

A Study on the Adaptation of Ideological and Political Education of College Students with Disabilities in Integrated Education

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Abstract

Under the background of integrated education, the adaptability of ideological and political education for college students with disabilities has become an important issue in promoting educational equity and comprehensive development of individuals. Currently, college students with disabilities generally face difficulties in adaptation in cognitive, emotional, behavioral and psychological levels, and the traditional education model is difficult to meet their special needs. Based on the reality, the study analyzes the multi-dimensional impacts of education content, teacher strength, campus environment and social support on adaptability, and puts forward systematic countermeasures centered on personalized education methods, specialized teacher training, and inclusive culture construction, aiming to break through the existing educational barriers and promote the real “integration” of disabled college students in ideological and value shaping. The aim is to break through the existing educational barriers and promote the real “integration” of disabled college students in the ideological value shaping. The study provides theoretical references for optimizing the path of ideological and political education for special groups, and also injects new thoughts into the practice of educational equity.

Keywords: college students with disabilities, integrated education, ideological and political education, adaptability

1. Introduction

Integrated education takes “inclusion and equality” as its core concept, emphasizing that all students enjoy homogeneous educational resources. With the deepening of China's special education policy, the proportion of college students with disabilities entering ordinary colleges and universities has been increasing year by year, but their ideological and political education is still facing an adaptive gap. The traditional education system lacks a targeted design for the differentiated needs of disabled groups, resulting in a limited effect of ideological leadership and value internalization. Some disabled college students, due to physical limitations or psychological barriers, have a biased understanding of mainstream political discourse, and are not proactive enough to participate in ideological and political practice, even as implicit discrimination exacerbates the sense of social alienation. This predicament reflects the deep-rooted contradictions such as the superficialization of education concepts and the fragmentation of support systems. Current research focuses on the institutional construction of integrated education, but seldom pays attention to how students with disabilities reach a dynamic balance between the ideological level and the educational environment. Based on this, this study explores the logic of cognitive acceptance, emotional identity and behavioral transformation of disabled college students in ideological education from an adaptive perspective, in an attempt to provide educators with a more humanistic practical framework [1].

2. Analysis of the Current Situation of Ideological and Political Education of College Students with Disabilities in Integrated Education

The ideological and political education of college students with disabilities under the integrated education system shows multi-dimensional tension. Colleges and universities follow the universal framework in curriculum design, resulting in a mismatch between teaching resources and special needs; standardized political theory inculcation is difficult to match the differentiated cognitive acceptance paths of students with disabilities; and the lack of special education skills among teachers further exacerbates the efficiency of knowledge transmission. Although campus cultural activities emphasize participation and equality, the lagging accessibility of physical facilities and the weak psychological support system constrain the subjective expression of students with disabilities, and the unidirectional model of preaching makes the value leadership stay at the surface level of recognition and fails to

stimulate deep resonance. At the level of social resources integration, family care and community assistance have not yet formed an effective synergy mechanism, and students with disabilities lack continuous ideological and political practice scenarios outside the classroom, which makes the problem of ideological cultivation being disconnected from their life experiences particularly prominent.

3. Problems and Performance of Adaptability of Ideological and Political Education for College Students with Disabilities in Integrated Education

3.1 Cognitive Adaptation Problems

When college students with disabilities come into contact with abstract concepts such as socialist core values, they often find themselves in a difficult position of understanding because the content of the education is not symbolically transformed according to their cognitive characteristics, and there is a structural contradiction between the traditional textual teaching materials adopted by colleges and universities and the way in which students with hearing and visual impairments receive information, and the lack of symbolic decoding ability makes it difficult to transform political theories into figurative thinking. Some teachers ignore the differences in cognitive paths in the one-way teaching mode, visually impaired students are unable to perceive the historical lineage through visual charts and diagrams, and the hearing impaired group misses the core viewpoints in the linguistic and logical conversions, and the fragmentation of knowledge weakens the basis of ideological identity. Educational institutions rely excessively on standardized assessment indicators and fail to design differentiated evaluation dimensions according to the type of disability; the pressure to memorize concepts crowds out the space for critical thinking; and cognitive overload reinforces the psychology of avoidance.

3.2 Adaptability Problems at the Emotional Level

College students with disabilities are prone to emotional isolation in ideological and political classroom interactions. The design of the educational environment seldom takes into account the construction of an emotional connection mechanism; mainstream student groups exclude their peers with mobility or communication problems by default in group discussions; and the non-verbal communication barrier makes it difficult for hearing-impaired students to capture the emotional feedback of others. Teachers are accustomed to programmed emotional guidance modes, and lack effective response strategies when facing the value confusion expressed by physically disabled students. Group pledge activities fail to dissolve wheelchair users' sense of alienation from the ceremonial space, and the lack of emotional resonance weakens the effect of political identity cultivation [2]. The emotional tension between the tendency of over-protection by families and the requirement of independent living on campus, the anxiety of visually impaired students in the mediation of dormitory conflicts aggravated by the obstacle of access to information, the frustration accumulated over time evolved into the implicit rejection of collectivist education, and the barrier of trust impeded the process of internalization of values.

3.3 Behavioral Adaptation Problems

College students with disabilities face significant behavioral barriers when participating in social practice-based ideological and political activities: wheelchair users are often forced to withdraw from visits to red education bases organized by colleges and universities due to the lack of accessibility facilities; students with hearing impairment miss key information exchange opportunities in rural research due to the lack of sign language interpreting resources; and physically limited groups are deterred from participating in scenario simulation exercises due to the requirement of standardization of movement criteria. The collective labor system formulated by educational administrators ignores the differences in disability types, and visually impaired students are assigned to participate in visually dependent campus duty work, leading to frustration, and the lack of a behavioral feedback mechanism makes it difficult to turn frustration into motivation for growth. The volunteer service platforms provided by social organizations are not sufficiently matched with the ability characteristics of students with disabilities, and students with physical coordination disabilities are assigned too many physical demonstration tasks in community outreach, and the role-playing bias deepens the distortion of self-efficacy cognition. The conflict between the family's excessive work on behalf of the students and the school's requirements for independent practice has led to confusion in the behavioral patterns of students with disabilities between self-management in the dormitory and the assumption of social responsibility, and the break in the chain of knowledge-behavior transformation has weakened the effect of the externalization of values.

3.4 Adaptability Problems at the Psychological Level

In the seminars of Civics courses, students with disabilities often have psychological withdrawal due to the cognitive bias of self-efficacy, the design of educational environment seldom builds the buffer zone of psychological safety, and the competitive mechanism of impromptu debates in the classroom triggers the excessive

anxiety of students with physical disabilities about the disadvantage of reaction speed. The unconscious superiority of peer groups in informal learning circles deepens the social helplessness of hearing impaired students, and the implicit exclusionary behavior leads to the continuous shrinkage of their willingness to express themselves politically. Counseling stations simply categorize disability characteristics as counseling labels and do not design intervention programs for value conflicts, and visually impaired students lack a directional path of channeling under the impact of historical nihilism. Families over-exaggerate the cruelty of social competition to form a cognitive conflict with the promotion of collectivism on campus, and wheelchair users are caught in the psychological tear between ideal beliefs and employment reality in the career planning class. The educational body fails to recognize the unique political socialization rhythm of the disabled group, the supply of psychological resources lags behind the needs of cognitive development, and the continuous depletion of the sense of self-worth hinders the complete development of political personality [3].

4. Strategies for Improving the Adaptability of Ideological and Political Education for Disabled College Students in Integrated Education

4.1 Optimizing the Content and Methods of Ideological and Political Education

Educational institutions have developed a multi-perceptual Civics and Politics Curriculum Resource Kit, which transforms the theory of socialist core values into touchable Braille three-dimensional charts and vibration feedback devices, so that visually impaired students can understand abstract political concepts through the haptic cognitive system. The teacher training system is embedded with a certification module on sign language linguistics and assistive communication technology, and classroom lectures are synchronized to generate real-time subtitles and semantic visualization maps to help the hearing-impaired group cross the barrier of decoding linguistic symbols. The curriculum designers reconstructed participatory learning scenarios and introduced wheelchair-accessible immersive theater workshops in Party history education, where physically disabled students experience the decision-making dilemmas of historical figures in role-playing. The textbook compilation team worked with rehabilitation experts to develop graded teaching content, set up nested learning levels for political theory in response to differences in cognitive development, and matched the memory load to individual information processing thresholds. The educational technology company develops a system for analyzing the learning behavior of political thinking, assessing the degree of emotional engagement of students with disabilities in the classroom through non-contact physiological data capture, and dynamically adjusting the rhythm of multimedia material presentation. Social organizations have set up practice bases for integrated education, transforming cases of rural revitalization into community service projects that can be participated in by multi-handicapped types, and nourishing the construction of political identities through the results of their behavior. Colleges and universities have set up files on the development of political literacy of students with disabilities, tracing the complete chain from knowledge acceptance to value externalization, and accurately identifying the nodes of pedagogical interventions at each stage of adaptation [4].

4.2 Strengthening the Construction of Teachers

Colleges and universities have included the ability to educate students with disabilities in ideology and politics in the index system for evaluating teachers' titles, and have set up special education stipends and honorary awards to motivate teachers to take the initiative in practicing augmentative communication techniques. Teachers' colleges and universities have added integrated education practice credits to their master's degree training programs in civics and politics, requiring prospective teachers to master multimodal teaching strategies and the cognitive development laws of disabled groups, and making Braille textbook development workshops and narrative counseling courses for hearing-impaired groups mandatory modules. The education department has set up a cross-campus disability education training community, which regularly conducts simulation classes on optimizing wheelchair mobility and classroom observation training for students with low vision, and teachers accumulate experience in perceptual compensation teaching methods through collaborative lesson planning. The Psychological Counseling Center, together with the School of Marxism, develops a database of cases of value conflicts among students with disabilities, provides a toolbox of emotional guidance for teachers of Civics and Political Science, and designs a step-by-step intervention plan for the political alienation of students with physical limitations. Supervisory teams introduce a weighting factor for evaluating teaching by students with disabilities, analyze the inclusive performance of teachers' non-verbal feedback through classroom video retrospectives, and teaching reflection reports must include records of the iterative application of assistive technologies. The social organization builds a dual-employment platform for special instructors from universities, invites visually impaired public servants to guide young teachers in developing tactile party history teaching aids, and transforms red educational resources into a perceptible vibration coding and temperature marking system.

4.3 Creating a Favorable Environment for Integrated Education

The university embedded universal design principles in the physical space renovation, combining the sloping treatment of the staircase classroom with adjustable desks to form a barrier-free learning unit, so that wheelchair users can independently adjust the spatial layout and participate in interactions during group discussions in the Civics and Political Science class. The technical team developed multi-channel information receiving terminals, equipped visually impaired students with real-time voice description of the AR Party Building navigation system, and hearing impaired groups perceived the environmental atmosphere of the patriotism education base with the help of bone conduction vibration devices. The Campus Culture Festival set up political practice activities for integration of the disabled and the able-bodied, and organized physically impaired students to work with ordinary students to arrange tactile picture book plays on the theme of Party history, with tactile symbols interwoven with the language of drama to convey the core socialist values. The Information Center builds an all-media accessible communication matrix, transforming hot news in current affairs into short video sequences suitable for the cognitive characteristics of different types of disabilities, and matching the development curve of individual political literacy with intelligent pushing algorithms. The student association created a program to cultivate leaders with disabilities, added the position of auxiliary communication committee member in the practice of campus democratic management, and representatives of hearing-impaired students participated in the deliberation of proposals in the student congress with the help of the information relay platform. The Logistics Group reformed the catering service system by installing a Braille ordering screen and a vibrating caller in the patriotic education corner of the cafeteria, so that visually impaired students can receive simultaneous interpretation of the livelihood policies behind the nutritional matching of meals in the course of their independent dining.

4.4 Constructing Social Support Network

Civil affairs departments have linked with disability federations to establish a special fund for the support of the ideology and politics of students with disabilities in colleges and universities, and have included the leasing of accessible communications equipment and the development of political theory learning apps in the list of services purchased by the government, so that visually impaired students can apply for smart reading terminals equipped with the function of interpreting AI policies. State-owned enterprises have opened integrated education internship bases, customized practical training programs for physically impaired students in party building and propaganda positions, and played up their spatial perception advantages in digital modeling of red culture. Communities have built tracking service networks for graduates with disabilities, and social workers regularly collect the political theory learning needs of employment units, translating the interpretation of the spirit of the Sixth Plenary Session of the 19th Central Committee into comic atlases suitable for the understanding of young people with intellectual disabilities. The public transportation system upgraded its barrier-free facilities to include elements of political thinking; the subway added a vibrating coding area for the Party's history and events in blind alleys; and short audio clips were embedded in the voice announcements of bus arrivals to announce the decade's achievements of the New Era. The Public Welfare Foundation launched a program to empower college students with disabilities to engage in political participation, and sponsored hearing-impaired students to form a sign-language Party history lecture troupe to perform on tour, with routes covering special education schools and grassroots community cultural stations. The industry association formulated evaluation standards for enterprises to accept interns with disabilities, and required internship instructors to infuse the cultivation of craftsmanship and education on professional ethics into the process of teaching job skills [5]. Media organizations have planned a documentary column on the political literacy of college students with disabilities, following the entire process of wheelchair users' participation in rural governance practices, and showing how the results of integrated education can be transformed into social responsibility. Telecommunications operators developed a cloud-based political learning community for the disabled and the able-bodied, and designed an emoticon-driven viewpoint expression system for speech-impaired students, with an asynchronous discussion mode to eliminate the speed pressure of real-time speech. Judicial and administrative authorities have compiled a casebook of laws and regulations on the protection of the rights and interests of disabled groups, and integrated socialist core values into the practical training materials for mediators in handling disputes over campus accessibility. Cultural and tourism departments have set up multi-sensory patriotic education points in scenic area renovation, designed tactile-first red cultural relic replica display cabinets for autistic students, and restored the soundscape of historical events with vibration spectrum analysis technology.

5. Conclusion

The study on the adaptation of ideological and political education of college students with disabilities in integrated education reveals the complex tension between the ideal of educational equity and the reality of its implementation. The adaptation of disabled groups to ideological and political education is not only related to knowledge transfer,

but also involves the reconstruction of identity and the repair of social relations. The current education model needs to get rid of the inertia of “formal integration” and shift to “deep empathy”: dissolve cognitive barriers through hierarchical design of content, enhance emotional connection through the improvement of teachers' professionalism, and build a sense of belonging through campus culture remodeling. Future research can further focus on the expression of the subjectivity of students with disabilities, transforming “passive adaptation” into “active construction”, and making ideological and political education an important carrier for them to break through physical limitations and realize spiritual freedom. Only when educators face up to differences and listen to needs can they truly realize “warm enlightenment”.

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