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Inclusive Education for Deaf and Hard-of-Hearing Students in China: Ideas, Practices, and Challenges

Authors: Xuan Zheng

Abstract: China is home to one of the world's largest Deaf and Hard of Hearing (DHH) populations. In the 1980s, the concept of inclusive education was introduced, giving rise to a unique "learning in regular class ([[[]]])" model tailored to local contexts. China's inclusive education for DHH students is diversifying with innovative models like special education classes at regular schools, regular classes at regular schools, resource classrooms, satellite classes, and bilingual-bimodal projects. The scope extends to preschool and higher education programs. However, the inclusive development of DHH students faces challenges. The prevailing pathological viewpoint on disabilities persists, emphasizing the necessity for favorable auditory and speech rehabilitation outcomes before DHH students can integrate into regular classes. In addition, inadequate support systems in inclusive schools result in poor academic performance and increased psychological disorders among the group, prompting a notable return to special education schools. Looking ahead, China's inclusive education for DHH students needs a substantial shift from "learning in regular class" to "sharing equal regular education." Particular attention should be devoted to the effective integration of DHH students who employ sign language into mainstream educational settings. It is crucial to strengthen regulatory frameworks and institutional safeguards, advance the professional development of educators specializing in inclusive education for DHH students, and consistently enhance resources tailored to this demographic. Furthermore, the establishment of a robust, multidimensional, and collaborative support network, engaging both families and educational institutions, is also a pivotal facet.

Keywords: deaf, hard of hearing, inclusive education, China

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