

Supporting Integration Education Work for Autistic Children in Vietnam

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Date of Submission: 20-11-2023

Date of Acceptance: 30-11-2023

ABSTRACT

Inclusive education is an essential trend of the times and is being implemented by most countries around the world. Inclusive education for autistic children is a societal demand that is increasingly high, and it is also an inevitable trend in preschool and primary education programs. Research on inclusive education for autistic children both domestically and globally has indicated that when autistic children are educated in inclusive programs, they will benefit greatly, aiding in their development and better recovery, as well as providing them with more opportunities to integrate into the community and become independent in life. Inclusive education for autistic children also helps typical children in the same class to develop and cultivate positive personality traits and emotional aspects in life. The content of this article aims to summarise the achievements in the following areas: (i) The system of legal documents related to support for inclusive education for autistic children in Vietnam; (ii) The system of management organizations related to support for inclusive education for autistic children in Vietnam; (iii) Some fundamental issues in implementing support for inclusive education for autistic children: Understanding and applying the concept of autistic children with disabilities; Supporting autistic children to receive disability benefits; Steps to implement inclusive education in schools. Based on this, the article provides some recommendations for relevant parties to promote and enhance inclusive education for autistic children.

Keywords: Inclusive education, autistic children, inclusive education for autistic children.

I. PROBLEM STATEMENT

Autism spectrum disorder refers to a range of social skills, verbal and nonverbal communication, and repetitive behaviors. Approximately 1% of the world's population has autism spectrum disorder (according to the US

Centers for Disease Control and Prevention (CDC), 2014). In many countries around the world, "autism" has become widespread and a social issue. In Western countries such as the UK, US, and Australia, autism has been socialized and almost every citizen has a certain understanding of this disorder. The rate of children with autism spectrum disorder has changed rapidly in recent years. According to estimates by the Autism and Developmental Disabilities Monitoring Network and CDC's Disability and Health Monitoring System in the US, the rate was 1 in 150 children in 2000, 1 in 68 in 2010, an increase of 119.4%, and more common in boys with a ratio of 4.5 times that of girls (1 in 41 and 1 in 189) (CDC, 2014). Autism is the fastest-growing developmental disorder group (CDC, 2008). The rapid increase rate is posing major challenges for many countries. Meanwhile, in Vietnam, there is no official data on children with autism spectrum disorder. However, from 2000 to now, the number of children diagnosed and treated with autism has been increasing. The Model of Disability in Children study of the Rehabilitation Department of the National Children's Hospital from 2000 to 2007 showed that the number of children diagnosed and treated with autism is increasing: the number of visits in 2007 increased by 50 times compared to 2000; the trend of autism increased rapidly from 122% to 268% in the period 2004-2007 compared to 2000. In the study by author Nguyen Thi Hoang Yen, based on a synthesis of qualitative and quantitative studies, the author predicts that the number of children with autism spectrum disorder in Vietnam will continue to increase rapidly in the coming years due to community awareness and expanded autism diagnostic criteria. The recent study results by authors Tran Van Cong and Nguyen Thi Hoang Yen (2017) show that the estimated number for the rate of children with autism spectrum disorder in Vietnam ranges from 0.5% to 1% [1], [2], [3].

This situation poses an urgent need for the education sector to organize educational programs and support this group of children to participate in learning, in order to develop well and integrate into the community, lead independent lives, and reduce burdens on families and society.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO): Inclusive education means that all students benefit from the same educational systems and the same schools. Teaching methods and materials are designed to meet the needs of all students in the same educational system, thereby eliminating barriers that may limit participation. [4]

According to the Law on Persons with Disabilities of VietNam: Inclusive education is a method of educating disabled people together with non-disabled people in educational institutions. [5]

In Article 15 of the Education Law of VietNam: Inclusive education is a method of education to meet the different needs and abilities of learners; ensuring equal learning rights, and quality education, suitable to the needs, characteristics, and abilities of learners; respecting the diversity and differences of learners and not discriminating against them. [6]

Inclusive education for autistic children: Inclusive education for children with autism spectrum disorder is a form of education in which these children study in the same class as their peers. Inclusive education is considered the highest goal for intervening with children with autism spectrum disorder and is also the superior form of education for the development of the majority of children with autism spectrum disorder. [7]

Up to now, many research results on both theoretical and practical aspects of inclusive education for children with disabilities in general, and autistic children in particular, by Vietnamese scientists have been published [8], [9], [10]. The purpose of this article is to summarise the achievements in areas such as policies, organizational management models, and the steps of inclusive education for autistic children in Vietnam.

II. RESEARCH CONTENT

2.1. System of legal documents related to support for inclusive education for autistic children

2.1.1. Vietnam's commitments to the international community

The International Convention on the Rights of the Child (1990), which VietNam was the

second country in the world and the first country in Asia to sign, clearly stated the rights to education and social integration of disabled children in Articles 18, 23, and 28 of the Convention. It also emphasized that "Education must create conditions for all children, including disabled children, to develop their full potential in cognitive, emotional, and creative aspects."

The Salamanca Statement on Principles, Policy, and Practice in Special Needs Education, adopted at the World Conference on Special Needs Education in 1994, of which Vietnam is a member, defined that "Education for children with special needs should be provided in the general education system with the best potential to eliminate discriminatory attitudes, create caring communities, and build an inclusive society."

The International Convention on the Rights of Persons with Disabilities in 2006, signed by Vietnam on 22/10/2007 and ratified at the 8th session of the XIII National Assembly, stated in Article 24: "Participating countries need to recognize the right to education for persons with disabilities. With the perspective of recognizing this right without discrimination and based on equal opportunities, participating countries ensure an inclusive education system at all levels and lifelong learning programs,..."

In particular, the World Education Ministers' Conference held in Switzerland on 27-28/11/2008 chose the theme "Inclusive Education - The Education Path of the Future". VietNam made an important speech at this conference.

2.1.2. Legal documents in VietNam related to inclusive education for autistic children

Based on its commitment to the international community, many legal documents have been issued by the state, such as:

- (1) The 1992 Constitution of the Socialist Republic of Vietnam, Article 59 stipulates: The State and society create conditions for disabled children to learn culture and suitable vocational skills.
- (2) The Law on Universal Primary Education in 1991, Article 11: Children who are disabled, martyrs, seriously wounded soldiers, orphans with no place to live, and children with special difficulties are supported by the State and society to achieve primary education.
- (3) The Law on Protection, Care, and Education of Children in 1991, amended in 2004, Article 41: "Create conditions for children with special circumstances to learn inclusive education or

- to study at specialized educational institutions".
- (4) The Law on Persons with Disabilities passed by the National Assembly on June 17, 2010, is an important legal step of the State in ensuring the rights of people with disabilities, providing for the rights of people with disabilities with the aim of eliminating social barriers so that people with disabilities have the opportunity to integrate into community life. Specifically, people with disabilities are guaranteed the following rights: Equal participation in social activities; Independent living and community integration; Exemption or reduction of some contributions for social activities; Access to health care, functional recovery, cultural education, vocational training, employment, legal assistance, access to public works, transportation, information technology, cultural services, sports, tourism, and other services suitable to the type and degree of disability; Other rights as prescribed by law.
 - (5) Decree No. 67/2007/ND-CP dated April 13, 2007, on the policy to support social protection beneficiaries, supplemented and amended by Decree No. 13/2010/ND-CP dated February 27, 2010. It aims to provide material support, healthcare, assistance in education, and vocational training to enhance community integration.
 - (6) Circular No. 39/2009/TT-BGDĐT dated December 29, 2009, by the Minister of Education and Training issuing the Regulations on Inclusive Education for children in difficult circumstances. Inclusive education is not only for children with disabilities but also extends to other children in difficult circumstances.
 - (7) Circular No. 33/2010/TT-BGDĐT dated December 6, 2010, by the Minister of Education and Training issuing the program for training pedagogical skills in Inclusive Education.
 - (8) The Ministry of Education and Training, in coordination with the Ministry of Labour, Invalids and Social Affairs, issued Joint Circular No. 58/2012/TTLT-BGDĐT-BLĐTBXH dated December 28, 2012, regulating the conditions and procedures for establishing, operating, suspending operations, reorganizing, and dissolving Inclusive Education Development Support Centres.
 - (9) Decision No. 23/2006/QĐ-BGDĐT dated May 22, 2006, by the Minister of Education and Training issuing the Regulations on Inclusive Education for people with disabilities. This is considered the first legal document of the Ministry of Education and Training guiding the implementation of inclusive education for children with disabilities in preschools and mainstream schools. "Inclusive education is an educational method in which children with disabilities learn alongside non-disabled children, right where they live".
 - (10) The Ministry of Education and Training, the Ministry of Labour, Invalids and Social Affairs, and the Ministry of Finance issued Joint Circular No. 42/2013/TTLT-BGDĐT-BLĐTBXH-BTC dated December 31, 2013, regulating policies on education for people with disabilities, stipulating: "People with disabilities study through inclusive education following the general education curriculum. In cases where people with disabilities are unable to meet the requirements of the general education curriculum, the head of the educational institution shall decide to adjust, exempt, reduce, or replace some subjects or activities to suitably accommodate and reflect in the Individual Education plan".
 - (12) Circular No. 03/2018/TT-BGDĐT dated January 29, 2018, by the Minister of Education and Training promulgating regulations on inclusive education for people with disabilities, including the organization and operation of inclusive education for people with disabilities; defining the duties and powers of teachers, lecturers, and educational support staff for people with disabilities.
 - (13) Circular No. 01/2019/TT-BLĐTBXH dated January 2, 2019, by the Minister of Labor, Invalids and Social Affairs promulgating regulations on determining the degree of disability by the Council for determining the degree of disability.
 - (14) Circular No. 20/2022/TT-BGDĐT dated December 28, 2022, by the Minister of Education and Training promulgating "Regulations on the organization and operation of the Center for Support and Development of Inclusive Education".
 - (15) Decision No. 1862/2022/QĐ-BYT dated July 6, 2022, by the Minister of Health on the issuance of the document "Guidelines for the diagnosis and intervention for children with autism spectrum disorders". This aims to early detect, intervene, and manage children with autism, as well as early detect and intervene in children with disabilities in general.

Therefore, Vietnam's legal system on education and inclusive education for people with

disabilities is increasingly being improved, creating a fairly complete and strict legal environment, and clearly defining the responsibilities of functional units. This attention has contributed to improving the lives of people with disabilities in general and children with autism in particular, changing social perceptions of people with disabilities, and creating a favorable environment for people with disabilities (especially children with autism) to integrate into the community with high efficiency in our country.

2.2. The management system related to inclusive education support for autistic children in VietNam

The specialized management system for inclusive education for the group of children with difficult circumstances (including autistic children) of the Education and Training sector in Vietnam operates as follows:

(1) Ministry of Education and Training: Provides general guidance, develops and issues legal documents on inclusive education for the group of children with difficult circumstances.

(2) People's Committees at all levels:

- People's Committees of provinces, centrally-run cities: Implement the planning of the system of centers to support the development of inclusive education to meet the early intervention and inclusive education needs at the local level; Strictly implement the policies on inclusive education as regulated, issue local policies on inclusive education; Direct the implementation of programmes, plans, and development planning of inclusive education at the local level; Ensure the budget and minimum conditions for infrastructure, facilities, equipment, teaching materials, and toys to meet the requirements of care, early intervention, and inclusive education; train and develop a team of teachers, lecturers, and staff to meet the quality requirements of inclusive education at the local level; Direct the People's Committees of districts, towns, and cities directly under the province to ensure the minimum conditions to meet the requirements of inclusive education at the local level; Mobilise resources from the community, organisations, individuals within and outside the country to support the implementation of inclusive education at the local level; Direct the committees and sectors to coordinate with the Education sector to effectively investigate, detect, intervene early, and implement inclusive education at the local level; Monitor the implementation of regulations on inclusive education at the local level.

- District, municipal, and town people's committees under the province: Direct the Department of Education and Training, and the people's committees of communes, wards, and towns to effectively implement the inclusive education policy under the guidance of the provincial people's committee; mobilize and organize to create conditions for people with disabilities to integrate into educational institutions; direct the implementation of programs, plans, and development plans for inclusive education at the local level; organize and inspect the implementation of regulations on inclusive education at the local level.

- Commune-level people's committees: Direct departments and sectors to coordinate with educational institutions in the area to investigate, detect, intervene early, and effectively implement inclusive education at the local level.

(3) Department of Education and Training:

Responsible to the provincial people's committee for the scale and quality of inclusive education in the locality; establish and complete the Steering Committee for the education of disabled children and children in difficult circumstances; annually summarize, evaluate the work of inclusive education, and report to the Ministry of Education and Training. Advise the provincial people's committee to approve the planning of the system of educational institutions, and centers for supporting the development of inclusive education to meet the needs of inclusive education at the local level. Guide, propagate, and organize the implementation of regulations on inclusive education; build plans, projects, programs, and other content on inclusive education at the local level. Inspect and supervise the support for the implementation of inclusive education at educational institutions and centers for supporting the development of inclusive education within the management scope. Coordinate with provincial agencies, departments, and committees in guiding the Department of Education and Training, educational institutions, and centers for supporting the development of inclusive education to implement policies on inclusive education at the local level. Guide the Department of Education and Training, educational institutions, and centers for supporting the development of inclusive education to effectively mobilize and use resources from domestic and foreign communities, organizations, and individuals to support inclusive education at the local level.

(4.)Department of Education:

Develop an inclusive education plan for people with disabilities in the area and provide advice for the district people's committee for approval. Coordinate with agencies, boards, sectors, and organizations to implement the inclusive education plan. Monitor, supervise, and evaluate the inclusive education for people with disabilities in educational institutions under the authority of management. Regularly report on the results of inclusive education implementation to the Department of Education and Training and the district people's committee.

(5) Educational institutions:

Promote and mobilize people with disabilities, their families, local authorities, local organizations, and relevant individuals to raise awareness of inclusive education. Mobilize people with disabilities and their families to provide full records and information about the abilities and needs of people with disabilities to educational institutions and the council to confirm the level of disability at the commune level. Take the lead and coordinate with people with disabilities and their families to develop and implement individual education plans for people with disabilities. Provide full records and information about the results of care, early intervention, and education for people with disabilities to relevant parties when the person with disabilities transfers levels, transfers to educational institutions, or returns home. Ensure the confidentiality of information about the disability status of individuals with disabilities and their families.

(6) Department of support for inclusive education in educational institutions:

Based on the conditions of the educational institutions and the support needs of students with disabilities for inclusive education, educational institutions establish support rooms for inclusive education to carry out activities supporting the integration of students with disabilities. The support rooms for inclusive education are equipped with specific support devices, teaching materials, and tools to assess the individual development level of students with disabilities in order to organize activities aimed at developing their abilities. The activities supporting inclusive education include: supporting students with disabilities in acquiring additional knowledge and developing specific skills for effective inclusive learning; advising and supporting the implementation of inclusive education methods and skills for teachers, educational support staff for students with

disabilities, and the families of students with disabilities; advising on inclusive education support services and career orientation for students with disabilities.

(7) Centre for supporting the development of inclusive education:

Supporting the detection of disabilities, developing and implementing inclusive education plans. Providing professional support for the care and inclusive education for the management team, teachers, and staff of educational institutions. Providing support and advice on the care and education of people with disabilities for the families of people with disabilities.

(8) Coordination between educational institutions, centres for supporting the development of inclusive education, families, and society:

Educational institutions actively coordinate with centres for supporting the development of inclusive education, families, and organisations and individuals to build a friendly, equal, safe, and convenient inclusive educational environment for the development and integration of the disabled community. Families coordinate with educational institutions, centres for supporting the development of inclusive education, and organisations and individuals to implement inclusive education; monitor support activities, early intervention, and inclusive education. Organisations and individuals coordinate with educational institutions, centres for supporting the development of inclusive education, and families to promote awareness of responsibilities in implementing inclusive education and help people with disabilities integrate into the community.

(9). International cooperation

Local educational institutions, and inclusive education development support centres mobilize the assistance of individuals and international organisations to enhance the effectiveness of inclusive education in accordance with Vietnamese law. Encourage local educational institutions, and inclusive education development support centres to expand international cooperation in inclusive education.

2.3. Basic issues in implementing support for autistic children in Vietnam

2.3.1. Understanding and applying the concept of autism

In the common understanding, "Autism is a developmental disorder, including impairments in

social interaction, communication, and restricted, repetitive patterns of behaviour".

Regarding people with disabilities, according to Article 2, Clause 2 of the Law on Persons with Disabilities issued in 2010, it is defined as follows: "Persons with disabilities are those who have one or more impaired body parts or functional impairments manifested as difficulties in labour, daily activities, and learning".

In Clause 1, Article 3 of the Law on Persons with Disabilities issued in 2010, there are clear definitions of 06 types of disabilities including: Physical disabilities, hearing and speech disabilities, visual disabilities, nervous system disabilities, intellectual disabilities, and some other types of disabilities.

Specifically, based on the provisions in Clause 1, Article 3 of the Law on Persons with Disabilities issued in 2010 and according to Article 2, the consolidated document No. 763/VBHN-BLĐT BXH issued in 2019 by the Ministry of Labour, Invalids and Social Affairs provides detailed regulations and guidance for the implementation of the Law on persons with disabilities as follows: (1) Physical disabilities (2) Hearing and speech disabilities (3) Visual disabilities (4) Nervous system and mental disabilities (5) Intellectual disabilities (6) Other disabilities.

Therefore, it can be concluded that autism is also considered a form of nervous system and mental disability according to the provisions in Article 3 of the Law on Persons with Disabilities. Although the laws above do not specifically mention autism spectrum disorder, this syndrome will be integrated into the general types of disabilities mentioned without being specifically classified into any particular type of disability.

In addition, according to the regulations in Circular No. 01/2019/TT-BLĐT BXH announced in 2019 by the Ministry of Labour - Invalids and Social Affairs, there are provisions for determining the

level of disability, where children with autism will be classified as a different type of disability with the following content: "Having a conclusion from the provincial-level health department regarding autism spectrum disorders or rare diseases".

2.3.2. Support policies for autistic children with disabilities in inclusive education

According to Article 5 of the 2010 Law on Persons with Disabilities, persons with disabilities are entitled to the following state policies: (1) Annually, the State allocates a budget to implement policies for persons with disabilities. (2) Prevention and minimization of congenital disabilities, disabilities due to accidents, illnesses, and other risks leading to disabilities. (3) Social protection; assistance for persons with disabilities in healthcare, education, vocational training, employment, culture, sports, entertainment, access to public facilities and information technology, participation in traffic; priority in implementing social protection policies and supporting persons with disabilities who are children, and the elderly. (4) Integration of disability policies into socio-economic development policies. (5) Creating conditions for persons with disabilities to be rehabilitated, restore functions; overcome difficulties, live independently, and integrate into the community. (6) Training and fostering of personnel for counseling and caring for persons with disabilities. (7) Encouraging assistance activities for persons with disabilities. (8) Creating conditions for the organization of and by persons with disabilities. (9) Commendation of agencies, organizations, and individuals with achievements and contributions to assisting persons with disabilities.

Regarding the benefit level, based on Article 4, Clause 2 of Decree No. 20/2021/NĐ-CP, the current standard social assistance is 360,000 VND per month.

Specifically, the levels of social assistance for autistic children and caregivers are detailed in Article 6 of Decree No. 20/2021/NĐ-CP.

No.	Target audience.	Multiplier	Monthly Benefit (VND)
1	Children with severe disabilities.	2,0	720.000
2	Children with severe disabilities	2,5	900.000
3	A single, poor parent is raising a disabled child.	Enjoyment levels range from 1 to 4.	360.000 - 1.440.000

4	The family is directly caring for and nurturing each severely disabled individual.	1,0	360.000
5	Families and individuals receive care and support for each severely disabled person.	1,5	540.000
6	Families and individuals provide special intensive care and nurturing for each severely disabled child.	2,5	900.000

In addition to the monthly social support mentioned above, children with autism also receive the following support policies:

(1) Priority in enrollment and admission: According to Article 2 of Joint Circular No. 42/2013/TTLT-BGDĐT-BLĐTBXH-BTC:

- Allowed to enroll at a higher age than the general regulation of 3 years old;
- Entitled to direct admission to high school, vocational school, university, and college;
- Entitled to priority policies when applying for admission to universities and colleges according to the regulations of the Admission Regulations for Regular Training University and College issued by the Ministry of Education and Training.

(2) Support for tuition fees: According to Clause 1 and Clause 2 of Article 85 of the 2019 Education Law: Granted with policy scholarships; Financial support and tuition fee exemption or reduction.

(3) Scholarship policy: According to Clause 1 of Article 7 of Joint Circular No. 42/2013/TTLT-BGDĐT-BLĐTBXH-BTC:

- Entitled to a monthly scholarship equal to 80% of the basic salary;
- Granted with a scholarship for 10 months/academic year while studying at universities and vocational schools;
- Granted with a scholarship for 9 months/academic year while studying at preschools, primary and secondary schools, continuing education centers, specialized schools, and centers for supporting inclusive education development.

(4) Support for means and tools for learning: According to Clause 2 of Article 7 of Joint Circular No. 42/2013/TTLT-BGDĐT-BLĐTBXH-BTC:

- Provided with funding to purchase means and tools for learning with a level of 1,000,000 VND/person/academic year;
- If the beneficiary is entitled to different support policies for means and tools for learning at the same time, they will only receive the highest level of support.

Therefore, in addition to the monthly social support, children with autism also receive the above-mentioned support policies related to learning.

2.3.3. Support for making a dossier for autistic children to enjoy disability benefits

Based on Article 8 of the Law on Persons with Disabilities issued in 2010, the process of making a dossier to request disability benefits for autistic children will be carried out as follows:

Step 1: When there is a need to determine the level of disability for autistic children, the legal representative of the child will submit an application to the People's Committee at the commune level where the child is currently residing.

Step 2: Within 30 days from the date of receiving the application to determine the level of disability of the family, the Chairman of the People's Committee at the commune level must be responsible for convening the Council to determine the level of disability, and sending notifications about the time to determine the level of disability to the family.

Step 3: Establish the Council to determine the level of disability to organize the determination of the level of disability, then proceed to establish a dossier to determine the level of disability and make a formal conclusion.

Step 4: Within 5 working days from the date of the formal conclusion of the Council to determine the level of disability, the Chairman of the People's Committee at the commune level will publicly announce the formal conclusion of the Council to determine the level of disability, and then issue a disability certificate to the autistic child.

2.3.4. The process of implementing inclusive education for autistic children in schools

Based on the results of the implementation process, educational institutions have conducted

inclusive education for autistic children according to the following process:

Step 1: Understand the abilities, needs, and developmental environment of autistic children

The purpose of this step is to identify the strengths of the child, the inherent abilities in the child's developmental areas. This is the process of determining the "current developmental zone" of the child. This step requires the use of quizzes, assessment questionnaires, and various methods.

Step 2: Developing individual education goals and plans for children with autism

Based on step 1, it is necessary to develop individual education goals and plans for children. In other words, based on the "current developmental area", it is necessary to determine the "near developmental area" and specific plans to achieve that development. The plan needs to be specific and detailed, including specific goals to be achieved in a certain phase, activities to be carried out to serve the goals, human resources, and locations to implement those activities.

Step 3: Implementing the plan, including

Adjusting goals, content, teaching methods, and learning activities with adjustment methods: simultaneously; multi-level; lesson repetition; and substitution.

Special education and teaching methods are often used in inclusive education for children with autism, such as Individualized instruction; Group cooperation learning; Task analysis and problem-solving; Developing language and communication skills; and Educating to overcome typical behaviors of children with autism;...

Step 4: Evaluating the results of inclusive education for children with autism

Evaluating the results of education aims to identify and recognize the development, and encourage children's learning efforts. Evaluation is based on a comprehensive and individual approach. At the same time, it is necessary to use many different evaluation methods and to be carried out throughout the child's learning and training process, and evaluate the final results.

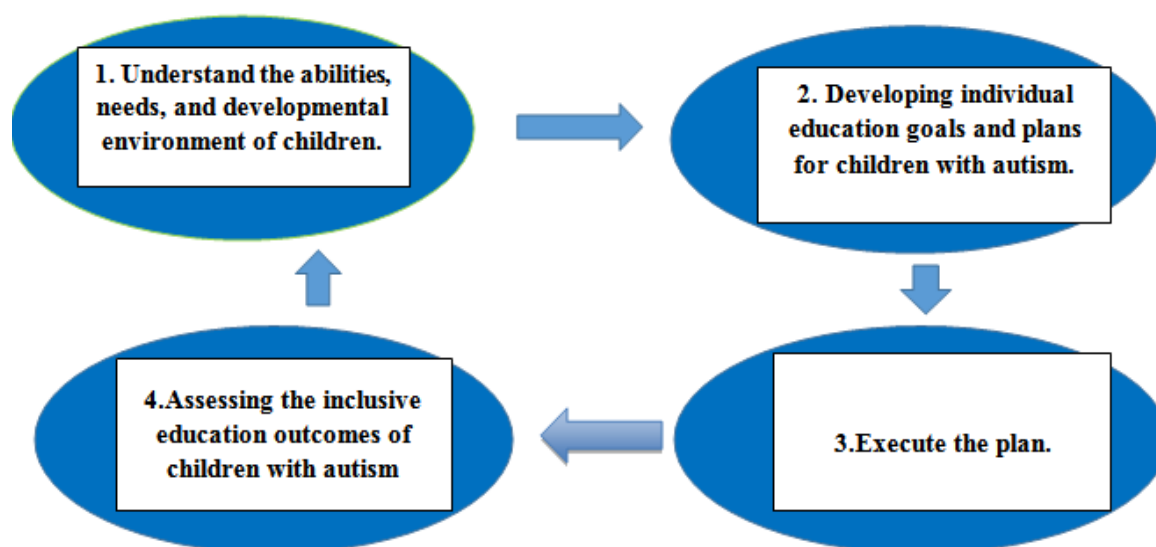


Diagram: Process of implementing inclusive education for children with autism in schools

Inclusive education for children with autism in schools is usually implemented in four steps as above and in a closed loop. In one academic year, each child with autism can go through one or more loops. Each loop marks a new development of the child, and at the same time, it is also the beginning of the next development.

III. CONCLUSION

Inclusive education for children with autism in Vietnam is in line with the general trend of countries around the world to ensure equal, quality, and appropriate learning rights for people with disabilities. Inclusive education is considered the highest goal that intervention work for children with autism aims for and is also the most excellent form of education for the development of the

majority of children with autism and increasing opportunities to contribute to the community.

Based on the above analyzed content, to further enhance and promote inclusive education activities for children with autism in Vietnam, we have the following recommendations:

(1). Currently, our country's social assistance policies such as the Law on Persons with Disabilities, the Law on Protection and Care of Children, Decrees, Circulars, etc. Even the Education Law does not have a specific section dedicated to children with autism. Families and children with autism do not know what benefits they are entitled to, how subsidies work, or what priority rights they have to be completely self-sufficient in terms of economics, education, and other social services. Therefore, a pressing need for families and children with autism is to have a system of social assistance policies, legal policies, and specific education policies for families and individuals with autism to reduce the burden of economics and psychology so that families can feel that caring for children with autism is no longer just their own issue but a joint effort of the whole society.

(2). Currently, the majority of managers and teachers in preschools and schools have not received in-depth training on knowledge and skills for inclusive education for autistic children. Many teachers have limited knowledge, experience, and skills, which makes them lack confidence in carrying out their duties. Given the diverse and complex characteristics of autistic children, organizing more in-depth training programs for managers and teachers is an important solution to meet the needs of enhancing knowledge and skills for teachers and compensating for the shortcomings of the current teaching staff in implementing inclusive education at educational institutions.

(3). Career guidance and creating job opportunities for autistic children is also a top concern for families. Parents cannot accompany their children throughout their lives, and the children themselves need to have a guaranteed condition for their future when they do not have relatives around. This is a very difficult issue that requires pioneering efforts from organizations, individuals, businesses, and the community.

(4). To integrate into the community, a legitimate need of families and children with autism spectrum disorder is to be treated fairly and not discriminated against. In fact, when a child is diagnosed with autism, the family is already sad and worried, but when they try to find a school for their child, many parents have received direct or subtle rejections

from school leaders when they mention that their child has autism. Even when they are accepted into inclusive education, autistic children are still discriminated against by teachers who do not have the expertise (because autistic children often have unusual behaviors that make teachers unhappy).

(5). In order for children with autism to be educated and integrated into the community early, they need the support of various social forces who are concerned, helpful, and actively involved in educational activities with the school. Each child faces their own difficulties, needs, and abilities, so there needs to be adjustments in the educational goals, content, and methods to be suitable. At the same time, teachers also need a lot of support in terms of infrastructure, passion, enthusiasm, love for the profession, and love for the children from both teachers and other social organizations. To effectively teach children with autism, the support of multidisciplinary experts is also necessary. Therefore, the socialization of education for disabled children in general, and autistic children in particular, is an extremely necessary and important task.

(6). Socialising the education of autistic children requires mobilizing all social resources to carry out the education of autistic children under the unified management of the state. Taking care of and educating autistic children is a common task of the school, family, and community. It is necessary to mobilize and create conditions for families and communities to participate in educational activities for autistic children.

(7). The combination of various forces contributes to the success of intervention, education, and therapy for autistic children. Teachers and specialists play an important role in providing professional assessments of the current situation of the children, based on which appropriate intervention and education programs are developed according to the children's abilities. Specialists also support schools in building support systems for autistic children, such as alternative communication systems and creating a structured environment in the classroom. In addition to supporting and helping the children, specialists also train and develop teaching staff and employees of educational institutions in methods to assist children in the learning process.

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