

Study on Improving Self-Care Skills of Middle School Students with Autism by Using Animation Video Demonstration Method

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Abstract: Self-care skills is one of the key basic conditions for individual independent development. Compared with ordinary students, students with autism usually show a large lack of self-care skills, especially in the daily life activities such as dressing, eating and personal hygiene, often encounter difficulties, and it is difficult to complete these basic tasks independently as their peers. As an effective educational method, the animated video demonstration method has been proven to help autistic students learn life skills more efficiently, thereby improving their level of self-care. This paper will briefly analyze the application of animation video demonstration method in improving the self-care skills of autistic students in middle school, in order to provide valuable reference for the research and practice in related fields.

Key words: Animation video demonstration law; Middle school; Autistic students; Self-care skills

I. The educational psychology principle of the animated video Model Law

Middle school students are in the critical development stage of life, and their thoughts and behaviors have a high degree of plasticity. During this period, they usually show strong skills to imitate. This is because they are in the stage of exploring themselves and the world, are curious about the things around them, and tend to imitate the “role models” around them. These “role models” can be teachers, parents, classmates, or even public figures on television. Middle school students may imitate the way these people dress, behave, and even learn from their thinking patterns and problem-solving methods. Such imitative behavior plays an important role in helping them learn and master social norms and form personal codes of conduct.

The animation video Model Law makes use of this strong imitation skills of middle school students. By showing them vivid and vivid action demonstrations, the animated video demonstration Method helps autistic students better learn and master daily living skills, improve their self-care skills, and lay a solid foundation for their future adaptation to social life. According to Bandura’s social learning theory, observation is one of the keyways for individuals to learn knowledge and skills. Students with autism can effectively improve their level of self-care by observing the content of animated videos and imitating these demonstrations. In addition, the application of the animated video demonstration method is also in line with Vygotsky’s proximal development area theory. By providing scientific and appropriate guidance and demonstration, autistic students can gradually improve their skills and finally help them to complete self-care tasks independently.

In the specific implementation process, the animation video Demonstration Method through careful design and production of video content, combined with the actual situation of autistic students, through visual, auditory and other sensory stimulation, deepen memory, enhance attention and memory, and further promote the learning of life skills. In addition, the characters and situations in the video can effectively stimulate the empathy of autistic students and make them have emotional resonance, so as to further enhance the effect of life education.

II. Analysis of the advantages of the animated video model Method

Compared with traditional teaching methods, animation video demonstration method has significant advantages in cultivating autistic students’ self-care skills. Through vivid and intuitive animation, self-care skills, operation steps and related details can be more clearly presented to students. This method not only effectively attracts the attention of students with autism, but also stimulates their interest and enthusiasm in learning. For example, by watching animated videos, students can intuitively understand the specific actions, steps and scientific methods of daily activities such as brushing teeth and washing, so that they can master related life skills more efficiently. In contrast, in traditional teaching, teachers often rely on verbal description, which is an abstract way of expression that may be difficult for autistic students to understand, thus affecting the cultivation of self-care skills.

In addition, the animated video demonstration method has the characteristics of strong repeatskills. With the advancement of education informatization, the limitation of teaching time and space has been gradually broken, and students can use videos to learn anytime and anywhere, and consolidate what they have learned by watching them repeatedly. This flexibility is especially helpful for autistic students to better master self-care skills. Traditional teaching is often limited to a specific classroom and a set number of teaching hours, which may hinder the learning of students with autism and thus affect their skills to improve.

The animated video demonstration method is also more targeted and effective. In traditional self-care education, due to the large number of students, teachers often adopt a “one-size-fits-all” teaching method and lack targeted demonstration teaching, which may affect the improvement of teaching effect. Especially in areas with poor educational resources, the quality of education for autistic students is low, which further restricts the improvement of their self-care skills. In the context of education informatization, the animation video demonstration method combines multi-sensory stimuli such as visual, auditory and even tactile stimuli, which can better meet the actual development needs of different autistic students, so as to more effectively improve the teaching quality and promote the improvement of autistic students’ self-care skills. At the same time, the animation video is shared and can be spread through the network, so that areas with poor educational resources can also enjoy these resources, so as to meet the actual needs of autistic students in different areas.

In conclusion, compared with traditional teaching methods, animation video demonstration method shows more advantages in cultivating autistic students' self-care skills. This method not only improves the teaching effect, but also helps autistic students better master self-care skills through more flexible and personalized teaching methods, laying a solid foundation for them to better integrate into society in the future.

III. The innovative application strategy of animation video demonstration method in the process of self-care skills training

1. Animation demonstration of washing and personal hygiene

For autistic middle school students, personal hygiene maintenance is an important educational content. Research from the Centers for Disease Control and Prevention shows that students with autism often have difficulties with personal hygiene in their daily lives. Therefore, in order to help these students better carry out daily life and adapt to the future social development, teachers and parents should attach great importance to the personal hygiene education of students and improve their self-care skills. By applying the animated video demonstration method to the personal hygiene education of autistic students, the complex washing movements and hygiene habits can be broken down into a series of simple and clear steps through vivid and intuitive animated videos, and then shared with students for them to watch repeatedly, so as to learn and master relevant skills more easily.

For example, when teaching brushing teeth, teachers can clearly demonstrate each step of brushing teeth in a step-by-step manner according to the specific needs of autistic students. Each step should also be accompanied by a concise explanation and repeated visual cues. In this way, students can gradually master the complete brushing action in the process of repeated watching. In addition, in the design of animation characters, in order to better arouse the emotional resonance of students, teachers can set the animation characters as autistic students, so as to enhance the students' empathy skills, stimulate their learning interest, and effectively improve the teaching effect.

In the implementation process, teachers and parents should fully observe and evaluate the work, this link is particularly important. By recording the changes of autistic students' washing behavior before and after watching the animated video, teachers can scientifically evaluate the effectiveness of the animated video model. For example, they can record the number of times that students brush their teeth and wash their face independently after watching the animation video. With these data, teachers can better evaluate the effect of the animation video model, timely discover the problems of students, and optimize the education plan according to these problems, so as to improve the effectiveness of self-care skills training.

In a word, washing and personal hygiene is one of the important education contents for autistic students. The animation video demonstration method can effectively cultivate students' self-care skills, not only enable them to learn and master relevant skills, but also effectively stimulate their interest, so as to achieve the purpose of improving students' self-care level.

2. Animation demonstration of dressing and eating

At present, many students with autism have difficulties in dressing and eating, which poses a serious obstacle to their future learning and development. In order to help them better adapt to the future social life and get better development, teachers can apply the animated video demonstration method in dressing and eating education. According to students' specific characteristics, teachers can make animated videos targeting dressing and eating, and help them learn these daily skills correctly and improve their self-care skills through well-designed content.

For example, in terms of dressing, teachers can choose suitable clothes according to different seasons, break the dressing process into several simple and understandable steps, and make animated videos. The video should be accompanied by clear and concise voice explanations, so that students can gradually master dressing skills in the process of repeatedly watching, so as to improve their self-care skills.

In terms of diet, the animated video model also plays an important educational role. Teachers can make relevant animated content according to students' learning situation and ask students to watch it, so as to encourage them to learn how to use cutlery properly, eat properly and maintain good dining etiquette. This approach not only helps students master the necessary eating skills, but also cultivates their awareness of social etiquette.

In addition, when implementing the animated video demonstration, teachers should make scientific adjustments according to students' actual situation. Teaching content needs to vary from person to person as students differ in their family environment and their own skills to accept and understand. Teachers should fully respect the individual differences of students and adjust the animation content in a targeted way according to their actual needs to better meet their learning needs. For example, for students with special difficulties in diet, teachers can make more detailed and slow animation videos for them to ensure that they can understand every movement point more clearly and comprehensively, so as to improve their self-care skills. For students with specific eating difficulties, teachers can further subdivide the eating movements to help them master the eating skills scientifically and effectively, so as to better adapt to the future social life.

3. Animated demonstration of household work and personal management

Housework and personal management are not only one of the important educational contents for autistic students, but also the key abilities for their future social development. In order to help students with autism better master these skills, teachers can carefully design animated videos according to students' learning situation, and break down housework into several simple and intuitive steps, so as to make students easier to learn and imitate, improve their skills to participate in housework, and thus enhance their adaptive skills.

For example, in practical teaching, teachers can break down the process of making the bed into several steps, each step should be clear and specific, and accompanied by concise and clear language explanations. In this way, students can gradually learn and master the skills of making their beds.

In terms of personal management, the animated video demonstration method is equally important. Teachers can use animated videos to show how to make daily plans, manage personal belongings and finances, among other things. These tasks may be difficult for students with

autism to understand, but through the way of animated videos, students can learn and master these skills more easily.

In addition, the animated video model law should be personalized according to the actual needs of students. Since each autistic student has different abilities, levels and needs, teachers should fully consider these differences when designing animation content. For example, for those students with strong color perception, teachers can use colorful animation content; For students who are sensitive to numbers, teachers could incorporate housework videos involving numbers into their teaching content. Through this targeted design, teachers are able to attract students' attention and viewing interest more effectively, thus improving the teaching effect.

4. Limitations of the Animation Video Model Law and suggestions for improvement

Although the animated video demonstration method shows significant advantages in improving the self-care skills of autistic students, so that they can better adapt to the future social development, this method also has certain limitations. In this regard, this paper makes a brief analysis from the following aspects:

First of all, the animation video model law can not completely simulate the real life scene. The real life environment is usually more complex and changeable, which may lead to various difficulties and challenges in practical operation, which are not fully demonstrated in the animated video.

Secondly, the content production cost of animated video is high, and a lot of human and material resources need to be invested. For schools with relatively low resources, this can be a major obstacle. In addition, the updating and maintenance work of animated videos also require continuous resource investment to ensure the effectiveness and adaptability of educational content.

In response to these problems, the following suggestions for improvement are put forward:

First, live action video can be combined with animated video. By interspersing real person demonstration clips in the animated videos, students can more effectively understand the relevant actions and enhance their skills to operate in real scenes.

Secondly, schools, governments and relevant social institutions should strengthen cooperation, jointly increase resource investment, actively develop modular animation video system, and timely follow the development trend of The Times, adjust and optimize teaching video content to ensure its advanced nature. At the same time, it is necessary to pay attention to the training of professional talents, and strengthen the maintenance and maintenance of teaching resources and equipment.

Conclusion

All in all, at present, the number of autistic students in our country shows an increasing trend. In this regard, in order to help them better adapt to social development and meet their actual needs, we should face up to the significance of the animation video demonstration method, and apply it to the process of cultivating autistic students' self-care skills, formulate scientific teaching content according to the specific learning situation, and create a new situation in the education of autistic students through various ways and means. Thus cultivating their self-care skills and laying a solid foundation for their future development.

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