealed significant differences between the groups for the degrees of consideration about only factor ($p < .001$). Statistically, parents who selected special schools concerned more about the factor . And parents who selected general schools concerned more about the items relating to interaction with their children and nondisabled peers in the factor . This study generated a set of basic data to be used for assisting parents who select elementary school placements for their children with disabilities. Some limitations of this study and suggestions for the future research were discussed.

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▶ : 2002 7 16

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