

Research and Exploration on the Education of Special Children in Kindergartens from the Perspective of Integrated Education

Huilin Zhu^{1*}

¹ Qingdao Hengxing University of Science and Technology, Qingdao, China

Email Address

1527752534@qq.com (Huilin Zhu)

*Correspondence: 1527752534@qq.com

Received: 10 April 2025; **Accepted:** 30 April 2025; **Published:** 15 May 2025

Abstract:

As an important model of education for children with special needs, integrated education aims to put children with special needs in the same educational environment as ordinary children, meet their diverse needs through personalized support and services, and achieve all-round development. This paper analyzes the current situation of integrated education and reveals the main problems, such as insufficient professional ability of teachers, uneven distribution of resources, and lack of family support. Through literature analysis, field research and case studies, this paper proposes solutions such as building personalized education plans, optimizing the collaborative environment, cultivating professional teacher teams and strengthening capital investment, so as to provide theoretical reference and strategic support for the practice of education for children with special needs.

Keywords:

Inclusive Education, Kindergarten in Qingdao, Children With Special Needs

1. Introduction

With the progress of society and the change of educational concepts, integrated education, as a new type of education model, has gradually attracted widespread attention. Integrated education advocates that children with special needs can learn and live together with ordinary children in a general education environment, so as to promote the all-round development of special children. The Chinese government attaches great importance to special education and has put forward a series of policies and measures to promote the development of integrated education. However, in practice, there are still many challenges in the practical exploration of integrated education among children with special needs. The proportion of special children in China's total population is increasing year by year, and the demand for special education is increasing day by day. However, the traditional special education model is difficult to meet the diverse educational needs of special children. As a new type of education model, integrated education has not yet formed a mature theoretical system and practical experience in China. There is still a need for in-depth research on the educational effect, teaching methods, and integration of educational resources for

children with special needs in an integrated education environment. Therefore, it is of great theoretical significance and practical value to study the education of special children in kindergartens from the perspective of integrated education.

2. Research Status at Home and Abroad

2.1. The current status of foreign research

In 1994, UNESCO formally put forward the concept of integrated education in the “Salamanca Declaration” adopted by Spain and advocated the promotion of integrated education on a global scale. In its 2005 Guidelines on Inclusive Education, UNESCO states that inclusive education addresses the diverse needs of all learners by reducing exclusion within and outside the education system. This philosophy emphasizes that “the right to education is a fundamental right of every child” and advocates that education should take into account the differences and characteristics of each child. For example, the Warnock Report in the United Kingdom criticized the traditional classification of children with special needs, put forward the concept of “learning difficulties”, and included all students in need of additional educational support in the scope of special education, enriching the connotation of special education. The model of integrated education in foreign countries is diversifying, including complete in-class study, resource classroom support, and cooperation between special schools and ordinary schools. For example, in the United States, the Education of Individuals with Disabilities Act (IDEA) promotes the principle of “least restrictive environment” (LRE), which requires schools to place children with special needs in regular classes to the greatest extent possible; The Nordic countries, on the other hand, emphasise a “zero refusal” policy to ensure that all children have access to education. These models focus on the interaction between children with special needs and ordinary children, and emphasize the formulation and implementation of individualized education plans.

2.2. Current status of domestic research

Integrated education is an effective way to practice educational equity, which allows children with special needs to enjoy equal opportunities to receive education and develop to the greatest extent. This has become the general trend of reform in China’s education field. In 2014, the Ministry of Education formulated the Special Education Improvement Plan (2014-2016), which set the overall goal of “comprehensively promoting inclusive education so that every child can receive appropriate education”. In 2017, the Regulations on the Education of Persons with Disabilities were implemented, proposing to “actively promote integrated education” and “give priority to the adoption of general education”, further clarifying the direction of development of special education. At present, the research on integrated education in China mainly includes the introduction of foreign integrated education, the necessity and current situation of implementation, and the study of running schools under the concept of integrated education. At present, some progress has been made in the field of education for children with special needs from the perspective of integrated education in China, and scholars have explored the implementation of integrated education policies, the educational needs of special children, the improvement of teachers’ professional ability, and the construction of resource support systems. The research generally emphasizes the localization of the concept of inclusive education, pays attention to the adaptive development of children with

special needs in the general education environment, and actively promotes the exploration of diversified support models such as “integration of medical care and education” and “home-school-community collaboration”. However, domestic research still faces challenges such as difficulty in practical implementation, uneven regional development, and insufficient teachers’ special education capabilities, so it is necessary to further deepen theoretical research, optimize policy design, and strengthen resource integration in order to promote the high-quality development of integrated education.

2.3. Overview

Integrated education has become an irreversible trend and trend, and the focus of research at home and abroad has gradually shifted from theory to practical research, focusing on environmental research closely related to special children, but there are still challenges such as social acceptance, quality and system of integrated education for special children. Therefore, in order to meet the current demand for high-quality education, it is necessary to promote the concept of integrated education through various ways and create integrated education with Qingdao characteristics. [1]

3. Objectives

This study aims to deeply explore the current situation and issues of special education for preschool children in Qingdao under the perspective of inclusive education. Through empirical research and theoretical analysis, it reveals the actual needs and challenges faced by special children in inclusive educational environments and proposes practical educational strategies and support plans. The research is dedicated to providing scientific evidence for optimizing special education practices in Qingdao preschools, promoting the improvement of teachers’ professional capabilities and the rational allocation of educational resources. Meanwhile, it strengthens the family and social support systems, facilitates the comprehensive development of special children in inclusive education, and ultimately provides empirical references for the improvement and implementation of inclusive education policies. [2]

4. Significance of the Study

4.1. Theoretical significance

The theoretical significance of the research on the education of special children in kindergartens from the perspective of integrated education is as follows: on the one hand, the current exploration of integrated education theory in the preschool stage is relatively insufficient, this study focuses on the kindergarten in the kindergarten, and deeply analyzes the educational needs, teaching methods and support strategies of special children in the integrated education environment, which is helpful to fill the gap in the theory of preschool integrated education and improve the theoretical system of integrated education; On the other hand, through empirical research, the growth of special children in the integrated environment is revealed, and the understanding of the development of special children is deepened, so as to provide a new empirical basis for special education theory. At the same time, this paper explores the integrated education model based on China's national conditions and local characteristics, provides a theoretical framework and practical path for other regions, and promotes the localization development of integrated education theory. In addition, from an

interdisciplinary perspective, it integrates multidisciplinary theoretical resources such as education, psychology, and sociology to provide multi-dimensional theoretical support for integrated education and promote interdisciplinary interdisciplinary integration. [3]

4.2. Practical significance

The practical significance of the research on the education of special children in kindergartens from the perspective of integrated education is reflected in the following strategies: the strategies of personalized education plan and collaborative environment construction proposed in this study can help kindergartens accurately meet the educational needs of special children, improve their learning effectiveness and social adaptability, and promote their all-round development; The training and support system designed for teachers' professional quality can enhance teachers' special education ability and confidence in integrated education practice, and promote the professionalization of teachers. The analysis and optimization strategy of uneven resource distribution are helpful to rationally allocate educational facilities, equipment and manpower, and improve the efficiency of resource utilization. Emphasizing the importance of family support and strategies to strengthen family education can enhance parents' awareness and participation in integrated education, and at the same time integrate social resources through school-community collaboration to create an inclusive environment for children with special needs. The research results can also provide a reference for the government to formulate integrated education policies, promote the improvement of laws and regulations, protect the right to education of children with special needs, promote the sustainable development of integrated education, and ultimately achieve educational equity and social harmony. [4]

5. Research the Question

5.1. The current status of the implementation of integrated education

Through surveys, interviews and other methods, we will understand the learning and living conditions of children with special needs in an integrated education environment. The study found that although kindergartens have made some progress in integrated education, there are still many problems. For example, some teachers have a biased understanding of integrated education, believing that as long as special children are brought into normal classes, integrated education is completed, and lack of attention to the individual needs of special children. [5]

5.2. The issue of professional quality of teachers

Integrated education requires teachers to have professional knowledge, skills and psychological qualities in the education of children with special needs, to be able to formulate individualized education plans, provide diversified educational support and services, and work closely with families and social resources. However, at present, there is a shortage of teachers for special children in kindergartens, and some teachers lack professional knowledge and skills in special education, and do not have a deep understanding of the individual differences of special children, so they cannot provide effective educational support. [6]

5.3. Uneven distribution of resources

In today's education system, the education of children with special needs is receiving increasing attention. However, the reality is far from optimistic, with limited educational facilities, equipment, human and other resources making it difficult to fully cover the needs of all children with special needs. Especially in the kindergarten stage, there is a significant imbalance in the distribution of integrated education resources. In some areas or kindergartens, due to lack of resources, there is a lack of necessary special education facilities and equipment, such as barrier-free environment, professional rehabilitation equipment, etc., which directly affects the learning and living experience of special children in the kindergarten, and also restricts their educational effect and growth and development. In order to improve this situation, all sectors of society need to work together to increase investment in special education, optimize resource allocation, and promote the balanced development of integrated kindergarten education. At the same time, we will strengthen teacher training, improve teachers' ability and understanding of children with special needs, and create a more inclusive and supportive learning environment for children with special needs, so that they can also thrive in the sunshine of love. [7]

5.4. Insufficient family support

In the family, some special children lack the support and understanding of their parents, and even miss education due to family problems, which increases the gap between special children and other children. Some parents do not have sufficient understanding of integrated education, do not understand the significance and role of integrated education in ordinary schools, and do not have enough understanding of their children's special education after entering ordinary schools, resulting in low enthusiasm and low participation in integrated education for special children in ordinary schools. [8]

6. The Solution Path

6.1. Implement individualized education

According to the individual differences of special children, we develop personalized education plans and provide different forms and levels of support and services, so that each child can reach their full potential. For example, for visually impaired children, multimedia technology can be used to teach; For children with intellectual disabilities, hands-on teaching can be used. Teachers should pay attention to the learning needs and interests of children with special needs, design teaching activities and teaching materials suitable for them, and stimulate their interest and motivation in learning.

6.2. Create a collaborative environment

To build an inclusive, collaborative, trusting and supportive educational environment where teachers and parents work closely together to provide multifaceted support for children with special needs. Kindergartens can establish a cooperation mechanism with special education schools to jointly develop teaching plans and teaching methods to promote the integration of special education and general education. At the same time, strengthen the connection and communication between schools and communities, integrate social resources, and provide more support and opportunities for children with special needs. [9]

6.3. Cultivate a team of professional teachers

Cultivate teachers with professional knowledge, skills and psychological qualities in the education of special children, establish a professional team of teachers, and strengthen teachers' professional support and communication. Kindergartens should increase the recruitment of teachers with preschool special education professional backgrounds, and at the same time pay attention to the concept of integrated education, and increase the relevant training of ordinary teachers. By organizing teachers to participate in professional training, academic exchanges and other activities, teachers can improve their awareness and teaching ability of special children, so that they can better provide educational support for special children. [10]

6.4. Increase capital investment

Increase investment in the education of children with special needs, and provide them with better educational facilities, equipment, manpower and other resources. The government should set up a special fund for preschool special education and continue to increase investment to ensure that preschool special education under the guidance of the concept of integrated education can be popularized in ordinary kindergartens and special education institutions. At the same time, strengthen the effective monitoring of the flow of special funds for preschool special education to prevent misappropriation. In addition, funds can also be raised through social donations, corporate sponsorships, etc., to provide more support for the education of special children.

6.5. Strengthen family support

Through parent schools, parent seminars and other forms, parents will improve their awareness and understanding of integrated education, and enhance parents' support for the education of special children. Kindergartens should establish a unified teaching with the families of special children to ensure that special children can receive a correct and good education both at home and in kindergartens. At the same time, parents are encouraged to actively participate in the education process of children with special needs, work with teachers to formulate educational plans, and pay attention to the learning progress and growth of children with special needs.

6.6. Improve policies and regulations

Formulate clear laws and regulations to ensure that children with special needs can equally enjoy the right to education and family education. The government should introduce relevant laws, regulations and policies to protect the right to education of children with special needs, and at the same time give special schools and ordinary schools some financial support to encourage them to implement integrated education. In addition, the supervision and evaluation of the quality of inclusive education should be strengthened to ensure that children with special needs can receive high-quality education services. [11]

7. Conclusions

Integrated education is an important way to achieve educational equity, which is of great significance to children with special needs. Through the implementation of personalized education, the creation of a collaborative environment, the cultivation of professional teachers, the increase of capital investment, the strengthening of family support, and the improvement of policies and regulations, the problems existing in the education of special children in kindergartens from the perspective of integrated

education can be effectively solved. In the future, we need to continue to explore and practice the concept of integrated education, promote the sustainable development of education for children with special needs, provide a fairer and high-quality educational environment for special children, and promote their all-round development.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This paper is the research result of Qingdao Social science planning research project “Education of Special Children in Qingdao Kindergarten from the Angle of Comprehensive Education”. Project No.: QDSKL2401238.

References

- [1] Yang, J. Research on the application of individualized education plan for children with special educational needs based on ICF-CY[D]. Zhejiang Normal University, 2014.
- [2] Zhang, J.X. From isolation to integration: Shanghai special education research (1978-2010). East China Normal University, 2018.
- [3] Zheng, W. Research on the support and guarantee system of integrated education in China from the perspective of governance. Shandong Normal University, 2020.
- [4] Tithi, P.; Briano, R.D.; Peter, R. et al. Perspectives of Children and Youth With Disabilities and Special Needs Regarding Their Experiences in Inclusive Education: A Meta-Aggregative Review. *Frontiers in Education*, 2022.
- [5] Ma, S.S. Empathy characteristics and group intervention in children with autism spectrum disorder. Soochow University, 2022.
- [6] Li, M.R. Research on the influencing factors and paths of collaborative governance behavior of multiple subjects in preschool integrated education in China. Sichuan University, 2022.
- [7] Qiu, R. Research on practical problems and countermeasures faced by preschool integrated education under the background of high-quality development. *Theoretical Observation*, 2023, 08, 118-125.
- [8] Bai, N. Action research on the improvement of the quality of preschool integrated class education. Qingdao University, 2023.
- [9] Lan, X.B. Research on the attitude of in-service preschool teachers towards preschool integrated education. East China Normal University, 2024.
- [10] Li, G.F.; Chen, R.Q. The experience and enlightenment of online training of teachers in early integrated education in the United States. *Journal of Shaanxi Preschool Normal University*, 2024, 40(05), 69-82.
- [11] Prisiazhniuk, D.; Makoelle, M.T.; Zangieva, I. Teachers’ attitudes towards inclusive education of children with special educational needs and disabilities in central Asia. *Children and Youth Services Review*, 2024.



© 2025 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)