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“Building an Inclusive Culture Worldwide”

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PREFACE

Welcome to the proceedings of the 17th biennial conference of the International Association of Special Education (IASE). The theme of the conference is “*Building an Inclusive Culture Worldwide.*” The IASE biennial conferences bring together special educators, families, and other interested professionals and individuals to share ideas and experiences, celebrate accomplishments, and create and renew friendships. This conference is an opportunity to learn about ways to empower individuals with disabilities and to promote sustainable development of inclusive practices.

We appreciate everyone who has been involved in making this conference successful including the presenters, organizers, and participants.

Editors

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SOCIO-EMOTIONAL SKILLS OF CHILDREN WITH HEARING IMPAIRMENT IN KWARA STATE, NIGERIA

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Conceptual Framework and Background

The development of social-emotional skills lays the foundation for other developmental tasks in children. It is a gradual, integrated process in which children learn to recognize, experience, express, and control their emotions as well as create meaningful interpersonal relationships. In essence, good socio-emotional competence is fundamental to every child's happy and successful life regardless of abilities or disabilities. Lack of social-emotional development in children increases their likelihood of developing behavioral issues such as delinquency, inattentiveness, peer rejection, bullying, violence, and others. Children can receive assistance that is appropriate for their age and developmental stage if the issues are identified early on (Zins et al., 2007; Harris, 2014).

Literature shows that reports on the socio-emotional skills of children with hearing impairment are inconsistent. Some researchers claim that the level at which children with hearing impairment develop socio-

emotional skills varies from individual to individual, but that majority of people with hearing impairment have social, psychological, and physical challenges (Manfred, 2007; Harris, 2014; Estrada-Carmona et al., 2019). Others say (Hoffman, 2015; Hintermair et al., 2017) that children with hearing impairment are more likely to have developmental delays and problems than their peers with normal hearing, while some claim that children with hearing impairment are frequently able to socially and emotionally interact with children without hearing impairment on an equal term (Rama & Rajaguru, 2016).

According to Holstrum et al., (2009), a lack of knowledge on the level of socio-emotional development of children with hearing impairment can make it difficult to provide them with the needed, well-targeted, and successful interventions. Thus, there is a need to examine the level of socio-emotional skills of children with hearing impairment in order to provide them with the necessary assistance. In particular, there is a dearth of literature on the social-emotional skills of children with hearing impairment in Kwara State. As a result, the study examined the socio-emotional skills of children with hearing impairment in Kwara State. Seven skills that are at the heart of socio-emotional development (empathy, self-concept, self-awareness, responsibility, communication, cooperation, and friendship skills) were put into two groups: managing emotions and interpersonal relationships. Two questions guided the study:

1. What is the level of emotion management skills observed among children with hearing impairment in Kwara State?
2. What is the level of interpersonal relationship skills observed among children with hearing impairment in Kwara State?

Research Methodology

A descriptive survey design was adopted in this research. A purposive sampling technique was used to sample 400 children with hearing impairment from 7 special and 13 regular schools in Kwara State. The participants ranged in age from 6 to 12 years old. A self-developed instrument by the researchers, "Children's Social-Emotional Skills Rating Scale" (CSSRS), provided the opportunity to evaluate children's social-emotional skills in the areas of emotion managing skills (empathy, self-concept, and self-awareness) and interpersonal relationship skills (responsibility, communication, cooperation and friendship). The instrument's content validity was checked and its test of reliability yielded an index of 0.80 using the test-retest method and Cronbach's alpha. The observation of the participants lasted 12 weeks. Data was analyzed using descriptive statistics of mean and standard deviation.

Results and Discussions

Table 1: Mean scores and standard deviations of the level of emotion management skills among children with hearing impairment in Kwara State

Emotion Management Skills	Mean	SD
Empathy Skills	2.46	0.79
Self-Concept Skills	2.10	0.99
Self-Awareness	2.44	1.00
Grand Mean	2.30	0.93

Table 1 reveals that the grand mean (2.30) of the three kinds of emotional management skills assessed was less than the standard reference mean score (2.50). This is an indication that the level of observed socio-emotional skills of children with hearing impairment in Kwara State was low, as shown in the weighted mean scores for empathy skills ($2.46 < 2.50$), self-concept skills ($2.10 < 2.50$), and self-awareness skills (2.44). This finding was in line with previous studies by Goodvin (2005) and Hadjidakou and Nikolaraizi (2008), who found that the majority of children with hearing impairment have low self-esteem.

Table 2: Mean scores and standard deviations of the level of interpersonal relationship skills among children with hearing impairment in Kwara State

Interpersonal Relationship Skills	Mean	SD
Responsibility Skills	2.03	1.06
Communication Skills	2.23	0.74
Cooperation Skills	2.15	0.71
Friendship Skills	2.51	1.02
Grand Mean	2.23	0.88

Table 2 reveals that the grand mean of the interpersonal relationship skills (2.23) was less than the standard reference mean score (2.50). This indicates that the level of observed social-emotional skills of children with hearing impairment in Kwara State was low as revealed in weighted mean scores for responsibility skills ($2.03 < 2.50$), communication skills ($2.23 < 2.50$), co-operation ($2.15 < 2.50$) and friendship skills ($2.51 > 2.50$). The finding was in agreement with Hadjikakou and Nikolaraizi (2008) who found that children with hearing impairment have poor communication skills and Ezema (2013) who found that students with hearing impairment exhibited low responsibility. However, the finding contradicted Rama and Rajaguru's (2016) finding, which revealed that the majority of children with hearing impairment have excellent communication skills. The differences between this study's results and those of Rama and Rajaguru could be due to differences in the study location or to other external factors.

Conclusion and Recommendations

Children with hearing impairment have poor social-emotional skills, according to the study. All seven categories of socio-emotional skills that were assessed in the children with hearing impairment had low levels of skill development. Therefore, in order to support children with hearing impairment in the classroom, teachers should consciously educate, model, and reinforce the use of socio-emotional skills. Likewise, administrators must recognize that children with hearing impairment require various resources, particularly visual and tactile, in order to attain the same objectives as their hearing peers. Parents should also help their children with hearing impairment learn good social-emotional skills, no matter what kind of disability they have.

Future Research Directions

Future research efforts should extend to explore how other characteristics such as family background, gender, and age variations can determine the socio-emotional skills of children with hearing impairment in Nigeria. It may be of interest for future research to examine the correlation between socio-emotional abilities and learning outcomes among children with hearing impairment. This research could also prompt other researchers to make a conscious effort to provide interventions that will assist children with hearing impairment in developing socio-emotional skills in the same way that their peers do in the Nigerian context.

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Biography Information

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THE INITIAL APPLICATION OF THE BASICS 3 CURRICULUM FRAMEWORK IN VIETNAM: PRACTICAL EXPERIENCES

Huynh Thi Hoang Oanh, Hoang Thi Nga, Hoang Truong Thuy An, and Craig Goldsberry

Conceptual Framework and Background

A functional curriculum is designed to teach functional life skills that are necessary for students to live and work independently in the community. It is also referred to as a life-skills curriculum that includes multiple components such as functional academics, vocational education, community accessibility, daily living skills, financial skills, independent living skills, transportation skills, social skills, and self-determination (Patton et al., 1997; Bouck, 2014). The empirical studies also suggested that a functional curriculum could develop and initiate the independent living ability and social inclusion for students with disabilities (Bouck & Satsangi, 2014).

The Basics³ Curriculum Framework is a functional educational curriculum framework developed to meet the needs and abilities of students with moderate to severe disabilities. It is designed for learners of all ages, ranging from infants to adults. It focuses on functional domains of Academics, Domestic, Community, Vocational and Recreation & Leisure that aim to help students develop their independence and access to the community when they mature. In addition, the goals in each domain are related to the standards of the Common Core State Standards (CCSS) of the California State Department of Education that could lead to improved outcomes of successful education and employment for students with disabilities and providing work-based learning experiences proven by both practice and research (Robertson, 2015). Furthermore, the Basics³ Curriculum Framework also provides assessment tools called the Benchmarks and the Diamond Learning Model (DLM) which could help educators, parents, and professionals obtain the necessary information and monitor students' progress. These effective tools could be used during the assessment process to help teachers identify specific intervention goals for children according to the Basics³ Curriculum Framework.

Research

This study will present the initial steps of applying the Basics³ Curriculum Framework in an early intervention program for children with intellectual disabilities at preschool. The findings of this project could provide background information for the application of the Basics³ Curriculum Framework for other groups of children with disabilities in different educational levels.

The classroom action research method was used to develop the application process of the Basics³ Curriculum Framework for a group of preschool-aged children in the practical center of the Ho Chi Minh City University of Education and in two other inclusion resource centers in Ho Chi Minh City. The results were analyzed from in-depth interviews with 13 teachers participating in this study.

Results

The study's process of applying the Basics³ Curriculum Framework contains six main tasks. These include revising the Vietnamese translation of the Basics³ book, adapting goals and objectives to Vietnamese culture, simplifying scoring steps based on the Diamond Model, and administrating the Benchmarks for assessment.

Regarding the revising of the Vietnamese translation: several words and phrases were identified and not translated clearly into Vietnamese and Basics³ Vietnamese version needs to be edited by psychologists and philologists/linguists.

Regarding adaptations to Vietnamese culture: There are certain difficulties in the application of the Basics³ in Vietnam because of differences in the culture and educational contexts between Western and Asian