MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNIVERSITY OF EDUCATION

DINH NGUYEN TRANG THU

COMMUNICATION SKILLS EDUCATION FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE PRIMARY SCHOOL

Field: **Theory and history education**
Code: **62.14.01.02**

Summary of doctoral thesis about EDUCATION

HA NOI - 2017

The works have been completed at

HANOI NATIONAL UNIVERSITY OF EDUCATION

Supervisor: Assoc. Prof. Dr. Pho Duc Hoa
Assoc. Prof. Dr. Nguyen Xuan Hai

Reviewer 1: Assoc. Prof. Dr. Dang Quoc Bao

National Academy of Education Management

Reviewer 2: Assoc. Prof. Dr. Pham Minh Muc

The Vietnam Institute of Educational Sciences

Reviewer 3: Assoc. Prof. Dr. Nguyen Duc Son

Hanoi National University of Education

The thesis will be protected before the council at Hanoi National University of Education, 136 Xuan Thuy, Cau Giay, Ha Noi at date …

The thesis can be learnt in the library of Hanoi National University of Education and the National Library

INTRODUCTION

1. The urgency of the study

Since 1994, many countries have supported the Salamanca statement (Spain) on “Schools for all” [54]. Recently, in 2015, the United Nations also mentioned the 2030 agenda for sustainable development that ensures inclusive and equitable quality education and promote lifelong learning opportunities for all, and ensures that noone will be "left behind" (goal 5) [105].

Children with disabilities (CWD) are those suffering many disadvantages in society. Physical defects and/ or mental impairments limit their participation in educational activities and bring many difficulties in their daily life. Among CWD, children with intellectual disabilities account for a relatively large number [16]. In Vietnam, as of 2011, there were 1.2 million CWD out of more than 30 million children, accounting for 3.14%; of which, the number of children with intellectual disabilities (CWID) accounted for the highest number, about 32%. Some provinces even had higher ratio of CWID out of primary students such as Yen Bai, the ratio of which was 56.5% (391/692 students, 2015) [57].

Education of CWD in general education and CWID has been implemented three ways: special education, integrate education and inclusive education. Among which, inclusive education methods that mobilize maximum participation of CWD with non-disabled children (or with others) are showing its advantages and becoming a dominant trend in education for CWD in most countries around the world, including Vietnam.

Communication plays an important role in the development of the human being and is a condition for their existence. Many psychologists have proved that, if there is no communication with the

people and with social relationships, children will not grow up and there will be no development in their psychology, awareness, and personality [2]. Communication helps elementary students expand relationship with their friends and teachers, thereby helps them expand integration into the society.

In an inclusive educational environment, due to specific types of disabilities in each ID students and barriers in inclusive environments, CWID face many difficulties in participating in learning activities. In addition, specific restrictions on communication of ID students also affect their access and ability in absorbing knowledge in learning as well as their participation in activities. Thus, in education environment in school, it is important to equip CWID with not only the knowledge but communication skills as well.

However, the reality shows that many teachers are not aware of and have due attention to development of communication skills besides knowledge in ID students in inclusive primary education environment. Another reason is that those teachers have not been equipped with knowledge about tools to evaluate and realize communication skills in shortage in ID students. Thus, they could not enhance efficiency of education measures for training and strengthening of communication skills in particular, and help improve learning results of ID student as well as the students' ability in integrating into the primary environment in general.

From the above-mentioned theoretical basis and practical needs, we have chosen "Education of communication skills for students with intellectual disabilities in inclusive primary school" as the title of our thesis.

2. Objectives of the study

Based on theoretical studies and practice, the thesis proposes methods of educating communication skills for ID students in

inclusive primary school, helping them improve their communication skills and the ability to participate in learning activities and society.

3. Object and subject of the study

3.1. The object of the study: The process of educating communication skills for ID students in inclusive primary schools.

3.2. The subject of the study: Methods of educating communication skills for ID students in inclusive primary schools.

4. Scientific hypothesis

If methods for educating communication skills are made in accordance with the characteristics of ID students and exploit advantages of inclusive environment, they will help ID students improve communication skills and thus their ability to participate in learning activities and society.

5. Tasks of the study

Studying theoretical basis and situation of educating communication skills for ID students in inclusive primary schools; recommending and organizing experiments.

6. Scope of the study

6.1. Contents: methods of educating communication skills for ID students in inclusive primary schools.

6.2. Location and object of the survey: 83 ID students and 186 teachers in inclusive primary schools in Ha Giang, Yen Bai, Da Nang city, and Hanoi city.

6.3 Subject of experiments: 03 students at mind level of ID in inclusive primary schools in Hanoi city.

7. Approachs and methods of the study

7.1. Approachs

The thesis approachs its topic based on a synthesis of viewpoints: *dialectical materialism* (considering the process of educating communication skills in a united and dialectical

relationship with the teaching of communication skills in particular and common teaching of ID students in general), *system* (a comprehensive and systematic view of the ID students and their communication skills), *development* (methods of educating communication skills that help ID students improve not only communication skills but also others of their development, such as cognition, language, motor and fine skills, etc.), *Specialization* (considering each ID student to be a different individual), *acceptance of variety in the classroom* (individual approach to each ID student, providing educational methods and appropriate adjustments towards each student while ensuring consistency with all students in inclusive classes).

7.2. Methods of the study

Theoretical and practical research and mathematical statistics.

8. Findings of the thesis

8.1. In terms of theory: help build and expand the theory of ID and ID students in inclusive primary schools, and educate communication skills for ID students in inclusive primary school; design toolkit for evaluating communication skills of ID students in inclusive primary school; develop a system of educating communication skills for ID students basing on characteristics of the subject and in accordance with the environment of inclusive education, in consistence with educational programs and conditions of Vietnamese primary education.

8.2. In terms of practice: clarify the advantages, limitations and factors affecting education of communication skills for ID students in inclusive primary schools, help improve the quality of inclusive education in primary schools; Propose systemic methods that have been designed with high scientific level and tested through teaching experiments, which will serve as valuable sources of reference during

management, research, training, and capacity building of primary teachers as well as parents of ID students.

9. Protection of arguments

9.1. Communication skills are required to support ID students during their participation in learning activities and integration into the inclusive educational environment. Education of communication skills for ID students in inclusive primary schools meets orientations of educational reform towards approachs to capacity of the learners and is consistent with characteristics of individual-oriented education, based on developmental characteristics of students with disabilities, for the improvement and development of learners.

9.2. Education of communication skills for ID students can be implemented in Vietnamese primary education, however must take into account characteristics of the ID students, their specific communication skills, and affecting factors from specfic environment of inclusive education.

9.3. Education of communication skills in inclusive primary schools only shows its effectiveness in ID students if there is a close and synchronous combination between subjective conditions, i.e. cognitive ability of ID students and a synchronous implementation of methods in compliance with set procedures, with objective factors in a close relationship between teachers in inclusive primary schools and parents of ID students, as well as systems of other supporting forces.

10. Structure of the thesis

The thesis consists of the introduction, conclusion – recommendation, and 03 chapters.

Chapter 1: Theoretical basis of education of communication skills for students with intellectual disabilities in inclusive primary schools.

Chapter 2: Practical basis of education of communication skills for students with intellectual disabilities in inclusive primary schools.

Chapter 3: Organization of experiments on methods of educating communication skills for students with intellectual disabilities in inclusive primary schools.

CHAPTER 1: THEORETICAL BASIS OF EDUCATTION OF COMMUNICATION SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE PRIMARY SCHOOLS

1.1 Overview

1.1.1 Studies on Inclusive Education for students with intellectual disabilities

Inclusive education started in the 60s and 70s in the world and was conducted in Vietnam since the 90s of the XX century. Inclusive education is the educational method that enables children with disabilities to learn together with normal children in schools in their living area [21]. Studies on Inclusive Education for CWD in the world and in Vietnam mainly focus on the followings:

Researches on clarifying the nature and the characteristics of inclusive education, which clearly analyze the advantages of inclusive education in comparison with other previous educational methods including specialized and integrated methods. Typical authors in this category include: Porter (1995), Friend, M. and Bursuck, W (1996), Smith, E.C. T et al (1998), Nguyen Thi Hoang Yen (2001), Le Van Tac (2005), Nguyen Xuan Hai (2009), Bui Thi Lam, and Hoang Thi Nho (2013), etc. These authors focus on fundamental characteristics of inclusive education, providing analysis and instructions on

organization and procedure of inclusive education for children with special needs, including ID children/students with adjustment in methods and techniques during teaching process [21][41][67][92][95], etc.

Research on methods, techniques of teaching ID students in inclusive environment, with typical authors such as: Judy W.Wood (1984), who refers to the adjustment of teaching methods in inclusive environment for CWD; Richard and Jacqueline S.Thousand A.Villa (1998), who refer to the design and adjustment of creative teaching environment for students in inclusive classes; Smith, ECT et al (1998), who refers to the methods and ways of teaching that meet the needs of students with disabilities in inclusive environments, Unessco (2004), who refers to the technical and methods of teachers during the teaching process in inclusive environments; Kirstin Bostelmann and Vivien Heller (2007), who refer to the methods and the specific and typical steps applied to each group of students with different disabilities in primary schools and in different nvironments [8][9][10][13][46].

Research on the role and significance of the coordination of forces during the implementation of inclusive education emphasizes the role of schools and inclusive teachers. Many studies have confirmed the strong impact of teachers' ability, qualifications, and perceptions on ID students, especially on their evaluation of ID students [7][93][94] [99][100][101].

Specific research on adjustments in the learning subjects and methods to teach ID students directly in inclusive primary schools: there are only a few authors in this category, include: Kristin Bostel and Vivien Heller (2007), who refer to several adjusting methods during the teaching of language for ID students in primary classes; Nguyen Xuan Hai (2009), who refers to adjustments in teaching

Vietnamese, Mathematics and Social Nature subjects for ID students in inclusive classes of grade 1 [7][20].

1.1.2 Studies on communication skills of ID students

Research on children's communication in the world and Vietnam started along with the beginning of psychological education for children in the early twentieth century.

Studies on communication and communication skills of ID students follow the directions below: features of communication and communication skills, factors affecting communication, methods to assess communication and communication skills. Vietnam mostly assesses communication through adapting and adjusting a number of tools such as: the Scale for Assessment of communication developed by Kirstin Bostelmann and Vivien Heller (2007), Vol. 3, Small steps - early intervention program (1974), Gilliam Scale (Gilliam Autism rating Scale - GARS, Jame E.Gilliam, 1995, Checklist for communication skills for students with intellectual disabilities (training materials for staffs and teachers in the program of equipping life skills for ID children) of a group of authors, including Nguyen Thanh Hoa, Chu Thi Kim Ngan and Nguyen Minh Phuong (2009), Vineland II Adaptive Behavior Scale (2005). However, no study mentions the characteristics of communication and specific communication skills, of specific ID students, such as ID students in primary schools, in inclusive educational environment.

1.1.3 Research on education of communication skills for students with intellectual disabilities

Study education of communication skills for ID students in terms of *content, methods, procedures, and the way to organize education of communication skills*. There are only few researches studying directly these issues relating to ID students or specializing in inclusive environments.

1.2 Basic concepts

Within the scope of the study, the thesis identifies several basic concepts as follows:

Skills are the ability of humans withdrawn from their own experience, through the process of training to achieve a set purpose or objective.

Communication skills are understood as the effective implementation of a certain action that takes place in communication relationship through usage of the knowledge, perceptional knowledge of communication, verbal and non-verbal means to affect objects, by themselves or with the assistance/supports from others in order to achieve set goals.

Education of communication skills for ID students in inclusive primary schools is the path of education with intended impact and with the guidance of teachers in order to form respective communication skills for ID students in circumstance of inclusive primary enviroment.

Methods of educating communication skills for ID students in inclusive primary schools is the process of intended and oriented effect by teachers to ID students through the organization of educational activities in order to form and train the necessary skills in communication such as listening and attention skills, skills of using verbal language, written language, and non-verbal elements, skills of adjusting and controlling the communication process, skills of emotional control and group interaction.

1.3 Common issues of students with intellectual disabilities

1.3.1 The concept and diagnostic criteria of intellectual disabilities

According to the diagnostic criteria of the DSM-5 (2013).

1.3.2 Characteristics of students with intellectual disabilities

1.3.3 Characteristics of communication of student with intellectual disabilities in primary schools

In addition to common characteristics of communication of elementary students, ID students have other characteristics such as: *having difficulties in usage or selection of communication tools*, *especially verbal language; having difficulties in understanding and applying the principles of communication such as interactive, practical and rotating principles, etc.; ID students lack or are weak at communication skills such as being unable to adjust and control the communication process, unable to start or end the conversation, and having difficulties in establishing communication, etc.*

1.4 Education of communication skills for ID students in inclusive primary schools

1.4.1 The significance of education of communication skills for ID students in inclusive primary schools: help ID students live independently and confidently, participate in inclusive social life and complete their personality.

1.4.2 Objectives of education of communication skills for ID students in inclusive primary schools

Provide knowledge, implement and apply communication skills in real life to support the vocational orientation and independence of the ID students in later stage.

1.4.3 Approaches to education of communication skills for ID students in primary schools

Three approaches include: through interaction and language-enriched environment created by the *INREAL* method; implementation of overall communication that stimulate all means and manner of communication; and development and enhancement of

communication skills in accordance with level and stages of development of ID students according to the reversible operations in human development of Masato Tanaka, Japan.

***1.4.4 The path of education of communication skills for ID students in inclusive primary schools*:** integrated in subjects, taught in separate subjects, through extracurricular activities and individual education.

1.4.5 Affecting factors of inclusive education to education for communication skills for ID students in inclusive primary schools:

Elements from the physical environment such as light, sound, time, facilities, equipments, space, and class structure.

Elements from classroom psychological environment: methods, forms of organization and assessment of teachers; the interaction between ID students and non-ID students in class.

CHAPTER 2. PRACTICAL BASIS OF EDUCAION OF COMMUNICATION SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE PRIMARY SCHOOLS

2.1 Pratical basis of education of communication skill for students with intellectual disabilities

Inclusive education in Vietnam has achieved fundamental achievements but still has many challenges. Situation of implementing education of communication skills for ID students in Vietnam: there is no unification and separate educational content in educational program; education of communication skills is one part of the education of social skills.

2.2 Current status of education of communication skills for students with intellectual disabilities in Vietnamese inclusive primary schools

2.2.1 Organization of field surveys

** Purposes of surveys*

In order to understand issues related to communication skills of ID students and the process of educating communication skills of inclusive teachers.

** Contents of surveys*

- The current status of awareness, levels and forms of organization and educational methods, advantages and disadvantages of teachers educating communication skills.

- The current status of communication skills of the ID students in inclusive primary schools: 07 categories of communication skills include listening and attention skills, skills of using verbal language, using written language, using non-verbal elements, skills of adjusting and controlling the process of communication, skills of controlling personal emotion, and skills of group interaction.

** Methods and tools of surveys*

Checklist for communication skills, ankets, interviews, classroom observations and extracurricular activities observation, tests (Vineland II, Kyoto scale), case study, research on results of 03 research cases.

** Locations and objects of surveys:* 83 ID students in inclusive schools and 183 inclusive teachers in Ha Giang, Yen Bai, Da Nang city and Hanoi city.

- Locations: 04 provinces/cities and 36 schools in Ha Giang (04), Yen Bai (09), Da Nang (19) and Hanoi (05).

- Objects: 186 inclusive teachers in Ha Giang (36 teachers), Yen Bai (23 teachers), Da Nang (55 teachers) and Hanoi (72

teachers). Brief information about teachers of the surveys: the number of female teachers was higher than that of male teachers (167 vs. 9); Most of teachers aged from 31 to 40 (70/186, accouting for 37.6%); teachers aged over 50 accounted for the least ratio (8/186, accounting for 4.3%). *Regarding teaching experience*, most of teachers had more time teaching elementary students than ID students. *Regarding qualifications of teachers*, the number of teachers having Bachelor degree accounted for the highest ratio (108/186, accounting for 58.1%), the number of teachers graduating secondary level accounted for the lowest ratio (4/186, 2.1%). *Regarding trained specality of teachers*, the number of teachers having Primary education, Social works, and Special education qualification accounted for the highest ratio (104/186, accounting for 55.9%). *Regarding participation in training courses*, only a half of teachers were trained especially on inclusive education and special education. However, the training courses were mainly on common issues of education of children with disabilities.

Surveys on 83 ID students in inclusive primary schools in 03 locations: Yen Bai (05), Da Nang (28) and Hanoi (50). *Regarding gender*, the number of male ID students was highe than ID female students (60 vs. 23). *Regarding the level of disability*, the number of ID students at low level of ID accounted for the highest ratio (44/83, 53%). *Regarding age*, only 71 children were at primary school age (6-11 years), accounting for 85.5%, of which the number of ID students at age 8 accounted for the highest ratio (22/71, accounting for 30.9%) and the number of ID students at age 9, 10 accounted for the lowest ratio (accounting for about 13%). *Regarding classes*, the number of ID students at grade 1 accounted for the highest ratio (27/83, accounting for 32.5%) while the number of ID students at grade 5 accounted for the lowest ratio (7/83, accounting for 8.5%).

2.2.2 Result of field surveys

**Current status of communication skills of the ID students in inclusive primary schools*

- *Summary of assessment results of each category of communication skills of ID students:* The skill of using non-verbal elements and the skill of controlling personal mood tended to be the best and the worst skills of ID students respectively. Whereas ID students were relatively good at some skills such as listening skills and skills of using verbal language, they were weak at skills of controlling and adjusting the process of communication, and skills of using written language.
- *Summary of results of surveys on the correlation among categories of communication skills :* there is a close correlation among categories of communication skills, except for the category of skills of controlling personal mood.
- *Summary of results of surveys on the correlation between categories of communication skills with other factors of ID students:* categories of communication skills had no correlation with gender whereas had certain correlation with level of disabilities.

** Current status of education of communication skills for the ID students in inclusive primary schools*

- *Teachers' awareness of the strengths and limitations of ID students:* teachers agreed on some outstanding strengths of the ID students in terms of characteristics and personality, such as obedience, ability to perform in compliance with simple instructions; sociality with friends; Honesty and sincerity. In contrast, the teachers did not appreciate some of the characteristics of ID students related to their learning abilities, language, especially language of abstraction, and their interaction ability.

Almost ID students have average and intermmediate level of communication skills. Details : in 5 out of 7 categories of communication skills, the number of ID students at average level accounted for the highet ration and in 2 out of 7 categories of communication skills, the number of ID students at intermediate level accounted for the highest ratio. There was only very few number of ID students having excellent level of communication skills.

Among categories of communication skills, skills of listening and responding to commands and orders of others ranked 1th and skills of using written language during the process of communication ranked 7th. Results from in-depth interviews with some teachers having ID students brought about similiar outcomes.

- *Teachers' awareness of the concept, significance and role of education of communication skills for ID students*

Regarding the concept of education of communication skills, there were 122 out of 186 teachers, accounting for 65.5%, had right understanding. *Regarding the role of education of communication skills* for students ID, the number of teachers considering education of communication skills as Very important accounted for the highest ratio (131/186 teachers, accounting for 70.4%). *Regarding the significance of education of communication skills*, the number of teachers evaluating that education of communication skills help ID students integrate into class activities accounted for the highest number (165/186 teachers, accounting for 88.7%) while the number of teachers considering education of communication skills as a means to help parents and surrounding people understand ID students accounted for the lowest ratio (25/186 teachers, accounting for 1.3%).

- *Assessment of the extent, content, form of organization and methods of educating communication skills for ID students in inclusive primary schools.*

Regarding the extent of education of communication skills for ID students, the number of teachers who selected Regular performance accounted for the highest ratio (88/186 teachers, accounting for 47.4%). *Regarding content of education of communication skills*, teachers highly appreciated content related to skills of listening and using verbal language. In contrast, they undervalued skills of controlling personal mood and using written language.

Regarding the extent of educating content of communication skills for ID students: teachers often paid more attention to skills of listening, using verbal language; conversely, they paid less attention to skills of controlling personal emotion and using of written language. In-depth interviews also showed similar results.

Regarding the form of organization of communication skills: teachers often chose to integrate communication skills into subjects, mostly into the Ethics subject and then the Vietnamese language, the Social nature, the Music, and the Arts subject. Less teachers chose the form of individual support, mainly out of class hours. The number of teachers chose to organize social activities such as the meetings and visits, etc. accounted for the lowest ratio.

Regarding methods of educating communication skills, teachers often used methods to teach content of communication skills; Created a friendly class environment and positively interacted with ID students; Developed a group of friends providing regular support. They less used methods such as: Organizing competitions related to communication skills; Organizing forums for the exchange and sharing of experience among parents of students in the process of

educating communication skills for students; Organizing exchanges among classes in schools and among schools. The reason was that within limited time in class, parents only focused on knowledge their children might absorb, as well as the pressure from the curriculum, etc.

- *Assessment of challenges, advantages and factors affecting the education of communication skills for ID students in inclusive primary schools:*

Main advantage of teachers during education of communication skills for ID students in inclusive primary school is that these students have inclusive environment to practice communication skills and opportunities to integrate easily into the real life; the teachers, therefore, can discuss more with their parents. Main challenge that teachers often face during education of communication skills for ID students is the ability of ID students. This result is similar to the viewpoint of teachers when assessing strengths and weaknesses of ID students as above mentioned.

- *Objective factors affecting education of communication skills for ID students in inclusive primary schools:* the level of difficulty of communication situations and complexity of communication skills required to be educated for ID students. Subjective factors affecting education of communication skills for ID students include: the imagination ability and logical thinking of ID students related to their limited awareness.

Some lessons learnt are:

- Teachers need being trained and equipped with sufficient knowledge and adequate skills of education of children with disabilities in general as well as of communication skills in particular.

- The consitency of cognitive characteristics cognitive and features of communication skills of the ID students should be taken care of during the education of communication skills.

- Communications skills need being practiced in a variety of environments (classroom, family, society), through various forms of education.

- There is a need for the coordination and enhancement of the role of particpating entities involving schools, families, and society, etc.

CHAPTER 3. METHODS OF EDUCATING COMMUNICATION SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITES IN INCLUSIVE PRIMARY SCHOOLS

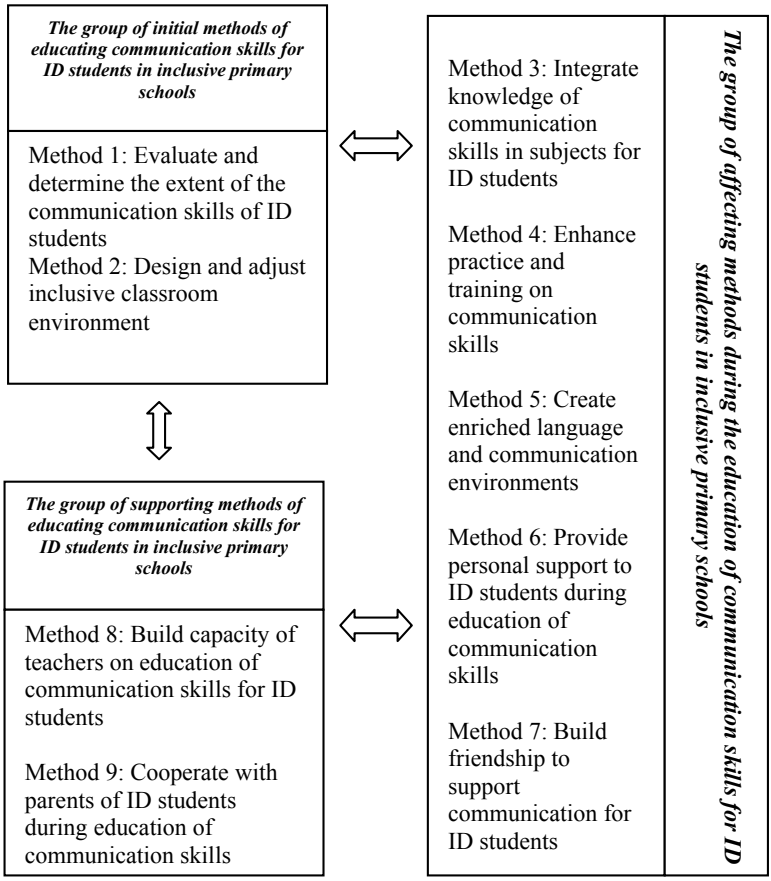
3.1 Principles for building methods of educating communication skills for ID students in inclusive primary schools

To ensure 06 fundamental principles including educational, systematic, comprehensive, relevant, developmental and individual characteristics.

3.2 Methods of educating communication skills for ID students in inclusive primary schools

Proposed methods: The thesis proposes 03 methods, relationship and interactions among which are shown in the diagram below:

Digram 3-1: Methods of educating communication skills for ID students in inclusive primary schools



Conditions for implementation of methods:

Considering the conditions of inclusive schools, inclusive teachers, ID students and their family.

3.3 Organization of experiments on methods of education communication skills for students with intellectual disabilities in inclusive primary schools

3.3.1 Experimental process

The expriment was conducted during the 2014-2015 school year and on 03 students with low level of ID (02 students in grade 2 and 01 student in grade 1).

Experimental locations: at 02 primary schools in Hanoi city (Binh Minh primary school in Hoan Kiem district and Phuc Dien primary school in the Northern Tu Liem district.

The experimental procedure comprised following steps: 1st assessment (testing overal developmental ability and the level of communication skills) → observation (school time, extracurricular activities) → building and selecting methods of educating communication skills and tests → experiment on impact → 2nd assessment → Conclusions and lessons learnt.

Based on the characteristics and abilities of each student after the 1st assessment (input assessment) in terms of overall developmental aspects, the level of communication skills, family conditions, school environment, the thesis builds specific content of communication skills suitable for each student.

3.3.2 Experimental results

Student N: the categories of communication skills of N increased by one level; particularly, 2/7 communication skills increased from Average level to Good level. Developmental quoitent indicators in the field of language - social interaction of N also increased. Some evidence of N's improvement: the quality of voice (loud, clear, appropriate speed), the ability to understand and answer questions, the skill of making sentences and writing (created new

writing besides avaiable forms), and the ability to participate in many activities.

Student V: 5/7 categories of communication skills increased by one level, yet 2/7 categories of communication skills remained unchanged. Developmental quoitent indicators in the field of language - social interaction of V slighlty increased. Some evidence of V's improvement: achieved higher results in the end-of-semester examination, with higher number of correct answers, and the ability to participate in some group activities in class with support.

Student Q: 3/7 categories of communication skills increased by one level, 4/7 categories of communication skills remained unchanged. Some evidence of Q's improvement: longer period of time for listening and attention to lectures in class, better use of non-linguistic elements, and knowing to participate in and to perform tasks in the group.

Comparing of educational communication skills groups of 03 ID students before and after experiment

Communication skill groups	N student				V student				Q student			
	Before		After		Before		After		Before		After	
	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level
No 1	11	Average	22	*Excellent*	10	Average	15	*Intermediate*	11	Average	14	*Intermediate*
No 2	21	Average	30	*Intermediate*	17	Average	24	*Intermediate*	15	Average	16	Average

No 3	13	Average	17	*Intermediate*	9	Average	15	*Intermediate*	9	Average	9	Average
No 4	7	Average	10	*Intermediate*	4	Poor	10	*Intermediate*	5	Average	8	*Intermediate*
No 5	7	Yếu	12	*Average*	6	Poor	8	Yếu	6	Poor	6	Poor
No 6	6	Average	9	Intermediate	4	Average	6	Average	5	Average	6	Average
No 7	7	Average	11	Excellent	6	Average	9	Intermediate	4	Poor	5	Average

** Note:*

No 1: Listening and attention skill

No 2: Using verbal language skill

No 3: Using written language skill

No 4: Using non-verbal skill

No 5: Adjustment and control the process of communication skill

No 6: Emotional control skill

No 7:Iinteraction in group/class skill

Results as compared among 03 case studies: after the experiments, impacts on 03 cases were different. All of 03 students experiened similar and significant improvement in the category of skills of using non-linguistic elements and remained the remarkable difference in the category of skills spoken language unchanged. Some improvements were recognized in the category of skills of using spoken language, using non-linguistic elements, and group interaction. Among the 03 case studies, student N always gained the highest scores in all categories of communication skills.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Education of communication skills is important and meaningful to ID students.

1.2. Features of communication skills of the ID students in the inclusive primary schools: they often have an average level of communication skills, a strong level of listening skill and skills of using non-linguistic elements and group interaction; and restrictions on skills of using written language, controlling and adjusting the process of communication, and controlling personal emotion.

1.3. The survey on 186 teachers in inclusive primary schools showed that the teachers were aware of the importance and significance of education of communication skills to the development of the ID students; teachers paid attention, chose forms of organization, and used a number of methods of educating communication skills for the ID students.

1.4. The thesis proposed 03 groups of totally 9 specific methods and carried out 03 experiments on 03 students with ID at low level. All case studies obtained certain results, reflected in improvements of each student.

2. Recommendations

2.1. To the Ministry of Education and Training: it is required to have guidelines and specific policies during implementation of inclusive education for ID students with a focus on education of communication skills.

2.2. To the inclusive primary schools: it is required to be aware of the importance and significance of the training of communication skills, to create real inclusive environments, to promulgate actively, to raise awareness and the role of families and communities, and to facilitate teachers to improve their proffessional capacity.

2.3. To the teachers in inclusive primary classes: it is required to actively improve the knowledge and pratical skills of educating communication skills; to pilot various experimental methods; to actively mobilize the support and participation of all forces during implmentation of education of communication skills

2.4. To the parents of the ID students in inclusive primary schools: it is required to be aware of the role of the family; to actively participate in training courses on capacity building; to support and actively participate in activities organized by the school and the teachers.

THE LIST OF AUTHOR'S WORKS

1. Dinh Nguyen Trang Thu (2013), "Application of in-real approach in developing communication and language skill of children with autism", *Journal of Science Education*, No 83, ISSN 0868-3662, pp 27-29.
2. Dinh Nguyen Trang Thu (2013), "Applying developmental psychology theory to diagnosis, evaluation and plan individualized education for children with intellectual disabiities", Journal of science of HNUE, ISSN 0868-3719, pp 90–99.
3. Dinh Nguyen Trang Thu, Nguyen Thi Cam Huong, Phan Thi Huong, Johannes Paetzold, Hoang Thi Le Quyen (2013), "The status of students with a learning disability in Vietnamese primary schools", *Journal of science of HNUE, Interdisciplinary Science*, 2013, Vol. 58, No. 5, ISSN 0868-3719, pp. 128-135.
4. Dinh Nguyen Trang Thu (2014), "Assessment and communication skills in children with high-funtioning autism for integration into primary education", *Journal of science of HNUE*, Vol 59, No 6BC, ISSN 0869-3719, pp 358-366.
5. Dinh Nguyen Trang Thu (2014), "Learning strategies to support students with intellectual disabilities in inclusive environment", *Journal of Education,* Special No, pp 41-44.
6. Dinh Nguyen Trang Thu (2014), "A qualitative study of students with signs of learning disabilities in current primary schools", *The yearbook of the 2nd International scientific conference Education for students with learning disabilities and students with intellectual disabilities*, pp 94-97.
7. Dinh Nguyen Trang Thu (2015), "Situtation of equipping communication skills for students with intellectual disabilities in inclusive primary schools", *Journal of science of HNUE*, Vol 60, No 6BC, pp 110-118.
8. Dinh Nguyen Trang Thu (2015), "Equipping communication skills for students with intellectual disabilities through activities in Ethics subject in primary education", *Journal of science of HNUE* ,Vol 60, No 6BC, pp 162-169.
9. Dinh Nguyen Trang Thu (2015), "Study design enviroment for development communication for students with intellectual disabilities in inclusive primary schools", *Journal of science of HNUE*, Vol 60, No 6BC, pp 186-193.
10. Dinh Nguyen Trang Thu, Tran Tuyet Anh (2015), "Applying L.S.Vygotsky's socio-cultural theory to Vietnam's education for children with disabilities", *Вестник КазНПУ им. Абая, серия «Полиязычное образование и иностранная филология»,* №2 (10), 2015 г, ISSN 2307-7891, pp 126-132.
11. Dinh Nguyen Trang Thu (2016), "Methods to develop communication skill for student with intellectual disabilities integrate in elementary schools", *Journal of science of HNUE*, Vol 61, No 6B, ISSN 2354-1075, pp 175-187.
12. Dinh Nguyen Trang Thu (2016), "Teaching skills needed for integrating students with intellectual impairments into mainstream primary school classrooms", *Journal of Education, Specail No, ISSN 2354 0753, pp 156-160.*
13. Dinh Nguyen Trang Thu, Kuroda Manabu (2016), The new approach to special needs education and the construction of the inclusive society in Vietnam: Based on the viewpoints of the convention on the rights of persons with disabilities (CRPD), Journal of Science, Hanoi National University of Education, Vol 61, Number 11, 2016, ISSN 2354-1075, pp 152-159.
14.