

# Practice and Reflection on Integrated Education for Disabled Students in Law Majors

Long Liming

Law School, Sichuan University, Chengdu, Sichuan, China  
longliming@scu.edu.cn

**Abstract:** Disabled students who majoring in law in colleges and universities have objectively different physical and mental health characteristics and development status from disabled students studying in other majors. The integrated education of disabled students majoring in law must integrate professional literacy cultivation and basic personality quality education throughout, not only achieving integration in teaching management, but also helping them integrate into society in the future.

**Keywords:** Law major; Integrated education; Ideological and political education

## 1. Introduction

Education is a fundamental right and obligation of citizens recognized and protected by the current Constitution of the People's Republic of China. In 1984, when it was promulgated and implemented, the National Education Commission and the China Disabled Persons' Fund decided to start recruiting physically disabled students who can take care of their own lives, do not affect the completion of their major studies, and can engage in related work after graduation to study in ordinary higher education institutions<sup>[1]</sup>. This policy is highly consistent with the international education trend of "integrated education" (also known as "inclusive education") that emerged in the 1990s.

With the development and progress of society and education, the law major aims to cultivate talents with the goal of "shaping legal professionals in the new era". Its talent cultivation philosophy, ideological concepts, and basic value orientations are all in line with integrated education. Students with physical disabilities can fully study the law major.

In the past decade, my college has admitted some students with physical disabilities to study undergraduate law in different grades, and many have continued to pursue master's degrees. Through almost uninterrupted practice of integrated education, while respecting the laws of professional education and following the principles of professional education, we have gradually formed the core concept of integrated education, which is "moral education first, helping them stand up and become successful". We continue to build a "counselor centered, four in one" service support system around this center, and effectively carry out "full stage, full process" integrated education.

## 2. A logical analysis of how the law major can facilitate integrated education

Due to physiological disabilities, the general psychological state of disabled college students is characterized by inferiority, sensitivity, strong self-esteem, anxiety, and loneliness<sup>[2]</sup>. In the teaching of law majors, students need to believe in the spirit and values of law, including equality, freedom, human rights, etc. How disabled students feel and accept it in their hearts not only affects the formation of their professional literacy, but also objectively affects the effectiveness of integrated education, and also proposes new topics for ideological and political education.

### 2.1 The inherent unity of values and concepts in legal education and integrated education

The concept of inclusive education originates from the idea of "inclusive education" and the model of "teaching in regular classes", with the educational goal of returning the disabled to the mainstream society<sup>[3]</sup>. In terms of the goals of legal education, the author believes that since law focuses on human behavior and various social relationships, law students have the possibility of employment in anything related to human behavior and social relationships. Thus, guided by the concept of "education without

discrimination", legal education is also a form of "integrated education". Similarly to the integration education of people with disabilities, legal education aims to help law students integrate into all aspects of human society and highly integrate the concept of the rule of law into various fields of society, thus achieving the goal of building a rule of law society. Therefore, legal education and integrated education are inherently unified in terms of value concepts.

### ***2.2 Integrated education can reverse the realization of the value goals of law education***

Generally speaking, integrated education mainly focuses on disabled students. Essentially, students with sound physiology are also the objects of education. To achieve the effect of integration, it is necessary to educate and improve students to a certain extent, and create a good atmosphere and interpersonal conditions for integration. This aspect of education, combined with the cultivation of legal literacy, can promote the deep internalization of equality, freedom, and rights perspectives; It is beneficial for cultivating a stronger and more loving legal personality within oneself.

### ***2.3 The ideological and political approach of integrated education is more in line with the educational goals of the law profession***

In addition to teaching legal theory and specialized knowledge and skills, legal education also emphasizes the cultivation of legal literacy. British judge Kirk once said, "Law is an art, and only through long-term learning and practice can a person gain knowledge of it." We believe that legal education includes the basic elements of "human" and does not unilaterally emphasize professional skills, which is why the goal of "legal education" is to cultivate people. Integrated education provides a richer and more authentic interpersonal relationship for students, allowing them to practice respecting the human rights of people with disabilities and treating them equally, thereby forming concerns about the rights of "minority groups" and understanding human rights theory and equality concepts. This practice is not only outside the classroom, but also embedded in the ideological and political approach of integrated education.

## **3. The formation of the basic educational concept of "putting moral education first and helping them become self-sufficient and talented"**

It is imperative to construct a specialized integrated education service support system based on existing but differentiated education service systems, which is different from the basic concepts of general legal education. The integration of education practice within the legal profession is mainly achieved through ideological and political education. The basic educational concept that should be upheld is to prioritize moral education, accept it with a compassionate attitude, and infect it with a mixture of kindness and kindness.

### ***3.1 Adhering to the principle of "putting moral education first" is a requirement for all students majoring in law***

Education adheres to people oriented and moral education first. Moral education is not only the cultivation of ideological and moral character, but also an important content closely related to the concept of the rule of law in legal education. The traditional Chinese legal system is the rule of etiquette and law, advocating for morality; The socialist rule of law also emphasizes the realization of the effectiveness of "governing the country with morality", with the construction of social morality, professional ethics, family virtues, and personal morality as the foothold; The personal level values of "patriotism, dedication, integrity, and friendliness" in the core socialist values are also the target values of moral education. It can be said that the acceptance and integration of disabled students, as well as the process of learning and living together, are all important stages of moral education. Only when basic moral character meets the requirements of core values and meets the standards of social morality can integrated education be effectively implemented.

Compared to disabled students, the vast majority are physically sound students. Only by accepting the values of integrated education can they create a good atmosphere for integrated education. In addition, students who are physically sound may not necessarily be mentally healthy. Specifically, disabled students perform relatively better overall in terms of resisting stress and enduring setbacks. Therefore, in the process of integrated education, it is necessary not only to target disabled students as educational objects, but also to achieve educational fairness.

### ***3.2 It is necessary to accept with a compassionate attitude and infect with a mixture of kindness and kindness***

In practice, integrated education workers mainly include ideological and political workers, service and management personnel, with counselors as the main body in universities. Counselors are the teachers who have the closest connection with disabled students. In addition to daily management and services for students, they also provide psychological health education, ideological and moral guidance, basic behavior guidance, and academic and career education and planning.

Integrating educators should be the first and most capable person in the entire education service support system to accept disabled students; Otherwise, instructing others to accept is not beneficial for education. Educators should have a compassionate attitude and accept disabled students like their relatives and friends, narrowing the psychological distance between them and disabled students.

Integrating educators not only accepts themselves, but also infects disabled students with a sense of kindness, while also infecting physically sound students. In this way, a good atmosphere can be better and faster formed.

## **4. Build a service support system centered around counselors and integrated in four aspects**

According to foreign research, the service support system for integrated education should cover three aspects: "regular support, support specifically designed for disabled students, and specialized team support", involving multiple aspects such as infrastructure, life security, administrative affairs processing, teaching arrangements, and vocational guidance<sup>[4]</sup>.

### ***4.1 Construction of external service support system***

The external service support system is mainly to assist disabled students in overcoming physical defects and difficulties, providing guarantees in basic living, and relieving their worries about basic living; This includes providing medical professional support in the field of mental health. These supports include routine support, such as the installation of accessible facilities and elevators in infrastructure construction; There is also specialized support for specific and specific disabled students, such as customizing living utensils and desk and chair equipment.

### ***4.2 Internal Service Support System with Counselors as the Center and Four in One***

Professional education units for disabled students should focus on building support systems for administrative affairs, teaching arrangements, and vocational guidance; And special attention is paid to the establishment of a dedicated support team, building an internal support system centered around counselors and integrated with four aspects.

Counselors are the central role of the internal support system. Throughout the entire stage of disabled students' education and graduation, counselors are the core of the support team: responsible for implementing the basic concept of integrated education, organizing and coordinating the operation of internal and external support systems, directly managing routine and specialized administrative affairs involving disabled students, cooperating with the revision and implementation of teaching and training plans for disabled students, guiding their psychology and behavior, and providing personalized and specialized career guidance and planning, Solve internal and external affairs that disabled students may encounter.

The "four in one" support team also includes other teachers and students: conscientious and responsible credit system guidance teachers, who develop specialized study plans for disabled students and guide them to complete their studies according to the study plan; Senior students with excellent moral character and strong initiative serve as mentors, providing peer support and guidance; Students of the same grade, major, and gender who have high ideological consciousness, are friendly, open-minded, and full of dedication serve as "study and life partners", forming a specialized pair of assistance for common progress.

## **5. Ideological and political practice of "all stages, all processes"**

The integrated education of the entire process is more carried out through learning and life partners

under the guidance of counselors, in a way of "eating together, living together, learning together, and participating together". Using this specialized assistance pair as a starting point, we will implement the entire process of ideological and political education guidance for integrated education in a larger time and space dimension. The "full stage" refers to the entire stage of disabled students from the time they complete enrollment and are about to enter school, through actual enrollment and school life and learning, to the time they complete their studies and enter society. With the extension of educational concepts, the emotional connection between disabled students and their alma mater after graduation belongs to the scope of alumni work and is also a natural extension of integrated education.

### ***5.1 Education on the concept of equality as the main content in the first year of college***

At the beginning of college, if a disabled student is admitted, their future counselor should directly contact the student and their family to understand their disability status, inquire about their daily obstacles and practical difficulties that need to be solved by the school or department. Then coordinate all parties accordingly and establish an internal and external service support system.

At this stage, "equal treatment" will be extended from enrollment to enrollment registration. Give full consideration to details and make disabled students feel respected, not just treated favorably.

At the same time, it is necessary to guide students with sound physical health, taking into account the acceptance level of roommates in advance when arranging dormitories, and selecting disabled students' study and life partners in advance. In practice, students with different degrees of disability have significant differences in their living habits and interpersonal skills, and the acceptance level of ordinary students also varies. For example, the inconvenient washing and rinsing of armless students leads to deviations in their personal hygiene status; Not everyone can eat with their feet using tableware. It is not true to insist on equal education and require ordinary students to be treated without discrimination. On the contrary, practice has shown that equal education with "non discrimination" as the bottom line is reliable; We must respect ordinary students and control differentiated treatment above the bottom line of "non discrimination" in order to effectively create a harmonious atmosphere. Furthermore, only by objectively and truthfully allowing for differentiated treatment can disabled students integrate and stand on their own in society in the future.

### ***5.2 During the study period, the educational goal is to cultivate good students***

Cultivating well is mainly reflected in the strengthening of independent perspectives and the promotion of self-growth; Not emphasizing the achievement of course grades, emphasizing the correction of learning attitudes and the acquisition of learning methods.

Firstly, impose strict academic requirements. In addition to physical education classes and physical fitness tests, which cannot be completed due to physical disabilities, schools and departments adopt a basic attitude of "equal treatment" and do not lower evaluation standards or reduce graduation credit requirements. This not only respects disabled students themselves, but also respects other educated individuals.

Practice has proven that disabled students admitted through the ordinary college entrance examination have strong learning abilities and can gain the respect of the vast majority of ordinary students upon admission. For such students, in terms of academic performance, the main emphasis is on helping them integrate into the normal learning process, avoiding exclusion from teaching activities such as course selection, classroom exercises, mock court training, and evidence science experiments due to disabilities; Encourage disabled students to actively participate in student clubs, participate in academic activities and research projects, and help them strengthen their sense of self-reliance and confidence in self growth during the process.

Through practice, it is not difficult to find that disabled students who are recommended and admitted through preparatory studies have relatively lower learning abilities than ordinary students, and are often not easily accepted by classmates. For ordinary students, it is necessary to gradually guide them to treat disabled classmates with a normal attitude through the bottom line concept of "non-discrimination" in education. For disabled students, the main goal is to correct their learning attitude, help develop good learning habits, and guide them to strive to acquire learning methods.

Secondly, attach importance to the effectiveness of peer coaching in daily management education. The effectiveness of peer tutoring as a "learning life partner" is to promote, learn from, and progress together. Learning and life partners are the closest classmates to disabled students, who are aware of their privacy, inner stories, and deep emotions. The counselor selects and cultivates this partner well, and if this partner plays a good role in peer counseling, it will become a role model for accepting disabled students that other students in the entire grade and major can see, and receive vivid education.

This is beneficial for cultivating and shaping legal professionals in the new era who have reverence for the law and compassion for the world, and achieving the reverse effect of integrated education.

Thirdly, adhere to ideological and political guidance throughout the entire process. Both ideological and political literacy and legal expertise are important. Integrated education focuses on educational activities outside the main classroom, and ideological and political education runs through the entire process.

On the one hand, we should encourage disabled students to strive for self-improvement, face their physical disabilities squarely, and establish confidence in independent living. Encourage them to maintain a self-improvement attitude and actively integrate into the collective through daily management and care. Provide coordination and guidance in interpersonal relationships, encourage them to actively participate in group and club organizations, and strive to progress together with their classmates in learning. By acknowledging their progress and achievements, help them establish confidence in independent living. On the other hand, efforts should be made to eliminate the exclusion and exclusion mentality of other students towards disabled students, and to create an atmosphere of equal and harmonious student relationships. Counselors must focus on disabled students and encourage other students to increase their daily contact with them, guiding them to actively cooperate; And infecting healthy students with the continuous self-improvement of disabled students has achieved the effect of mutual motivation and common learning progress, objectively helping to enhance class cohesion.

Especially, for the development of disabled students themselves, it is necessary to teach them according to their aptitude and provide individual guidance. Every disabled student has a different reality and expectations for the future. We must provide tailored ideological and political education programs for every disabled student. The entire plan includes the aforementioned service support system, as well as academic programs and career guidance.

Fourthly, special attention should be paid to mental health education throughout the entire process. Integrative education must attach importance to mental health education. Law is concerned with human and interpersonal relationships, social and social relationships, and ultimately, human activities; Human psychological activities are also within the scope of concern. Generally speaking, disabled students have a finer and more sensitive mindset. Throughout the entire process, long-term and sustained mental health education for disabled students, as well as ordinary students with close or even tense interpersonal relationships, must be based on various aspects and levels of daily management and teaching.

### **5.3 Use "self-reliance and success" as the educational effectiveness testing standard upon graduation**

As disabled students approach graduation, the focus of work can be summarized as: pushing and helping. Integrated education must achieve a connection from universities to society. Disabled students have gained a harmless and limited perception of the real society in university, and have completed the establishment of self-reliance and self-improvement confidence; At the stage of further education or employment, it is necessary to continue to promote and maim them in the aspects of recommendation, material submission, and appraisal, and to assist them in obtaining positions and choosing degree directions, in order to successfully complete the integrated education task on campus.

### **References**

- [1] Lu Sha, Fu Wangqian. *On Higher Education for Persons with Disabilities from the Perspective of Social Equity. Special Education in China. 2014 (3): 12-16*
- [2] Zhu Jiubing, Li Dali. *Exploration of Ideological and Political Education for Disabled College Students. Education and Career. 2011 (3): 64-65*
- [3] Wang Deyi. *Limited Isolation and Infinite Integration. China Vocational and Technical Education. 2011 (15): 89-92*
- [4] Mao Yanwen and Ma Hongying. *A Review of Research on Higher Education for Persons with Disabilities in Developed Countries. Special Education in China. 2010 (3): 8-13*