

DEVELOPING EARLY INTERVENTION AND INCLUSIVE EDUCATION MODELS FOR CHILDREN WITH DISABILITIES IN PRESCHOOLS IN THE PLAINS, MIDLANDS AND MOUNTAINOUS AREAS - CURRENT SITUATION AND SOLUTIONS

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Early intervention and inclusive education for children with disabilities in preschools is a model being implemented in Vietnam to implement the policy of inclusive education. However, this model is mainly implemented in big cities, so there are still many limitations and shortcomings. The paper addresses the current situation and solutions to develop early intervention and inclusive education models in preschools in Vietnam in order to solve existing problems and meet social needs to create opportunities for children with disabilities to learn and integrate in the community.

Keywords: Early intervention; Children with disabilities; Inclusive education; Preschool; Early intervention and inclusive education model.

1. Introduction

Inclusive education aims to help children with disabilities have the right to fair and equal education, to develop the maximum personality, talent, soul and body, which is one of our goals of the education. Orientation and tasks of inclusive education have been affirmed in the education and training strategy: "Education of children with disabilities in our country in the current period is mainly inclusive education, the goal from now to 2020. must mobilize 90% of children with disabilities to go to school..." (Minh, Muc, & Tac, 2006). In the 2016-2017 school year mission of the pre-school level also emphasized: "Inclusive education is the main mode for children with disabilities". However, the mode of inclusive education for our country is still a new problem both in theory and practice, so achieving the above goal of inclusive education is really a big challenge for the industry.

According to a survey on education of children with disabilities by the Ministry of Education and Training in 2005, Vietnam has the proportion of children with disabilities accounting for 3.4% of the school-age children. It is estimated that in Vietnam, there are 273,133 children with preschool disabilities out of a total of 1,329 million children with pre-school age disabilities (Department of Education Directorate South of Africa, 2002). The issue of preschool children with disabilities attending school or home care and how to care for them remains a concern for the vast majority of parents with children with disabilities. Through research, many scientists have confirmed that preschool institutions are the most suitable place

for inclusive education for children with disabilities in kindergarten age. If at this stage, children do not have conditions to integrate in preschool institutions, the opportunity for further education and character development of children is extremely difficult. The early detection, intervention and integration of children with disabilities from early childhood education are extremely important to each child, the family and the future society; help to significantly reduce the impact of disability on children's development; contribute to improving the quality of education and children's life, creating opportunities for children with disabilities to integrate into the normal educational environment, developing harmoniously and maximizing the capabilities and capabilities they have to form, develop personality, best prepare physical, mental, knowledge, skills conditions, as a premise for children to be ready to participate in inclusive learning in high schools.

In the last century, research on the development of children with disabilities and methods of educating children with disabilities has been significantly improved. Studies and experiments show that: Disability education starts as soon as possible, should integrate from the beginning, should not separate children with disabilities from the "normal" world, "pre-school educational environment" the most appropriate learning for many children with disabilities".

However, in reality, the task of inclusive education for children with disabilities often faces many difficulties, especially for preschool children: (i) Number of children detected, early intervention and Inclusive education still very limited due

to many different reasons such as parents not early detection of their child's disability, lack of knowledge about their child's disability, lack of interest or failure to update specific information, documents and instructions. It is important for them and it is important that a very large proportion of parents and young families do not recognize their children's disabilities; (ii) Schools and society also face many difficulties and limitations in the management of education for children with disabilities: for example, 95% of public pre-schools in Hanoi city do not have specialized teachers support and no classrooms for special education needs; Preschool teachers lack vocational education skills for children with disabilities, requiring increasing professional and professional requirements; work pressure, high number of children in class, requirements of students' parents, requirements of work to ensure absolute safety for children in preschools, policy regime for teachers Participation in inclusive education for children with disabilities is almost none...making teachers very afraid to receive inclusive education for children with disabilities.

2. Research overview of the problem

In the 1930s, studies showed that human intelligence is not immutable, if living in a good environment, many cases increase significantly, this opens a new direction in the education of children with intellectual disabilities, intellectual, autistic children that is developing the ability of children with disabilities through school and classroom models.

By the 1990s, the inclusive education school system received the support of policymakers and educators, in which all children were provided with an appropriate, program-based education. Individualized education in a least restrictive environment. So can see: The education of children with disabilities in the world, typically the United States and Europe has undergone a long process to be able to shape and build the most appropriate education for children with disabilities. This is also a step forward for humankind that Vietnam is also a country that is following the right process. Early intervention and inclusive education for children with disabilities are indispensable trends, implemented by most countries around the world, which are important in the first 5 years of a child's life to stimulate and promote maximizing the development of children with disabilities, creating the best conditions and preparing children to participate in the community and life education system in the future. The orientation for inclusive education has been proposed by the United Nations since the 1970s. After more than three decades, the International Convention on the "Rights of people with disabilities" was adopted in December 2006 along with many countries around

the world, Vietnam signed the ratification of this Convention in March 2007. The Convention states: Participating countries should recognize the right to education of people with disabilities. With a view to recognizing this right without discrimination and on equal opportunity, participating countries ensure an inclusive education system at all levels and a lifelong learning program (Nguyet, 2015).

The Salamanca Declaration (UNESCO, 1990) with the new idea of special-needs education clearly stated: "Bringing children to specialized schools or specialized classes for a long time is an unfortunate case and should only be done when there is clear evidence that learning in regular classes is not able to meet the educational and social needs of the child and when necessary for the benefit of that child or another child".

"Specialized schools can become valuable resources for the construction and development of inclusive schools...Investment in specialized schools must be directed to a new and expanded role, that is to do it. provide professional support to schools in meeting their special needs. Countries with few or no specialized schools should focus their efforts on developing the inclusive and professional support institutions needed to enable them to meet the needs of the vast majority. Children, especially fostering teachers for special education needs, and forming Support Centers with sufficient staff and equipment necessary for schools to reach out when they need help. In developing countries, in particular, experience has shown that the cost of specialized schools is very expensive, so only a very small number of students, mostly urban students, benefit. The majority of children with special needs, especially in rural areas, do not receive any services. Inclusive schools - serving students in the community - have been very successful in mobilizing the community and seeking new and plentiful solutions to use the limited resources".

The quotations in the Salamanca statement point to the basic development trend of educating children with disabilities: 1) Education must aim for equal opportunities for children with disabilities in regular classrooms, through developing schools to integrate children with disabilities; 2) Special schools have formed the need to develop and expand the professional support function for secondary schools; 3) Paying attention to the formation of centers for supporting the education of children with disabilities and developing inclusive schools.

The above trends clearly reflect the orientation of UNESCO, namely: discouraging the development of specialized education; strengthening the development of inclusive education and building new centers for supporting the education of children with disabilities; at the same time, expand and shift the focus of the educational support function to

schools on the education of children with disabilities to special education institutions.

UN Convention on the Rights of the Child states: "Like all children, children with disabilities have the right to education and training so that they can lead a fulfilling and engaged life extreme into society" (Nguyet, 2015).

According to WHO, about 8-10% of the population is different people with disabilities, or about 500 million people, of which about 150 million are children. For many years, countries have been seeking solutions to ensure the quality of inclusive education for children with disabilities. Depending on the characteristics of the education system, especially its resources and socio-economic conditions, countries have built their own systems.

In the United Kingdom, Italy and Spain, support for students with disabilities, inclusive teachers and parents is undertaken by the Regional Resource Center. At these centers, trained and professional teachers are assigned to support a number of children with disabilities who wish to have an integrated higher education; The task of this teacher is to work together with the student's parents, the classroom teacher and the social, health and psychosocial staff to develop an inclusive education plan for children with disabilities, helping teachers adjust the chapter submit, design and implement inclusive lessons; directly training specific skills for children with disabilities such as: Teaching sign language, teaching reading and writing in braille, teaching life skills...; guide parents to support their children at home, give advice on vocational training and psychological and social issues for children and young people with disabilities.

In the Kingdom of Thailand from 2003 up to now, there have been 53 national and regional support centers for educating children with disabilities nationwide, while there are only 43 specialized schools for children with disabilities. These centers have the following tasks: Identify the abilities and needs of the child and determine the necessary support; Developing an inclusive education plan for children with disabilities; fostering a contingent of educational managers and teachers of all levels from preschool to high school; professional training for parents; directly conduct early intervention in the way that children with disabilities and their parents come to the center for a short time about a week, then they return home, continue learning, depending on the needs that children can come often regularly or periodically at the center; counseling on issues related to children and young people with disabilities; compiling tools for determining the child's developmental level and models for management; development of materials to teach specific skills...

The education of people with disabilities in the Philippines has been legalized very early compared to Vietnam such as the Batas Pambansa Blg Law No. 344 in 1984, National Act No. 6759 in 1989, and the National Act No. 7277 in 1991.

In South Africa, the role of specialized schools as a support center is specified in Article VI of Government Special Education for Education: Building an inclusive education and training system to Create a fundamental transformation. A lot of proposals involve treating specialized schools as support centers to become a solid support base with the district support team for secondary and source schools. Specialized schools are considered as support centers based on three important transfers: (i) Moving from the health model to the inclusive education model; (ii) Moving from the classification of disability level to the level of support and role of the specialized school into the support center; (iii) Develop documents to support learning and needs assessment. District support groups are formed on the basis of being organized and trained on specialized education of children with disabilities in high schools. To support high schools, the Support Center in collaboration with district support groups will provide significant educational services to the entire number of students who need high support. Moreover, the support centers will work with district support groups to provide specialized support, programs, assessments, and guidance for source schools and other high schools. The operation of the Support Center should rely on the support of the community. The support here is understood to include all human resources and services: teachers, students, young parents, community members, psychologists, social workers, therapists, organizations social, health, youth, religious, non-governmental organizations, as well as other individuals.

In the world, there have been many author's studies on early intervention for children with disabilities, vocational education and focused mainly on the following issues: Research on the meaning and effectiveness of early intervention ; contents, programs, methods of early intervention and inclusive education of Stainback, S.B.E and Staiback, W.C (1996), Lisky and Gartner (1997), Wagner (2002); the cooperation of the family (parents and relatives) in the education and development of children, especially in the preschool age by Raver, S.A (2009), Karren Kearns (2010); research on the design of learning environment in an integrated classroom of Friend M. and Bursuck W (1996), Smit, E.C.T (1998) ...

From the end of the twentieth century to the twenty-first century, with the support of a number of foreign non-governmental organizations through projects, some localities have built

centers for supporting children with disabilities at district level (such as : Thuong Tin and Ha Tay since 1999; Thanh Ba and Phu Tho since 1999 ...). These centers have implemented the task of early intervention, organizing training courses for officials and teachers at all levels, training for officials on rehabilitation, community support, organizing activities. The society aims to increase the participation of children with disabilities and organize counseling, vocational training and job introduction and support for young people with disabilities. A number of educational institutions for children with disabilities, in addition to educating children with disabilities, have expanded their scope of activities such as early intervention counseling, inclusive teacher training and special support for teachers. at inclusive and small preschools and elementary schools. The functional activities of this Support Center have contributed significantly to improving the quality of inclusive education support for children with disabilities, mobilizing many forces such as parents, officials of departments and agencies such as health, social and management officials at all levels.

Implementing the “Regulations on inclusive education for people with disabilities / disabilities” according to the Decision No. 23 / BGD & DT dated May 22, 2006 and the need to convert educational institutions of children with disabilities into centers of assistance Development assistance for inclusive education across the country has been taking place actively in recent years (Hang, 2011). Representing the south are Ho Chi Minh City, Vinh Long, An Giang, Tien Giang and Dong Thap provinces, in the Central region are the provinces of Thua Thien Hue, Da Nang, Dak Lak, Binh Dinh, Quang Ngai and Quang. In the South, Quang Binh and in the North, Thai Nguyen, Phu Tho, Ha Tay, Ninh Binh, Cao Bang, etc. These centers are also moving from teaching children with specialized years to pre-integration. and redirecting to support the children in the community, so that the children with severe disabilities can attend the integration course.

Under the guidance of the Ministry of Education and Training, between now and 2020, each province needs to build at least one Center for inclusive education development support and gradually change from the mode of operation of the specialized schools into the mode of operation of a Support Center. With this new orientation, specialized education institutions will expand their functions and scope of activities, creating a new breakthrough in the care, support and education of children with disabilities in order to meet the needs. early intervention, rehabilitation, increasing education of children and young families, and keeping up with the trend of developing inclusive education of countries in the region and around the world.

Especially on June 17, 2010, the Law on Persons with Disabilities No. 51/2010 / QH12 was passed by the National Assembly of Vietnam and took effect from January 1, 2011, chapter IV, Article 31. “The Center support the development of inclusive education”. Once there is a law and guidelines to enforce the law, create favorable conditions for the provinces to set up centers and promote the role and functions of the center. One of the functions of the center is to support students with disabilities from the center to integrate into the school.

The Ministry of Education and Training has affirmed that “inclusive education is the main way” to exercise the rights of children with disabilities (Raver, 2009). The question is: How can children with disabilities learn to integrate effectively while teachers in class do not have or it is difficult to acquire specific skills to teach children with different types of disabilities such as: Impaired hearing, visual impairment, learning difficulties, language disabilities ... Moreover, each child has unique characteristics from many angles: The degree of development caused by the disability, the living environment includes important care and attention of young parents, school age... That requires special support for each child. Inclusive education also requires specific teaching equipment suitable for each subject, while most managers and teachers of inclusive education have not been trained, provided with professional and technical support. inclusive education work. These issues are a big challenge for inclusive education not only in Vietnam. The reality of educating children with disabilities in Vietnam over a hundred years of development, from 1886 to now, there are 105 specialized educational institutions for children with disabilities with a total of over 8,000 children. In order to provide education for this subject, from the 90s of the last century, the Ministry of Education and Training selected inclusive education as the main mode of education. Implementing this policy, with the efforts of localities, up to now, there are nearly 400,000 children with disabilities attending school in kindergartens and secondary schools. However, the quality of inclusive learning still has certain difficulties and limitations.

In Vietnam, the authors’ research focuses on the following issues: The study proposes an inclusive education support model for children with disabilities by Le Thi Thuy Hang (2011); building the capacity of human resources for early intervention to educate children with disabilities in Vietnam by Nguyen Van Le (2012); model of inclusive education for children with developmental disorders in preschools by Le Anh Nguyet (2015); developing early intervention model for children with disabilities in preschools by Nguyen Thi Hoang Yen (2015).

Early intervention and inclusive education for children with disabilities in preschools play a very important role in the development of children with disabilities, preparing children with disabilities to integrate well into higher education. However, domestic studies on early intervention models and inclusive education in preschools in Vietnam are still inconsistent, small, lack of coordination between forces, and there is no research yet. specific research on early intervention model and inclusive education for children with disabilities in preschools in Vietnam in order to guide the effective implementation in all localities in the country.

3. Approach and research method

3.1. Approach: System access; access to history, logic; access management functions

3.2. Research methodology: Group of theoretical research methods; group of practical research methods; methods of mathematical statistics in educational science.

4. Research content

4.1. Situation of building an early intervention and inclusive education model for children with disabilities in preschools

4.1.1. Vietnam's commitments, guidelines and policies on inclusive education for children with disabilities

Vietnam is the second country in the world and the first one in Asia to sign a commitment to implement the International Convention on the Rights of the Child; signed the 2007 International Convention on the Rights of Persons with Disabilities and was ratified at the 8th Session, the 13th National Assembly, in which Article 24 affirmed that participating countries need to recognize the right to education of people with disabilities, ensure an inclusive education system at all levels and lifelong learning programs.

On the basis of commitment to the international community, a series of legal documents have been issued by the National Assembly and the State of Vietnam to promote inclusive education such as the 1992 Constitution of the Socialist Republic of Vietnam, Article 92 stated: "The State and society create favorable conditions for disabled children to learn appropriate education and vocational training"; The 1991 Law on Protection, Care and Education of Children (amended in 2004), Article 39 states: "Children with disabilities, contaminated with toxic chemicals, HIV/AIDS infected are brought by their families, the State and social assistance, special care, facilitation to rehabilitation, education, vocational training and participation in social activities to integrate with family and community".

The system of legal documents on the education of people with disabilities in general, inclusive

education for children with disabilities in particular of the State of Vietnam has been increasingly improved, creating a legal environment to promote the implementation of education, inclusive education for children with disabilities is increasingly quality, effective and better responding to the needs of society.

4.1.2. Early intervention and inclusive education in preschools in Vietnam today

Viet Nam has been an inclusive education country since the early 1990s, and more and more early intervention services for children with disabilities in preschools are growing. Early intervention schools for children with disabilities are equipped with basic conditions to enable early intervention for children such as: from 3 to 5 preschool teachers with special education knowledge; 3 to 5 individual intervention rooms; in these rooms are equipped with teaching aids, some equipment for physical training, active therapy...

Parents of children with disabilities are in high demand for early intervention and inclusive education at preschool. By organizing early intervention classes and supporting inclusive education, children with disabilities can receive both individual and school interventions at the preschool. Early intervention activities, supporting inclusive education taking place in schools and areas where children live will create the highest cohesion of the community with children and vice versa, children will have the opportunity to participate in joint activities of the society. Implementing this model will bring high benefits to parents of children with disabilities, helping to reduce the time and effort when the parents just send their children to the early intervention center outside the school, then pick them up again and send children to inclusive school at preschool. In early childhood schools with the early intervention model, some services have been implemented, such as: services related to screening, diagnosis and evaluation of children's disabilities; advise families about children's disabilities, on care methods; organize early intervention and inclusive education in different forms (individual classes, groups, classes).

Some early interventions are: (1) Early intervention in the pre-integration class for children 24-48 months of age, with behavioral, language, cognitive and necessary skills problems...(each child is individually intervened 1 hour/day). In addition, children are involved in group activities, behavioral therapy activities, forging the necessary skills to enable them to integrate in the preschool environment; (2) Early intervention in an individual class (1 hour/day) for children with limited language, cognitive or basic skills; (3) Early intervention in class Pre-primary (2 hours/day) for children from 5 to 6 years old to help them consolidate old

knowledge and familiarize themselves with rituals and exercises of grade 1 later; (4) Support for early intervention in inclusive class: In addition to a 1-hour early intervention, the child is also actively involved in all preschool activities with the help of a teacher accompanying support to enable children to carry out activities at preschools; (5) Coordinate support at home: early intervention teachers talk to parents about the results of their children's intervention and give "homework" to parents and relatives to support the intervention cards for children at home (Hang, 2011).

4.1.3. Needs and difficulties in developing early intervention and inclusive education classes for children with disabilities in preschools today

In Vietnam, there are currently about 1.2 million disabled children aged 0 to 17, accounting for 1,18% of the population (as reported by the General Statistics Office and UNICEF from 1998 to 2004); The number of children with disabilities attending school accounts for only 24,22% and about 700.000 children with disabilities have never been to school (according to statistical reports of the Vietnam Academy of Educational Sciences). In order to overcome this situation and fulfill the integration goals set out, early intervention workers, teachers and parents need very specific guidance and orientation to be able to support children. right from the preschool age to gradually help children integrate into life and the community.

The current difficulties are: (1) The problem of family and community awareness of disability is still not good, so there are still many children with disabilities or at risk of learning at preschools, in families. families and child groups have not yet been listed for monitoring and support; (2) In preschool schools where there is a shortage of teachers with in-depth special education knowledge, the classification of disabilities and the determination of the degree of disability are mainly based on feelings, experiences and signs. superficial observations (such as children with dumb, deaf, blind, handicapped hands, feet ...) have not been conducted scientifically and ensure a legal basis, especially for children with intellectual disabilities, autism...(no scale of intellect, communication ability, integration skills, IQ, ...); no formal knowledge on early intervention for children with disabilities; (3) Teachers do not have the necessary services and supports in inclusive education for children with disabilities, such as: Specialist support for the education of children with disabilities, on development of an individual education plan each type of disability, organization of individual lessons, counseling to support specific skills...due to the lack of links between preschools and centers for inclusive education support, health facilities...; (4) Limited facilities, not meeting

requirements, lack of early intervention rooms and support equipment for early intervention activities.

4.2. Solutions for building an early intervention and inclusive education model in preschools

4.2.1. Determining objectives, objects, modes of operation

Developing early intervention model and supporting inclusive education for children with disabilities in preschools to support the good implementation of preschool care and education tasks, meeting the needs of special interventions for children with disabilities attending school.

Early intervention and inclusive education for children with disabilities in preschool age in terms of movement, language, behavior, cognition and social skills.

Early intervention classes and support for inclusive education are organized relatively independently of the class with children with disabilities learning to integrate in order to provide specific support to ensure the best development of children with disabilities. Professional activities are conducted including: Detection, screening and assessment of disability for each young individual; advise parents of disabled children to select the appropriate form of support, individualized education program and intervention period for each child and group of children with disabilities; conducting individual interventions, group interventions and assisting children with disabilities in inclusive education. The child after the evaluation is determined to the extent that the child can be integrated into the school intervention. Forms of individual intervention: 1 hour/ day, 3 days/week.

4.2.2. Develop coordination policies and mechanisms appropriate to needs and practice

Develop policies, coordination mechanisms so that preschools have enough funds, payrolls and operational mechanisms to give children with disabilities the opportunity to learn and integrate into the community in the most effective way. Develop policies and policies to identify margins, funding and criteria so that early intervention models and inclusive education for children with disabilities can function effectively. Identify organizational structure, staffing, team criteria, facilities...to meet the needs of early intervention and inclusive education for children with disabilities in preschools. Building mechanisms to coordinate activities between preschools and specialized education centers, health facilities, social organizations...The Ministry of Health, the Ministry of Finance, the Ministry of Education and Training, the Ministry of Labor, War Invalids and Social Affairs... need close coordination to develop policies and regimes to organize the implementation of the intervention model. Early intervention and inclusive education in

preschool effectively, meet the needs of society.

4.2.3. Improve the capacity of the contingent and invest in facilities for preschools

Increasing the quantity, quality of human resources and facilities conditions to meet the needs of early intervention and inclusive education for children with disabilities in preschools to be effective. Build a sufficient staff to meet the quality requirements for early intervention and inclusive education for children with disabilities. Create a quiet space with specialized equipment and teaching aids necessary learning in line with the physiological characteristics of each form of the child's disability; In accordance with the content and methodology, it is possible to combine early intervention with activity therapy and inclusive education for children. Special teachers and preschool teachers are an important decisive factor. The quality of care and education for children requires a great deal of encouragement, creating favorable conditions to motivate and encourage teachers to access new knowledge and help them feel secure in their careers. Regularly open training courses, organize seminars, professional activities on how to exploit content under the program, apply appropriate methods of organizing activities and inclusive education for children with disabilities. with actual conditions of each school and each locality. Regularly organize scheduled activities to exchange and draw experience on organizing early intervention activities and inclusive education for children; on how to select contents, methods, teaching aids, toys and learning materials suitable for each group of children with disabilities.

5. Discussion

- One of the factors contributing to the quality of inclusive education for children with disabilities is measures to support children with disabilities in the process of inclusive education, especially the close cooperation between the family and the home. The school is in the process of developing and implementing individual education plans for each child with a disability, in the same direction. To do that, the role of management and direction is extremely important. How to foster teachers with the knowledge, understanding and skills of inclusive education for children with disabilities and for them to be ready to integrate children with disabilities into inclusive education in their classrooms? How to create an educational environment of equality, non-discrimination, suitability, hygiene and safety to create opportunities for children with disabilities to integrate into learning, play, activities and development? With your peers? How to attract parents who are willing to participate, enthusiastically collaborate with teachers and schools in inclusive education for children with disabilities? That is the concern of education managers.

- Early intervention and inclusive education for children with disabilities are indispensable trends, implemented by most countries in the world, which are important in the first 5 years of each child's life to stimulate and promote maximizing the development of children with disabilities, creating the best conditions and preparing children to participate in the community and life education system later (Nguyet, 2015). For many years, this activity has gained special attention of the Government and the Government of Vietnam. Along with the ratification and commitment to implement international conventions on children and people with disabilities, Vietnam has issued a system of documents to create a legal basis to ensure opportunities and rights to education. Quality and inclusion of inclusive education are the main means to ensure appropriate access to education for all children with disabilities (Hang, 2011).

- It is noticeable that educators have attached great importance to inclusive education for children with disabilities. Many measures have been proposed to help inclusive education for children with disabilities achieve significant results. However, there is a need for a system of scientific research, offering specific concepts, proposing feasible specific legal measures that can be applied in practice to achieve the goals of education and management. education for children with disabilities. This requires professionals, educators and dedicated educational managers to make more efforts in research and propose effective measures to help inclusive education for children with disabilities in Vietnam is becoming more and more active.

- One of the factors contributing to the quality of inclusive education for children with disabilities is measures to support children in the process of inclusive education and especially the close cooperation between the family and the school. in the process of developing and implementing individual education plans for each child with a disability, working towards the set goals. To do that, the role of management and direction is extremely important. How to foster teachers with the knowledge, understanding and skills of inclusive education for children with disabilities and for them to be ready to integrate children with disabilities into inclusive education in their classrooms? How to create an educational environment of equality, non-discrimination, suitability, hygiene and safety to create opportunities for children with disabilities to integrate into learning, play, activities and development? with your peers? And how to engage parents who are willing to participate, enthusiastically collaborate with teachers and schools in inclusive education for children with disabilities? That is the concern of education managers.

6. Conclusion

The model of early intervention and inclusive education for children with disabilities at preschool aims to implement policies on education for children with disabilities and meet social needs. For this model, it is necessary to have the guidance and professional support of the Ministry of Education and Training (formulating mechanisms and policies, professional guidance, improving capacity building for staff, investing in material facilities...); the coordination of ministries, branches and authorities at all levels (developing policies, guiding documents

and operating mechanisms to create a favorable legal corridor for the implementation of the new model), on the basis of Department of Consensus among parents, social organizations and the school. The participation of the entire society, especially the mass media, is necessary for the entire population to understand the meaning, importance, urgency of early intervention model and inclusive education for children with disabilities. disabilities in preschools in particular and in the entire Vietnamese education system in general.

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XÂY DỰNG MÔ HÌNH CAN THIỆP SỚM VÀ GIÁO DỤC HÒA NHẬP CHO TRẺ EM KHUYẾT TẬT TẠI CÁC TRƯỜNG MẦM NON Ở VÙNG ĐỒNG BẰNG, TRUNG DU VÀ MIỀN NÚI - Thực trạng và giải pháp

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Tóm tắt

Can thiệp sớm và Giáo dục hòa nhập cho trẻ em khuyết tật tại các trường mầm non là mô hình đang được triển khai tại Việt Nam nhằm thực hiện chính sách về giáo dục hòa nhập. Tuy nhiên, mô hình này mới chủ yếu được thực hiện ở các thành phố lớn nên vẫn còn nhiều hạn chế và bất cập. Bài viết đề cập đến thực trạng và giải pháp để phát triển mô hình can thiệp sớm và giáo dục hòa nhập trong trường mầm non tại Việt Nam nhằm giải quyết những vấn đề tồn tại, đáp ứng được nhu cầu xã hội để tạo cơ hội cho trẻ khuyết tật được học tập hoà nhập tại cộng đồng.

Từ khóa

Can thiệp sớm; Trẻ khuyết tật; Giáo dục hoà nhập; Trường mầm non; Mô hình can thiệp sớm và giáo dục hòa nhập.