



Received: 24-01-2023
Accepted: 04-03-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

An Overview of Studies on the Inclusive Education of Preschool Children with Disabilities

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Abstract

Educating preschool children with disabilities can be considered one of the most difficult areas of education, which is more difficult but also more favorable than educating these children through inclusion. These two contrasting properties have generated the research interest of many scholars and are reflected in the main trends, including: the nature and characteristics of inclusive education; methods and techniques; subject adjustment;

testing and assessment; and equal rights. These trends are the main findings in this study using the literature review method. Although there are many studies on the education of children with disabilities in general and preschool children with disabilities in particular by the inclusive method, there is still a need for more studies, both macro and micro, on inclusive education for these children.

Keywords: Disabled Children, Preschool Education, Preschool Children, Inclusive Education

Introduction

An inclusive approach is regarded as a step toward community integration. As a result, the inclusive approach to education is defined as "the performance of educational work in order to create a friendly, close, and most suitable educational environment for children to develop in, taking into account their special characteristics." Basic characteristics such as religion, ethnicity, physical and psychological condition, economic condition, social background, living situation, and learning conditions. The new ideological trend in this period is to promote integration and social participation while eliminating separation. Inclusion and participation are fundamental to human dignity and the realization of human rights. Within education, this is demonstrated through the development of strategies to seek and bring about equality of opportunity. Experience in many countries shows that the integration of children with special educational needs is most successful in inclusive schools for all children in the community. Inclusive schools have created the most conducive environment for children with disabilities to have the full opportunity to achieve equality and full participation. The effectiveness of vocational education depends on the efforts of teachers, young parents, the community, and the disabled child himself.

Inclusive education has been promoted by the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) ^[2], aiming to reduce barriers in the learning and living environment of students, especially children with disabilities. This educational model recognizes children with disabilities from a social perspective: the cause of disabilities is not only their own defects, but also defects from social perception and prejudice. According to this view, all children with disabilities have certain abilities and needs, so that children with disabilities are considered subjects rather than passive objects of educational influences. In this educational environment, where all personal factors such as characteristics, abilities, strengths, and limitations are valued and given attention, teachers must make adjustments in their teaching in the direction of promoting each individual's maximum potential. Furthermore, in this educational model, families, schools, societies, and communities must foster cooperation, connection, and integration of disabled children in all activities. Children with disabilities must attend the school closest to their home—the place where they were born and raised—and have the same program, class, and school as other children. Like all children, children with disabilities are at the center of the educational process. Children are fully and equally involved in all school and community activities. All of these are aimed at giving children with disabilities confidence, self-esteem, and the will to rise to the best of their abilities so that they can live independently and become useful and harmonious citizens. enter the social scene later in high school.

Method

The overview research method is applied in this study to analyze and generalize research trends on the inclusive education of

preschool children with disabilities. The collected documents are mainly research related to the education of children with disabilities, inclusive education of children with disabilities, and other related trends. Due to the variety of research papers, this study focuses on analyzing and evaluating mainly Vietnamese and English documents. As a result, judgments and conclusions on the trend of research into inclusive education for preschool children with disabilities in particular and inclusive education for children with disabilities in general are being made.

Results and Discussion

The research results show the basic research trends, including the nature and characteristics of inclusive education, technical methods of teaching children with disabilities to integrate, adjusting subjects and teaching methods, inclusive education, assessment, equity and equality, and inclusive education management.

- ***The studies clarify the nature and characteristics of inclusive education***, in which all clearly analyze the superiority of the inclusive education method in comparison with the previous educational methods, namely the teaching method. special education and integrated education methods. In this research direction are the authors: Porter (1995), Friend, M. and Bursuck, W. (1996), Smith, E.C. T. *et al.* (1998), Nguyen Thi Hoang Yen (2010)^[21, 1], Le Van Tac (2006)^[14], Nguyen Xuan Hai (2009)^[7], Bui Thi Lam and Hoang Thi Nho (2013), The authors agree and focus on the basic characteristics of career-based education, including respect for all children, increasing children's participation in activities, and deleting them gradually remove obstacles to children's learning and activities, restructure mechanisms and policies, and implement mechanisms and policies in schools so that the diversity of children can be ensured. Local children, accepting diversity and respecting differences among children, consider it a source of support for learning, not a problem that needs to be overcome, clearly emphasizing the rights of children to learn locally and the role of schools in community building and development. respect for children as well as their achievements... The authors also analyze and guide how to organize and implement inclusive education for children with special needs, with methods and techniques to use when teaching this young learners. The studies also agree on some points, such as that the process of implementing inclusive education consists of four basic steps. These are: understanding the abilities, needs, and interests of children with disabilities, including the child's developmental environment; developing educational goals (with long-term and short-term goals, separate goals suitable for children with disabilities and consistent with the general goals of children in the class); making plans; organizing the implementation of the plan (including the selection and adjustment of contents, methods, means, and forms of teaching organization); and choosing appropriate assessment content and form. A number of creative adjustment methods in inclusive teaching are also mentioned, ranging from general methods to specific methods.
- ***The studies on methods and techniques to teach children with disabilities in an inclusive environment***, with typical authors: Judy W. Wood (1984) mentions

the adjustment of teaching methods in an inclusive environment for children with disabilities. disability; Richard A. Villa and Jacqueline S. Thousand (1998) refer to the design and adaptation of a creative teaching environment with students in an inclusive classroom; Smith, E.C.T. *et al.* (1998) refer to teaching methods and methods to meet the needs of students with disabilities in an inclusive environment; Unesco documents (2004) refer to teachers' techniques and methods in the process of teaching students in an inclusive environment; Kirstin Bostelmann and Vivien Heller (2007) mentioned specific methods and steps to teach different types of students with disabilities at the primary level, which can be applied in both professional and inclusive environments.

- ***The specific studies on adjusting subjects and methods of teaching subjects directly for children with disabilities to integrate in preschool*** has only a few authors, typically: Group authors Kristin Bostel and Vivien Heller (2007) mentioned some adjustment methods when teaching children with disabilities in preschool about language; Nguyen Xuan Hai (2009)^[5] discussed adjusting the teaching content of literacy and numeracy for children with mental retardation to learn integration in preschool. One of the reasons that countries around the world, including Vietnam, conduct and implement inclusive education is that the benefits that inclusive education brings to all students have been proven with many research projects around the world and in Vietnam. Backer, Wang, and Wahlberg's 1994 work, "The effects of inclusion on learning," Educational Leadership has analyzed the effectiveness of special education institutions and concluded that students with special needs who are educated in general schools learn better social knowledge and skills than those with special needs. similar students in non-inclusive schools. Authors Villa and Thousand argued in 2005's "Creating an Inclusive School" that as early as the 1980s, specific learning experiences had little or no positive effect on students who were rated as American students with disabilities.
- ***The studies on Inclusive Education***, Le Van Tac (2006)^[14], Inclusive education for children with mental issues at the primary level, Hanoi Labor and Social Publishing House mentions the effects of a series of projects. The start to inclusion and the outcomes achieved by the Ministry of Education and Training to expand inclusive education nationally are described, along with existing barriers to change, and suggest a model for systemic change to facilitate the subsequent expansion of inclusive education across the country. In the book "Educating Children with Disabilities in Vietnam: Some Theoretical and Practical Issues" by the authors Nguyen Duc Minh, Pham Minh Muc, and Le Van Tac^[14], published by Education Publishing House in 2006, drawing on many years of inclusive education experience, knowledge, and practice in Vietnam, this paper proposes a number of measures for successfully and effectively implementing inclusive education for students with disabilities. Implementing the Project "Basic and Comprehensive Renovation" of Education in Vietnam of the Party and the Government, author Pham Minh Muc has also proposed 06 solutions and 06 action programs to implement the renovation of children's

education. With disabilities, the above contents were published in the article "Developing an action plan to implement fundamental and comprehensive innovation in education for children with disabilities," Journal of Educational Science No. 92/2013, which proposed synchronizing action programs from policy formulation, human resource development, and inter-sectoral coordination mechanisms to effectively educate children with disabilities. Author Bui The Hop on "Assessment of Educational Needs of Children with Special Circumstances" in 2008 proposes a way to assess the educational needs of students with difficulties and differences. The research has proposed groups of early intervention measures for visually impaired children with Project B2005-80-26, "Some early intervention measures for visually impaired children," including: building a safe environment favorable for early intervention for visually impaired children; measures that directly affect blind children; and support measures.

- **The studies on testing and assessment:** The works of M. Sohnon (1963) and Conral (1970) have examined and assessed the learning outcomes of two children with disabilities in inclusive schools and of children with disabilities in schools, firmly asserting that learning in a regular school is clearly much more productive than studying in a specialized school. According to Lister (1975), Dale (1978), Reich, Hambleton, and Howlin (1977), and a number of other research works by Lenssona, Kacherme, and Tryby, children who start school at the appropriate age are fully prepared for health, knowledge, and basic skills. People with disabilities have the same opportunity to develop and learn as any other child. Educational researchers believe that the decisive factors for the success of inclusive education are the role of the teacher, the content and methods suitable to the child's abilities, and the appropriate educational environment. Research by Hexander and Strain (1978); Dockington and Lucas (1951); Laxhan (1982); and many other researchers has shown that teachers' knowledge, enthusiasm, and encouraging or indifferent attitude are factors that affect children with disabilities. It has the effect of making it easier for children to do activities in school, but it can also create inhibitions in this environment. This is the basis for educational policymakers to make the right documents and policies for the care and education of children with disabilities. Teachers must be trained and fostered with the necessary knowledge and skills to not only teach but also be able to advise young families on the care and education of children. Lisa R. Churchill, Rita Mulholland, and Michelle R. Cepello (Oct. 6, 2007) also concluded that the identification and detection of children with special education needs should be coordinated with domestic agencies and organizations, non-governmental organization. This should be included in each school year's plan and as part of the school's overall educational plan. The above opinion is raised by the author on the basis of research, descriptions, and definitions of criteria for classification and level of disability. With recommendations for identification and detection of children with special education needs, a master plan and a specific plan for child care and education need to be developed. At the
- same time, there must be the participation of professional organizations and agencies. The author also gives a general orientation for the organization and implementation of technical education in high schools on the basis of building the implementation plan for each school year.
- **The studies on equal education:** Inclusive education aims to help children with disabilities have the right to enjoy a fair and equal education and develop to the fullest extent their personality, talents, soul, and body. That is one of the goals of our education, which speaks to the good nature of our party and state. "Education of children with disabilities in Vietnam in the current period is primarily inclusive education; the goal from now to 2020 must mobilize 90% of children with disabilities to attend school... In the 2017-2018 school year task for the preschool level, it is also emphasized that "Inclusive education is the main method for children with disabilities." However, the method of inclusive education for our country is still a new problem in both theory and practice, so to achieve the goal of inclusive education as described above is really a big challenge for the education system and our society. Inclusive education for children with disabilities right from preschool is extremely important for each child, his family, and the future society. It helps to significantly reduce the impact of the disability on a child's development, contributes to improving the quality of education and children's lives, and creates opportunities for children with disabilities to integrate into the normal educational environment, develop harmoniously, and maximize their abilities. to form and develop personalities and to best prepare physical, mental, knowledge, and skill conditions as a premise for children to be ready to participate in inclusive learning in high schools.
 - **The studies on inclusive education management:** One of the factors contributing to the quality of vocational education for children with disabilities is: measures to support children in the process of vocational education, and especially close coordination between families and schools in the process of developing and implementing individual education plans for each child with disabilities, working towards the set goals. To do that, the role of management and direction is extremely important. How do we prepare teachers to accept children with disabilities into inclusive learning environments by providing them with knowledge, understanding, and skills about inclusive education for children with disabilities? How can we create an equal, non-discriminatory, appropriate, hygienic, and safe educational environment in which children with disabilities can learn, play, and grow alongside their peers? And how do we attract parents who are willing to participate and enthusiastically cooperate with teachers and schools in the work of inclusive education for children with disabilities? Those are the concerns of educational administrators.
 - Over the past years, the Ministry of Education and Training ^[1] has paid much attention to the training to improve management capacity in vocational education for managers and teachers participating in vocational education, such as the workshop on exchanging experiences in vocational education for children with

- disabilities in Hanoi. Hanoi and Ho Chi Minh City (2003), Proceedings of the Workshop on Exchanging Experiences in Vocational Education of Children with Disabilities in Hanoi and Ho Chi Minh City ^[3], Developing a "Management Document on Inclusive Education" Children with disabilities in primary school" in 2008 (Ministry of Education and Training (2008), Management document on inclusive education of children with disabilities in primary school, Hanoi, and "Training document for educational administrators on education"). inclusive education for children with disabilities" in 2009, a training manual for administrators on inclusive education for children with disabilities.
- Authors Jean B. Crockett, Bonnie Billingsley, and Mary Lynn Boscardin in "Handbook of Leadership and Administration for Special Education" (2012) and Prubuddha Bharata (2005) said that: "To intervene and educate children with special education needs to meet the needs of special education, To be effective, attention should be paid to the following three areas: special education and intervention programs; preparation and provision of teaching aids and equipment; and the development of additional skills such as reading, Braille writing, movement orientation, daily living skills for children with visual impairments, communication skills in sign language, general communication... for deaf students. Peter Mittler (2000) commented: "Changing the school educational environment and educational management system is very important for the education of children with special needs."
 - Susan M. Bruce and Gerald J. Pine (2010) suggested that it is necessary to regularly monitor and evaluate the progress of supportive intervention programs in order to achieve the set goals. In his research, the author mentioned and outlined the most common goals for educating children with disabilities, how to do it, the conditions to ensure the implementation of education for children with disabilities, and the criteria for evaluating this work. Author William L. Heward, in "Exceptional Children: An Introduction to Special Education" (2005), said that after special education is stable, it is necessary to move towards inclusive education. Inclusive education with the right program, support, and assessment will create independence for students with an inclusive education.
 - Kri International Corp. (2002), in "The National School Mapping and Micro-Planning Project," Unesco, emphasized that the planning of the network of special education support rooms must be based on the reality of immediate educational needs and must be prepared. evolution. McLeskey (James Matthew Hurt, 2012) and Anne M. Hocutt (Anne M. Hocutt, 1996) distinguish the support room from other models such as regular class, special class (separate class), and special school (separate school).
 - Authors Pham Minh Muc, Le Van Tac (2010) ^[15], and many other authors in the document "Management of Inclusive Education" have provided the basic theory on the management of vocational education and the management model of all levels of education. Students with disabilities learn to integrate, mobilize community forces, and build an inclusive environment to ensure the quality of vocational education. Pham Minh Muc (2005), in the study "The management of principals in inclusive primary schools," mentioned the duties and functions of principals in the management of schools with students with disabilities. integration learning. Author Pham Minh Muc in the studies "Developing vocational education policies for disadvantaged children" and "Developing action plans to implement fundamental and comprehensive innovations in education for children with disabilities" Journal of Science The July 2012 and June 2013 education studies mentioned the need to have a complete policy system as a tool to implement education for children with disabilities.
 - Le Tien Thanh, Le Van Tac, Tran Dinh Thuan, and Nguyen Xuan Hai, in the 2008 book "Management of Inclusive Education for Children with Disabilities in Primary School," gave a 4-step management process to effectively carry out the education of children with disabilities. inclusive education for students with disabilities in primary school Studies have shown that career-based education in preschools also needs to follow these four steps. Research by Le Thi Thuy Hang (2016) on "Developing the capacity of inclusive education for children with disabilities for preschool teachers" mentions specific requirements for resources to improve the quality of teachers. - a critical factor in improving education quality in general and inclusive education in particular; Research by Tran Thi Bich Ngoc (2016) on "Developing a team of administrators and teachers to teach inclusion of students with disabilities in high schools" proposes some solutions to develop school management and teachers. teachers to improve the quality of inclusive education in schools, helping students with disabilities integrate into learning activities with average students.
 - Many authors have mentioned in-depth studies on the theoretical basis, current situation, and measures of vocational education management, such as Nguyen Xuan Hai's (2010) research on "Inclusive Education Management." Nguyen Duc Huu (2016) ^[12] research on "Theory of the management of inclusive education for students with disabilities in Vietnam" presents the theory of management of inclusive education for children with disabilities in Vietnam in order to implement educational goals in the direction of approaching learners' needs in the context of changing learning environments in order to realize today's basic humanities; research by Cao Thi Hong Nhung (2016) on "Inclusive education in Vietnam" presents the theory of management of inclusive education in Vietnam in order to implement educational goals in the kindergarten as well as the management role of the principal to ensure the quality of this activity at the kindergarten to help children with disabilities integrate into the normal learning environment with normal children and meet the educational needs of the children. disabilities. Research by Nguyen Thuy To Uyen (2018) on "The reality of managing inclusive education activities for children with disabilities in primary schools in District 3—Ho Chi Minh City" presented the reality of managing inclusive education for children with disabilities. Children with disabilities in primary schools in District 7, Ho Chi Minh City, as a basis for proposing more effective measures to manage inclusive

education in primary schools.

- Research by UNICEF shows that when countries are committed to inclusive education policies according to the Salamanca Declaration (UNESCO 1994) [20] and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD 2006), there are still disparities in the training of teachers with the knowledge and practical skills to implement inclusive education in the classrooms. According to the studies of Ferguson (1992), Baker, Wang, and Walberg (1994), Lipsky and Gartner (1997), Ainscow (1999), Allan (1999), Dyson and Forlin (1999), Armstrong, Armstrong, and Barton (2000), Sailor (2002), Thomas and Glenn (2002), Vinneau (2002), Peters Mittler (2000), MacArthur (2009), Mitchell (2008 and 2010), Alur, and Bach (2010): Teacher training in education Inclusive education requires different skills to carry out teaching in an inclusive classroom. author Nguyen Van Le and colleagues with research results Bilateral international cooperation tasks between Vietnam and Australia (2010–2012): "Strengthening capacity for early intervention human resources to educate children with disabilities in Vietnam" has provided a rather detailed framework on human resource capacity for early intervention in the education of children with disabilities. Author Nguyen Xuan Hai (2016) has studied the operating model of support staff, which outlines a general model of activities of support staff for the education of people with disabilities in different environments. education school.
- Research by authors Le Van Tac and Sijett Begmar (2006), although it does not give a detailed description of the competencies required of special education teachers, does provide an approach to this problem, namely, access to professional capacity to meet the requirements of the job position. Authors such as Hoang Thi Nho and Nguyen Ha My (2017) have also studied the ability to use assistive devices by support staff in educating children with disabilities and think that this capacity is very necessary. and contribute to improving the quality of education for children with disabilities. Research by Ngo Thi Kim Thoa on "The Reality of Fostering Primary School Teachers to Teach Inclusion of Children with Disabilities" in 2008 clarified the concepts of children with disabilities, inclusive teaching for children with disabilities, teacher training, and retraining. Primary school teachers and the necessary requirements on primary school teachers' capacity and needs to teach inclusion of children with disabilities, serving as a foundation for proposing measures to foster primary school inclusive teachers.

Conclusion

Inclusive education for children with disabilities has been studied and researched to clarify the basic characteristics-the nature of the vocational education method-with related issues such as organizational process, adjustment methods, participating forces, and coordination. The consistency in these studies will guide the organization of educational activities for children with disabilities in the vocational education environment at all levels, including preschool.

The reality of research issues on topics in the world and Vietnam has mentioned many different children with disabilities and many different educational activities,

according to individual approaches and group approaches in the community. inclusive environment. Each study has evaluated the effectiveness of certain educational measures and methods for each child with disabilities. The results of these practical studies have shown the necessity and practical significance of providing educational measures and methods to help children with disabilities gradually participate in activities and integrate into those activities and society.

There has been research on children with disabilities learning inclusion, but it is most common in primary school children and in vocational education environments in general, primarily through activities that are few and unmentioned. specifically in the environment of vocational education at the preschool level, with the characteristics of goals, tasks, contents, programs, methods, and forms of organization... The studies have also not shown the specific characteristics of how children with disabilities in the preschool age group learn to integrate. In addition, the studies have only studied the field of learning in the vocational education environment of children with disabilities but have not mentioned the education of other skills that can support children with disabilities to better comprehend the learning process. learning and integration. Therefore, in order to meet the practical social needs of children with disabilities participating in educational activities in preschools and to help children with disabilities learn and integrate effectively, research should be carried out. Research on the education of children with disabilities in preschool is an urgent requirement today.

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