

OPENING

1. THE ESSENTIAL OF TOPIC

The process of practice skills or professional knowledge in the University, College is very important for all student in this time. Thus, for the teacher's college in general and faculty of special education in particular always find out the best method for their duty.

Approach each person in teaching that is the trend of modern educational foundation in order to meet a high quality educational product. For the children with disabled, approaching them are much more important than all. It can say that: if we want a good care and training for the children with disabilities, firstly we need an education program for individual. Thus, supplying knowledge and practice skills for teaching students in faculty of special education with the educational program development for individual of children with disabilities that is necessary requirement when they prepare to graduate from their college and work in grassroots children with disabilities directly.

That is reason why we pick to study this topic.

2. STUDY PURPOSE

Suggest the method to help students in faculty of special education of Pre-school Teaching College practice the skills to develop an individual education program at trained period in the teaching college.

3. OBJECT AND SUBJECT TO STUDY

3.1. Object to study

The training process for teachers in faculty of special education at pre-school level.

3.2. Subject to study

Activities belongs to teaching professional training field for students in faculty of special education of Pre-school Teaching College; Development skill for individual education program with the children with disabilities.

4. SCIENCE HYPOTHESIS

If method concentrates on the basic skill in individual education program, and rely on teaching activities in all sections such as: Organize the program, make a plan for individual education; basing on specific duty in each practicing period, practice teaching as well as conduct the students keep on exercise after their graduated, it will be very useful for them to build up individual education program of pre-school teaching level.

5. THE LIMIT AND SCOPE OF STUDY

- We had studied at Teaching College train the teachers in Faculty of special education with pre-school level; the teachers are teaching in combine in Hanoi, Bac Can and Ho Chi Minh city area.

- The topic will focus on studying of teaching part, practice a subject of section organizing program perform, Plan for individual education and practicing or exercising of students in order to pay more their attention to skill of individual development, individual education: evaluate, discover ability of children; skill to assess the individual demand; skill to make plan and organize education program; evaluate and organize skill for teaching activities.

6. PRESERVED THESIS

6.1. An individual education plan is obligatory tool when working with children with disabilities and developed by own teacher in her class condition.

6.2. Develop individual education program requires general skills include following basic groups: Observe, discover skill uncommon signals of children; Making plan skill; Estimate and define individual assist demand; program analysis skill and organizing skill for teaching activities for each child; Evaluating skill education program and perform individual education program for children with disabilities.

6.3 Individual development and individual education are earned by natural or come to you in one day, but you can get that one by exercising process until trained period in school

college to practicing process of teacher and the school in order to guide, arrange the students complete their mission about the teaching practice.

7. STUDY MISSION

7.1 Build argument foundation of professional exercise to develop individual education program for students in faculty of special education in Teaching College

7.2 Determine a real foundation of professional exercise to develop individual education program for students in faculty of special education in Teaching College especially in pre-school level.

7.3 Suggest a real foundation of professional exercise to develop individual education program for students.

7.4 Organize a teaching practice at the training basics for teacher of special education field with pre-school level.

8. STUDY METHOD

8.1. Study methods of argument: Analyze, summarize a theory of concerned issues and generalization to build notion system.

8.2. The method to study a reality: the investigation method of education apply many questions to study a reality; working out experience method in education about individual education program; Practice teaching skill.

8.3 The method with expert

8.4 Statistic processing method

9. THE POSITIVE MEANING OF THESIS

9.1 For argument side: The study result of thesis will give supplementary and enrich the exercising argument for skill to develop individual education program of teacher take care of children with disabilities; define the specific content for this skill for one teacher at pre-school college level; define requirements as well as specific solution to exercise the skill of development individual education program for students in faculty of special education with pre-school level... aim to improve the education effect and the teachers meet a fact teaching requirement with children with disabilities

9.2. For reality side: The study result in fact of thesis will assist the researcher, lecturer, teacher in education define the role and requirements clearly in exercising skill development individual education program for all teachers teach the children with disabilities compare with an obtain result including advantage and disadvantage, base on that result they will find out the way by them self and complete the essential skills for teachers teach children with disabilities and development individual education program.

9.3 - Experimental Result all methods teach the exercising skill to develop individual education program for students in faculty of special education with pre-school level contributing to:

1/ Exercise the skill develop individual education program from beginning of teaching trained process to the period of teachers operate their professional skill.

2/ In the period of teaching training, the school need to direct their students exercise specific content and show them how to practice that skill. That will improve the education quality of teacher as well as teaching quality of children with disabilities.

10. THE MAP OF THESIS

Beside of opening, conclusion and petition, list of the public projects relate to study topic, the thesis is divided to 04 chapter.

Chapter 1: The foundation of argument for exercising skill develop individual education program at the teaching college.

Chapter 2: The foundation of reality to organize exercising skill develop individual education program for student at faculty of special education at pre-school level.

Chapter 3: The methods help students exercise the skill of development individual education program at the teaching college.

Chapter 4: Practice teaching

CHAPTER 1. THE FOUNDATION OF ARGUMENT IN TEACHING OPERATION TO EXERCISE THE SKILL OF DEVELOPMENT OF INDIVIDUAL EDUCATION FOR THE CHILDREN WITH DISABILITIES WITH STUDENTS STUDY AT FACULTY OF SPECIAL EDUCATION IN PRE-SCHOOL LEVEL

1.1. STUDY HISTORY

1.1.1. The research in the world

- **The teaching research aims to exercise skill**

With years in 1920s, 1970s, the Russian education researcher such as: H.K.Kruxpkai, A.X Macarenco, A.N Lêônchep, X.I Kixegov, V.V.Tsebuseva, N.V.Savin, O.A.Abdullina, A.V.Petropxkin, N.V.Kuzomina... with their project to research about teaching operation skill and exercise teaching skill, define the specific skill for training process of student became to the expert, teacher including basically professional group such as: 1/ Group of awareness skill; 2) Group of design skill; 3) Group of structure skill; 4) Group of communicate skill; 5) Group of organizing skill; Thus, to research theory of exercising the skill of develop individual education that need to base on above group at begin.

- **The teaching research aims to exercise the skill of develop individual education.**

The Doctor as France Teacher - Jean Mare Gaspard Itard who was made the basic for program of individual education and other education researcher Seguin, Rousseau, Samuel Gridley Howe, Ovide Decroly, Wallin, Maria Montessori... Apply idea, target and strategy to guide, teach in developing needs and the child's strong point or individual education program become the criterion of evaluating quality in special education. The research emphasize to teacher's effort to find out the child's potential nature spirit, discover the mention and curious of child to put him into teaching process. - That is a necessary skill of each teacher when he or she performs the individual education program for children with disabilities. All research items concentrate on the problem of setting up small class due to subject or some parts of activity in preschool class that can meet the specific requirement in individual education program. A research method for the child should be respected by adult that is a beginning step to ensure suitable and effective individual education program.

- **The theory about development in individual education program**

The theory of awareness of Jean Piaget with division of awareness part; Society - Culture theory of L.S. Vygotxki with the nearest developing area; Social Psychology theory of Erik Erikson; Behavior theory of Skinner B.F that is a basic science evidence in development the individual education program to select suitable method that meet the child's level and features. More specially, all levels and developing period theory of Tanaka Masato with determination of period "turning-point", "inverting and changing direction" "changing direction" and period of motion that are basically science explanation for the child' slowly development due to they are gathering to make great strides or children with disabilities' back out development. This is a foundation of teacher to appreciate and set up individual program most effectively.

1.1.2 The research in Vietnam

Doctor Pham Van Doan with the book " Slow wise child" in 1993 talks about the essential skill to set up individual education program which meet specific child.

The authors such as Trinh Duc Duy, Nguyen Xuan Hai, Pham Minh Muc,... used to talk about structure, component of plan for individual education for children with disabilities - the basically exercising skill of development individual education program.

Research group with topic B2005-14 of Nguyen Thi Thanh and her workmate had established 04 skill group of student in special education. After graduated, one of four skill likes as evaluating the child, set up individual education plan that is obligated professional skill of student in special education. Research group has showed exercising process for total skill into 04 period. However, output standard is not determined clearly about specific

criterion for teacher's skill take care of children with disabilities. Almost skill focus on group of public class. Especially, evaluating skill just be pause at requirement not begin from development of program individual education. It only includes observation and cannot determine the level of one program of individual education for children with disabilities: Selected Rate --> determined Rate --> Complete Rate and Assess Rate for program

In 2010, the Seminar Vietnam - Japan on Development Education Plan for individual as children with disabilities. There are many articles emphasize to meaning and role of individual education plan for children with disabilities as well as sharing experiences to set up an effective individual education plan, especially there is an article and speech of Pro. Doc Nguyen Thi Hoang Yen about "Assess a setting process of individual education plan for children with their special needs in Vietnam." That speech had put toward some program of individual education in Vietnam consist of: The program Individual Education for child from 2 - 5 years old with more attention to service. The program Individual Education for child from 6 - 9 years old with more attention to service, education program and Individual Education Program with service requirement change class, change degree, teach a living skill, guide professional orientation. She also express the establish process conclude following perfected step: 1. Discover the child's problem; 2. Look for the help; 3. Determine the child's problem; 4. Determine education service high quality for children; 5. Point out to individual program; 6. Carry out individual education plan; 7. Review. It can be called as the trend development the individual education program at macroscopic grade.

1.2. BASIC CONCEPTS

1.2.1 Children with disabled

Under the Disability Law: Children with disabled are defects in the structure or function of the body to function normally not lead to encounter certain difficulties and can not follow education program without the assist of support special education methods - teaching and the equipment and support they need to be classified into: disability movement; disability listening and speaking; disability look; Intellectual disabilities; disability neurological, psychiatric; Other disability (multiple disabilities, study hard ...)

1.2.2. Develop program

There are many levels when saying about program development, in the framework of the thesis, we approach the concept of development programs under the narrowest level: from the teacher observation and evaluation needs of children with disabilities to build, adjustment and design activities organized to suit the abilities and needs of each child as well as the implementation and evaluation of that finished business.

1.2.3. Individualized Education Program

Individual Education Program is understood as the content knowledge and skills are built according to a predefined target based on needs assessment and the ability of a child in order to cause them change to positive development

1.2.4. Development skill for individual education program

Development skill for individual education is a form of actions are subject voluntarily implemented a knowledge-based education program where it meets the needs and characteristics of each individual child, effectively bring about positive change for the child. It covers the basic skills groups following: 1 / Skills observe, detect suspicious signs in children; 2 / skills assessment and identify individual support needs; 3 / Skill in planning, design an individualized education program; 4 / Skills program analysis and design learning activities appropriate for each child and 5 / Skills program evaluation and implementation of an individualized education program for children with disabilities.

1.2.5. Practice development skill for individual education program

A subject process can be practiced, be done a systematic and master the knowledge and skills to learn of children with disabilities, identify the need for support of the child as well as the ability to define this word objectives, content programs to implement the objectives support that children.

1.3. COLLEGE TEACHING AND THE ROAD TO PRACTICE SKILL

1.3.1. Characteristics of the teaching process in the training of teachers of preschool special education

Like characteristics of the teaching process at the University in general, the teaching process at the base of teacher education preschool special education college degree on the nature of the cognitive processes in nature study the role of students under the direction of teachers to equip scientific knowledge and professional skills training for students during the three years of study. At colleges train teachers for special education time and how many organizations focus to the forging skills, skills for students in school for three years.

1.3.2. The way teaching and training skills

According to Dr. Dang Thanh Hung, the essence of teaching is influencing intended to learners, learning behavior and academic progress of students, creating an environment and conditions for students maintain learning, improved academic performance, academic quality, control processes and their learning outcomes

With meaning and mission, when performing the role of a teacher training institution, but here is the teacher of children with disabilities, the basic skills needed to be trained specifically: 1 / Understanding Children learning disabilities and people in general; 2 / Understand the nature and characteristics of teaching children with disabilities and the problems arising in the study; 3 / leaders are handicapped children and group classes; 4 / Management learning process of children with disabilities and learning environment of the child; 5 / design lessons, educational planning; 5 / Make teaching can apply the methods of teaching children with disabilities.

1.4. THE CHARACTERISTICS OF INDIVIDUAL EDUCATION PROGRAM FOR CHILDREN WITH DISABILITIES EFFICIENCY

1.3.1. Individuality

Individual Education Program is a program dedicated to children. There will not be a common program for all children with disabilities, even with same kind of disabilities

1.3.2. Solve problems directly caused by defects

An individual education program for children with disabilities should fully address the issue of children based on the results of an assessment of the current level of function, especially for specific skills.

1.3.3. There is a combination of many professionals and ensure maximum participation of young

The decision is important for the education of children with disabilities launched by a group, rather than just one individual. This group may include parents and professionals representing a direct basis to teach children, and special education professionals, psychologists, therapists and speech language, physicians, and the other areas as needed to help define realistic goals to be achieved for children based on the capabilities and needs of the children.

1.2.4. Ensure continuity and development.

An individual education program is perfect for a handicap child, need to ensure continuity and consistency in the support services shown in the process of implementing the program in different environments: special , inclusive; center, at the site; at home ... It must ensure proper implementation of goals, progress and frequency of performing the activities while taking into account the conditions for implementing the program.

1.5. FACTORS AFFECT TO THE DEVELOPMENT OF INDIVIDUAL EDUCATION PROGRAM FOR CHILDREN WITH DISABILITIES

1.5.1. These elements belong to teacher

To be able to answer the question "what to teach and how to teach children", the teacher should have the knowledge and skills: 1/ Level of study and understand the individual needs of the child; 2/ The ability to analyze and design teaching learning

activities appropriate to each child; 3/ Cognitive theories fit the program and the development of modern education

1.5.2. Elements of child

An effectiveness education program depends very much on himself kids: Children receive and efforts to implement the programs that will contribute to the final result of the child, sometimes decisive. Sometimes it can result from the development of natural factors, biological. The degree of impairment and disability also affects the results of the program.

1.5.3. The means and conditions for developing programs

In the opinion of Jean Vial terms of facilities and technical information such conditions, the conditions of school management and operational mechanism of the apparatus as laws, rules, distributed or decentralized ... are all factors are taken into account when building, developing program.

CONCLUSION FOR CHAPTER 1

1. Individual Education Program is understood as the content knowledge and skills are built according to a predefined target based on needs assessment and the ability of a child to change them towards positive development pole.
2. Skills development program is a form of action is subject voluntarily implemented a knowledge-based education program where it meets the needs and characteristics of each individual child, effective about positive change for the child. It consists of a system of skills: 1/ Skills observe, detect suspicious signs in children; 2/ skills assessment and identify individual support needs; 3/ Skill in planning, design an individualized education program; 4/ Skills program analysis and design learning activities appropriate for each child and 5/ Skills program evaluation and implementation of an individualized education program for children with disabilities.
3. Skills development the individual education program is one of the most important skills in performing daily professional work of the special education teachers as they work with disabled children. Organize your skills develop individual education program is one of the important contents of skilled training programs for students; it must be done during the learning process in the College, especially during the student is, practice and teaching practice in preschool as well as educational institutions.

CHAPTER 2. REAL FOUNDATION OF THE ORGANIZATION OF PRACTICAL DEVELOPMENT SKILL FOR INDIVIDUAL EDUCATION PROGRAM FOR STUDENTS IN PRESCHOOL TEACHING COLLEGE AT EDUCATION SPECIAL SECTOR

2.1. TARGET AND CONTENT OF TEACHING TEACHER TRAINING PROGRAM AT PRESCHOOL SPECIAL EDUCATION.

2.1.1. The program aims to train teachers of preschool at Special Education Sector

The specific objectives of the training program for preschool teacher's special education have mentioned and determine the required skills development of an individual education program

2.1.2. The content of teacher training programs in education in preschool special Education sector

In the framework program of the Ministry of Education and Training issued, skills development curriculum individual blocks have been integrated in the knowledge base of industry, professional practice and practice

2.2. ADVANTAGES AND CONDITIONS OF CHALLENGES IN THE TEACHER TRAINING FACILITY OF SPECIAL EDUCATION IN THE PRESCHOOL DEGREE DEVELOPMENT SKILL OF EDUCATION PROGRAM FOR INDIVIDUAL STUDENTS.

In organizing skill development programs in the private education institutions preschool teacher special education have met many favorable factors such as training programs are part of the knowledge content related to skill development education programs for young individuals with disabilities; Faculty trained special education accounts for nearly all of the 86% to 100%. 100% faculty members have university degrees or higher; This field contains the base system is practical and preschool and intervention centers belong to the training.

2.3. GENERAL SURVEY OF REALITY

2.3.1. Objective survey

Conduct research, assessment of organizational skill development education programs for individual students of special education at the college of violation as a basis for practical measures proposed forging skills to students at teacher training institutions for special education preschool level.

2.3.2. Content and respondents

Perception and evaluation of young teachers, the students and faculty of individual education programs for children with disabilities and developmental skills education of the individual teacher of children with disabilities.

Reality organizing skill development education programs for individual students in special education in grades preschool teacher colleges.

2.3.3. Survey Toolkit

To gather information for research content on this situation, we have designed the survey instrument (see Appendix)

2.3.4. Survey Methods

The survey method was used: Complete the survey; Pre-hour observation; In-depth interviews and research products

2.3.5. Methods of data processing

Scores are calculated and processed by statistical computing. From the quantitative results of the review draws conclusions qualitative

2.4.THE REAL AWARENESS OF PRESCHOOL STUDENTS, TEACHERS AND TRAINERS ON DEVELOPMENT SKILLS FOR INDIVIDUAL EDUCATION PROGRAM.

2.4.1. Awareness of preschool teachers on education and personal development skills individual education programs for children with disabilities

Most teachers appreciate the comments are very homogeneous and that individual educational programs are very practical and meaningful to the child, the child's progress, particularly to help children participate in activities and integration; individual education programs also have implications for teaching activities of teachers in general, are shown in 4.0 M (from 4.07 to 4.64) and SD are approximate index reaches 0,5.

2.4.2. Review of the teaching faculty of education and personal development skills education teacher's personal teaching children with disabilities

The statistical results showed that the general perception of all faculty Special Education are highly skilled roles developing individual education program; identify the skills group program development and well-defined modules, content related to the organization of training in such skills is the most important part of learning: Child Psychology, Organization of program, individual education plans, and particularly the practice session, practice. These skills have higher grade point average of 4.14 M to 4.64. The answer is relatively consistent indicators shown are below 1 SD (from 0.49; 0.54; 0.87 ... to).

2.4.3. Awareness of preschool students in education and development skills for individual education programs for children with disabilities

Results showed that students' understanding of individual education programs relatively good M = 4.60 and is very focused SD = 0.64. Most reviews were identified and evaluated the important role of this skill. About KN develop an individualized education program students are not as good as with M = 3.44, and the agreement is quite SD = 0.76

2.5. REALITY OF THE ORGANIZATION DEVELOPMENT SKILL EDUCATION PROGRAM FOR STUDENTS PERSONAL

2.5.1. The reality of the program and the teaching activities

Through questionnaires, asking preschool teacher self-assessment skills development program their personal education, the results show: With observation skills to detect signs of "suspect" in the child's skills. However, other operations are very limited as preschool teachers do not have the habit of planning as well as observations observations tool to identify children with disabilities. The skills of planning, building and developing an individualized education program and evaluation program development and implementation of an individualized education program virtually preschool teacher and current limited preschool teachers just pay much attention to the organization of educational activities and that this is an important skill and necessary (M = 4.04), is relatively concentrated SD = 0.71;

As for skills assessment program and implementing individual education and skills assessment, identifying individual needs, the comments showed comment on content knowledge and skills in the Training has not been focused with a ratio of 40.2% and 32.3%

2.5.2.The real condition for organizing skill development program for preschool student's individual education teacher special education

The training facilities are noticed and have the skill content in the organization, but most only focus on teaching skills, and other skills have not been held properly trained Management

2.5.3. Reality measures skill development education programs for children with disabilities individual student

Subject individualized education plan and implementation program content related to skills development programs receive individualized education such as assessment, determine the current functionality of the child; planning; implementing the program ... However, in the central pedagogical colleges are much content but only the solution in practice at the College; class at the time, the organization of forging these skills are limited. Survey results showed that the measures student self-discipline skills development program of education students receive individual level is relatively low, with an average $m = 2.80$; 2.86 ; $Sd 2.89$ and dispersion is 0.88 ; 0.86 and 0.89 . (See Appendix 2.4.2)

Teaching teacher Survey of performing the skill for developing an individual education program for students related to their disciplines and proportion is 89.8% , 45.9% of teachers integrating task for developing individual education program received during practice in preschool.

CONCLUSION FOR CHAPTER 2

Through the process of understanding reality organizing skill development of individual education programs for students at 3 institutions Special education teachers college degree preschool Education and we found:

First, from pre-school teachers, students and faculty are basic cognitive skills develop an individualized education program for children with disabilities. They all said that developing an individualized education program is a basic skills, the importance of special education teachers preschool

Second, in their training programs, training facilities are part of the learning content related to skills development groups individualized education program, time was spent practicing and most time to practice skills to student teach children with disabilities, including content related to skill development of individual education programs

However, we found that in the process of skill development of individual education programs for students in these institutions still exist some problems in determining the contents of skills development programs Full personal education and staffing them in the course of training so that reasonable and effective.

Chapter 3. MEASURES TO HELP STUDENTS SPECIAL EDUCATION EXERCISE DEVELOPMENT SKILL FOR PERSONAL EDUCATION PROGRAM IN TEACHING COLLEGE

3.1. DESIGN OF CONTENTS DEVELOPMENT SKILL FOR INDIVIDUAL EDUCATION PROGRAM FOR STUDENT SPECIAL EDUCATION COLLEGE LEVEL CLASS PRESCHOOL.

3.1.1. The goal

Develop content and design skills training content development individualized education program aims to get skills training content by integrating theory and practice contributed to the rapid formation of to develop skills of students, especially in the practice range to meet the goal of improving the quality of skills training for students in special education.

3.1.2 Content and completed way

3.1.2.1. Establish the target to exercise skill of development for individual education program

Establish the target to exercise skill of development for individual education program for teaching students commit the special education in teaching practice to get targeted skills training in a specific way, as the basis for the development of content, process and criteria, standards, tools evaluation skills training developing individual education program for teachers in pre-school degree with children with disabilities.

3.1.2.2. Set up a content exercising skill of development individual education program

3.1.2.2.1. Content and requirement of exercising skill of development individual education program.

Table 3.1 The mission and job of teacher when carry out individual education program

Or	Mission	Job
1	A. Observe, discover the uncommon signal of children	A01. Make plan of observation
2		A02. Interview/ communicate with the child and other person related
3		A03. Research child's profile
4		A04. Observe the child via their activities
5		A05. Summarize the result of observing, researching compare with normal child
6	B. Estimate and define the assistant demand of children	B01. Define the evaluating tool
7		B02. Determine the detail of content, requirement in a rating time.
8		B03. Determine the criterion to assess
9		B04. Perform evaluating
10		B05. Summarize the appreciated result and assess the details in child's support needs
16	C. Make a plan, arrange the education program for individual of children with disabilities	C01. Define foundation, principle in program setting
17		C02. Determine the content, detail of specific operation and deliver the program's content
18		C03. Identified each person who involve the program
19		C04. Determine specific conditions to complete program
20		C05. Determine the way, form of organization to perform program
21		C06 Determine the form of design for program
22	D. Analyze operation of learning and designing	D01. Specify object's features
23		D02. Specify the main of content, purpose and requirement of learning and interrupt
24		D03. Determine the form of learning organization
25		D04. Determine the way to teach
26		D05. Determine means, condition
27	E. Evaluate program and complete the individual education program for	E01. Record the status of program at some period
28		E02. Analyze the real condition

29	children with disabilities	E03. Suggest the solution to improve the status for better result
30		E04. Specify real facility to develop and organize next program

On the basis of these contents, we design specific guidelines for organizing training and measurement tools for each skill (see Appendix)

3.1.3. Design process skill development individual education programs for children with disabilities

3.1.3.1. The goal

Process design skills training development education programs for young individuals with disabilities to obtain skills training process is a logical way to achieve the objective, the content has been designed to help students skilled staff trained effectively.

3.1.3.2. Content, process and way to exercise

The exercising content focused on five groups of skills: A / Skills observe, detect suspicious signs in children; B / skills assessment and identify individual support needs; C / Skill in planning, design an individualized education program; D / Skills program analysis and design learning activities appropriate for each child and E / Skills program evaluation and implementation of an individualized education program for children with disabilities.

3.2. EXERCISE THE SKILL OF DEVELOPMENT INDIVIDUAL EDUCATION PROGRAM IN MODULES INDIVIDUAL EDUCATION PLAN

The content of skill development education programs and individuals will be integrated in this module according to the forms of classroom hours (more theoretical, more practical subjects assumptions, the curricular assignments , Seminar ...) balance of 02 modules were constructed in Section 3.1.4 focuses on the main contents: 1 / Construction observation form; 2 / Scheduling observations; 3 / Construction and selection assessment tools; 4 / Determination of the content evaluation; 5 / Planning Review; 6 / Carry out assessment activities; 7 / Perform recording and storing information; 8 / Write a review report; 9 / Define the problem of children in need of intervention; 10 / Setting objectives; 11 / Lap content network; 12 / Lap network operations; 12 / Construction contents and forms of evaluation of the implementation of the program; 13 / Writing Program
(Details refer to Annex 3.7; 3.8; 3.9; 3.10)

3.3. EXERCISE SKILL OF DEVELOPMENT INDIVIDUAL EDUCATION PROGRAMS IN MODULES ORGANIZE THE PROGRAM

With more than 45 hours of theory and practice (practice which is 20 more), the subject is the same individual education plan, we exchanged on the basis of uniform two goals of the course and Our modular construction. Specifically: 1 / Observation characterize a child's development, comparing preschool children and children with disabilities, identify the "problem" of children with disabilities; 2 / Construction observation form; observations and recording information in the form or what teachers see in the active or proactive inspection; 3 / Analysis of preschool programs, specialized programs; 4 / Determination of the content network; 5 / Define network activity (how to conduct the content); 6 / Scheduling (day, month, week, year); 7 / Writing instructor; 8 / Practice personal information; 9 / Advanced Practice Group; 10 / Evaluation of the program

3.4. EXERCISE SKILL OF DEVELOPMENT INDIVIDUAL EDUCATION PROGRAMS IN THE TIME OF PRACTICE SESSION

The training is done 15 stages, 02 built-in modules IEP 01 (from stage 1 to stage 6) and IEP 02 (from stage to stage 7 of 15). Details see Appendix 2.5

CONCLUSION FOR CHAPTER 3

The measure exercising skill of development education of children with disabilities and individuals is based on the basic principles and underlying process-oriented interventions for children with high efficiency. The above measures have a close relationship with each other, interact with each other and complement each other in the unity of the whole process of skills training for teaching students with special education college degree in development developing individual education programs for children with disabilities. In general, these measures focus on the design to support the teaching of teachers in the process of support for students practicing this skill. In particular, measures 3.4 to guide and create opportunities for skill development of individual education programs for students with disabilities children, motor stimulation, excitement, giving students the opportunity to withdraw the experience is rewarding. All these measures are aimed at developing training programs educate child individuals with disabilities to actively and effectively.

Chapter 4. EXPERIMENTAL TEACHING

4.1. ORGANIZATION OF TEST

4.1.1. Practical purposes

In order to verify the correctness of the assumptions stated, evaluating the results of the implementation of the objectives, program content, and process and outcome measures to assess skill of development individual education for teaching college students in special education sector.

4.1.2. Experimental Content

Experimental measures exercise the skill of development individual education programs for children with disabilities for college student teacher special education process proposed in the thesis. Content experimental use training methods develop an individualized education program for children with disabilities in the educational process, especially in the period of practice, practice with the skills content: 1/ Observation, detect signs of "suspect" in children; 2/ Evaluate and determine the need for support of the child; 3/ planning, designing educational programs for young individuals with disabilities; 4 / Analysis of teaching and learning activities designed; 5/ rating program and the implementation of an individualized education program for children with disabilities has been established

4.1.3. The size and location experiment

The teaching experiments were conducted at teaching colleges central Experimental pedagogy for 1, 1 and 1 experimental group FCA group (class 09 CDDDB, second year students, each group consisting of 18 students, performed in 2010-2011 in order to narrow the initial exploration the appropriateness of the measures. pedagogical experiments within 2 is also within 1 second experimental group (class 09 CDDDB third year and 10-CDDDB second year with a total of 45 students per group, and Each academic GPA 7.0 or higher). the experiment carried out in 2011-2012 at a large scale in college pedagogy central to confirm the feasibility and effectiveness of the measures.

Ord	Skill	Gro up	Levels (%)					M	Sd	T test	Sig
			The best	Good	OK	Bad	Very bD				
			1	2	3	4	5				
<i>The first time 1 (n=18): Before testing</i>											
1	Observation, detect signs of "suspect" in children	Ex	7,5	6,5	40,6	25,0	9,4	5,47	1,68	0,40	,69
		FCA	3,1	9,4	65,6	12,5	9,4	5,43	1,46		
2	Evaluate and determine the need for support of the child	Ex	9,4	9,4	40,6	12,5	9,4	5,58	1,71	1,9	,063
		FCA	6,3	9,4	43,8	12,5	9,4	5,43	1,58		
3	planning, designing educational programs for young individuals with disabilities	Ex	3,1	25,0	59,4	21,9	9,4	5,56	1,43	0,39	,700
		FCA	6,3	21,9	62,5	25,0	3,1	5,52	1,39		
4	Analysis of teaching and learning activities designed	Ex	0	31,3	34,4	25,0	9,4	5,46	1,52	1,24	,224
		FCA	0	28,1	43,8	15,6	12,5	5,32	1,57		
5	Rating program and the implementation of an individualized education program for children with disabilities has been established	Ex	6,3	15,6	37,5	31,3	9,4	5,33	1,46	0,12	,923
		FCA	3,1	18,8	37,5	34,4	6,3	5,31	1,55		
6	General	Ex	6,3	9,4	65,6	12,5	6,3	5,49	1,36	1,66	,107
		FCA	3,1	12,5	62,5	15,6	6,3	5,41	1,26		
<i>The first time 1 (n=18): After the testing</i>											
7	Observation, detect signs of "suspect" in children	Ex	9,4	28,1	43,8	15,6	3,1	5,95	1,38	3,21	,003
		FCA	6,3	9,4	62,5	12,5	9,4	5,44	1,55		
8	Evaluate and determine the need for support of the child	Ex	12,5	25,0	53,1	6,3	3,1	6,16	1,39	2,77	,009
		FCA	6,3	9,4	62,5	12,5	9,4	5,46	1,63		
9	planning, designing educational programs for young individuals with disabilities	Ex	9,4	15,6	62,5	12,5	0	6,06	1,25	2,98	,006
		FCA	6,3	25,0	43,8	15,6	9,4	5,54	1,47		
10	Analysis of teaching and learning activities designed	Ex	6,3	25,0	46,9	18,8	3,1	5,93	1,32	2,88	,007
		FCA	3,1	18,8	46,9	21,9	9,4	5,25	1,65		
11	Rating program and the implementation of an individualized	Ex	15,6	28,1	34,4	18,8	3,1	6,07	1,55	2,58	,015
		FCA	6,3	12,5	43,8	31,3	6,3	5,30	1,52		

	education program for children with disabilities has been established										
12	General Level	Exp er	9,4	15,6	65,6	6,3	3,1	6,04	1,04	4,87	,000
		FCA	3,1	9,4	65,6	12,5	9,4	5,41	1,28		

.1.4. The criteria for evaluating experimental results

Assessment skills develop individual education of children with disabilities's college students the range of special education preschool through exercises (Appendix 3)

4.1.5. Experimental Procedure

In the two round of experiments we have conducted according to the following steps:

- To measure the expression levels in the skills development of an individualized education program for children with disabilities in the two experimental groups with exercises and DC measurements, made at the beginning of the school year (Appendix 3.1) .

- Conducting empirical pedagogical impact. The impact of measures developed skills education of children with disabilities and individuals to develop skills for students has been shown in empirical content (Appendix 5) in the experimental class, and class DC still follow the old content. During our experiments observation, recording, adjust the limit.

- To measure the results of expression of skills develop individual education of disabled children in the experimental group 2 and DC after time empirical exercises (Appendix 3.2) was performed to measure at the end of the school year.

In the experiments, we monitored the activities of students, conducting record additional information for data analysis enables quantitative results skill development education of children with disabilities and individuals student through the exercise of measurement.

Measured results skill development education of children with disabilities individual students through 5 exercises measured. The results of the exercise are recorded in the minutes of the form (Appendix 4.1; 4.2).

4.2. ANALYZE RESULT OF EXPERIMENT

4.2.1. Analyze and evaluate the experimental testing

4.2.1.1 The experimental result of fist time testing

*Table 4.1: Testing result the student' skill of D.I.E.P
Before and after testing*

We can see that the level achieved in the skills development program of general education and individual students before and after the first round of experiments in general the following two graphs:

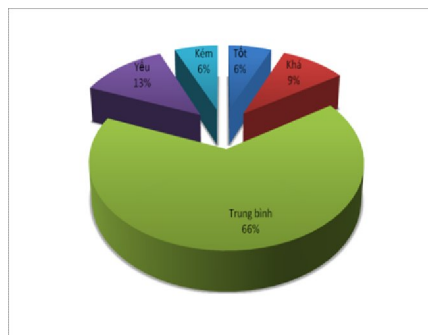


Chart 4.1: Skill of D.I.E.P of Before testing (n=18)

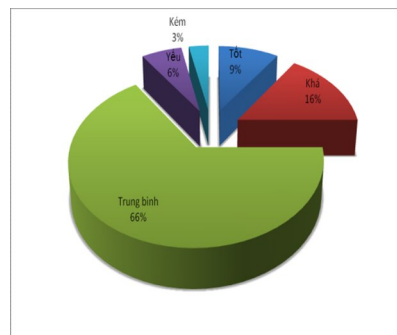
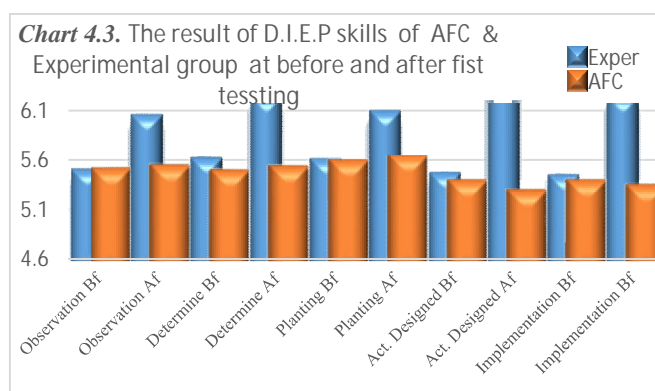


Chart 4.2: : Skill of D.I.E.P of FCA group After testing (n=18)

So before the experiment within 1 skill development education of children with disabilities individual students in both groups expressed mainly in moderate and relatively low, which observation skills, beaten price identify suspicious as well as identifying individual support needs assessment at the lowest level. After the experiment, the expression level of skill development education of children with disabilities and individuals with a clear difference in the two experimental groups and which all the skills in the experimental group were high expression than the control were. The low-level skills before the experiment as skills assessment and skills proposed plan change impacts are also better in the experimental group after round 1. This proves that the proposed measures are appropriate and work skills to help develop an individualized education program for children with disabilities of students achieve at higher levels.

After organized for students to practice observation, evaluation, educational program at the individual as well as on practical classes for children in college and pedagogical basis for children with disabilities by testing group, we I have received the support and sympathy of the majority of the high interest in this work.



In round 1 (fist time of testing) due to no specific requirements for teachers to put to practice the scope for students to integrate the content developed educational programs for children with disabilities should individuals the comments are for that evaluating the results of the students is not entirely accurate. Therefore, measures skill development education of children with disabilities and individuals need to be tested in the second round.

The comments also have said that the implementation of measures to increase your skills develop individual education programs for children with disabilities can fully successful, because the contents of curriculum development education of children with disabilities and individuals associated with the training program as well as the content required in the practice session at the training facility. However, some comments also wish to propose types of disabled children to "slightly" more, they can adapt to the more general activities, particularly the work of lecturer pressure to reduce load and empowerment more for their initiative in the design of tasks and implementing individual education children.

Testing of the experimental results: T-Test test showed an accuracy of 95%, resulting in the experimental group than the control were higher, the average value was considered significant and the probability $P < 0,05$ (shown in all the empirical component). The test results demonstrate empirically positive impact skill development education of children with disabilities individual students. This demonstrates that the empirical measures that we have proposed is acceptable and scientific theories are right.

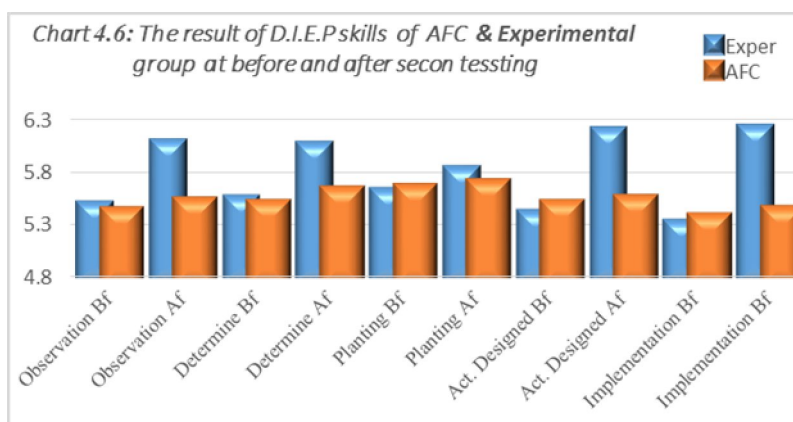
4.2.2. The experimental results of the second testing (round 2).

Chart 4.2: Testing result of skill of D.E.I.P for student after and Before experiment round 2 (n=45)

Skills	Group	Levels (%)					m	Sd	T test	Sig
		The best	Good	OK	Bad	Very bad				
1	2	3	4	5	6	7	8	9	10	11
Before Second testing (n=45):										
Observation, detect signs of "suspect" in children	Exper	7,8	12,5	51,6	18,8	9,4	5,44	1,52	,818	,416
	FCA	0	14,1	59,4	21,9	4,7	5,40	1,24		
Evaluate and determine the need for support of the child	Exper	7,8	9,4	60,9	12,5	9,4	5,51	1,63	,155	,877
	FCA	1,6	15,6	60,9	17,2	4,7	5,49	1,25		
planning, designing educational programs for young individuals with disabilities	Exper	4,7	23,4	42,2	23,4	6,3	5,54	1,40	,111	,912
	FCA	7,8	17,2	48,4	21,9	4,7	5,54	1,35		
Analysis of teaching and learning activities designed	Exper	0	29,7	39,1	20,3	10,9	5,39	1,54	1,32	,192
	FCA	1,6	26,6	42,2	20,3	9,4	5,45	1,45		
Rating program and the implementation of an individualized education program for children with disabilities has been established	Exper	4,7	17,2	37,5	32,8	7,8	5,31	1,53	,372	,771
	FCA	4,7	17,2	40,6	29,7	7,8	5,29	1,48		
General Level	Exper	4,7	10,9	64,1	14,1	6,3	5,45	1,29		

	FCA	0	14,1	65,6	15,6	4,7	5,44	1,06	,252	,802
After Second testing (n=45):										
Observation, detect signs of "suspect" in children	Exper	12,5	25,0	42,2	18,8	1,6	5,95	1,50	5,43	,000
	FCA	0	17,2	57,8	23,4	1,6	5,43	1,14		
Evaluate and determine the need for support of the child	Exper	10,9	23,4	50,0	12,5	3,1	6,03	1,44	3,95	,000
	FCA	0	15,6	64,1	17,2	3,1	5,55	1,20		
planning, designing educational programs for young individuals with disabilities	Exper	7,8	21,9	51,6	17,2	1,6	5,96	1,32	3,38	,001
	FCA	3,1	21,9	53,1	20,3	1,6	5,66	1,19		
Analysis of teaching and learning activities designed	Exper	10,9	20,3	45,3	21,9	1,6	6,09	1,38	4,89	,000
	FCA	3,1	23,4	45,3	18,8	9,4	5,47	1,48		
Rating program and the implementation of an individualized education program for children with disabilities has been established	Exper	14,1	28,1	31,3	21,9	4,7	6,08	1,61	5,64	,000
	FCA	6,3	18,8	37,5	29,7	7,8	5,32	1,57		
General Level	Exper	9,4	17,2	64,1	9,4	0	6,01	1,13	8,39	,000
	FCA	0	14,1	68,8	15,6	1,6	5,49	1,00		

So before the experiment within 2 skills development education of young individuals in the two groups of students experiment and expressed mainly in moderate and relatively low, which proposed design skills planning and impact assessment skills at the lowest level. In general, students in the two groups were not active in the application of knowledge about how to organize development programs include the development of an individual education program. That is the cause of the evaluation results, identify problems of children as well as build and develop an individual education program skills of students is not yet effective.



These data suggest that, if students have the skills to fully implement actions identified in the stage of development milestones, as well as assessment tools appropriate, the child's problems are identified and ensure the accurate and objective. If the tool is not correct, do not understand and identify the exact problem of the child, the program made ineffective and the support given ineffective and lacking focus. The determination is based on the individual needs proper consideration plus the analysis of rational teaching activities will contribute positively to come up with plans and programs rational individuals, help them progress.

We can see that the level achieved in the skills development program of general education and individual students before and after the experiment for 2 in two general chart below:

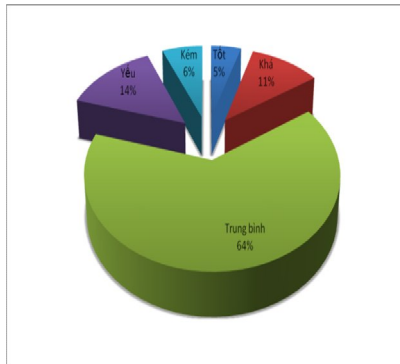


Chart 4.3: D.I.E.P Skill of Experimental group Before testing (n=45)

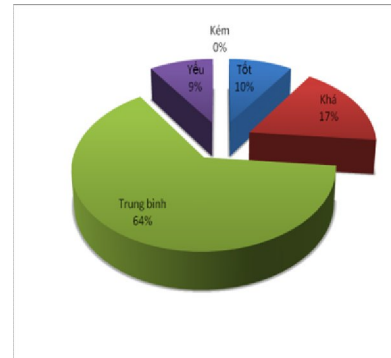


Chart 4.4: D.I.E.P Skill of Experimental group After testing (n=45)

4.1.2. Experimental Conclusion

The Experimental in round 1 and round 2 shows that: Before testing, Experimental and AFC group, the skill of development the individual education program for children with disabilities are equal. Almost student got the skill of development the individual education program for child in medium. In the test process, AFC group's students taken part in many rich and diversified part of test, they also practice better. The teaching teacher got many promoting method that is pleasant the motive, inspiration to discover, appreciate, debate about the individual education program for children with disabilities with regular student.

After testing, the student in Experimental group gains a higher level in development the individual education program for children with disabilities than AFC group. The student in Experimental group prefer to discovering, observing, evaluating activity with needs of individual education, or build and complete the individual education program for children with disabilities.

The student will raise initiative in all part until design a mission to assess in order to show in program and organize to carry out that program.

Needs of individual education program's observing, discovering level and setting up skill of individual education program more increase in Experimental group. Both program and operating analysis are improved after testing. As statistics result states that there is a difference between Experimental group and AFC group, it brings a good value. So, we can state that the method for students was well impact on the development of individual education program for children with disabilities.

The result in round 2 of Experimental group state the education method is feasible and effective in exercising the skill the individual education program for children with disabilities and also prove the science supposition is correctly.

CONCLUSION AND PETITION

1. Conclusion

1.1. The skill of development the individual education program is very necessary in teaching skill, it likes a teaching art for per teacher of special education. No skill of development the individual education program for children with disabilities, you will be very hard to have other professional skill. The skill of development the individual education program for children with disabilities including the basic skill group as following: Observe to discover the uncommon signals of child; Estimating and defining skill for individual education needs; making plan skill; arrange the program of individual education; teaching analysis and arrange the teaching activities; Skill estimates a program and carry out the program of individual education.

1.2. The real situation of skill develop the individual education program of student thought survey they almost get in medium and weakness level. Both the teaching lecture and student have a knowledge that method to exercise the skill of develop the individual education program of children with disabilities is very necessary. However, the teaching lecturer pays a few attention to skill develop the individual education program for children with disabilities. The student is not encouraged by the teaching lecture in building and developing the individual education program, do not take initiative assist student with determine his private needs and develop the individual education program. Thus, the student's final result in teaching college is not high. The skill of development the individual education program for children with disabilities is limited cause a serial of other professional skill is effected.

1.3. Based on argument research and reality, thesis proposes the method of exercising skill development the individual education program, consist of:

- Give each part of content into subject of education program; child's psychology, Pre-school education; the section of method of pre-school teaching, the plan of individual education, arrange complete program.
- Organize building and developing individual education program and exercise this ability in practice acts.
- Arrange the activity of observing perform. Estimate, building, arrange to complete program of individual education and guide to exercise skill developing the individual education program for students in study time at school college and practice as footing with children with disabilities.
- Guide to assess the building and complete the program of individual education.
- The method to exercise the skill of development the individual education program for children with disabilities for student by applying flexible way, ensure the basic rule in practicing process with original principle.

1.4. The real result of method exercise skill of development the individual education program for children with disabilities that brings students of faculty of special education in pre-school teaching. It proves the feasible and effective education if student exercise the skill of development the individual education program for children with disabilities for student especially whom study at faculty of special education in pre-school teaching college.

2. Petition

2.1 Although it is a personal research project, but the experimental result show that we need a specific and deeply research project about skill of development the

individual education program like a professional job, as output standard of student of faculty of special education in pre-school teaching college.

- Need adjusting the form of program target for teacher in faculty of special education in pre-school at the teaching college.
- Need to organize the training course or seminar with the represent of Pre-School Teaching College and other pre-school teaching about the problem of determine the needs of the individual education program for children with disabilities for teachers of pre-school and pre-school special education.
- Otherwise, the school need to set up the criterion to estimate, verify based on the result of complete program. Depend on above adjustment, direct building and completed program in the form of pre-school teaching at college level in order to create a chance for school with long term spending for professional and deeply training.
- Strengthen investment for material facilities and the teaching lecturer team in coming time with society's high requirement.

2.2 For training facilities and pre-school

- The Teaching College need having awareness of importance of exercise the skill of development the individual education program for children with disabilities for student and more confident in adjustment detail of program. The schools should consider and build more new subject such as observing and evaluating in special education or deep special topic about development the individual education program. It should be start from program pre-school special education to achieve best result. Continue research, complete a several methods exercising skill for student working in care - teach the children with disabilities.
- Increase observing, evaluating exercise, as well as building, organizing and carry out program to approach to preschool directly. Spend enough time for students test with development the individual education program of children with disabilities.
- The preschools should organize the training course for pre-school lecture about importance of child observation. Need changing the knowledge when look after the child, firstly we should observe them to understand the original signal of children. All that done will help teacher of special education save their time, effort.

2.3. For the student

- The student need have a deep awareness of important value of exercising several skills especially develop the individual education program. This skill exerts an influence on their study result and complete business after they graduated.
- The student need exercise with his attitude of patient, hearty, lovely, mention, take care of child and make them feel free in all activities.
- Research all kind of psychology features of children for each age as well as the signals and features of development of children with disabilities because you must understand or know clearly a private demand of children then you can help them.
- Look and gather initiative in child information via observation form, tool to estimate the child's ability and needs or concerned assistant document.