

## *Call for Papers for 2024 Special Topics/Issues*

*Bulletin of Special Education* is an academic journal published by the Department of Special Education at National Taiwan Normal University. With a rigorous review system and style guide, the journal is listed as a Tier 1 Core Journal in the Taiwan Social Science Citation Index.

The journal accepts submissions for regular issues and is now calling for papers for two special topics/issues in 2024: Twice-exceptional Students & Special Education in Higher Education.

Online submission: <http://bse.spe.ntnu.edu.tw>

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# **Topic 1 for 2024**

## **Twice-exceptional Students**

**Submission time: June 1, 2023, to May 31, 2024**  
**Expected publication date: November 2024 to March 2025.**

Twice-exceptional students, also known as 2e students, are students with both giftedness and disabilities. Because of the masking effect of disabilities, current incidence of this group of students is lower than expected in Taiwan.

To improve the identification and counseling of twice-exceptional students, the Taiwanese government has commissioned universities to emphasize the research and development of several projects, such as “Strengthening the Identifying and Counseling of Gifted Students with Disabilities,” and “Developing a Flexible Adjustment Model for Identifying and Counseling of Gifted Student with Disabilities and Social, Economic and Cultural Disadvantages.” In addition to twice-exceptional students, service targets also include “students with disabilities who have talents to develop,” and “gifted students with disabilities who have special needs.” Expanding the scope of service targets is extremely helpful in researching models for identifying and servicing students with dual special needs.

The school life and learning among twice-exceptional students are often compromised because of their intrinsic ability discrepancies. Therefore, further research is needed for systematic counseling interventions and other services related to these students. Specifically, further in-depth and comprehensive investigations must be conducted on how to reasonably identify twice-exceptional students, how to adjust the identification procedure, how to plan and design instruments for identifying these students, how to build a support system for these students, and how to provide appropriate counseling services to these students. Research on these students has been relatively scarce in Taiwan compared to those in other countries. It is imperative for special education research to continue to deepen and broaden the research on twice-exceptional students.

The journal is calling for papers on (but not limited to) the following topics:

- 1. Characteristics and needs of twice-exceptional students**
- 2. Identification and placement of twice-exceptional students**
- 3. Learning and adaptation of twice-exceptional students**
- 4. Education and counseling of twice-exceptional students**
- 5. Intervention and support services for twice-exceptional students**
- 6. Career development of and difficulties facing twice-exceptional students**

## **Topic 2 for 2024**

### **Special Education in Higher Education**

**Submission time: June 1, 2023, to May 31, 2024**  
**Expected publication date: November 2024 to March 2025**

Taiwan's 12-Year Basic Education policy has yielded expected outcomes since its implementation in 2014, when basic education was extended from primary education to senior high school education. According to statistics compiled by the Taiwanese Ministry of Education (MOE), the enrollment rate for all junior high school graduates was 99.8% for the 2021–2022 academic year, and the enrollment rate for students with disabilities among these graduates was approximately 84%. Further findings have revealed a 95.9% enrollment rate for senior high school graduates and an 81.8% enrollment rate for graduates of vocational schools. The number of senior high school students with disabilities who continue to pursue higher education has also increased due to the government's emphasis on the International Bill of Human Rights and implementing an inclusive educational curriculum. For the past 15 years (2008–2022), the number of senior high school graduates with disabilities who further their education in universities has nearly doubled, with an increase from approximately 8,460 to 16,790. Ensuring that such students can continue to learn effectively and realize their potential in higher education is a major focus in Taiwanese special education. According to the Special Education Act, the implementation of special education involving higher education and adult education. Schools should create special education plans, appoint dedicated personnel, establish support units, and develop Individualized Support Plans (ISPs) to assist students with special needs in higher education. Therefore, universities should pursue providing special education with high quality for these students. Given the 15.3% suspension and dropout rate for university students (statistics compiled by the MOE for the 2019–2020 academic year), the learning, life, and development of students with disabilities warrant additional attention; positive changes to special education can greatly affect students' career planning, competitiveness, and quality of life.

Students with disabilities pursuing higher education has become a global trend. Many special education policies and support measures are now in place in Taiwan. Nonetheless, investigations into the outcomes of university special education and the difficulties encountered by all individuals involved (e.g., students, parents, counselors, professors, and lecturers) are required to fill the research gap and forge connections across academia.

The journal is calling for papers on (but not limited to) the following topics:

1. The learning, development, and life adjustments of college students with special needs
2. Career planning and transitioning education for college students with special needs
3. Development and implementation of special education programs and ISPs
4. Special education resources, guidance, and services in higher education
5. Knowledge and literacy on special education among higher education faculty members
6. Current developments of special education in higher education and prospects of the field

## 2024 專題/專刊徵稿啟事

《特殊教育研究學刊》為國立臺灣師範大學特殊教育學系所發行，具嚴謹審稿制度及論文撰寫規範之純學術性期刊，且為臺灣人文及社會科學期刊評比暨核心期刊TSSCI第一級刊物。

本刊除持續接受例行性一般來稿之外，另規劃於2024年以「**雙重特殊需求學生**」與「**高等教育階段的特殊教育**」作為專題/專刊主題進行徵稿，歡迎各界先進踴躍賜稿。

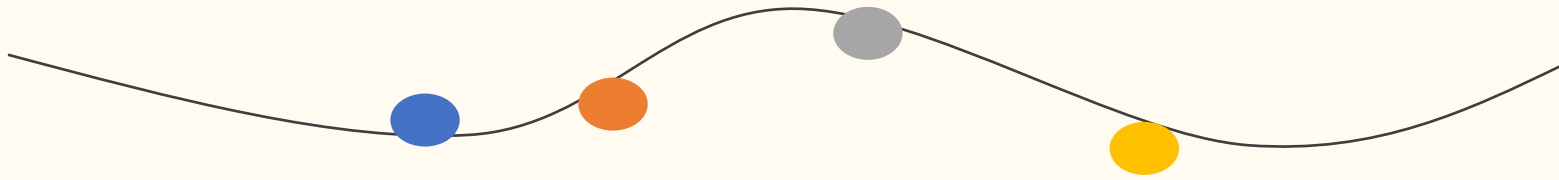
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## 2024年主題一： 雙重特殊需求學生（Twice-exceptional Students）

收稿期程：2023年6月1日至2024年5月31日

預定出刊期程：2024年11月～2025年3月

雙重特殊需求學生，又稱之為身心障礙資優學生，係指同時通過身心障礙與資優鑑定資格者；然因障礙的遮蔽效應，目前國內雙重特殊需求學生的鑑出率明顯仍較預期為低，無論是在全體資優學生或身心障礙學生之中，所占比例皆低。

為提升雙重特殊需求學生的發掘與輔導，政府近年來委託大學端強化研擬「加強推動身心障礙資賦優異學生之發掘與輔導」，及「研訂身心障礙及社經文化地位不利資優學生之鑑定評量彈性調整模式」等工作項目，其中發掘與輔導方案的實施對象除了確認雙重特殊資格之學生，亦包含「身心障礙學生具優勢才能發展需求者」及「資賦優異學生具身心障礙特殊需求服務者」，服務對象的擴大，對於雙重特殊需求學生發掘與服務模式議題的探討，極有助益。

此外，雙重特殊需求學生往往因其內在能力落差，影響到其在學校內的學習與生活，故，如何有系統地介入輔導或提供相關支持服務尚須研擬。整體而言，如何合理地鑑出、鑑定程序應如何調整、鑑定工具如何規劃設計、支持系統如何建立，以及如何提供雙重特殊需求學生適切輔導等議題，皆需要透過更多研究，方能更深入且全面地探討。與國際相比，國內對於雙重特殊需求學生的研究仍偏少，因此，持續加深加廣雙重特殊需求學生相關研究，是目前特教領域一個重要議題。

徵稿議題如下（但不限於以下所列）：

1. 雙重特殊需求學生的特質與需求
2. 雙重特殊需求學生的鑑定與安置
3. 雙重特殊需求學生的學習與適應
4. 雙重特殊需求學生的教育與輔導
5. 雙重特殊需求學生的介入與支持服務
6. 雙重特殊需求學生的生涯發展與困境

## 2024年主題二：

# 高等教育階段的特殊教育（Special Education in Higher Education）

收稿期程：2023年6月1日至2024年5月31日

預定出刊期程：2024年11月～2025年3月

我國自 2014 年起實施十二年國民基本教育政策，國民教育從初等教育延長至高級中等教育，該政策實施以來已達預期成效。教育部統計顯示我國 110 學年度全體國中畢業生升學率為 99.8%，其中身心障礙學生的升學率則約為 84%。進一步檢視高中畢業生轉銜結果可知，我國高中普通科及綜合高中畢業生的升學率為 95.9%，專業群科畢業生的升學率則為 81.8%。而對高中階段的身心障礙學生而言，則由於另受政府強調國際人權公約精神，積極落實融合教育做法之影響，故其繼續接受高等教育的人數亦呈增長趨勢。在近十五年間（2008～2022），高中身心障礙學生畢業後繼續升學大專校院的人數約由 8,460 人增加至 16,790 人，近乎倍數成長。如何確保這群學子能持續在高等教育階段發揮潛能、有效學習實為當前我國特殊教育領域重要的議題之一。

根據我國《特殊教育法》，特殊教育之實施含高等教育及成人教育階段。另高等教育階段學校除應訂定特殊教育實施方案外，亦要設置專責單位及人員以協助身心障礙學生學習及發展，並應訂定個別化支持計畫。因此，各大專校院均應據此提供身心障礙學生所需的特殊教育服務。但考量目前我國大專校院身心障礙學生的障礙類別多元且就讀科系繁多，故學生所需的特教服務頗有殊異。若再輔以各大專校院間在屬性、環境、資源、及校務政策等層面之差異，實更難以確保學校提供的輔導與服務能滿足身心障礙學生的特殊教育需求。特別是當我國一般大專生的休退學比例已達 15.3%（教育部 108 學年度統計數據）之際，身心障礙學生的學習、生活及發展情形實值得更多的關注。畢竟這攸關其未來的生涯規劃、就業競爭力及生活品質。

身心障礙學生接受高等教育係國際的趨勢，我國目前在政策的擬定及相關配套措施的提供雖已趨於完備，但特殊教育在高等教育階段的實施成效及相關重要人士（包含學生、家長、資源教室輔導人員、大專校院教師、職場實習業師等）面對的困境及因應策略等均值得深究，以彌補我國在此領域參考文獻不足之現況，並能與國際學界接軌。

徵稿議題如下（但不限於以下所列）：

1. 大專校院身心障礙學生的學習、發展及生活適應
2. 大專校院身心障礙學生的生涯規劃及轉銜教育
3. 特殊教育方案及個別化支持計畫的訂定與實施
4. 高等教育階段的特殊教育資源及相關輔導與服務
5. 高等教育階段教職員的特殊教育知能與素養
6. 特殊教育在高等教育階段的發展現況及未來展望