

Practical strategies for multiple integrated educational intervention for autistic children

Shiyu Dai

International Leadership of Texas, USA 76177

Abstract: At present, the educational needs of autistic children have been paid more and more attention. Because autistic children have significant difficulties in social, language and behavior, the traditional education model is often difficult to fully meet their special education. Therefore, it is particularly important to explore more effective and personalized educational intervention strategies. Based on the problem of educational intervention for autistic children, this paper proposes multi-integration education intervention strategies, mainly emphasizing the construction of a multi-integration education intervention system for autistic children from the perspective of the three main bodies of the family, school and community, aiming at promoting the improvement of autistic children's social adaptability and quality of life. It is only for the reference of relevant persons.

Key words: Special education; Autistic children; Pluralistic integration; Educational intervention; Practical strategies

Special education is a complex neurodevelopmental disorder that has a profound impact on a child's growth and development. In recent years, with the deepening of people's cognition of special education and the renewal of education concepts, the diversified and integrated education intervention model has gradually attracted attention, and has provided new ideas and methods for the education of autistic children. The multi-integrated education intervention mode emphasizes the coordination and cooperation of multiple subjects, and provides a comprehensive and integrated education intervention environment for autistic children through the collaborative participation of the family, school and community, so as to promote the transformation of autistic children and lay the foundation for their better growth and development.

I. Enter the autistic children

1. What is an autistic child

Special education, also known as special education, is a neurodevelopmental disorder that affects a child's ability to interact socially and communicate. Children with Special education often have significant impairments in verbal and nonverbal communication, hobbies, behaviors, and social interactions. They may have difficulty in expressing their emotions, understanding other people's language, have a clear sense of resistance to social interaction, and show repetitive and stereotyped behavior patterns. This symptom seriously affects their normal life, learning and social interaction, and requires support, guidance and intervention through special education.

2. Characteristics of autistic children

For autistic children, they usually show the following characteristics: First, they have some difficulties in social communication, usually unable to establish normal eye contact with others, lack of facial expressions, and difficulty in sharing interests and emotions. Secondly, children with special education also have difficulties in verbal communication, which may be manifested as delayed language development, repetitive speech, or an inability to use language to communicate effectively. In addition, they may exhibit stereotypical behaviors and interests, such as opening and closing doors repeatedly, arranging items, or developing excessive interest in specific items. These characteristics make children with special education face many challenges in their daily life and learning.

II. The connotation of diversified and integrated educational intervention model

As for the multi-integrated education intervention model, it is a comprehensive education method aimed at integrating a variety of educational resources and strategies to provide comprehensive and personalized education support for autistic children. This model emphasizes the collaboration of family, school and multiple subjects in society to build an educational environment suitable for the development of autistic children. Family, school and community each play an important role in the multi-integrated education intervention model. Family is the primary and most important educational environment for autistic children, and parents play a crucial role in the process of their children's education. Schools provide systematic educational services and professional support for children with special education to help them acquire necessary knowledge and skills. The community provides children with special education with broader social interaction and practical opportunities to promote their social adaptability, while providing professional medical intervention guidance for children with special education to promote their transformation and growth. The core of pluralistic and integrated education intervention model lies in the formulation and implementation of individualized education plan. By deeply understanding the characteristics and needs of each autistic child, educators and parents can work together to develop individualized education plans that suit them. These plans not only focus on the child's academic development, but also on their social skills, self-care ability and hobbies. During the implementation process, educators and parents need to maintain close communication and adjust educational strategies and methods in a timely manner to ensure the effectiveness and sustainability of educational programs. In addition, the diversified and integrated education intervention model also emphasizes interdisciplinary cooperation and resource integration, encourages all sectors of society to participate in the education of autistic

children, and jointly creates a more inclusive and supportive social environment for autistic children by integrating professional knowledge and resources from fields such as psychology, pedagogy and medicine.

III. The practical significance of diversified integrated education intervention for autistic children

1. Promoting the all-round development of autistic children

It is of great practical significance for the comprehensive development of children with special education to have a diversified and integrated educational intervention model. In the traditional education model, children with special education often find it difficult to adapt due to their special social, language and behavioral disorders, resulting in their limited development in academic, social and life skills. By integrating the resources and strength of family, school and multiple subjects in society, the diversified and integrated education intervention model provides more comprehensive and personalized educational support for autistic children. This kind of support not only focuses on children's academic development, but also focuses on cultivating their social skills, self-care ability and hobbies, so as to promote the all-round development of autistic children in multiple fields. At the same time, the model emphasizes the integration of interdisciplinary and diversified resources, which also means that children with special education can receive professional intervention and guidance from various fields such as education, psychology, medicine, etc. This comprehensive educational intervention model can help them transform in multiple dimensions, promote their overall ability and quality, and meet their individual development needs. And then promote their all-round development.

2. Strengthen cooperation and interaction among families, schools and communities

In the traditional mode of educational intervention, most of the multiple subjects "fight by themselves" lack of effective practice and communication, which also leads to the poor effect of actual educational intervention. The multi-integration education intervention mode emphasizes the coordination and cooperation among family, school and multiple subjects of society, which has positive practical significance for enhancing the cooperation and linkage between all parties. It is well known that families, schools and society all play important roles in the education process of autistic children. The multi-integration education intervention model emphasizes the collaborative participation of multiple subjects in the family, school and community, and builds a sound exchange and communication mechanism. This model can not only effectively improve the quality of actual education intervention, but also create a more harmonious and supportive growth environment for autistic children. At the same time, the application of this model can also help families and society to pay attention to, know and understand autistic children, and has a good practical significance for promoting social harmony, inclusiveness and progress.

3. Promote the innovation and development of education for autistic children

As an innovative educational method, the diversified and integrated educational intervention model is of great significance in promoting the innovation and development of the education of autistic children. It can be seen that with the continuous development of educational concepts and technology, the problem of educational intervention for autistic children has attracted more and more attention. The diversified integrated educational intervention model can provide new ideas for educational intervention and model innovation for autistic children. The practice promotion of this model can help multiple subjects accumulate experience, find problems and make continuous improvement, which will definitely help improve the quality and effect of education for autistic children, and bring hope and opportunities to more autistic children.

IV. Practical strategies of diversified and integrated education intervention for autistic children

1. Family education intervention: Build a warm harbor for growth

The family, as the cradle of the growth of autistic children, plays an irreplaceable role in education. Family education strategies should focus on providing children with a stable, loving and supportive living environment in diversified and integrated educational interventions. In this regard, parents should first actively learn professional educational intervention knowledge, and understand how to have effective emotional and linguistic communication with autistic children. These include using clear and concise language, matching body movements and facial expressions to enhance understanding, and learning to listen and interpret children's non-verbal messages. At the same time, parents should also actively learn and master some intervention skills for autistic children, such as applied behavioral analysis (ABA) and structured education to intervene with children, in order to promote their various skills and comprehensive ability development. Secondly, families with autistic children should make certain adjustments according to their children's characteristics. As can be seen, autistic children are often very sensitive to changes in their environment and daily routines. Therefore, parents should ensure their own daily routine, maintain a clean home environment, and actively create some special play and learning areas to stimulate the potential of autistic children, cultivate their good learning interests, and enhance their adaptability and sense of security. Moreover, family education intervention should also pay attention to the cultivation of emotional communication and social skills. Here, parents can enhance parent-child relationship through parent-child games, parent-child reading and other ways. In this process, children can be taught to master basic social etiquette and social skills, so as to better communicate with others and integrate into society in the future.

2. School education intervention: to create a personalized learning world

School is an important place for autistic children to receive systematic education. In the multi-integrated education intervention, the school education strategy should pay attention to the formulation and implementation of individualized education plan. In this regard, schools should first ensure the professionalism of their own teachers, and equip students with professional special education teachers, so

as to better formulate personalized education intervention plans for autistic children according to their characteristics. Secondly, schools and teachers should carry out individualized educational interventions according to the different ages, types and characteristics of autistic children, such as evaluating and selecting the corresponding intervention education content (such as self-care, speech, emotion, behavior, etc.) in the five areas to make up for the defects of autistic children in a targeted way. At the same time, they should actively choose diversified rehabilitation strategies, such as game quality, sensory integration, music therapy, etc., and combine them with school sports, art and other education to build a scientific educational intervention system. Moreover, schools should provide a teaching environment and resources that adapt to the characteristics of autistic children. For example, special education resource classrooms should be set up, equipped with adaptive education tools and assistive technologies, such as visual support materials and speech therapy software, to support children's learning and development. Finally, schools should pay attention to close cooperation with parents of autistic children as well as social units such as communities and hospitals. For example, regular parent meetings can be held together with parents to share their children's learning progress and areas that need improvement, and discuss educational strategies together. The united hospital will work with them to design targeted intervention strategies by combining medical examination and technology, give full play to its leading role in diversified and integrated education intervention, and ensure the synergy, consistency and continuity of education intervention.

3. Social coordinated intervention: Building a comprehensive support network

Social collaborative intervention is an indispensable part of diversified and integrated educational intervention for autistic children. It includes cooperation and support from communities and medical units. First, the community should serve as a bridge for children with special education to integrate into society. Communities can organize various social activities, such as parent-child games and community gatherings, to provide autistic children with opportunities to interact with their peers. At the same time, public education activities can also be conducted to increase public awareness, attention and acceptance of children with special education. Secondly, medical institutions play an important role in the diagnosis, evaluation and treatment of autistic children. They can provide professional medical advice and guidance to families and schools to ensure the scientific nature and effectiveness of educational interventions. At the same time, medical units can also cooperate with schools and families to share the medical intervention of autistic children, do a good job in the seamless connection of medical screening, early intervention and educational intervention of schools and families, scientifically promote comprehensive assessment and evidence-based education, and jointly carry out rehabilitation training and psychological treatment for autistic children.

In general, on the way to explore the education of autistic children, the diversified and integrated education intervention model has important practical significance. Through the cooperation of family, school and society, we can not only provide more comprehensive and personalized education support for these special children, but also promote their development and help them better integrate into society. In this regard, the three parties of the family, school and society should also actively cooperate to form a diversified and integrated education intervention system, and jointly create a bright future full of love and hope for autistic children.

References:

- [1] Yanyu Li. A Practical exploration of school-community collaboration for special education educators [J]. *Modern Special Education*,2024,(01):15-16.
- [2] Xiaojing Shi. Practice and Exploration of multiple integrated education intervention for autistic children [J]. *Shanghai Education Research*,2020,(12):80-84.
- [3] Gray C A, Garand J D. Social stories: improving responses of students with special education with accurate social information. *Focus on Autistic Behavior* [M]. New York: Plenum Press, 1993. 1-10.
- [4] Hardan A Y, Gengoux G W, Berquist K L, et al. A randomized controlled trial of Pivotal Response Treatment Group for parents of children with special education [J]. *Journal of Child Psychology and Psychiatry*, 2015(8): 884-892.
- [5] Matthews N L, Orr B C, Harris B, et al. Parent and child outcomes of Jump Star, an education and training program for parents of children with special education spectrum disorder [J]. *Research in Special Education Spectrum Disorders*, 2018(8): 21-35.
- [6] The United States Congress. Individual with Disabilities Education Act (IDEA) 1997. <http://search.ebscohost.com/login.aspx?direct=true&db=a3h&AN=15382711&lang=zh-cn&site=ehost-live>, 2010-5-18.