

Research on the Construction of Regional Lifelong Special Education Service System of Changning District, Shanghai

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Abstract: The 38th general council of UNESCO presented the idea of "ensuring inclusive and equal quality education and promoting lifelong learning for all". Since 1965, when Mr. Paul Lengrand introduced the concept of lifelong education, countries all over the world have unceasingly carried on some practices. Since 1990s, the construction of lifelong education system has been regarded as an important subject of education reform and development in China. However, on the whole, only the important measures to construct the lifelong education system has been heard so far, and few concrete practices has been seen. And the lifelong special education service system is even more a kind of "ideal" that can not be reached. Special Education Promotion Plan (2014-2016) issued by the General Office of the State Council of the people's Republic of China proposes to actively develop special education in non-compulsory education stages. From the perspective of lifelong learning for all, based on lifelong learning for disabled people and diversified needs of special students, lifelong special education practices, which lasted 15 years with three phases of action research has been carried out in Changning District of Shanghai. The government of Changning District has set up a substantive regional special education guidance center, established a multi-disciplinary resource platform for regional medical education, developed a regional off-campus lifelong special education curriculum, built a regional transition service mechanism for special students and constructed a life-long special education service system for disabled people from 0 to 3 years old and even the elderly. Three research conclusions have been drawn: based on a multi-disciplinary comprehensive service system, the construction of a life-long special education service system is a process of continuous progress towards an ideal state to remove obstacles in administrative system and mechanism.

Keywords: National Lifelong Learning, Special Education Guidance Center, Education Combined with Medical Science, Transfer Service, Extra-school Special Education Courses

1. Research Background and Significance

On May 21, 2015, the world education forum sponsored by UNESCO adopted the Incheon declaration with the theme of "changing life through education" and set a new global education goal for the next 15 years. All people should have the opportunity to receive inclusive and equal quality education and the opportunity to learn for life. On November 4, 2015, the 38th general conference of UNESCO adopted the program of the "Education 2030 Action Plan" and proposed the idea of "ensuring inclusive, equal and high-quality education and promoting lifelong learning for all".

Since 1965, when Mr. Paul Lengrand proposed the concept

of lifelong education, the international community has made continuous and in-depth elaboration of this concept. In 1972, UNESCO published Fur Edgar's report "Learning to Live", which proposed three basic concepts of "lifelong education", "lifelong learning" and "learning society". Human existence "is an endless process of perfection and learning" [1]. Since the 1990s, the government of China has made the construction of a lifelong education system an important topic of educational reform and development. However, judging from the overall situation of the important measures for the construction of the lifelong education system, we have so far only heard their voices and have not seen their details [2] The lifelong education service system for the special population is even an unattainable "ideal". The Special Education Promotion Plan (2014 - 2016) No. 1 issued by the state

council of the People's Republic of China proposes to promote inclusive education in an all-round way, initially establishes a special education system with a reasonable layout, linking up school sections, integrating general duties and medical education, and actively develops special education in non-compulsory education stages. In this regard, Fang Junming interprets it as "striving to construct a lifelong education system for the disabled" [3]. Under the background of lifelong learning for all, based on the needs of disabled people, lifelong special education practices, which lasted 15 years with three phases of action research has been carried out in Changning District of Municipality Shanghai.

2. Research Objectives, Methods and Processes

2.1. Research Objectives

Starting from the needs of the career development of special students, this study carries out regional special education reforms in three stages: vocational education extension, social education integration linkage, and regional top-level design. It extends the service years of regional special education and expands the service targets. Beginning with the construction of the substantial regional special education guidance center, it has created a resource platform, developed regional courses, carried out transfer service, explored the regional special education service system for life, provided disabled people with lifelong learning opportunities, and gradually realized inclusive, equal and high-quality education, and promoted lifelong learning for all.

2.2. Research Methods and Processes

The government of Changning District has taken action research as its orientation and transformed the concept of life-long education into special education practice. Three stages of research have been experienced by comprehensively using the methods of literature, investigation, narration and experience summary, with three topics as its guide to carry out

three rounds of action research.

The first phase of action research (2001 - 2007) focuses on the extension of vocational education to strengthen the exploration of employment support for mentally disabled youth. The exploration at this stage has laid a foundation for the follow-up study of career transition service and the gene for the construction of regional transition service mechanism.

The second phase of the action research (2007 - 2011) focuses on the combination of social education and linkage to strengthen the exploration of community support for people with disabilities. The exploration in this stage has formed the concept and practice of special education schools serving adults with disabilities, formed a research path of lifelong special education involving cross-sectoral horizontal intervention, and laid the foundation for continuous research in the third stage.

The third phase of the action research (2011 - 2016) focuses on the top-level design of the region to strengthen lifelong support and exploration for people with disabilities. The exploration in this stage has completed the overall framework of the regional lifelong special education service system, established a substantial regional special education guidance center, created a multidisciplinary resource platform for medical education, developed off-campus lifelong special education courses, and established a transition service mechanism for special students.

3. Research Contents and Results

Lifelong education emphasizes that the process of education and training does not end with the end of school study, but should run through the whole process of life. Since 2001, Changning District of Shanghai has experienced three rounds of reform of regional lifelong special education services. Based on 15 years of continuous exploration, corresponding practical results have been achieved and three stages of development of regional lifelong special education have emerged.

Table 1. Comparison of Three Rounds of Reforms of Life-long Special Education Service in Changning District.

Comparative dimension	the first phase of research	the second phase of research	the third phase of research
Theme	extension of vocational education: employment support, areas	linkage between society and education: community support	regional top-level design: lifelong support
Background	Students with intellectual disabilities who graduated from Changning Junior Vocational School face the difficulty of transition from school to employment.	Due to insufficient education and rehabilitation training after the school, the social adaptability of students with intellectual disabilities is deteriorating.	The school-running system of special education is not perfect, the early intervention of special children is seriously insufficient, and there are few opportunities for further studies and employment for disabled students after fundamental education. Educational service institutions at various stages failed to establish a coordination mechanism.
Core	follow-up and guidance after employment	Schools and communities cooperate to provide lifelong education services for adults with intellectual disabilities in the community	Carry out the top-level design of regional special education, focusing on the fundamental education stage, with interdisciplinary horizontal intervention, and extend special education to both infants and adults by way of project promotion.
Service period	18-19 years old	18-35 years old	from 0 - 3 years old to the older
Service	students with intellectual	18 - 35 - year - old adults with	10 categories of people with special needs and their parents,

Comparative dimension	the first phase of research	the second phase of research	the third phase of research
targets	disabilities who graduated from primary vocational schools	intellectual disabilities who graduated from primary vocational schools and their parents, teachers of "sunshine house" in a community in the region	such as intellectual disabilities, hearing disabilities, autism, learning disabilities, attention deficit hyperactivity disorder, supernormal, etc., and teachers of special education in the region
Service style	post - service guidance courses with a single service form	Direct service courses and indirect service courses are aimed at "sunshine house" students from a community in the region	community courses, special courses and regional courses for students with special needs in the region.
Service time	one year	irregular	full service
Providers	a school	school and community cooperation	regional multidisciplinary integrated service resource platform
Efficiency	The research results have developed a post-job guidance course for students with intellectual disabilities, laid the foundation for the follow-up research on career transition service and the gene for the construction of a regional transition service mechanism.	It has formed the concept and practice of special education schools serving adults with disabilities, formed a research path of lifelong special education involving cross-sectoral horizontal intervention, and laid the foundation for the third stage of continuous research.	It has expanded the research and service objects of special education, extended the service years of special education, and taken the lead in forming a lifelong special education service system for disabled people from 0 to 3 years old to the elderly throughout the country.

3.1. The First Round of Reform of Life-Long Special Education Services: 2001-2007

Due to the restriction of barriers themselves from 2001-2007, most special students lacked the adaptability to the changes of various school sections and the changes of environment and faced the difficulty of changing titles in various stages of development. In 2001, Junior Vocational and Technical School in the Changning district of Shanghai (hereinafter referred to as Changning Junior Vocational School) sent out the first batch of graduates. Due to imperfect brain function, students with intellectual disabilities who already have professional skills are unable to apply the knowledge learned in the school flexibly to their work, are not good at handling complicated colleagues and superior-subordinate relationships, and face difficulties from school to social life. Starting with the general topic of Shanghai educational science research, "Research on Supportive Courses for Older Mentally Retarded Students in Junior Vocational Education" (No. 010077), Changning Junior Vocational School extended vocational education by assigning two experienced teachers to follow up and guide students' employment between units and schools two half days a week for a period of one year, starting a preliminary exploration of lifelong special education. The research and development of post-service guidance courses for students with intellectual disabilities at the beginning of their career has resulted in the formation of three major ways to implement the post-service guidance courses (teaching delivery to the home, return visits by students, telephone exchange), four major methods of post-service guidance (direct observation, individual talks, group discussions, unit visits) and five major principles (situational sharpening, suitability for enterprises, individual guidance, emotional interaction, and active help seeking) [4]. The research results show that the post-employment maintenance rate of graduates in the year 2002 after the

post-employment guidance course is much higher than that of graduates in the year 2001 without the post-employment guidance course. The relevant results were published in the 12th issue of "China Special Education" in 2004. A post-career follow-up blog "Go Left and Go Right" has been set up. Teachers use blogs as carriers to communicate with each other, accumulate experience and record problems encountered by students with intellectual disabilities in their employment in a timely manner. On the one hand, they gradually accumulate and transform into workplace cases, serving as a platform to provide educational resources for the development of vocational guidance courses in schools, and on the other hand, they accumulate vocational guidance experience for teachers.

3.2. The Second Round of Reform of Life-Long Special Education Services: 2007 - 2011

After-service follow-up guidance from 2007 to 2011 has extended vocational education and promoted the employment of mentally disabled youth. However, practice shows that students with intellectual disabilities are more likely to stay at home after graduation from school. Due to the lack of education and rehabilitation training after school, the social adaptability of these mentally handicapped students is deteriorating and they are isolated from normal social life. In 2007, it responded to the development of inclusive education. The Primary Vocational School of Changning regards "expanding lifelong education" as one of the three major strategies for the development of the school, expanding the functions of special education schools and forming a management mode of "one school and two centers (with special education and rehabilitation guidance center and lifelong education guidance service center for the disabled)". In 2008, based on the regional key issue "Research on Cooperation between Schools and Communities to Promote Lifelong Education for People with Intellectual Disabilities"

(No. c8), an investigation and research on lifelong education for people with intellectual disabilities in the community of Huayang street where the school is located were conducted for parents and assistants of people with intellectual disabilities in the community. In the light of the analysis of the survey results, through the signing of the co-construction and cooperation agreement, the operation mechanism and strategy of school-community cooperation to promote lifelong education for students with intellectual disabilities are formed. In terms of concept of focusing on differences, life, cooperation and survival, a curriculum structure for lifelong education for people with intellectual disabilities in the community has been formed[5]. It promotes the development of people with intellectual disabilities from two dimensions of direct and indirect service. The former refers to the development of life-long education services for people with intellectual disabilities, which includes three categories of courses: life practice courses, rehabilitation training courses and career transfer courses. The latter mainly provides indirect life-long education services for the mentally handicapped through the service of "sunshine home" teachers, community disabled assistants and parents and families of the mentally handicapped, including "sunshine home" teacher courses, community disabled assistants training courses and family education guidance courses. Therefore, based on the extension of vocational education, the regional lifelong special education service extends to the cooperation and linkage between schools and communities to provide support for adults with intellectual disabilities in their communities.

3.3. The Third Round of Reform of Life-Long Special Education Services: 2011-2016

With the promotion of integrated education from 2011 to 2016, compulsory education for disabled children in our country has been popularized. At the same time, it also faces the problems of low quality of special education, low specialization of teachers, and imperfect system of running special education. The early intervention of special children is seriously insufficient, and there are few opportunities for further studies and employment for disabled students after basic education and there are few opportunities for further studies and employment for disabled students after basic education. Educational service institutions at various stages are independent of each other and fail to establish a mechanism to coordinate with each other according to the needs of students. The government of the Changning district has built an entity regional special education guidance center, strengthened the top-level design of the region, and built a regional multi-disciplinary comprehensive service resource platform on account of Shanghai's key education science project "Empirical Research on Diversified Development of the Integration of Medical Treatment and Education in Special Education Schools". The overall structure of the regional

lifelong special education service system is as follows.

3.3.1. The Substantial Regional Special Education Guidance Center Has Been Established

Under the concept of inclusive education, whether it is the United States, Australia, or Norway, Finland, Britain, France in Europe, or Japan, Israel in Asia, etc., diversified support institutions like special education support centers and special education resource centers have been set up from the national to the local level to pool human, material and financial resources to support the development of special education[6]. From a national perspective, the special education management system is not perfect. Although in some regions similar special education guidance centers have been established, they are all affiliated to special education schools, whose principals in charge firstly consider the development of schools and lack sufficient consideration for the overall promotion of regional special education[7]. All districts and counties in Shanghai there are special education and guidance centers, however which are all of a mechanism-based nature and are mainly responsible for promoting on-duty study and delivery of home-to-home education.

In order to better co-ordinate regional special education, on December 31, 2010, the Changning district government issued a document setting up the mainland's first substantive special education guidance center to play its role of management and service, research and guidance, evaluation and training. Equivalent to the education institute, out-of-school education institution, and community college in the special education field, it coordinates the regional special education work with the education administrative department, provides professional guidance for grassroots special education schools, and integrates resources to carry out the evaluation and training of special children. In 2013, the Changning district government took the lead in setting up the district special education work leading group in the form of documents in the whole city. The leading group office is located in the special education guidance center, which director is then the director of the leading group office. The district government office, education bureau, civil affairs bureau, finance bureau and other departments in the leading group cooperate to construct a multidisciplinary professional resource platform, designed to provide personalized special education services for the career development of special children, including combination of medical education, combination of physical education, combination of culture and education, and combination of social education. The advantages of Changning District's special education service framework are reflected in two formulas: $1 + 1 > 2$ and $1 + 3 > 4$, as shown in Table 2. Thus, in the Changning district the service framework of regional special education has been perfected and the construction of regional lifelong special education service system has been promoted.

Table 2. Analysis of advantages of the construction of special education guidance center in Changning District.

Formula	Effect	Effect
1+1>2	The first "1" refers to the district special education guidance center with strong professional color, and the second "1" refers to the district special education leading group office with administrative color.	Changning Special Education Guidance Center and special education leading group office forms a joint force. On the one hand, they can strengthen the top-level design of regional special education; on the other hand, they can integrate special education resources, including special education schools, and play a more powerful professional guidance and service function than the guidance center attached to the special education school.
1+3>4	"1" refers to the establishment of an independent guidance center in Changning District, and "3" refers to the three mechanism centers, the district preschool special education and rehabilitation guidance center, the district special education and rehabilitation guidance center, and the district lifelong education and service guidance center for the disabled.	By playing the role of three sets of operation mechanisms, the Changning special education guidance center, on the one hand, plays the role of professional resources such as human and financial resources in special education schools, on the other hand, actively responds to the goal of "comprehensively promoting inclusive education", expands new fields of research and practice in special education, and thinks about and begins to solve the forefront issues of the structure, cohesion and pertinence of regional special education.

3.3.2. A Multidisciplinary Resource Platform for Regional Medical Education Has Been Established

The education and training of special children cannot be solved simply by medical treatment or teaching, but requires multidisciplinary cooperation between medical treatment and teaching. Foreign literature research shows[8] that developed countries such as Europe and the United States all attach importance to the role of multi-disciplines such as medicine, rehabilitation and sociology in special education, and emphasize the need to provide comprehensive multi-disciplinary services for special children, covering all kinds of special children of all ages. The analysis of the current situation of the practice of the combination of medical education and teaching in the special education schools shows [9] that the special education schools have encountered the problems of lack of a comprehensive resource platform and the inability of doctors to stay in the schools in promoting the work of the combination of medical education and teaching. However, due to limited resources, ordinary schools cannot provide suitable education for children with disabilities. Its related support system is the core of solving this problem [10].

At present, there are very few professional therapists in China. Medical rehabilitation doctors are better at adult sports rehabilitation. Their clinical experience in sports rehabilitation and speech and language rehabilitation for young people is relatively weak, and their resources are quite scarce. They are mainly engaged in the assessment and diagnosis of special children, few of whom carry out clinical training, and lack of multidisciplinary resources in the promotion of lifelong special education in the region. Changning Special Education Guidance center integrates high-end medical experts and resources of international professional rehabilitation therapists to form a multi-disciplinary expert database, including 42 director and deputy director doctors and 500 retired expert doctors from the medical committee of the association of old science and technology workers. It has established a multi-disciplinary special education comprehensive service mechanism with a public welfare service-oriented model and provides diversified comprehensive services in four dimensions of serving students, teachers, schools and parents.

Through the establishment of a regional medical education resource platform, the government of Changning District

coordinates the cooperation between ordinary schools and special education schools, educational institutions in the upper and lower education sections, and the multi-disciplinary service target of medical education has gradually expanded from the original focus on preschool special children and disabled children in special education schools to students for whom to deliver education to doors and students attending regular classes, subsequently to special preschool children, students attending special education schools, disabled students not attending regular classes, handicapped students not attending regular classes, disabled elderly people, etc., and later expanded to supernormal children, benefiting everyone.

3.3.3. Regional Off-campus Life-Long Special Education Courses Have Been Developed

The curriculum embodies educational thoughts and concepts. It is not only the blueprint for realizing educational goals, but also the main basis for organizing educational and teaching activities [11]. Inclusive education is based on the concept of educational fairness and advocates that all children should receive education and services of high quality, suitable for their own characteristics and equality [12]. Under the background of inclusive education, special education is to provide various forms and set up flexible educational services for children with special learning needs in all schools [13]. "How to establish a more integrated curriculum system and respond to the diversity of students to meet the needs of all students has become one of the core issues of the integrated education reform [14]. Under the background of inclusive education, it is a direction of contemporary special education curriculum reform to create conditions for every disabled student to participate in lifelong special education curriculum under the guidance of integration.

Based on the concepts of being life-long, inclusive, supporting and talented, a life-long special education curriculum outside school has been built to meet the development needs of different age groups, different types and different degrees of special groups, as shown in table 3. Focusing on the stage of basic education, interdisciplinary horizontal intervention, extending to both ends in the form of project promotion, the service extends special education research and service objects to 10 categories of students with special needs, including learning disabilities, emotional and

behavioral disorders, attention deficit hyperactivity disorder, autism, cerebral palsy, etc., and conducts workshops for parents of high-risk children aged 0 to 3 years who interfere early to provide personalized vocational education for disabled students who have completed nine-year compulsory education. The following should be practiced. Promote the cooperation between community colleges and special education schools, set up review classes for the college entrance examination for people with intellectual disabilities, and support people with intellectual disabilities to receive higher integration education. Pay attention to the functional

compensation and potential development of special students, take art therapy as a breakthrough. Based on the differences in students' interests and abilities, they should be provided, i.e. adult education support, such as special courses, community courses, and regional courses for the disabled, educational support such as medical health lectures for the elderly disabled should be provided and so should support services, such as mathematical thinking training, life science community, drama performance community, and literature creation community for gifted students aged 7 to 18.

Table 3. *The curriculum framework of off-campus lifelong special education for lifelong learning for all.*

Service targets	Contents	Implementation	Stages of development
Preschool disabled children aged 0 - 6	special courses: speech, language, cognition, games, perception, music and other education and rehabilitation training	individual learning methods,	early intervention stage of 0 - 6 years old
Gifted disabled people from the age of 4 to the age of old	special courses: literature, painting, vocal music, crosstalk and other special training	individual learning methods,	pre-school education, compulsory education, high school education, higher education, adult education, and senior education (currently focusing on adult education, compulsory education, and senior high school education)
Students in primary and secondary schools attending regular classes between 7 and 16 years old	associations courses: homework, cognition, speech and language, sports, psychology and other education and rehabilitation training	group study methods	compulsory education
Disabled children aged 7 to 18 who need education to be sent to their homes	special courses: rehabilitation training, quality of life, basic culture, menu-based services	individual learning methods,	compulsory education, and high school education
Gifted students in primary and secondary schools aged 7 - 18	association courses: thinking training, life science, drama performance, literary creation and other special training groups	group study methods	compulsory education, and high school education (currently focusing on compulsory education)
Disabled people's association courses with compulsory education completed at least 16 years of age	photography therapy, gardening rehabilitation, western food production, pet raising, art creation and other educational activities	group study methods	high school education, higher education, adult education, and senior education (currently focusing on adult education section)
People with disabilities from the age of 18 to the elderly	regional courses: dissertation and education training for review of the college entrance examination for adults with intellectual disabilities, medical lectures for the hearing-impaired elderly	collective learning methods	higher education, adult education, and senior education (currently focusing on adult education and senior education stages)
Including social people with disabilities of different ages	social people including people with disabilities of different ages	collective learning methods	preschool education, compulsory education, high school education, higher education, adult education, and senior education (currently focusing on compulsory education, high school education, higher education, and adult education)

Remark: rehabilitation training for students attending regular classes in primary and secondary schools and review of the college entrance examination for adults with intellectual disabilities are projects entrusted by the district special education guidance center to special education schools.

3.3.4. Regional Special Student transfer Service Mechanism Has Been Established

There is a consensus in the existing research that the key to the construction of the lifelong education system is to break the barriers of the inherent education system and realize the communication and connection of various types of education at all levels in the true sense [15]. At the same time, this is also the difficulty in the construction of the lifelong education system. "The Council for Exceptional Children-Division of Career Development and Transition" (CEC - DCDT) set up in the United States provides education on career development and transition for disabled individuals of all ages. However,

China's current educational service institutions at various stages have not been able to establish a mechanism to connect with each other. The results of exceptional children's stage education and training are often wiped out in the process of school section connection. In some areas, such as Chongqing, governments there focus on transition from infancy to pupillage and do not have a systematic and coherent transition service mechanism.

Under the concept of career development and lifelong learning, the special education guidance center in the Changning district uses the transition center group headed by experts as its starting point, with the participation of relevant teachers from special education schools (kindergartens) in

each school segment, who discuss once a month, and prepares "the regional special student transition service manual". Meanwhile, it develops and implements 37 transition service projects in the five major stages of home, from infancy to pupilage, from primary school to junior high school, from junior high school to junior vocational school, and after junior vocational school, divided into assessment, conference, activity, and curriculum (scheme) categories, providing services for the transition of special students in each stage, as shown in Table 4. Therefore, providing transfer service for

special students at various stages has become a regular mechanism in Changning District. As for the whole region's lifelong special education service system, the transition service has strengthened the cooperation among the schools and institutions in the region's special education service. It is an important service item of the multidisciplinary cooperation team, which has made the region's personalized special education service coherent, promoted the students' career development, and is an indispensable part of the region's lifelong special education system.

Table 4. Transition programmes for special students in Changning District.

Career development stage	Transition programmes	
Early intervention to kindergarten	assessment	combined evaluation of medicine & education;
	activities	academic probation; parent consultation; mixed age integration activity ;
Kindergarten to primary school	conferences	parents meeting; home to kindergarten transition meeting;
	assessment	assessment of senior children of kindergarten; combined evaluation of medicine & education; assessment of access to special education school;
	activities	thematic activity for the transition from infancy to pupilage; a visit to a special education school; a visit to a primary school;
	conferences	transition conference for children from kindergarten to elementary school transition meeting including doctors, parents and schools; parents' association;
Primary school to junior high school	courses (scheme)	individual education plan for senior children in a kindergarten;
	assessment	application appraisal for learning in regular class ; educational rehabilitation evaluation; academic evaluation ; IQ retest;
	conferences	kindergarten to elementary school transition meeting including doctors, parents and schools for students learning in regular class;
	courses (scheme)	resource teaching;
Junior high school to junior vocational school	assessment	entrance to primary vocational schools evaluation ;
	activities	skills demonstration and observation of students from primary vocational schools; a visit to primary vocational school;
	conferences	junior high school to primary vocational school transition meeting; parents meeting of the graduating class; education & rehabilitation training program;
	courses (scheme)	occupational rehabilitation; community practice experience; occupational and psychological rehabilitation in a special education school ;
After junior vocational school	assessment	evaluation of individual career transition; evaluation of students in sunshine house(daycare institute for adult intellectual disabilities);
	conferences	individualized career transition meeting; junior vocational school to college transition meeting;
	courses (scheme)	implementation of individualized career transition service plans; adult college entrance examination review class;
		community course

4. Research Conclusion

The object of special education includes not only disabled students in special schools, but also students with special education needs in ordinary schools. Changning District plays an independent role as a guidance center to integrate multi-disciplinary resources of medical education, coordinating the cooperation between ordinary schools and special education schools, educational institutions in the upper and lower education sections, medical and educational institutions, and has made some attempts and explorations on the road to promoting lifelong special education. The following conclusions have been reached.

4.1. The Construction of Lifelong Special Education Service System Is a Systematic Work based on Multidisciplinary Comprehensive Services

Many countries such as Britain, the United States, Australia,

Norway, New Zealand, Israel and others have adopted a multi-disciplinary and comprehensive service model. Education, health, social services and other departments jointly participate in the management. They integrate medical, educational, enterprising, cultural and other social resources from all walks of life and form professional teams composed of special teachers, general teachers, doctors, social workers, nurses, volunteers, occupational therapists, physiotherapists, speech language therapists and other therapists to provide comprehensive support and services for special children. Multidisciplinary cooperation is the basic trend of special education development. It is necessary to integrate the resources of education, health, Disabled Persons' Federation and civil affairs departments to construct a lifelong special education system, and provide appropriate education and rehabilitation services for each special student.. This study believes that the construction of lifelong special education service system is based on the systematic work of

multi-disciplinary comprehensive services.

4.2. The Construction of Lifelong Special Education Service System Needs to Remove the Obstacles of Administrative System and Mechanism

Lifelong education for special groups involves all aspects and requires the cooperation of education, health and other departments. However, for a long time, the two departments of medical education have been independent of each other. Doctors are used to removing patients through medical technology and do not understand the complexity of education, especially special education. Therefore, they seldom consider combining with education to serve patients better. How to remove the obstacles of administrative system and mechanism and break through the barriers between medicine and education? The Shanghai medical and educational integration project reform team focuses on the institutional and institutional barriers of departmental barriers. It is the first in the country to start with the establishment of a mechanism, with policies as the guarantee and public service platform as the carrier, to implement a four-in-one medical and educational integration model. Through the integration of the medical system and the education system, a multi-level interactive and cross-sectoral joint operation mechanism is formed. Changning District relies on the district-level special education work leading group to vigorously promote the development of regional special education. At the professional level, Changning District has stepped in horizontally across disciplines and applied for the community education experiment project of the lifelong education department of the municipal education Committee, breaking down the functional barriers of the fundamental education department and the lifelong education department at the administrative level, and realizing the research and professional service of the regional lifelong special education.

4.3. The Construction of a Lifelong Special Education Service System Is a Process of Continuous Progress Towards an Ideal State

The lifelong education service system for special groups is an "ideal". From the construction of the system to the perfection of the system, it is a process of continuous progress towards the ideal. The life-long special education experience of various countries shows that attention should be paid to the early education of disabled infants and young children to provide career development and transition support for disabled children of all ages so as to improve their quality of life and social competitiveness. Changning District plays the role of a physical special education guidance center and has initially established a lifelong special education service system for the aged from 0 to 3 years old. In the follow-up practice, this study will also continuously enrich the lifelong special education service projects in various stages so as to continuously improve the regional lifelong special education service system.

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