

Current Status and Challenges of Education for Autistic Children in The Context of Integrated Education

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Abstract

The survival and development of autistic children has been widely concerned by all walks of life. Integrated education has played an important role in promoting the socialization and improving the behavior pattern of autistic children. From the perspective of risk social governance, the external risks and intrinsic risks encountered in integrated education for autistic children are discussed, and the causes of the risks are analyzed in depth. Finally, it is necessary to improve the corresponding legal and regulatory protection and response mechanism of integrated education, build a friendly environment for integrated education for autistic children, encourage social organizations to participate and innovate the forms of integrated education. Suggestions are put forward to carry out individualized teaching for autistic children, so as to promote autistic children to receive high-quality education smoothly.

Keywords

Autism; Integrated education; Rehabilitation training.

1. The Cause of The Problem

Autism, also known as the long treatment cycle, will bring a huge burden to the family, leading to parents easy to have a sense of stigma, and it is not conducive to training. As an important driving force for educational equity, integrated education has been confirmed by scholars to have a positive effect [1] on the physical and mental development of autistic children, and is of great significance for autistic people to return to the mainstream society in the future. According to statistics, nearly half of the special students in China are studying in ordinary schools. The Party and the state are paying more and more attention to the survival and development of autistic children, and have introduced a series of policies to ensure that they can enjoy educational resources fairly. In recent years, the topic of autism has attracted wide attention, and the number of research literatures on integrated education for autism has also shown a rising trend. This has promoted the progress of autism education research to a large extent. However, on the whole, there are relatively few researches on autism integrated education and European and American countries occupy the mainstream among them. At present, the researches on autism integrated education in China mainly focus on the education research of children with mild autism, and there is still a lack of attention and research on severe autism children [2].

2. The Plight of Autism Integrated Education

2.1. Manifestation of external distress

2.1.1. Supervision absence dilemma

Various auxiliary facilities for autism integration education are already complete. Autistic children receive policy subsidies, obtain rehabilitation training courses in institutions and achieve good results, or directly enter the campus for integration education. This set of

procedures seems to be perfect, but it lacks the connection and supervision of various programs related to autism. The educational effectiveness of autistic children cannot be guaranteed. At the same time, the quality of guidance teachers related to integration education is uneven. And parents can only judge the effect of integrated education by whether their children's behavior is better than before. The unequal access to information also makes people question the effect of integrated education. The lack of an effective evaluation and supervision system can not really let parents and teachers have a detailed understanding of the specific situation of autistic children's rehabilitation, and naturally can not make a reasonable plan for their next work, which makes the improvement of the quality of integrated education in our country face a huge challenge.

2.1.2. Difficult social situation

Autistic children are very vulnerable to rejection and criticism from the mainstream of society due to their particularity. The main reason for this phenomenon is that the public's cognition of the concept of autism has not been truly popularized, so the phenomenon of prejudice against autistic children still occurs. In particular, in the process of contact with people, their weird behaviors will be labeled as negative, which makes parents of autistic children feel ashamed in their hearts, making it more difficult for autistic children to contact with the outside world. The lack of social communication will only make them marginalized and gradually lose the possible recovery opportunities, and thus fall into more dangerous situations [3]. Under the current circumstances, it is very difficult to build a friendly environment for integrated education for autistic children. Because not many teachers have the relevant knowledge and skills of special education, they are often at a loss when facing these special children and cannot find effective ways to deal with their various conditions, and the school integrated education system has not been established. The social risks faced by children with autism are further increased.

2.2. Intrinsic distress representation

2.2.1. Adaptive behavioral dilemmas

Adaptive behavior in children was originally referred to as child adaptability, and in the context of inclusive education, it refers to the ability of an autistic child to handle daily school tasks independently, to the extent [4] expected by his age and the school culture. Therefore, whether children with autism can complete school on time and deal with the different problems encountered in different stages of education becomes a criterion to judge their adaptation. At the same time, most autistic children are unable to complete some complex tasks independently in daily life, and the lack of essential life skills and self-reliance will put them in a difficult situation. When they leave school as adults, various congenital deficiencies will be amplified. In addition, the state has not yet issued a macro policy for autistic groups. Therefore, their work and pension problems will not only be a threat to the family in the future, but also a test of the affordability of the whole society.

2.2.2. Difficulties in social interaction

Social ability is an important driving force for children with autism to get in touch with society and develop social self. For them, effective social communication is the cornerstone of inclusive education, and it is also the primary difficulty they face. The integrated education of autistic children needs a good atmosphere, which should be deliberately constructed under the guidance of professionals. However, in the current environment, this problem is rarely taken into account. In addition, the special characteristics of autistic children themselves will discourage many people who are willing to contact them. Lacking of social contact, they will be abandoned in the process of socialization or in the flood of social development [5]. From the perspective of autistic children themselves, they do not have the ability to communicate with others, most children have varying degrees of language defects, it is very difficult to maintain

normal communication, let alone express the willingness to communicate, which will make them often isolated and helpless, thus deepening the risk of autistic children.

3. Analysis of The Plight of Autism Integrated Education

3.1. Lack of targeted risk protection

Although China has issued a series of safeguard measures from the aspects of education and economy, such as the Notice of The General Office of the State Council on forwarding the Special Education Promotion Plan of the Ministry of Education and other departments (201472016) and the Opinions on Comprehensively Establishing the system of Living Subsidies for Disabled People with Difficulties and nursing subsidies for severely disabled People, due to the inconsistent level of economic development in different regions, The subsidies that children can enjoy are also inconsistent, so the rehabilitation and assistance of autistic children is tantamount to a drop in the bucket. The policy is only for those autistic children. Local special education schools and related rehabilitation institutions rarely receive actual support from the government, and they can only rely on their own management ability to pursue development. Exposed to the market mechanism, many integrated education institutions will be poorly operated due to their own lack of capacity, and eventually face the risk of "closing down". China's laws have not yet formed an effective protection system for practitioners, which seriously hinders the development of integrated education. Therefore, the legal system for autistic children still needs to be improved.

3.2. Lack of subjects in integrated education

The research on autism started early, but it lags far behind the demand in practice. There are few employees in special education, and there are constraints such as low salary level and heavy work tasks. The educational background of people engaged in this industry is mainly secondary school or junior college. Their cognition of the theory remains on the surface, unable to eliminate the pain points and difficulties that restrict the integration education of autism, which will make the effect of rehabilitation training and integration education can not be guaranteed. The key to judge the quality of integrated education for children with disabilities is whether ordinary classes can provide appropriate courses for children with disabilities and make adaptive adjustments [6] in teaching methods. The medical exploration in this field is not up to the international mainstream level, and there may be misdiagnosis in the diagnosis process, which may delay the normal treatment of autistic children, and bring negative effects on the physical and mental development of autistic children.

3.3. There is a vacancy in the transition process of autism

How to ensure that autistic children receive education in ordinary schools is the most concerned issue for parents, but after completing rehabilitation training to a certain extent, parents are often faced with the problem of "where to go for autistic children". Under normal circumstances, it is difficult for these parents to obtain information channels about integrated education, and it is impossible to know what type of school is suitable for autistic children. Blind conformity will only bring opposite effects to children. The reason is the lack of a platform for consultation, which limits parents' choices and makes it difficult for autistic children to "leapfrog" from institutions to schools. In addition, there is still a gap [7] in the research on the placement of autistic children after education, employment and re-education after adulthood. Even in the case of attending classes, children with special needs can only study together with other children with similar conditions because of other parents' discrimination, and can not really play the role of integrated education.

4. Countermeasures and Solutions of Integrated Education for Autism

4.1. Improving the corresponding legal and regulatory guarantee and the response mechanism of integrated education

In formulating policies, the government should first take into account the basic life needs of children, ensure that their basic needs are met, and then issue corresponding policies to enable autistic people to realize their self-worth. The policy on autism should be broadened and the entry threshold should be relaxed. There should be a corresponding blanket policy not only for children but for autistic people of all ages. For autistic children, the interests of education and recreation can be guaranteed, and for autistic adolescents, vocational skills training should be promoted. And for adults with autism, employment and health care should be provided. At the same time, a monitoring mechanism should be established, and a special supervision department should be set up to monitor whether there is discrimination in the enrollment of autistic children and whether the assistance policies are in place. We should consciously guide the laws and regulations on integrated education for autistic children to conform to the connotation and requirements of the Regulations on Education for Persons with Disabilities. At the same time, the implementation of integrated education for autistic children can also be included in the government performance assessment, so that the government can increase policy support for autistic groups, and autistic families can have more choices when choosing schools for their children.

4.2. Build a friendly environment for integrated education for autistic children

The development process of autistic children is not separate, but interconnected and integrated with each other. Therefore, schools should strengthen the construction of teachers, focus on training a group of teachers with special education experience, so that autistic children can get professional support of integrated education resources. At the same time, it is also necessary to integrate educational resources, explore and create a new mechanism of cooperation between special education schools and ordinary schools, promote resource sharing while promoting educational integration, and establish an integrated education evaluation mechanism. The educational situation of autistic children at each stage should be evaluated in a timely manner, and the shortcomings should be corrected in a timely manner, so as to promote the integrated education in schools to be more scientific and reasonable. Teachers should take the initiative to guide students to establish a friendly relationship with autistic children and ensure their social interaction. At the same time, the accompanying school system can also be perfected, so that all actions of autistic children can be completed with the cooperation of parents to ensure the progress of integrated education. Finally, it is necessary to let the public know the existence of autism, and cultivate a non-discriminatory and friendly cultural environment for autistic children in the society.

4.3. Develop innovative forms of integrated education and carry out individualized teaching for autistic children

As an auxiliary support model of integrated education, rehabilitation institutions bear the heavy responsibility of preschool education for autistic children. The unique half-day care in the institution can provide centralized and professional educational services for children. At the same time, the peers in the institution are almost all autistic children, so there is no risk of children being excluded. Therefore, the rehabilitation training in the institution has become the first choice of places other than integrated education for autistic children. In order for institutions to play a greater role in integrated education, the first thing is to further set up a team of professional teachers, promote the cooperation between institutions and university teachers, take advanced theoretical knowledge as the premise and rich practical experience as the basis, and combine the two to enhance the professionalism of institutions. Secondly, peer

intervention is also one of the feasible approaches, which is a way for teachers to improve the behavior of autistic children and promote their learning progress [8] by training ordinary children in order to give full play to the diversified advantages of the objects in the integrated education environment. Peer intervention can provide a standard demonstration for autistic children, and on the basis of external behavioral skills, improve the social ability of autistic children through communication and other ways, and promote the improvement of their basic ability through continuous daily behavior influence.

There are great differences among autistic children, which has caused great trouble to the implementation of integrated education. The same teaching method cannot achieve the same educational effect for different individuals [9]. Therefore, a systematic assessment should be carried out for children with autism before they enter school to understand the reality of each child's situation and to develop different teaching programs for different children according to the results. After the children with autism enter school, they should pay attention to the progress of their basic abilities such as cognition, learning and coordination, and conduct regular assessments. According to the development status during this period of time, they should re-formulate a plan that conforms to the logic of autism development. Then, by analyzing the personality among autistic children, they can find out the common experience and summarize a set of educational models for reference. To carry out high-quality education strategies in the way of home-school linkage, and form a new method of professional knowledge teaching in school and parent-assisted education outside school.

5. Summary

The education of autistic children has always been a major challenge for the academic community. Due to the great changes in external social conditions and the inherent physiological defects of autistic children, the development of integrated education presents many difficulties, such as the lagging legal system of integrated education, the lack of supervision mechanism, and the lack of long-term protection of educational policies. It shows the economic, political and social crises encountered in the current education, so the integrated education of autism needs to be changed urgently. How to deal with the shortcomings highlighted in integrated education, promote integrated education can more effectively improve the basic ability of autistic children, and ensure that they enjoy the education resources of normal children is the key issue to improve the quality of education in China and realize a harmonious society. The key to integrated education lies in whether the support and tolerance of the whole society can be obtained. At the same time, relevant policies should be introduced to support the continuation of social atmosphere. Otherwise, autistic children will face unnecessary social risks. In order to cope with the possible challenges in the integrated education of autism, the effective path for the healthy development of integrated education should be found by improving the corresponding legal and regulatory guarantee and the response mechanism of integrated education, building a friendly environment for integrated education of autistic children, encouraging social organizations to participate, innovating the forms of integrated education, and carrying out individualized teaching for autistic children. In order to effectively solve the dilemma of the integration of autistic children in education.

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