

COMPUTER TEXT ENTRY ABILITIES FOR STUDENTS WITH MILD DISABILITIES IN GRADES 5 TO 6

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ABSTRACT

This study intended to understand the computer text entry skills for students with mild disabilities in grades 5 to 6. 58 students with mild disabilities received special education services in a resource room at school, and 87 non-disabled students participated in our study. “Mandarin Chinese Character Entry system (MCChEN system)” was used to measure the students’ text entry skills. SPSS19.0 was used to analyze the difference between children with mild disabilities and without disabilities. The results indicated that children with mild disabilities perform significantly poorer than children without disabilities in text entry tests. The tool, “Mandarin Chinese Character Entry system (MCChEN system)”, that we utilized is able to discriminate the computer text entry skills between children with mild disabilities and without disabilities. The results of this study can provide educators important information about the text entry skills of children with mild disabilities, in order to develop further training programs.

Keywords: computer text entry abilities, students with mild disabilities, grade 5-6