

Original Paper

Implementation of Support Programs for Life Long Educational Inclusion of Students with Special Needs

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Abstract

With the implementation of inclusive education, students with special needs, such as learning disabilities, emotional & behavioral disorders, speech & language disabilities, autism, and gifted children, are in need of professional support. In the future, inclusive education will focus on compulsory education and continuously extend to early intervention and elderly service until lifelong education. Based on the overall education goals of the 2030 Agenda for Sustainable Development issued by the United Nations Development Summit, Shanghai Changning District has carried out a practical exploration from mainstreaming to lifelong inclusive education, with the concept of “universal, inclusive and lifelong”, has developed and implemented support programs, providing “group”, “categories” and “individual” support for school-age, preschool and post-school-age students with special needs, developed and implemented 37 transition service programs including five stages: from home to kinder garden, from kindergarten to primary school, from primary school to junior middle school, from junior middle school to special vocational school; after special vocational school.

Keywords

mainstreaming, inclusive education, lifelong inclusive education, students with special needs

1. Introduction

Based on the United Nations development summit agenda of sustainable development in 2030, the total goal “to ensure inclusive education, fairness of quality education, make everyone can get the chance of lifelong learning”, the United Nations educational, scientific and cultural organization to develop and passed the action framework for education 2030 implement the goal of the communist party of China 16th party congress report puts forward “constructing lifelong education system”, “perfect lifelong

education system” is put forward in the report to eighteen, the 19th the fourth plenary session proposed “the build service civil lifelong learning education system” since the 1980s, followed in the our country extensive protect the rights of the disabled children equality of education, to promote the compulsory education for disabled children improve with the development of fusion education enrollment, special-education schools students less and less, special-education schools teachers appear surplus, face the survival crisis. On the other hand, in ordinary schools, the needs of students with special needs, such as emotional behavior disorder, learning disorder, speech and language disorder, and abnormal children, are ignored and can’t get professional support, in addition to being identified as special students studying in the class. Although the nine-year compulsory education for disabled children has been basically popularized in China, the educational service agencies in each stage are independent from each other and fail to establish a mechanism of mutual coordination and cooperation according to the needs of students. Problems such as insufficient of early intervention and education after school exist objectively.

Inclusive education is the trend of world education and special education. Promoting inclusive education in an all-round way is the core task put forward by China’s Education Modernization 2035 for special education. The modernization of special education needs to strengthen the practice of mainstreaming, promote the development of inclusive education in China. In the future, inclusive education will continue to extend from compulsory education to lifelong education. Starting from the concept of “universal, inclusive and lifelong” Shanghai Changning Special Education Guidance Center has developed and implemented the support programs for students with special needs of school age, preschool and post-school, built the regional transition service mechanism for the students with special education needs, and promoted the development of regional lifelong inclusive education.

2. Method

2.1 Design

The United Nations Development Summit’s Sustainable Development Agenda 2030, which sets out the overall goal of education, “ensuring inclusive, equitable and quality education, with lifelong learning opportunities for all”, contains three elements: universal, inclusive “and” lifelong.

Universal education means paying attention to all special education needs students. In addition to students with disabilities identified as attending classes, students with special educational needs, such as children and children with autism spectrum disorder, learning disorder (attention deficit hyperactivity disorder, dyslexia, writing disorder, dyscalculia, etc.), emotional behavior disorder, speech language disorder, supernormal, sick students and other special education needs, are all objects of inclusive education that need support and service. Inclusive education means adjusting the whole education system to meet the needs of students with special education needs. Under the existing two-track system in mainland China, general education and special education needs to break boundaries and achieve cooperation, so as to meet the diverse and individualized learning and development needs of

students. Lifelong education means building a lifelong inclusive education service system.

The main difference between inclusive education and lifelong inclusive education is that the field of inclusive education lies in ordinary schools, but lifelong inclusive is not restricted by place and includes ordinary schools, communities and even the whole society. The development of the Changning District Special Needs Student Support Service project aims to build a lifelong inclusive education system for people with special educational needs, focusing on basic education, extending preschool inclusive education and post-school inclusive education forward, taking community inclusion as the guide, and providing life-long career support services for inclusive education objects.

2.2 Participants

Basically it is a part of support service project for students with special needs. The research mainly involved 9 inclusive kindergartens, 22 inclusive primary secondary schools and 3 special education schools/institution in Changning District. The support programs aims for providing support and services to all students with special needs in the district. Alone in 2019, 503 students with special education needs were served.

3. Result

3.1 Strategies for the Development of Support Services for Students with Special Needs

The fourth Plenary session of the 19th CPC Central Committee put forward “accelerating the development of a more open and flexible education system for everyone, suitable for everyone, and building a learning society”. This means that with the gradual progress of inclusive education, all schools, educational institutions and communities need to be prepared in all directions to build a support system for “special education needs learners” throughout the age group to meet the needs of “everyone” education and development.

Based on the needs of “everyone” with special education needs and the existing resources, Changning District has formed a framework of inclusive education support service programs (see Table 1 below for details), linking professional resources through project management, and using the “help build” “classified support” “cooperative assistance” strategy to provide professional support to learners with special education needs and their parents and related personnel from the three levels of “group, class, individual” respectively.

Table 1. Framework of Inclusive Education Support Services for Special Education Needs Learners

Support level	Supporting system	Project development strategy	Implement object	Characteristic
flock	Assist a school (/institution/commu	Assist to A school build	All kinds of special education need	School (institution/com

	nity) to implement inclusive education support programs for learners with special educational needs		(instituti on/com munity)	learners		munity) of all kinds
species	Support programs for special education learners by type or age breakdown	Classificatio n of support	Type 1 learner	By Type	Disabled students Obstacle student Gifted student	Type 1 multi-school (/institution/com munity)
				By age	0-3 years old rearing stage Preschool stage for 3-6 years old elementary school stage junior middle school stage vocational education adult education aging education	
individua l	To provide personalized, ecological multidisciplinary support	Cooperation and assistance for	A learner	Special needs	education learners with special needs	One person one case

individual learners
with special
education needs

3.1.1 Support “Groups” with an “Assist Build” Strategy

“Group” refers to learners of various types of special educational needs in a school (/institution/community). In response to the persistent problem of the lack of knowledge of learners with special education needs in general schools and communities in the region and the lack of corresponding educational and teaching skills, and the unmet educational needs of learners with special education needs, a “group” of learners with all special education needs in a school (/institution /community) is used as a support target to integrate existing resources and assist the school (/institution/community) in implementing inclusive education support projects. Through the “help build” strategy, we can advocate the concept of inclusion in various units/communities, shape a good culture of inclusion, and let relevant personnel learn and understand the technology and methods of education for people with special educational needs.

3.1.2 Support “Class” with Class Support Strategy

“Class” refers to learners with special educational needs of the same type and with similar educational and developmental needs, who are often distributed across units/communities. Based on the problem of universality of various types of learners in many schools and other units in the region, the project of supporting a class of learners is developed separately with the strategy of “classification support”.

There are two ways to classify classes:

The first is classified according to the type, which can be divided into “disability class” “obstacle class” and “extraordinary (superior)”. At the school age, “disability” students include students who have been accredited with the class and those who have not applied for accreditation. “Disorders” include attention deficit hyperactivity disorder, emotional behavior disorder, speech language disorder, writing disorder, dyslexia, computational disorder, autistic spectrum disorder students (including low function, high function) and so on. According to the survey, some aspects of the supernormal (gifted) student union because of lack of effective educational support and reduced to students with learning difficulties. The outline of the medium- and long-term education reform and development plan of Shanghai (2010-2020) clearly includes supernormal students in the category of special education, and points out that “disabled and supernormal students should be developed in understanding and caring”. Changing District will “extraordinary (gifted)” students into special education services.

The second is broken down by age. This will further classify the objects of education in each stage. The pre-school age can be subdivided into 0-3 years and 3-6 years old; the school age can be subdivided into primary, secondary and vocational education; and the post-school age can be subdivided into the stage of continuing education and the stage of old age education.

The key to the implementation of the “classification support” strategy is to adapt to local conditions.

According to the needs and available resources of this type of student, direct support can be provided for the provision of services directly aimed at the students themselves; those who can not identify their clients start with the environment, provide indirect support and create an inclusive environment for the growth of students with special educational needs.

3.1.3 Support “Individual” with “Cooperative Aid” Strategy

“Individual” refers to the individual learners who can not meet the needs of special education at the level of “group” and “class”. The contradiction around the object individual is prominent, the demand is strong and each has its own characteristics, which can be described as “one person, one case”. The “cooperative aid” strategy tries to change the “micro-ecosystem” of the surrounding environment of individual cases by integrating resources, and provides individualized, ecological and multi-disciplinary support for individual special education needs learners.

It should be emphasized that the “cooperative assistance” strategy is based on the site, and the strategy implementation place is in the ordinary primary and secondary schools and other units and communities. In addition to the students, the assistance also includes the relevant personnel of the unit and community, as well as the families of the learners. The learner’s environment and the follow-up actions of the relevant personnel and family members are important factors that determine the success or failure of the case. What the regional guidance center needs to do is to integrate the resources, build the service framework and other support work, through the auxiliary to realize the function.

3.2 *Development and Implementation of Special Needs Student Support Programs for School Age*

Taking the special needs students of school age as the main body, Changning District has developed and implemented three levels of inclusive education support projects to provide corresponding support for students of “disability class”, “obstacle class” and “supernormal (gifted)”.

3.2.1 Development and Implementation of Support Project at “Group” Level

In the aspect of education management, according to the principle of school voluntary, the corresponding “special education needs response mechanism” is constructed in moral education, psychology and youth insurance, and the “response mechanism scheme” (including internal and external situation analysis, construction goal formulation, special education needs students’ needs analysis, rules and regulations design, response mechanism flow chart and description, work form design, personnel division network map) is designed and implemented in order to detect and respond to the special education needs of” group “early. In the aspect of curriculum teaching, we should explore the general learning design in the ordinary classroom, and explore the general learning design concept and strategy method in the ordinary classroom through the classroom teaching and research course of “three cycles and two reflections”. In the area of cultural propaganda, various means such as inviting special education and medical experts to give lectures are used to actively promote the activities of “integrating educational knowledge into the campus”. In the work of head teacher, the subject teaching of Chinese, psychology, fine arts, Moral & Law, etc., adds inclusive cultural picture books to the library to carry reading

activities, advocating the concept of inclusion, shaping a good campus culture. At the same time, developend three online Shared courses for teachers, such as “training course for main streaming teachers” and “general inclusive education training for new teachers”, so as to improve the cognition of inclusive education of general education teachers.

3.2.2 Development and Implementation of Support Project at Class Level

3.2.2.1 Development and Implementation of Support Project for “Handicapped Students”

This part of the students can be divided into “students in the class” and “not identified with the class of students with disabilities” two categories. In accordance with the relevant regulations of the class, students are provided with “no less than 30 minutes of individual tutoring per day” individualized education. At the same time, in order to form the joint forces of school, family and social education, the central group of students in the same class has been built, the system of connecting home and school with students in the same class has been established, and various activities such as rich and diverse family education guidance activities have been carried out, which has brought into full play the important role of parents and communities in the work of studying in the same class.

“Unidentified students with disabilities” is also known as “recessive students with disabilities”. This group of students is often unable to receive the corresponding special education professional support without applying to attend classes because parents are unwilling to admit that their children have a disability or the school is unwilling to increase the workload of attending classes. Based on the characteristics and resource analysis of this part of the students, Changning District has developed and implemented indirect support projects for teachers, parents, including multi-disciplinary research and judgment sessions, resource teacher tour guidance, positive behavior support and other professional knowledge lectures and central groups, parents psychological salon and other projects. Through the implementation of these support projects, the seeds of inclusive education are planted in the hearts of teachers and parents, so as to create a good support environment for these “hidden students in class”.

3.2.2.2 Development and Implementation of Support Project for “Disbalded Students”

This group of students includes attention deficit hyperactivity disorder, learning disorder (which can be further subdivided into dyslexia, writing disorder, computational disorder), emotional behavior disorder and other obstacle class students, this part of the students’ educational needs are often ignored, unable to get professional special education support.

According to the analysis of the characteristics and resources of “class”, we have inclusive the resources of pediatrics, rehabilitation institutions, therapists, social workers and other resources in major hospitals, carried out counseling, diagnosis, evaluation and intervention, carried out activities such as teacher center group, teacher training, large-scale parent training and small group parent workshops, parent salons and psychological counseling, and provided indirect or direct services.

3.2.2.3 Development and Implementation of Support Project for “Talented Students”

Special education should also include gifted students. In view of the lack or insufficiency of special

education professional support for this group of students, support projects based on the physical and mental characteristics of various kinds of supernormal students are developed, including direct-oriented mathematics supernormal students thinking training courses, drama performance associations, life science associations, literary creation associations, literary and historical associations, etc., as well as We Chat series lectures, parents' workshops and so on for the parents of such students.

3.2.3 Development and Implementation of Support Project at "Individual" Level

Following the principle of voluntary application of school parents, Changning District developed and implemented special education needs students "individual" support projects, special education guidance center organized to carry out difficult case assistance services. Upon receiving the application for assistance in difficult cases, the Special Education Guidance Centre invites medical and special education experts to enter the school site for ecological assessment and assessment, select suitable placement methods based on the results of the study, and provide various placement support to benefit each student. Table 2 presents the status of assistance in difficult cases at the Centre.

Table 2. Summary of Difficult Cases of Cooperation Assistance

Num	School	Time	Setting mode	Present results	Features
1	HQZX (middle school)	2012.9.	in school, teachers one to one support	successfully graduated, into the vocational school study	Expert guidance on a regular basis, tour guide teachers to help improve the ability of behavior intervention and technical school teacher constantly to care and counseling.
2	YYXX (primary school)	2013.9.	special school	gradually adapt to school life	Explore the most suitable environment for students to grow up expert intervention, to achieve a good third-party objective and neutral evaluation, to provide professional support for students to better integrate into ordinary schools.
3	SSNC (middle school)	2015.10.	experts study and judge, tour guidance	in the suspension	expert intervention, to achieve a good third-party objective and neutral evaluation, to provide professional support for students to better integrate into ordinary schools.
4	XJZX (middle school)	2015.8.	stay in school, study at home,	apply for American	A team of experts gives a comprehensive assessment, combining family and school

	school)		regular	home	high	school	education to provide a suitable education
			visits	from	admission		according to the child's needs
			school teachers				
					reduce		
	YACZ				conflict	with	Experts, teachers and parents meet face to
5	(middle	2017.5.	studying	in	peers	and	face to develop intervention strategies and
	school)		school		teachers	and	improve environmental support.
					promote		
					integration		

3.3 Development and Implementation of Support Program For Pre-School Special Needs Student

On the basis of school age, Changning District extends the inclusive education service forward, pays attention to children with disabilities and special needs, develops and implements support projects from the “group category” level, carries out early intervention of special children aged 0-3 years, enriches the support of preschool inclusive education, and builds a culture of inclusion.

3.3.1 Development and Implementation of Support Project at “Group” Level

Based on the characteristics and needs of children with special needs in home, kindergarten and preschool rehabilitation institutions, the “group” level support projects have been developed and implemented, and the following focuses on 7 projects.

Family education guidance project. Conduct multi-level (for novice parents, growing parents, more mature parents and expert parents) multi-theme (language communication, perceived sports, game interaction, life self-care, etc.) guidance training activities. For example, every month regularly invite therapists (OT/PT/ST) to carry out tracing assessment and home training guidance to families, organize early parenting workshops, parents mutual help exchange salon, expert lectures and so on.

Pre-school inclusive teacher central group project. Professor Zhou Nianli of East China Normal University is invited as leading expert to lead a class teacher in kindergarten, once a month, on-site observation of pre-school inclusion day activities, to discuss the daily activities of children with special needs how to carry out support, from the scene to find problems, together to explore ways and means to solve. To date, the Special Education Guidance Centre in Changning District has carried out seven rounds of activities of more than 50 pre-school inclusive education central groups, developed the Pre-school Inclusive Education Guidance Manual, carried out a series of study stories and case studies on the practice of preschool inclusive education teachers.

Pre-school medical and educational health centre group project. Under the background of the dual concept of “combination of medical education” in special education and “collection of education” in preschool education, the medical experts of Shanghai Children’s Medical Center are invited to carry out general education theory training in medical education and health care, to popularize medical knowledge around a certain topic or type of young children, and to provide suggestions for daily health

care work. Organize case study consultation with children, parents, class teachers, health care teachers, garden directors and experts.

Education assessment central group project. The Education Assessment Centre (EAC), with special teachers/resources teachers as its main members, invites assessment experts to give lectures, hands-on training and case supervision to promote the use of relevant assessment tools such as the 3rd edition (Hong Kong) of the Mental Education Assessment for Children with Autism to individualized assessment of special students.

Early reading center group project. Picture book is an important carrier to develop early reading in children. The early reading center group selected the fusion culture picture book suitable for 3~4,4~5,5 and 6 years old reading, discussed the elements of kindergarten reading activities, and formed the book list and instruction manual of “kindergarten fusion culture picture book grading reading” for regional kindergartens to use for reference, promote the integration culture idea and practice, and promote the teacher integration education idea.

Inclusive cultural picture book reading and teaching center group project. Guided by Chen Heqin’s thought of “living education”, three rounds of collective school-based research activities were carried out around the text interpretation, picture book reading teaching activity design “and” inclusive education teaching design “of inclusive cultural picture books at the theoretical level. At the practical level, inclusive cultural picture book reading and teaching activities are implemented in schools (including kindergartens) and communities. In 2019, the central group teachers entered 10 community streets in Changning District and carried out 20 community parent-child picture book reading activities to promote the concept of integration to 300 families.

Regional special children family respite service project. Integration of volunteer resources, once a week, to provide respite services for families with special children, in order to relieve the pressure of child care in special children’s families in the region and to solve the plight of insufficient social integration of special children. From December 2017 to June 2018, a total of 15 respite services were conducted, with a total of 26 service trips. To some extent, the respite service provided by the Centre has effectively alleviated the pressure on parents to take care of their children and provided parents with psychological rest opportunities.

3.3.2 Development and Implementation of Support Project at “Class” Level

Based on the characteristics and needs of children without language and multiple barriers in home, kindergarten and preschool rehabilitation institutions, the “class” level support project has been developed and implemented, and the following focuses on two projects.

Language less children assisted communication (AAC) project. In cooperation with Professor Stephen von Ttsna, University of Oslo, Norway, and Sula, the Israeli speech and language therapist, provide assessment, intervention guidance for children with limited oral skills in the region and need for auxiliary communication support, as well as counselling, intervention training and guidance for teachers and parents. At present, the English academic paper of the case study of assisted

communication intervention for children without language has participated in the poster exchange of three international academic conferences, and one English academic paper has been selected for the poster exchange of the 19th International Conference on expanded auxiliary communication.

Music therapy program for children with multiple disabilities. Integrate the volunteer resources of Shanghai Conservatory of Music and East China normal University, once a week, to carry out music therapy for children with multiple disabilities. Since September 2017, music therapy has been conducted for 11 children for 66 hours.

3.3.3 Development and Implementation of Support Project at “Individual” Level

Based on the personality characteristics and needs of children with special needs in home, kindergarten and preschool rehabilitation institutions, the “individual” level support projects have been developed and implemented, and the following focuses on three projects.

Ecological assessment project. A multidisciplinary team (OT/PT/ST/special education/psychology) is formed by the Centre at the beginning of each semester to enter the family ecological environment of children with special needs for assessment. From 2016 to date, a total of 101 people served, a total of about 240 hours of service.

Individualized family service programs. Based on the results of multidisciplinary team home assessment, individualized training plan and individualized family service plan were developed for each child. The content of the individualized training plan includes the basic situation of the child, the existing level of competence, the long-term and short-term goals, the support needed, the arrangement of the curriculum, etc. The individualized family service plan includes the basic situation of the family, the community resources, the environmental adjustment suggestion, the one-day routine suggestion, the parent training suggestion and so on.

Individualized rehabilitation training program. To provide children with appropriate individualized rehabilitation training, including spa, music rhythm, speech language, cognition, play, sense, art and so on. Since the 2017 school year, 700 hours of individualized rehabilitation training have been provided to 70 special pre-school children.

After school age special needs students to support the project development and implementation

Focusing on the life of special students, Changning District breaks through the practical boundary undertaken by the government welfare department in the service of adult disabled persons in western developed countries, provides courses and services for the adult and the elderly disabled in the education sector, and explores and practices in the aspects of further study, employment service, community integration and so on, so as to promote the development of in the post-school age stage.

Support project development and implementation at “group” level.

For more than 30 years, support “has become an important concept of international special education. With the development of special education and the deepening of the concept of lifelong education, the education of students with intellectual disabilities after nine years of compulsory education has become an unavoidable practical problem. Due to the limitation of physical and mental development, it is

difficult for special people to go to school. Although the higher education of people with visual, hearing and limb disabilities has been explored for many years, the higher education of people with intellectual disabilities is still a new topic in China. Changning District provides academic support for adult mentally retarded students through the program of high repetition and junior college classes.

The program for the rehabilitation of mentally handicapped students. In 2013, the Changning District Special Education Guidance Center, based on the existing work foundation, further translated the concept of college attendance for persons with intellectual disabilities into practice, and actively explored ways to support college attendance for persons with intellectual disabilities. The Centre has jointly set up community colleges and special vocational schools to set up refresher courses for adult college entrance examination. To support persons with intellectual disabilities to obtain higher education opportunities through the adult college entrance examination and to implement inclusive education in the field of higher education. As of June 2019, a total of six sessions of 107 special students passed the adult college entrance examination to realize the university dream.

Junior college program for mentally handicapped students. Students with intellectual disabilities admitted to university need special support for their study. Therefore, Changning District Amateur University and special vocational schools cooperate to establish cooperative management team; cooperate to set up professional according to needs; establish cooperative teaching team and carry out communication and discussion; adjust evaluation methods; provide financial guarantee. At the same time, the combined disabled, community, family and other forces to provide long-term support for people with mild mental disabilities to receive higher education. By June 2019, 52 students from three sessions had obtained college degrees.

Support project development and implementation at "class" level

Based on the Agenda for Sustainable Development 2030 and the spirit of the Fourth Plenary Session of the 19th CPC Central Committee "Building lifelong education for all", the Changning District Special Education Guidance Center is committed to building a system of lifelong inclusive education services for people with special educational needs at all stages of the region, developing and implementing community integration projects for adults with disabilities, health services for the elderly with disabilities and employment support projects for adults with Autism Spectrum Disorders (ASD), and providing support for students with special needs after school age from the "category" level.

Community integration project for adults with disabilities. Since the end of 2012, the Centre has developed community projects for adults with disabilities in order to enable persons with disabilities who choose to stay at home after graduation from school to move out of their families, develop interpersonal relationships in groups, and continue their functional rehabilitation, develop hobbies and improve their quality of life. Through contacts with institutions and organizations, such as universities, vocational schools, public welfare organizations and literary and artistic units that have been in contact with each other, find suitable resources to support associations of persons with disabilities of adult age. The teaching staff were determined, the teaching time was discussed, and the teaching site was

arranged. It has also completed the preparation and revision of programmes for associations of adults with disabilities. So far, seven club courses of photography, pet care, floriculture, western food, art, performance and recitation have been offered for the adults with disabilities. These clubs held activities once a week, established association liaison groups to release course information timely. Ensuring that the venue, equipment and materials are completed according to the requirements of the instructor. Establishing a pre-class check-in system to understand the participation of students in the activities, and taking measures according to different circumstances to protect the interests of each student. Through community activities, parents are actively encouraged to participate, create a co-learning environment, and promote students and parents to grow together. so as to advocate positive and good family life atmosphere and enhance family happiness. At the same time, professional volunteers are recruited to ensure the orderly development of club activities.

Health services for the elderly with disabilities. Since March 2015, a “leisure health care” course has been offered to deaf and mute elderly people in the region. According to the needs of the elderly with disabilities, experts and doctors from different fields and departments are arranged to design, organize and implement targeted geriatric education activities covering four major areas, including health care, prevention and treatment of common diseases in the elderly, mental health and science and culture. The lecture attracted 91-year-old Weng Mu-ming to attend the lecture. In February 2019, clients were extended to parents of adults with intellectual disabilities in the region. After more than five years of practice and exploration, by the end of December 2019, a total of 34 medical-based multidisciplinary lectures, serving more than 1000 people. It has enhanced the health awareness of the disabled elderly in the region, enriched the amateur life of the disabled elderly, promoted communication and communication among the disabled elderly, and promoted the community integration of the disabled elderly.

Employment support programs for adults with Autism Spectrum Disorders (ASD). “Supporting a child for a lifetime” is a concept advocated and upheld by the Changning District Special Education Guidance Center. In Changning District, special vocational schools have set up an employment transfer service system for graduates with intellectual disabilities, but autism employment has been a major problem. The majority of adult autism, can only stay at home nowhere to go, bring great pressure to the family and society. To this end, the Centre has set up an employment support project for autistic adolescents. By means of community education, targeted vocational training community curriculum activities are designed, organized and implemented for ASD youth in need; internship posts are set up in the center; and resources such as special education experts, therapists, social workers, public welfare organizations and enterprises are inclusive to form an employment support system.

Support project development and implementation at “individual” level

Every student is gold. Persons with disabilities, although flawed in one way or another, also have

untapped potential. According to the special talents of the disabled, the Changning District implements a special curriculum project to provide “individual” level support for students with special needs after school age. So far, the Changning Special Education and Guidance Center has implemented special courses for three students, namely Yuan Yongrui with writing ability, Wang Yue with singing ability, and Xiao Li with hearing impairment with recitation ability.

3.4 Construction of Transition Service Mechanism for Students with Special Needs

In view of the lack of support for the transfer of special needs students and the difficulty of adapting to the connection, the changning special education guidance center carried out the research and practice of the transfer service for students with special needs. A central group of special student transfer services has been set up, once a month, to organize seminars for teachers of special student transfer services in each school section of the region, to strengthen the convergence and cooperation of educational and rehabilitation institutions in each school section, and to improve teachers’ ability to transfer titles. A pioneering Regional Special Student Transfer Service Manual has been developed to provide guidance to parents and teachers of students with special needs. The development and implementation of 37 transfer service projects in the five major phases of Home, Young, Junior, Junior and Post-Secondary, and Post-Secondary, which are divided into assessment, conference, activity and curriculum (programmes) to serve the transfer of special students at all stages. Among them, the individual medical school transfer conference project, the integration of medical education multi-disciplinary resources for special children to carry out a combination of medical education evaluation, organize medical home school information exchange, form rehabilitation and education advice, in order to promote the special children’s school transfer. Through the transfer conference of medical schools, parents can know their children more objectively and comprehensively, understand the educational and teaching requirements of different school stages, and guide their children to prepare for the new school stage more reasonably. The experience of education and teaching management in the school section can be shared, and the teachers in the next school section can know the special students in advance, the experience in the school section and the advice of medical and educational experts, which will help to do a good job in supporting the admission of new students. Currently, a conference has been held for 177 special students on the transfer of medical schools.

Table 3. Transition Programmes for Special Students in Changning District

Career development stage	Transition programmers	
Early intervention to	assessment activities	combined evaluation of medicine & education ; academic probation; parent consultation; mixed age integration activity ;

kindergarten	conferences	parents meeting; home to kindergarten transition meeting;
Kindergarten to primary school	assessment	Assessment of senior children of kindergarten; combined evaluation of medicine & education; assessment of access to special education school;
	activities	thematic activity for the transition from infancy to pupilage; a visit to a special education school; a visit to a primary school;
	conferences	transition conference for children from kindergarten to elementary school transition meeting including doctors, parents and schools; parents' association;
	courses (scheme)	individual education plan for senior children in a kindergarten;
Primary school to junior high school	assessment	application appraisal for learning in regular class; educational rehabilitation evaluation; academic evaluation; IQ retest ;
	conferences	kindergarten to elementary school transition meeting including doctors, parents and schools for students learning in regular class;
	courses (scheme)	resource teaching ;
Junior high school to junior vocational school	assessment	entrance to primary vocational schools evaluation;
	activities	skills demonstration and observation of students from primary vocational schools; a visit to primary vocational school;
	conferences	junior high school to primary vocational school transition meeting; parents meeting of the graduating class;
	Courses (scheme)	education & rehabilitation training program; occupational rehabilitation; community practice experience; occupational and psychological rehabilitation in a special education school ;
After junior vocational school	assessment	evaluation of individual career transition; evaluation of students in sunshine house (daycare institute for adult intellectual disabilities);
	conferences	individualized career transition meeting; junior vocational school to college transition meeting;
	courses (scheme)	implementation of individualized career transition service plans; adult college entrance examination review class; community course

Thus, the transfer service for students with special needs at all stages becomes a routine mechanism in Changning District. For the whole system of inclusive education for life in the whole region, the

transfer service has enhanced the synergy between the schools and institutions of the special education services in the region, and is an important service item for multidisciplinary cooperative teams, which makes the individualized special education service in the region coherent and promotes the career development of students.

4. Discussion

4.1 Expanding the Functions of Special Education Schools/Centers

In mainland of China, for the insufficient of funds and special education resources, inclusive education, inclusive education poses a great challenge to ordinary schools. With the development of inclusive education, it's necessary to extend the strength of special education schools/centers to provide support services for the students with special education needs.

4.2 Focusing on the Career Development of Students with Special Education Needs

Inclusive education is by no means a nine-year compulsory education and, but covers lifetime. Therefore, it is important to extend the length of support service, to build a career support system for students with special education needs.

4.3 Promoting the Mainstreaming to Lifelong Inclusive Education

In mainland of China, inclusive education serves mainly visual impairment, hearing impairment and intellectual disabled students. We call the placement of these disabled students into ordinary school as "mainstreaming". However, the needs of large Numbers of special-needs students have been ignored.

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Conclusion

Based on the overall goal of education in the 2030 Sustainable Development Agenda of the United Nations Development Summit, the Changning District Special Education Guidance Centre has developed and implemented support services for students with special needs, covering three categories of special education, including disability, disability and financial excellence, extending the length of service vertically, focusing on inclusive education at the basic education stage to both ends for life. In the follow-up practice, we will enrich the support service projects in various stages to improve the regional lifelong integration education service system.

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