

Curriculum construction and implementation of resource classroom

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Reviewed by Shiyuan Tang

1 Background introduction

After the concept of inclusion education was introduced into China in the 1980s, it has been promoted and developed in China, and combined with China's national conditions, a model and concept of integrated education with Chinese characteristics has been formed – Learning in Regular Classroom, LRC (随班就读). It refers to a way for children with some physical disabilities, mild intellectual disabilities, low vision and hard of hearing to be enrolled in regular school classes. As a unique form of inclusion education in China, “learning in regular classroom” are widely used in relevant laws and policies concerning special education in China, and a series of policies have been issued to guide the implementation of children with special needs learning in regular classroom, such as: The Special Education Promotion Plan (2014–2016) issued in 2014, and the Guiding Opinions on Strengthening the Work of Students with Special Needs Learning in Regular Classroom in Compulsory Education issued in 2020, etc..

As an important component of the inclusion education support system, the construction of resource classrooms has become one of the important contents of the work of “Learning in Regular Classroom”. In 1997, Beijing established the first resource classroom in China, and then all over the country began to build resource classrooms. Chinese government departments have also issued a series of policies to guide and support the construction of resource classrooms. For example, in 2016, the General Office of the Ministry of Education of the People's Republic of China issued the Guidelines on the Construction of Special Education Resource Classrooms in Ordinary Schools. The guide elaborates on the overall requirements, functions, basic layout, site and environment, regional setting, equipment catalog, management

norms of resource classrooms, making the construction of resource classrooms more standardized and institutionalized.

During the 14th Five-Year Plan period, China will carry out the construction of a five-level resource support system, including national, provincial, municipal, district level resource centers and school-level resource classrooms. Among them, the school-level resource classrooms have the widest coverage and directly serve students with special educational needs. According to the requirements of the Guidelines for the Construction of Special Education Resource Classrooms in Ordinary Schools, resource classrooms should be equipped with necessary education, teaching, rehabilitation training facilities and resource teachers according to the types of disabilities and support needs of students, and make full use of resource classrooms to carry out professional services such as provision of individual learning guidance, psychological counseling, rehabilitation training, and other services for students with disabilities.

However, the above policies clearly explain the functional positioning and equipment configuration of resource classrooms. However, what kind of curriculums are provided for the special children in the class, how to make the course content more targeted and systematic, and then effectively promote the adaptation and development of the special students in the ordinary class, and promote the self-development of the special students, have become the majority of special education teachers, teachers, parents, and researchers of integrated education. Therefore, how to carry out the curriculum construction of resource classroom has become another important work of resource classroom construction. The team of this book starts from the functional positioning of resource classroom, focuses on special children to build resource classroom curriculum plan, and based on evidence-based theory, through nearly 10 years of research and practice, it has formed the behavior counseling curriculum, social emotional curriculum, attention curriculum, academic counseling curriculum and other resource classroom curriculum plan, and finally formed the book "Curriculum Construction and Implementation of Resource Classroom".

2 Introduction of the author and team

The author of this book is Dr. Wei Shouhong, master's supervisor. He is currently the director of the Department of Special Education and the Director of the Autism Research Center at Chongqing Normal University. He is also the founder and director of the Research Center for Inclusion Education at Chongqing Normal University. His research fields include autism, inclusion education, and education and rehabilitation for children with special needs. Professor Wei Shouhong has presided over 23 research projects, such as Research on Social Interaction Support Model for Disabled People in the Age of Social Media, Evaluation and Intervention Research on Social Skills of Children with Autism, Construction and Application Research

of Evaluation System for Students in the Compulsory Education Stage, Academic Evaluation and Application Research of Special Students under Inclusion Education, Research on Curriculum Adjustment of Integrated Education in Chongqing Normal Schools, etc. He has published more than 40 papers in Chinese Journal of Special Education, Studies in Early Childhood Education, International and Comparative Education, Chinese Journal of Rehabilitation Theory and Practice, including more than 20 CSSCI and CSCD papers. Three books have been published, and the main course "Introduction to Inclusion Education" has been rated as the first-class course in Chongqing. Under the auspices of Professor Wei Shouhong, the book was co-written by 10 teachers from 9 special education schools or ordinary primary schools in Beijing, Guangdong, Zhejiang, Chongqing, Sichuan, Hunan and other provinces and cities, and 1 special education teaching researcher from the Teacher Education Institute. All of these teachers are excellent special education teachers with rich teaching experience.

3 Composition and characteristics of this book

This book mainly consists of six parts. The first part is the overall introduction of the resource classroom curriculum construction plan, including the origin of the resource classroom program, an overview of research related to resource classroom and resource classroom curriculum construction, ideas and methods for resource classroom curriculum construction, etc. The second part introduces the construction and implementation of behavioral counseling curriculum in resource classrooms, including the overview of behavioral counseling curriculum in resource classrooms, the evaluation of behavioral counseling curriculum in resource classrooms, and the implementation of behavioral counseling curriculum in resource classrooms. The third part introduces the construction and implementation of social skills training curriculum in resource classrooms, including an overview of social skills training curriculum in resource classrooms, evaluation of social skills training curriculum in resource classrooms, and implementation of social skills training curriculum in resource classrooms. The fourth part introduces the construction and implementation of basic learning ability curriculum in resource classrooms, including the overview of basic learning ability courses in resource classrooms, the evaluation of basic learning ability curriculum in resource classrooms, and the implementation of basic learning ability curriculum in resource classrooms. The fifth part introduces the construction and implementation of the basic rehabilitation curriculum in resource classrooms, including the overview of the basic rehabilitation course in resource classrooms and the implementation of the psychological curriculum in resource classrooms. The sixth part introduces the construction and implementation of the resource classroom labor education curriculum, including the overview of the resource classroom labor educa-

tion curriculum, the evaluation of the resource classroom labor education curriculum and the implementation of the resource classroom labor education curriculum.

In my opinion, the characteristics of this book can be mainly reflected in four aspects: (1) The author systematically expounds the framework model of curriculum construction of resource classrooms, and proposes that the basis of curriculum construction of resource classrooms should include three parts: adaptation to general education requirements (subject learning, school adaptation), self-development requirements (rehabilitation in language, self-care and other fields), and related document requirements (psychological counseling, rehabilitation, subject remediation, etc.). The curriculum construction content should include behavior counseling curriculum, social skills curriculum, basic learning ability building curriculum, basic rehabilitation curriculum and labor education curriculum; (2) In the book, the author quotes and compiled a large number of practical assessment tools, such as self-compiled "Emotional Behavior Problem Checklist for Students with Special Needs Learning in Regular Classroom", "Routine Checklist for Students with Special Needs Learning in Regular Classroom", "Social Skills Assessment Scale for Autistic Children", "Primary School Students Writing Error Type Questionnaire" and so on. For example, the Checklist for Emotional Behavior Problems of Students with Special Needs Learning in Regular Classroom is the author's description of the performance of problem behaviors of Learning in Regular Classroom in school based on 125 teachers. After grading and coding based on the grounded theory, the test draft is formed by combining the relevant theories of problem behaviors and Achenbach's Child behavior Scale, and then revised through repeated trials. Finally compiled; (3) The author presents complete teaching cases when explaining each curriculums. The cases completely present the implementation process of curriculum evaluation, plan formulation, teaching design and teaching strategy, teaching effectiveness evaluation, etc. These cases have a direct reference and guidance for resource teachers to carry out their work; (4) This book makes reference to a large number of relevant studies, and tries to make detailed remarks on all the academic views cited, which is conducive to readers' in-depth literature tracking and reading.

4 Reasons for recommendation

First of all, this book is the first book on resource classroom curriculum in China. Through reading this book, you can have a comprehensive understanding of the origin, development process and construction status of resource classroom in China, especially through the part of "Resource Classroom and Resource classroom curriculum Construction related research Overview". You can have a comprehensive understanding of the overall situation of how to carry out inclusion education in China.

Secondly, through the construction and implementation process of each curriculum type, we can understand the implementation process, content and methods of some frontline teachers in China who use resource classrooms to carry out curriculum in the fields of work behavior, social interaction and labor skills. You can see many operational cases in the book.

Thirdly, you can learn in this book how to support the learning ability (attention, behavior norms, social skills, reading, writing, etc.) faced by special children in the process of studying in the class through resource classroom courses under the curriculum system of Chinese general primary education, such as the application of attention training strategies in Chinese reading and writing.

Fourthly, this book can be used to guide the practical work of resource classroom, assist resource teachers to grow up as soon as possible, and is also suitable as a textbook or reference book for the learning resource classroom of normal school students.

Shiyuan Tang
Department of Special Education
School of Education
Chongqing Normal University (CNU)
China
e-mail: 272430720@qq.com