

The Development of Children's Family Education in the Context of Inclusive Education

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Abstract: Inclusive education is a popular topic at present, and there are many inclusive kindergartens in China. However, how to carry out early childhood family education in the context of inclusive education is rarely mentioned. Combined with literature, this paper conveys the connotation of inclusive education to parents, and gives suggestions to different children's parents, to promote children's better integration into the inclusive education classroom.

Keywords: Inclusive Education; Family Education; Preschool Children

1. The concept of inclusive education

Inclusive education is a hot topic at the moment. In 1994, the Salamanca Declaration first proposed the concept of inclusive education and introduced the idea of inclusive education for children with disabilities and special needs (SEN) to the whole world. The Salamanca Declaration states that children with special educational needs should enter mainstream schools to learn with their peers.

However, the current definition of inclusive education is not that clear. Leda Kamenopoulou et al (2016) found through research that there are three propositions for inclusive education. (1) Educating all children in mainstream classrooms. (2) All children, regardless of gender, religion, race, or disability, should have the fundamental right to attend and learn with their peers. (3) Inclusive education is an environment that provides for a variety of learners and embraces diversity and individual differences^[1]. Li Shu(2004) proposed that inclusive education has broad and narrow senses for different educational objects. Inclusive education in a broad sense focuses on all young children, while inclusive education in a narrow sense focuses on children with special educational needs^[2]. In this article, the author prefers the concept of inclusive education, which is educating all children in mainstream classrooms with a focus on children with special educational needs.

2. The necessity of early childhood family education in the context of inclusive education

In the context of inclusive education, the roles of parents are very varied. Parents not only take on the roles of nurturing, educating, observing, cooperating, and learning, but also undertake the tasks of counselling, decision-making, and advocacy. Therefore, positive family education also has a profound impact on the integration of children into inclusive education.

2.1 For families with children with special educational needs

Family education plays an important role in the development of children with special educational needs. If children with SEN are not accepted in the family, a bad impact on children's integration into an inclusive educational environment will occur. Therefore, for families with children with special educational needs, the necessity of family education for children is

reflected in three domains. The first one, it can help children realize their rights and maintain their rights^[3]. There is no shame in having special educational needs. Family education can meet the special needs and rights of special children to a certain extent so that children with special educational needs can be better accepted by classmates, schools, and society. Second, family education is also a review of parents' learning. Many parents cannot accept that their children need special education at first, which leads to many parents concealing and avoiding their children's illnesses^[4]. Communicating with children in the family can help parents understand the needs of children and better meet their requirements to promote family harmony. It is also a review of relevant communication skills or educational skills. Third, it will better promote special education and inclusive education for young children. Children with special needs need some help to integrate smoothly and successfully into mainstream classrooms. Experts provide programs and support for young children with special educational needs, and families should actively cooperate to continue the educational program in the family. Children with special educational needs in mainstream classrooms may have some difficulties, and family education can also help children better consolidate and help children better integrate into an inclusive education environment.

2.2 For families with children without special educational needs

In an inclusive context, where children with SEN and those without SEN study in the same mainstream classroom, peer influence can have a profound impact on young children. Therefore, for families with children without special education needs, the necessity of family education for children is reflected in (1) Help children recognize children with special needs. Before entering kindergarten at the age of three, children don't have so many friends. Most children have little chance of meeting a child with special needs. Family education can help young children realize that some children are different from them so that children have a preliminary understanding and understanding of special education needs. (2) Better promote inclusive education for children. An equal and inclusive environment is a prerequisite for inclusive education. Family education allows children to feel the atmosphere of inclusive education early and helps children better integrate into the inclusive educational environment.

3. Contents of early childhood family education in the context of inclusive education

3.1 For families with children with special educational needs

3.1.1 Family education related to daily life

To better integrate into the inclusive classroom, parents should adjust their daily routine and do relevant life skills training in their daily family education, and prepare as early as possible. It's best if parents can adjust the daily routine to be the same as the kindergarten. Most children with special needs are sensitive, and some may have communication difficulties. If children are not familiar with the daily routine of kindergarten in advance, they may experience anxiety, anxiety, and other emotions. At the same time, relevant life skills training should also be carried out and should be adjusted with age. Such as for children from three to four, should learn how to eat with a spoon. Children from four to six years old need to learn how to eat with chopsticks. But it should be noted that parents should establish a correct educational concept and take into account the actual situation of their children. If your child can't reach it, don't force it.

3.1.2 Family education related to special educational needs

As mentioned above, young children with special educational needs also require additional special education training. In the development of family education, parents should pay attention to combining rehabilitation training and expert advice. Special education is a continuation, and should also cooperate with the advice of experts in the family.

3.1.3 Family education related to inclusive educational needs

When children enter school, because families cannot simulate the situation of kindergarten, children will encounter different problems and need some help. Parents should complement and cooperate in family education at this time. First of all, communicate with young children to understand their special needs and obstacles, and help them solve them together. Second, to help children with psychological adjustment. When children see that children without special educational needs are learning smoothly, there may be a psychological gap. Parents should guide the children and do a good job of psychological adjustment. Tell them that every child is unique and that there is no need to envy or feel inferior, that being yourself is the best.

3.2 For families with children without special educational needs

3.2.1 Family education related to inclusive educational needs

As mentioned above, young children may not be exposed to children with special educational needs before entering kindergarten. Therefore, before entering kindergarten, parents can inform their children of the differences. But pay attention to the developmental characteristics of children. Do not tell the young academic terms, but use childlike language to inform them. At the same time, let the children understand and accept them from the heart. Treat them like normal people and don't overhelp. For example, you can tell the child: he may be slow to pick up the spoon, but you don't help him do it, he can do it himself.

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