

Research on Talent Cultivation System of Special Education Students under the Concept of Inclusive Education

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Abstract. This study discusses the talent cultivation system of special education students under the concept of inclusive education. It focuses on analyzing the development trend, importance, and implementation of inclusive education in China. The study notes that the core of inclusive education is to ensure that all students, including those with special educational needs, have equal access to educational opportunities in the general school system. This educational model not only focuses on the justice of the distribution of educational resources but also emphasizes the fairness of the educational process and results. This study reveals the main challenges that special education students face in an inclusive education system, including unequal distribution of resources, inadequate professional competence of teachers, and coping with individual student differences. In addition, the study highlights the important role of families and communities in the educational process of special education students and makes a series of recommendations for improvement.

Keywords: Talent cultivation; inclusive education; Special Education; families and communities.

1. Introduction

Education is a fundamental human right and essential to the development of any society, and this focus on inclusion is part of a broader understanding. Building a more inclusive education system is therefore seen as key to achieving broader social equity and justice. Current international trends and practices in inclusive education emphasize the importance of integrating all students, including those with disabilities, into mainstream educational Settings. This global priority is reflected in numerous policies and guidelines developed by international organizations and stakeholders, which are based on a rights-based perspective and aim to ensure equity and access for all students [1].

Before the 1980s, China had very limited resources and infrastructure for special education. Most children with disabilities are not included in the formal school system. Policy changes in the late 20th century: With the economic reform and opening up, people gradually recognized the need for organized special education. The first special education schools began to appear, and by the late 20th century, efforts began to systematize and formalize special education practices. By the end of 2019, there were about 2,192 special education schools in China, and the enrollment continued to grow [2]. This represents a strong expansion of special education infrastructure.

Based on the above background, this study aims to explore how to build a talent training system suitable for special education students under the concept of inclusive education. Based on the analysis of the international trend of inclusive education and the development process of special education in China, a comprehensive talent training system suitable for special education students is constructed, to promote their equal opportunities and comprehensive development in the mainstream education environment.

2. The importance of inclusive education

2.1. Promote equity in education

First, inclusive education promotes diversity and inclusion. An inclusive education environment encourages students from all backgrounds to learn together and promotes mutual understanding and respect among students. Special education students are treated equally in this environment, helping to break down social prejudice and discrimination against disability, thereby promoting diversity and

inclusion in society as a whole. Secondly, inclusive education can improve the quality of education, under the inclusive education model, the education system is pushed to constantly innovate and improve teaching strategies to adapt to the needs of different students. This not only improves the learning outcomes of special education students but also indirectly improves the quality of education for all students. Third, inclusive education can realize personalized education. An inclusive environment emphasizes support based on the specific needs of each student, and this individualized approach to teaching allows special education students to develop according to their abilities and interests to maximize their potential [3].

2.2. Improve the talent training of special education students

Inclusive education is of profound importance to the talent cultivation of special education students. Ensuring that special education students have access to necessary resources, such as assistive technologies, special education services, and personalized learning plans, is an important reflection of achieving equitable distribution of educational resources and educational equity. Rational allocation of resources can help these students overcome obstacles in the learning process and enjoy equal educational opportunities.

Secondly, for special education students, it can bring them early social integration and career preparation as well as social and emotional development. Education is not just academic learning, but also a process of socialization and career preparation. Vocational training and social skills training for special education students can improve their employment opportunities and promote economic independence, thus strengthening social integration. An inclusive environment promotes communication and interaction between special education students and other peers, which is critical to their social skills and emotional development. By learning and playing with classmates of all abilities, special education students can learn social rules and develop self-confidence, which are important foundations for their future success. Inclusive education can also help special education students reduce segregation and discrimination. In an inclusive education environment, special education students are not isolated in special schools or special classes but are integrated into regular classes. Special education students can enjoy their education rights, which provides them with a more equitable starting point. This helps reduce social prejudice and discrimination against special needs students and promotes wider social acceptance and inclusion. This environment encourages all students to understand and respect differences, thereby building a more just and inclusive society [4].

3. An analysis of the problem of talent training for special education students under inclusive education

3.1. Uneven Resource allocation

Although inclusive education aims to provide equal learning opportunities for all students, in practice the resources required for special education are often inadequate or unfairly distributed. Special education students may require personalized teaching AIDS, assistive technology, one-on-one support, and specially designed teaching materials, which often require additional financial and human resources. In the context of limited resources, these needs may not be fully met.

When it comes to the need and allocation of resources, special education students often need additional support, such as specialized equipment, assistive technology, and personalized teaching materials. However, the distribution of these resources often varies considerably between regions and schools. This difference is not limited to physical resources but also includes professional human resources such as special education teachers and support staff. The shortage and unbalanced distribution of resources limit the effective implementation of inclusive education and affect the learning effect and overall educational experience of special education students. Financial constraints and priorities are also a constraint on the development of special education students. As Parrish points out, the allocation of educational resources is often influenced by financial constraints, and

educational policymakers may be more inclined to meet the needs of the majority of students when allocating limited resources, while ignoring the resource requirements of special education. Such economic considerations result in special education often being at a disadvantage, especially during times of economic stress. Finally, the problem of policy implementation also restricts the development of talents for special education students [5]. According to Florian, although many countries have developed comprehensive policies to support inclusive special education, there are often gaps in policy implementation [6]. Policies may be well formulated at the national level, but the intensity and approach to implementation at the local and school levels can vary widely. This gap from policy to practice leads to the inconsistency of resource allocation, which affects the fairness and effectiveness of education.

3.2. Lack of professional competence and training of teachers

Inclusive education requires teachers to be able to respond to the needs of a variety of students, including special education students. However, many teachers do not receive adequate special education training and lack the necessary skills to support students with special needs. This not only limits the teaching effect of teachers but also affects the learning effect of special education students. Ainscow mentioned that to effectively implement inclusive education, teachers not only need to understand the basic principles of special education but also need to have practical skills and strategies to deal with various special needs [7]. However, in practice, many teachers receive limited support for professional training in special education, which affects their ability to respond to students with special needs. Regarding this problem, the lack of breadth and depth of teacher training has become particularly obvious. In inclusive education, teachers not only need to master general education knowledge and skills but also need to have the professional ability of special education. Research has shown that many teachers feel they are under-trained in special education, especially in dealing with behavioral issues and adapting to different learning needs [8]. This lack of training not only affects teachers' self-confidence but also limits their ability to implement effective teaching strategies in the classroom. The second is the lack of practical experience of teachers. Although theoretical knowledge is an important part of teacher education, practical teaching experience is equally important. The lack of practical experience will cause teachers to feel inadequate when facing specific teaching situations. Finally, it is about teachers' lack of professional support and resources and interdisciplinary cooperation. Teachers' success in an inclusive education environment also depends on adequate professional support and resources [9]. Loreman, et al. Proposed that the availability of support networks and resources is crucial for teachers to apply inclusive strategies [10]. This includes access to special education materials, educational technology, and peer support. Inclusive education also requires teachers to collaborate effectively across disciplines with special education specialists, psychologists, and other professionals [10]. By working in teams, teachers can more fully meet the needs of special education students.

3.3. Individual differences of students

The needs of special education students range from mild learning difficulties to severe physical or intellectual disabilities. This diversity requires that educational practices be extremely flexible and personalized to meet the unique needs of each student. This is not only a challenge to the teaching strategy, but also a test of the teacher's adaptability. However, the current education system often lacks sufficient attention to individual student differences [11].

In many cases, educational practices still tend to adopt a "one size fits all" approach, ignoring significant differences in students' abilities, interests, and learning styles. Especially for special education students, the lack of personalized teaching strategies and resources prevents them from reaching their full potential. In addition, teachers also face a lack of professional knowledge and practical experience when dealing with individual differences among students, which leads to poor teaching effects. This phenomenon not only limits the academic development of special education students but also affects their social and emotional growth [12]. To deal with this problem, the

education system needs to further pay more attention to the individual differences of students, improve the flexibility and adaptability of educational practices through personalized education plans, differentiated teaching strategies, and professional training, and ensure that every student can get the best learning experience in the most suitable environment [13].

4. Recommendation

4.1. Optimization of resource allocation

Improve resource allocation issues to better support special education students in inclusive education Settings. A comprehensive resource assessment strategy can be developed. First, educational institutions should conduct a comprehensive resource needs assessment to determine the type and amount of resources required for each type of student. This should include classroom technology, assistive devices, professional support staff (such as special education teachers, speech pathologists, psychologists, etc.), and other educational materials. After resource requirements are clearly defined, resources can be allocated in a more targeted manner [14]. The second is to increase the transparency and fairness of resources. Schools and relevant departments should increase the transparency of resource allocation and disclose the standards and actual implementation of resource allocation. Establish equitable resource allocation mechanisms to ensure that all students, especially those with special needs, have access to the necessary support [15]. At the same time, the effectiveness of resource allocation should be reviewed regularly to ensure that it meets the objectives of inclusive education. Optimizing the use of existing resources is the key to improving resource efficiency. For example, by working in interdisciplinary teams, sharing special education resources, or leveraging technology such as online learning tools and applications to assist special education students in their learning. In addition, resource-sharing programs with other schools or regions can be explored [16]. Finally, securing more funding and support is also the key to improving the problem. Schools should actively seek funding and resource support from governments, non-governmental organizations, the private sector, and international institutions. This can be achieved by writing detailed funding applications and demonstrating the social and educational benefits of inclusive education. In addition, an Alumni and community foundation was established to encourage community members to make donations to support the school's special education programs [15].

4.2. Improve teacher professional development and training

To improve the effectiveness of teacher professional development and training, initial teacher education can be enhanced. The first thing that needs to be done is to integrate inclusive education and training. In the teacher education curriculum, the training component of inclusive education and special education is strengthened to ensure that all teacher candidates are exposed to basic knowledge and practical skills in these areas. And provide more internship opportunities to interact directly with special education students, such as internships in special education classes or working with experienced special education teachers. It is also necessary to promote ongoing professional development. For example, workshops and seminars on inclusive and special education topics are held regularly to update teachers' knowledge of the latest educational technologies, teaching methods, and policies. And increasing online learning resources. Make use of online platforms to provide flexible learning opportunities, such as online courses and seminars, enabling teachers to study according to their schedules. Establish professional learning communities among teachers and encourage teachers to participate in or create professional learning communities that provide platforms for support, resource sharing, and exchange of experiences. For example, cross-school cooperation promotes teachers' cooperation between different schools to jointly develop teaching strategies and solve challenges encountered in inclusive education. Giving teachers customized and personalized training programs is also the key to improving teacher professional deficiencies. For example, training programs can be tailored to the specific needs and experiences of teachers, such as basic training for beginning teachers and advanced skills and leadership training for experienced

teachers. In addition, a feedback and guidance system should be made, and a one-to-one mentor system should be implemented to allow experienced teachers to guide new teachers and provide feedback and career development suggestions regularly [17].

4.3. Pay attention to individualized education

Firstly, differentiated teaching is an important strategy for dealing with individual differences of students. According to Tomlinson's theory, differentiated teaching requires teachers to recognize students' differences in abilities, interests, and learning styles, and adjust teaching content, process, product, and learning environment accordingly [18]. This teaching strategy applies not only to special education students but also to the whole class, which can effectively improve the learning effect and promote the personal growth of each student [18]. Secondly, the development of an individualized learning plan (IEP) is one of the obstacles to the individual development of students. An Individualized Learning program (IEP) is an educational program specifically designed to meet the unique needs of special education students. With IEP, educators can set specific learning goals and adaptive teaching strategies for each student. As described by MCLESKEY & WALDRON (2011), an effective IEP should include assessing students' current level, identifying learning objectives, selecting appropriate teaching methods and materials, and planning mechanisms for regularly assessing students' progress [19]. Finally, the use of technology can greatly support coping with individual student differences [20]. As described by Edyburn, assistive and educational technologies can help special education students better access learning content, engage in the learning process, and demonstrate their learning outcomes [19]. For example, using speech recognition software to help students with speech processing impairments, or using tablets and specific apps to support the development of communication and social skills for students with autism.

4.4. Family and community involvement

Under the concept of inclusive education, the active participation of families and communities plays a vital role in the talent training of special education students. The establishment of a family education partnership can greatly improve this problem. For example, regular parent training and seminars should be conducted, and educational institutions should provide parent training on how to support students with special needs. These workshops can include strategies such as home teaching methods and mood and behavior management techniques. Or to strengthen family participation in school education activities and encourage parents to participate in the decision-making process of school education policy and curriculum development, such as through parent committees or educational forums [21].

In terms of community participation, community awareness and support for special education can be increased. For example, community education activities are held, and classes and lectures are held regularly in community offices to raise public awareness of special education and promote community members' understanding and support for inclusive education. Or use the resources of local media and public advertising to spread the word about the importance of special education and the success stories of inclusive education to change the public perception of special needs students. Finally, establish a community support network to provide a platform for families of special education students to share experiences, and resources, and support each other.

5. Conclusion

This paper discusses the talent training system for special education students under the concept of inclusive education, with special attention to its implementation and challenges in China. Inclusive education promotes equity, diversity, and inclusion in education, improves the quality of education, personalizes education, and provides special education students with equal opportunities to communicate and learn with their peers.

However, the realization of inclusive education still faces challenges such as uneven distribution of resources, insufficient professional training of teachers, and insufficient response to individual differences among students. To address these issues, it is recommended to optimize the allocation of resources, strengthen the professional development of teachers, and promote the deep involvement of families and communities. These measures can not only improve the learning results of special education students but also promote their social integration and emotional development.

In conclusion, inclusive education creates valuable development opportunities for special education students, and through the implementation of the above strategies, the advantages of inclusive education can be further promoted so that all students can realize their potential in a supportive and inclusive environment. This is not only a victory for education, but also a manifestation of social equity and justice.

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