

Analysis of Inclusive Education Practices for Children with Intellectual Disabilities

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Abstract: Children with intellectual disabilities constitute a vulnerable demographic that has garnered widespread attention, making their guidance and education pivotal for the progress and evolution of the education sector. As the concept of quality education deepens, there is an escalating emphasis on addressing the needs of children with intellectual disabilities. However, traditional mainstream education falls short of catering to the psychological requirements of this group. The mere application of specialized educational methods can easily evoke feelings of inferiority and exclusion among children with intellectual disabilities. To effectively tackle this issue, the concept of inclusive education has emerged. This educational approach places a heightened focus on the individual life value and human rights of special children, aiming to resolve the educational challenges faced by this group through a diverse educational philosophy. This article conducts a comprehensive analysis of the essence of inclusive education and delves into its practical application in the education of children with intellectual disabilities. The objective is to offer valuable insights for continually enhancing the effectiveness of teaching for special children.

Keywords: Inclusive education; Children with disabilities; Practical application

1. Introduction

In 2006, the United Nations General Assembly explicitly stipulated in the “Convention on the Rights of Persons with Disabilities” that to ensure non-discrimination and equal educational opportunities for special groups, contracting parties should guarantee the implementation of an inclusive education system at all levels and a lifelong learning system. This convention has garnered significant global attention and has become a normative document to safeguard the human rights of special children [1]. Currently, how to continuously improve the quality of education development for children with intellectual disabilities through the mutual integration of special education and mainstream education has become an inevitable trend in the development of special education worldwide. In the same year, China's education authorities also revised new compulsory education laws, specifying that regular schools can admit age-appropriate children with normal educational abilities. This allows these children to study together with their peers, providing assistance for their personal rehabilitation and learning and life development. Under such a development trend, establishing curriculum teaching objectives that better suit the needs of children with intellectual disabilities and reducing their vulnerability in life and learning have become key topics in teaching activities during the compulsory education stage for mainstream children.

2. Concept and Connotation of Inclusive Education

Children with intellectual disabilities are one of the components of special needs children, characterized primarily by intellectual deficiencies, with this type of intellectually disabled children typically aged 18 and below. The American Association on Intellectual and Developmental Disabilities has defined the concept of

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intellectual disabilities within clear boundaries. If a child exhibits significant limitations and influences in both intellectual functioning and adaptive behavior, they are recognized as having intellectual disabilities. The adaptive manifestations of intellectual disabilities mainly focus on cognitive, social, and practical skills [2]. In recent years, with the sustainable development of the country's politics and economy, there has been a continuous increase in attention to special groups of children. Addressing how to effectively integrate regular and special education, reducing discrimination against special children, has become a hot topic in the field of education. Broadly speaking, the concept of inclusive education primarily refers to eliminating isolation between regular and special groups of children in school activities. In the context of educating special groups of children, the concept of inclusive education becomes more refined. Inclusive education aims to minimize educational restrictions on special groups of children and eliminate barriers between these children and regular children in terms of placement and educational forms. Currently, in regular educational institutions, inclusive education forms include mainstreaming, special resource teaching, itinerant teachers, and various other forms. Through these special education methods and the teaching approaches of regular schools, inclusive education aims to achieve partial or complete integration of special children with certain learning abilities with regular children, thereby enhancing the teaching objectives of educational quality.

3. Impacts of Inclusive Education

Recognizing the concept of inclusive education from the above, although children with intellectual disabilities constitute a special group with differences in psychological and physical development compared to regular children, the vast majority of children with intellectual disabilities also possess some level of psychological awareness. Through continuous improvement of personal learning abilities, they can gradually adapt to society. Therefore, the concept of inclusive education is extremely helpful for the majority of children with intellectual disabilities.

(1) Protecting the personality rights of special children

Each child exhibits individual differences during their growth, and the implementation of inclusive education respects these differences by placing special children and regular children in the same space for shared learning and growth. This teaching approach promotes the healthy psychological development of special children on the one hand and enables regular children to pay attention to the special group around them, providing them with more help and care. In China, the development of special education concepts started relatively late, and it has a relatively short history of development. The majority of special children are sent to isolated special schools before reaching adulthood. Only a small number of students with relatively better material conditions are sent to regular schools for mainstreaming [3]. However, this education form is not conducive to the actual needs of the physical and mental development of special children. The application of the concept of inclusive education, on the other hand, pays more attention to the personal life value and personality rights of the special group, allowing every special child to enjoy equal conditions for education.

(2) Respecting the diverse cultural concepts of special children

Behind every culture lies a unique way of thinking and philosophy, and many people often develop extreme thoughts due to fixed thinking when facing difficulties or problems. For example, many special individuals may develop a hatred for society when unable to solve economic problems. In fact, this is due to the long-term disconnection between the special group and society, leading to an inability to understand and recognize a holistic worldview. However, by understanding and cognition from a diverse perspective, channels for problem-solving can be opened [4]. Therefore, for special children, they should not be isolated from regular children but should gradually understand the thoughts of regular people through inclusive education. This allows special children to effectively integrate their understanding with the associative cognition of society, establishing a development

concept of diverse cultures. At the same time, it enables regular children to better understand the needs of special children in their growth process, showing understanding and care for special children, and respecting the physical or psychological disabilities of special children.

4. Key Challenges in the Implementation of Inclusive Education

(1) Limited understanding of the intellectual disabilities group among education professionals

Given the substantial cognitive differences between children with intellectual disabilities and the general population, standard measures cannot be uniformly applied by regular teachers. While there is an increasing trend of placing mildly or moderately intellectually disabled children in regular classrooms through methods like mainstreaming or resource classrooms, many regular educators lack in-depth knowledge of special education. When cognitive barriers arise in the learning process of special children, it may lead to extreme emotions or behaviors that regular educators find challenging to address. Additionally, the varying degrees of disability among intellectually disabled children necessitate tailored teaching plans based on individual differences, contributing to the burden of lesson preparation for education professionals.

(2) Lack of time and resources for special education teachers to assist regular education teachers

In special education schools, teachers face significant time and psychological pressure, often teaching more than 20 lessons per week. Many regular education teachers lack experience in guiding special children and require assistance or guidance from special education teachers to fulfill their teaching tasks. Striking a balance between the time allocated for special education and the content taught in regular education schools becomes a critical issue for special education teachers.

(3) Insufficient depth in integration between regular and special education

Despite the introduction of the inclusive education concept, the application of inclusive education has shown signs of development where integration remains incomplete. The relatively short history of special education development in China, coupled with incomplete regulatory frameworks, results in challenges for mildly or moderately intellectually disabled children attempting to fully comprehend knowledge during class, often leading to feelings of inadequacy or isolation.

5. Strategies for Applying the Inclusive Education Concept to Special Children Groups

(1) Emphasize effective integration of education goals for regular and special children groups

For educators in regular schools, the primary challenge lies in balancing the relationship between regular and special children groups, understanding the individual receptiveness of different groups to tailor education methods effectively [5]. In order to effectively solve this problem, ordinary educators cannot only pay attention to the management of teaching progress in teaching activities, nor can they excessively accommodate and slow down the teaching process for the sake of children with such obstacles in the class. Both extreme practices are unreasonable. However, at the same time, educators should pay attention to the real learning needs of ordinary children's groups and special children's groups. It is necessary to find an intermediate balance between the two in order to better balance the learning quality of the two types of children. This requires general educators to choose a more reasonable and scientific way of curriculum construction, carefully study textbooks and materials, and choose reasonable content to adapt to the ability of the two kinds of children, but not to cause the cognitive difference between the two groups of children. For example, educators can organize group activities and set different teaching goals, so that both ordinary and special children can learn together.

For example, in the theme of "I am happy to work and clean" class meeting activities, educators can let students work in small groups. The member structure of each group is also particular, not all students with special children groups can be placed in a group, but can arrange 1 to 2 special children groups in each group, so that ordinary students can truly integrate with the group of children with intellectual disabilities, by helping the group of children with intellectual disabilities, to achieve common progress between the two. Such group activities can not only strengthen the practical skills of children with intellectual disabilities, but also, from the spiritual level, make children with intellectual disabilities feel warm and caring, and strengthen the moral cognition of ordinary students, so that ordinary children and children with intellectual disabilities can establish deep friendship and classmate friendship through deep cooperation.

(2) Minimize displays of weakness in intellectually disabled children

Through the integrated educational development, children with intellectual disabilities can have the space and opportunities to learn together with ordinary children, but in fact, the performance of these two child groups in learning activities can still be seen. Under normal circumstances, many children with intellectual disabilities not only have cognitive disabilities, but also have physical disabilities. They are different from normal children in many aspects such as personal expressions, language expression and walking posture. These manifestations are the weak manifestations of children with intellectual disabilities. . Many groups of children with moderate or mild intellectual disabilities will correct their morbidity through special training before participating in integration education [6]. For example, you will change your shortcomings through body type training, strength training, expression management training, etc.

Therefore, in the process of continuous development and application of the concept of Put integrated education, we should also pay attention to strengthening the training activities for children with visual impairment. By reducing this weak performance as much as possible, children with intellectual disabilities look no different from ordinary children, and help children with intellectual disabilities to become smoother. Integrate into the social environment, even in the normal education link of the school, educators should pay attention to the training follow-up activities to reduce the weakness of special children.

(3) Enhance training and education for teaching staff, elevating professional competence

Children with intellectual disabilities belong to a special group of children, and their growth path is extremely tortuous. Therefore, how to correctly guide the growth of this type of children is an important responsibility of educators. Under the development concept of Put integration, educators need to accept such special child groups from the emotional and spiritual aspects, and do a good job in the design and development of the curriculum system of ordinary children's groups and special children's groups, so as to truly meet the actual needs of different student groups. In addition, it is necessary to strengthen the creation of a campus learning environment, create a warmer environment and atmosphere for special children's groups, help special children's groups adjust their minds, and give invisible support and help to special children's groups. This requires general educators to constantly master the basic theories and related skills of special education, be able to have the courage to solve the negative energy and emotions of special children's groups in unexpected situations, pay attention to positive guidance and active education for special children's groups, and do a good job in teaching guidance for special children's groups.

6. Conclusion

In conclusion, the integration and practical application of the inclusive education concept, as embodied in the Pute Fusion Education philosophy, play a crucial role in safeguarding the personal rights of children with intellectual disabilities. To further enhance the educational quality for this group, it is imperative to foster a positive integration of educational goals for both regular and special children. Additionally, concerted efforts should be made to

minimize or correct manifestations of weakness in children with intellectual disabilities. Through these multifaceted approaches, the aim is to guide children with intellectual disabilities to better adapt to societal development and requirements. Ultimately, the goal is to enable these children to seamlessly integrate into mainstream society, becoming valued members of the community.

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