

On-line and off-line Education for Children with Autism Before and After Covid-19

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Abstract: The purpose of this study was to compare the effect of online and offline education on children with autism before and after covid-19, and to explore the advantages and disadvantages of the two education modes in the education of children with autism. The study found that while online education provided some educational support to children with autism during the epidemic, offline education still showed significant advantages in several aspects. At the same time, online education has its own unique advantages and potential. Based on the results of the study, this paper proposes an educational strategy that makes use of the advantages of online and offline education to promote the all-round development of autistic children.

Keywords: Autism; Children with autism; Online education; Offline education; Covid-19; Educational support

Introduction

Autism is a complex neurodevelopmental disorder that has profound effects on children's social interaction, language communication and behavior. The outbreak of Covid-19 has made online education an important form of education, but for children with autism, whether online education can effectively replace offline education has become an urgent question to be explored. Therefore, this study is to compare and analyze the effects of the two educational models, in order to provide useful reference for the education of autistic children.

Research methods

In this study, parents, teachers and education experts of autistic children were investigated and studied by questionnaire, interview and classroom observation. The questionnaire mainly collects the data of learning performance, behavior management and social interaction of autistic children under the two educational models. The purpose of the interviews is to understand parents, teachers and experts' views and experiences on the two educational modes, while classroom observation can directly understand the actual performance of autistic children under different educational modes.

Research methodology expanded:

In this study, we used a variety of research methods to comprehensively and deeply explore the covid-19 epidemic situation before and after the online and offline education of autistic children. These methods not only help us to collect rich and accurate data, but also provide us with a multi-angle, multi-dimensional analysis perspective.

First, we used a questionnaire survey. This is a quantitative research method, designed by a reasonable questionnaire, to parents and teachers of children with autism, collect the data of their learning performance, behavior management, social interaction and so on. In the process of questionnaire design, we fully considered the characteristics of autistic children and educational needs, to ensure the validity and relevance of the questionnaire. At the same time, we also conducted a statistical analysis of the questionnaire data to reveal the differences and advantages of the two educational models.

We employed three primary research methods. Firstly, interviews with parents, teachers, and education experts on autistic children's views and experiences of two educational models were conducted using open-ended questions. The content was collated and analyzed for key insights. Secondly, classroom observations recorded autistic children's performance, learning status, and social interactions in both models, using recording tables, audio, and video. This revealed the actual effectiveness and differences between the models. Additionally, literature research provided theoretical support and references on autism education's current status, trends, and

online/offline education research. For data collection, we prioritized diversity and comprehensiveness, combining directly collected data with official school/institution data and expert assessments to ensure reliability and validity.

To sum up, this study used a variety of research methods, from a variety of angles and dimensions to explore the covid-19 before and after the online education of children with autism compared with the effect. The comprehensive application of these methods not only helps us to collect rich and accurate data, but also provides us with a powerful tool for in-depth analysis and interpretation of data. Through this study, we hope to provide more comprehensive and effective support for the education of autistic children, and promote their all-round development and growth.

Results

1. The advantages of offline education

Behavior Management: in offline education, teachers can effectively restrain and correct autistic children's bad behaviors through face-to-face interaction and timely feedback. In addition, teachers can observe and evaluate the behavior patterns of autistic children, develop targeted intervention strategies to help them establish good behavior habits.

Social Interaction: offline education provides children with autism with face-to-face interaction with peers and teachers, helping them develop social skills. Through interaction with others, children with autism can learn how to understand the emotions and intentions of others and improve their social skills.

Knowledge acquisition: classroom instruction in offline education usually has clear teaching goals and plans, which help autistic children to learn and master knowledge systematically. In addition, teachers can help autistic children understand and apply what they have learned through classroom instruction, demonstrations and exercises.

Advantages of online education

Flexibility: online education offers more flexible learning opportunities for children with autism, regardless of time and location. Especially during the epidemic, online education became an essential way for autistic children to receive education.

Personalized teaching: online education can be based on the characteristics and needs of autistic children personalized teaching. Teachers can make use of the learning resources and tools provided by the online platform to design teaching content and activities for children with autism in line with their learning styles and interests.

Home-school collaboration: online education makes it easier for parents to participate in their children's learning process. Parents can learn about their children's learning progress and performance through online platforms, and teachers for timely communication and exchange, common concern and support for the growth of children.

Discussion and suggestions

(1) make full use of the advantages of online and offline education

Although offline education has many advantages in many aspects, online education also has its unique advantages and potential. Therefore, we should make full use of the advantages of the two educational models to provide more comprehensive and effective educational support for autistic children. Specifically, the following steps can be taken:

Strengthen social interaction and behavior management in online education to provide a good learning environment for autistic children;

Making use of the flexibility and individualization of online education to provide a more convenient and responsive learning experience for children with autism;

Strengthen home-school cooperation, promote the organic combination of online and offline education, common attention and support the growth and development of children with autism.

(2) to enhance the quality and effectiveness of online education

To address the shortcomings of online education for children with autism, we can take the following steps to improve its quality and effectiveness:

Strengthen teacher training to improve teachers' mastery of online education technologies and methods Optimize the function and interface design of the online platform to make it more in line with the learning characteristics and needs of autistic children; Strengthen the monitoring and evaluation of the online education process to ensure the quality and effectiveness of teaching.

Conclusion

This study compared the effect of online and offline education on children with autism before and after covid-19, and found that although online education provided some educational support for children with autism during the epidemic, however, offline education still showed significant advantages in several aspects. At the same time, online education has its own unique advantages and

potential. Therefore, we should combine the advantages of the two educational models to provide more comprehensive and effective educational support for children with autism. By strengthening teacher training, optimizing the functions of online platforms and strengthening home-school cooperation, we can continuously improve the quality and effectiveness of online education, and create better conditions for the growth and development of children with autism.

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