

Non-drug Rehabilitation Education of Autistic Children in Post-epidemic Period

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Abstract: With the post-epidemic era dawning, rehabilitation education for autistic children faces new challenges and opportunities. The epidemic's impact has transformed not only daily life but also the rehabilitation process for these children. Notably, non-drug rehabilitation education has become increasingly crucial. This paper aims to explore its current status, issues, and future trends. However, non-drug rehabilitation faces several challenges. Online education quality is inconsistent, lacking standardized norms. Family education's role is growing, yet parents often lack specialized knowledge. Integrating online and offline resources for comprehensive, coherent education is also a pressing issue. This article delves into these matters, forecasting the future of non-drug rehabilitation, informed by educational technology and rehabilitation advancements. By citing expert viewpoints, it aims to guide rehabilitation education practices for autistic children.

Keywords: Autistic children; Non-drug rehabilitation education; Post-epidemic period; Family education; Online resources

1. Introduction

In the post-epidemic period, the environment of rehabilitation education for autistic children has changed significantly. The impact of the epidemic has made family education an important part of rehabilitation education, and the emergence of online rehabilitation education resources has provided parents with new options. However, how to carry out non-drug rehabilitation education more effectively in this special period has become an urgent problem to be solved. Professor Li Hua, a well-known child psychologist, said: "The epidemic has changed our way of life, but also a profound impact on the rehabilitation of autistic children." "Family education plays an increasingly important role in the rehabilitation of children with autism, and online rehabilitation offers more possibilities." In order to improve the quality of rehabilitation education, it is important to explore the current situation, problems and development trend of non-drug rehabilitation education for autistic children in post-epidemic period. 2. The status quo of non-drug rehabilitation education for autistic children in post-epidemic period In the post-epidemic period, non-drug rehabilitation education for autistic children is facing new challenges and opportunities. Autism rehabilitation expert Dr. Zhang Ming said: "The rich online rehabilitation education resources for parents to provide more choices, but there are quality problems." Parents need to screen carefully to ensure that their children receive high-quality rehabilitation education." The role of home education is becoming more important, and parents need to take on more responsibility for rehabilitation education. However, many parents lack professional rehabilitation knowledge and skills and need more support and guidance. Problems with non-drug rehabilitation education for children with autism in the post-epidemic period.

2. The theoretical basis of non-drug rehabilitation education for autistic children

Non-drug rehabilitation education for autistic children is based on a series of educational psychology, behavioral therapy and cognitive therapy. These theories provide important theoretical support and guidance for the implementation of rehabilitation education. For example, educational psychology, which emphasizes individual differences and individualized instruction, provides a basis for developing individualized rehabilitation programs for children with autism, and behavioral therapy, which works by changing the child's bad behavior patterns, cognitive therapy focuses on the cognitive process of children and improves their adaptability by adjusting their way of thinking.

3. Analysis of the status quo of non-drug rehabilitation education for autistic children in post-epidemic period

In the post-epidemic period, the practice of non-drug rehabilitation education for autistic children shows some new features. First, the role of family education has become increasingly important. Parents need to take more responsibility for rehabilitation education, through daily interaction and training, to promote the child's rehabilitation process. Second, the emergence of online rehabilitation resources has provided parents with new options. These resources are convenient, flexible, and can meet the needs of different families. However, there are also some problems, such as the quality of online education is uneven, the use of family education resources is not sufficient, and so on.

Fourth, the implementation strategy of non-drug rehabilitation education for autistic children

In view of the characteristics and problems in the post-epidemic period, the following implementation strategies are proposed:

Case study

In order to explain the practice of non-drug rehabilitation education for autistic children in the post-epidemic period more concretely, this paper selects several typical cases for analysis. These cases cover autistic children of different ages and degrees of illness, as well as their specific practices and effectiveness in the non-drug rehabilitation education process. Through the analysis of these cases, we can learn more about the actual operation and effect of non-drug rehabilitation education, and provide useful reference and enlightenment for other families.

The development trend of non-drug rehabilitation education for autistic children in post-epidemic period

Combined with the development of current educational technology and rehabilitation concept, this paper predicts the future trend of non-drug rehabilitation education for autistic children in post-epidemic period. First, with the development of educational technology, online rehabilitation education will become more intelligent and personalized, providing parents and children with more convenient and efficient educational services. Secondly, with the renewal and improvement of rehabilitation concept, non-drug rehabilitation education will pay more attention to children's overall development and quality of life improvement, not just the improvement of symptoms. In addition, with the increasing social concern for autistic children and the continuous enrichment of rehabilitation resources, the prevalence of non-drug rehabilitation education for autistic children will continue to increase.

Reform and research theory of teaching and training of non-drug rehabilitation for closed children Reform and research theory of teaching and training of non-drug rehabilitation for children with autism In the post-epidemic era, the teaching and training of non-drug rehabilitation for autistic children is facing unprecedented opportunities and challenges. With the development of society's concern for autistic children and the rapid development of educational technology, teaching and training reform and research theory is particularly important. From the perspective of teaching and training reform, this article will explore the research theory of non-drug rehabilitation of closed children and its application in teaching practice.

Conclusion

The post-epidemic era has brought new opportunities and challenges for non-drug rehabilitation education for autistic children. By strengthening the guidance and training of family education, making full use of online rehabilitation education resources, focusing on individual differences and teaching students in accordance with their aptitude, and strengthening the implementation of home-school cooperation and communication strategies, we can more effectively promote the rehabilitation process for children with autism. At the same time, with the development of educational technology and rehabilitation concept, the future of non-drug rehabilitation education for autistic children will be more bright. We expect more researchers and practitioners to join the field and contribute to the rehabilitation of autistic children.

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