

Research on Problems and Countermeasures of Education Rights of Special Children Groups

Yiqi Tan*

School of Management, Beijing Sport University, Beijing, China

Abstract. This article explores the educational rights of children with special needs and the right to education for children with special needs is a crucial component of an inclusive society, advocating for inclusive education as a fundamental right, which delves into the unique psychological, physical, cognitive, and social needs of these children and emphasizes the importance of Individualized Education Programs (IEPs), assistive technologies, and community support. It delves into the unique characteristics and educational priorities of children with special needs, identifies the problems and barriers they face in accessing education, and proposes strategies and recommendations for improvement, it also highlights the progress made in policy and societal attitudes, along with the challenges that remain, particularly in resource-poor areas. Meanwhile, it discusses legal and policy barriers, societal attitudes, and infrastructure issues, proposing policy reform, innovative educational strategies, and increased community and family involvement as solutions. The article concludes by calling for ongoing research and advocacy to ensure that the right to education for children with special needs is fully realized.

1 Introduction

Special children, encompassing a diverse group that includes those with physical, cognitive, or emotional disabilities, have historically faced significant barriers to accessing quality education. However, the narrative is shifting as societies and educational systems worldwide recognize the importance of inclusive education.

Inclusive education is not just a moral imperative but also a fundamental right enshrined in international conventions such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). It emphasizes the right of every child to education on an equal basis with others, without discrimination. The current situation of physical education for children with special needs and future strategies require comprehensive consideration [1].

The current landscape of education for special children is marked by a growing commitment to their educational rights. Many countries have implemented policies and programs to ensure that these children have access to education that is not only available but also tailored to their unique needs. For instance, the use of assistive technologies in classrooms has expanded, providing tools that help bridge the gap between the learning capabilities of special children and their peers.

* Corresponding author: yiki17@stu.sdp.edu.cn

Moreover, there has been a surge in the development of specialized curricula and teaching methodologies that cater to the diverse learning styles of special children. These innovations have led to improved educational outcomes, as evidenced by the increasing number of special children who are not only completing their primary education but also pursuing higher education and vocational training.

Community awareness and support have also grown, with more parents, educators, and policymakers advocating for the rights of special children to education [2]. This has resulted in a more inclusive societal attitude, where the potential and contributions of special children are celebrated rather than overlooked.

However, it is important to note that while progress has been made, challenges remain. Disparities in access to education still exist, particularly in rural and low-income areas, where resources and awareness are limited. Additionally, the transition from policy to practice can be slow, and the implementation of inclusive education strategies varies significantly across regions.

2 Characteristics and educational focus of special children

In the vast expanse of educational research, the study of special children's education rights is a field rich with complexity and nuance. Special children, by their very nature, present a diverse array of characteristics that demand a multifaceted approach to education. This section delves into the inherent attributes of these children and the educational focus areas that are paramount in ensuring their rights to inclusive and effective education.

2.1 Psychological characteristics and support

Special children often face unique psychological challenges that can significantly impact their learning process. Anxiety, low self-esteem, and social isolation are common issues that may arise from the struggle to fit into a system not always designed for their needs. It is essential to recognize these psychological factors and integrate support mechanisms into their educational experience.

The educational focus in this area involves creating a nurturing environment that fosters a sense of belonging and self-worth. This can be achieved through counseling services, social skills training, and peer mentoring programs that encourage positive interactions and emotional resilience. Educators must be equipped with the knowledge to identify signs of psychological distress and to provide appropriate support or refer to specialized services.

The physical and sensory characteristics of special children can vary widely, from mobility impairments to visual or hearing difficulties. These physical attributes necessitate an educational environment that is accessible and accommodating. Ramps, elevators, and specialized furniture can make physical spaces more navigable, while assistive listening devices and visual aids can support sensory needs.

The educational focus here is on ensuring that all learning materials and activities are presented in a manner that is accessible to all students. This includes the use of braille for visually impaired students, sign language interpreters for the hearing impaired, and tactile learning tools for those with sensory processing disorders.

Cognitive diversity among special children is vast, encompassing a range of learning styles and abilities. Some may excel in visual or auditory learning, while others may struggle with traditional academic formats. Understanding these cognitive profiles is crucial for tailoring educational strategies that maximize each child's potential.

The educational focus in this area is on differentiating instruction to meet the varied learning needs of special children. This may involve using multisensory teaching methods,

incorporating technology and interactive tools, and providing alternative assessment methods that align with the child's strengths.

2.2 Social and emotional learning

Social and emotional learning (SEL) is a critical component of education for special children. Developing skills such as empathy, self-awareness, and conflict resolution can greatly enhance their ability to navigate social situations and form meaningful relationships.

The educational focus on SEL involves integrating these skills into the curriculum through activities, role-playing, and discussions that encourage reflection and emotional expression. SEL programs should be designed to be inclusive, recognizing the social challenges that special children may face and providing them with the tools to overcome these barriers.

As previously discussed, IEPs are a cornerstone of special education. They serve as a roadmap for the child's educational journey, outlining specific goals and accommodations that are tailored to their unique needs.

The educational focus in IEP development is on collaboration and regular review. Parents, educators, and specialists must work together to ensure that the plan is comprehensive, addressing all aspects of the child's learning and development. Regular updates and revisions to the IEP are essential to reflect the child's progress and changing needs.

2.3 Involvement of external factors

Assistive technologies play a pivotal role in leveling the educational playing field for special children. From speech-to-text software to specialized writing tools, these technologies can significantly enhance a child's ability to engage with the curriculum.

The educational focus in this area is on identifying and integrating the most appropriate technologies for each child. This involves staying abreast of technological advancements, training educators and students in their use, and ensuring that these tools are readily available and user-friendly.

The involvement of families and communities is vital in supporting the educational rights of special children. Families provide invaluable insights into the child's needs and preferences, while community resources can offer additional support and opportunities [3].

The educational focus in this area is on fostering strong partnerships between schools, families, and community organizations. This includes regular communication, shared decision-making, and the development of community-based programs that complement the school's educational offerings.

The characteristics and educational focus of special children are multifaceted, requiring a comprehensive and inclusive approach to education. By addressing psychological, physical, cognitive, and social needs, and by leveraging the power of IEPs, assistive technologies, and community support, it can create an educational environment that truly serves the rights and potential of special children [4]. It is through this holistic focus that people can empower these children to reach their full academic and personal potential, contributing to a more inclusive and understanding society [5].

3 Issues and barriers in educational rights

The quest for equitable educational opportunities for special children is a journey marked by both challenges and progress. This section of the paper will explore the issues and barriers

within the realms of legal and policy frameworks, societal attitudes, and hardware facilities, with an emphasis on positive developments and constructive solutions.

3.1 Legal and policy barriers

In the realm of special education, the acknowledgment of legal and policy frameworks as the cornerstone of the rights of special children is paramount. It is inspiring to observe the significant progress made by numerous countries in enacting legislation that upholds the educational rights of these children. These laws not only provide a solid foundation for further development but also serve as a testament to the commitment of societies to ensure equal opportunities for all.

The evolution of policies towards greater inclusivity and responsiveness to the unique needs of special children is a positive sign of the times. Early intervention and individualized support are now widely recognized as essential components of a comprehensive approach to special education. This shift in focus is indicative of a growing understanding of the diverse requirements of special children and the importance of tailoring educational experiences to meet their specific needs.

However, despite these advancements, challenges persist in the practical implementation of these well-intentioned policies. Resource allocation remains a critical issue, with many schools and educational institutions struggling to secure the necessary funding to provide the specialized support and facilities required for special children. This financial strain can lead to inadequate staffing levels, outdated materials, and insufficient training for educators, all of which can hinder the effectiveness of inclusive educational practices.

Moreover, the training and professional development of educators are areas that require further enhancement. While there is a growing awareness of the need for specialized training in special education, the availability and accessibility of such training programs can vary greatly. Educators must be equipped with the knowledge and skills to effectively support the diverse learning needs of special children, and this requires ongoing investment in professional development opportunities.

Another challenge is the gap between policy and practice. Even with inclusive policies in place, the actual classroom environment may not always reflect these ideals. This discrepancy can stem from a lack of understanding, resistance to change, or simply the absence of a supportive infrastructure to facilitate the transition from policy to practice.

To bridge this gap, there is a growing commitment to continuous improvement and professional development within the educational community. This involves not only enhancing the skills of educators but also fostering a culture of inclusivity and understanding among all stakeholders, including parents, peers, and policymakers.

3.2 Societal attitudes

Society's perspectives are instrumental in crafting the educational sphere that special children inhabit. While there are undoubtedly areas that require further refinement, a tide of positive transformation is steadily rising. The public's consciousness and comprehension regarding the unique abilities and requisites of these children have seen a discernible upswing. This heightened awareness has engendered a societal climate that is more compassionate and nurturing.

Communities are progressively uniting to champion the principle of inclusive education, providing a wealth of support and resources that amplify the educational journey for children with special needs. This collective effort not only bolsters the learning environment but also empowers these children with a sense of belonging and self-worth.

Despite the challenges posed by entrenched cultural beliefs and societal stigmas in certain regions, there is an encouraging trend toward a cultural renaissance. This renaissance is characterized by a growing appreciation for diversity and the embrace of inclusive practices. It is fostering a milieu that is increasingly receptive and accommodating to the needs of special children.

The journey towards inclusivity is a complex one, fraught with practical dilemmas and policy intricacies, as highlighted by scholars such as Cai Yinghui and Shen Aihua in their 2024 study. Their research delves into the challenges faced in preschool education for children with special needs, particularly focusing on the case of autism. They underscore the importance of policy optimization in addressing these dilemmas and enhancing the educational ecosystem for these children.

It is essential to recognize and celebrate the progress made while remaining vigilant and proactive in identifying and surmounting the barriers that persist. By doing so, people can collectively contribute to a future where every child, irrespective of their abilities, has an equal opportunity to thrive and reach their full potential within an educational system that is truly inclusive and empowering.

This has led to a more empathetic and supportive societal attitude. Communities are increasingly rallying behind the cause of inclusive education, offering support and resources that enrich the educational experience for special children. While cultural beliefs and stigmas may pose challenges in some areas, there is a positive trend toward cultural shifts that embrace diversity and inclusion, fostering a more accepting environment for special children [6].

3.3 Hardware facilities and infrastructure

The physical infrastructure of educational institutions is a critical component of inclusive education. Despite some areas requiring attention, there are many positive developments in this field. Many schools are making concerted efforts to improve physical accessibility, with ramps, elevators, and other accommodations becoming more common. There is a growing trend towards the provision of specialized equipment in educational settings, such as sensory rooms and assistive technology, enhancing the learning experience for special children. Governments and educational institutions are increasingly recognizing the need for investment in infrastructure to support inclusive education. This includes not only physical modifications but also the development of resources and technologies that cater to the diverse needs of learners. However, the current relevant equipment is still not very perfect [7].

4 Countermeasures and recommendations

While there are challenges in the educational rights of special children, the focus of this section has been on the positive developments and constructive solutions that are shaping a more inclusive future [8]. By building on existing strengths, fostering a supportive societal attitude, and making strategic investments in infrastructure, it can continue to break down barriers and create a more equitable educational landscape for all children. The journey towards inclusive education is one of optimism, progress, and a commitment to the rights and potential of every child.

4.1 Policy reform

To address the challenges faced by children with special needs, policy reform is a critical first step. Concrete suggestions for policy reform include the development of inclusive

legislation, robust funding for special education programs, and the establishment of clear guidelines for the implementation of individualized education plans (IEPs).

One successful example of policy reform can be seen in the Individuals with Disabilities Education Act (IDEA) in the United States, which mandates a free and appropriate public education for all children with disabilities. The success of such policies lies in their comprehensive approach, which includes not only legal requirements but also the allocation of resources to ensure compliance [9].

Another aspect of policy reform is the promotion of cross-sectoral collaboration, encouraging partnerships between government agencies, educational institutions, and non-profit organizations. This collaborative approach can lead to more holistic and effective support systems for special children.

4.2 Educational strategies

In the quest to enhance the educational landscape for children with special needs, innovative strategies have emerged as indispensable tools. The incorporation of technology into educational settings has been a game-changer, offering a range of assistive technologies that cater to the varied abilities of these students. Speech-to-text programs, for instance, have been instrumental in supporting students with speech or hearing impairments, enabling them to participate actively in classroom discussions and complete written assignments with greater ease. Digital communication boards facilitate real-time interaction for those who may struggle with verbal communication, fostering a sense of inclusion and participation. Specialized educational software often includes features that adapt to the learning pace of the student, providing them with a tailored learning experience that can significantly boost their confidence and competence.

Differentiated instruction further amplifies the effectiveness of educational interventions by recognizing and addressing the unique learning profiles of students with special needs. This approach involves customizing the curriculum to accommodate different learning styles, which may include visual, auditory, or kinesthetic modalities. By providing alternative materials and adjusting the pace of instruction, educators can ensure that each student is allowed to learn in a manner that best suits their individual needs. According to a study by the National Center for Education Statistics, students who receive differentiated instruction show a 15% increase in academic performance compared to their peers in traditional classrooms.

The profound impact of these strategies is evident in the improved learning outcomes they generate. Technology not only democratizes access to educational content but also reduces the physical and cognitive barriers that might otherwise impede a student's progress. For example, a 2019 report by the Center on Technology and Disability highlighted that the use of assistive technology in schools resulted in a 30% increase in the independence of students with disabilities in completing tasks. Differentiated instruction, on the other hand, has been linked to higher levels of student engagement and a more inclusive classroom environment, as it acknowledges and values the diversity of learning needs.

Moreover, the integration of these strategies is not a one-size-fits-all approach. It requires ongoing professional development for educators to stay abreast of the latest technologies and pedagogical methods. It also necessitates a collaborative effort between educators, therapists, and families to create Individualized Education Programs (IEPs) that are responsive to the changing needs of the students. Regular monitoring and evaluation of these strategies are crucial to ensure their continued relevance and effectiveness. Feedback from all stakeholders, including students, is invaluable in refining these strategies to better serve the educational rights of special children groups.

4.3 Community and family involvement

The role of communities and families in the education of special children cannot be overstated. Community involvement is crucial in creating a supportive network that extends beyond the school walls. This can include local businesses that offer internships or job shadowing opportunities, community centers that provide after-school programs, and non-profit organizations that offer resources and advocacy.

Families play a central role in advocating for their children's needs and ensuring that they receive the appropriate education and support. Parental involvement can take many forms, from participating in IEP meetings to volunteering in the classroom.

Successful examples of community and family involvement can be found in various initiatives. For instance, some communities have established special education parent-teacher associations that provide a platform for sharing experiences, resources, and advocacy strategies. Other examples include community-based mentorship programs that pair special children with adult mentors to support their personal and educational development [10].

5 Conclusion

The significance of research into the educational rights of special children cannot be overstated. It is a critical component in the ongoing quest to create a more equitable and inclusive educational system.

Research is essential for identifying gaps in education for special children, enabling targeted interventions. It also shapes public opinion and informs the development of inclusive curricula and pedagogical approaches. Additionally, research is crucial for evaluating the effectiveness of inclusive education and ensuring the rights of special children are upheld.

In conclusion, research into the educational rights of special children is a cornerstone of the global effort to ensure that every child, regardless of their abilities, has the opportunity to learn, grow, and thrive in an inclusive educational environment. It is a testament to the belief that education is a right, not a privilege and that all children have the potential to contribute meaningfully to society.

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