



A Review of Special Education for Autistic Children

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Abstract. The educational development of children with autism is an important social issue today. Many children with autism often have many unexpected situations when they receive the same education as ordinary children, and many parents and teachers fail to identify the educational deficiencies and needs of children with autism in time results in further contributing to the future development of children with autism. This paper focuses on the causes of educational problems of autistic children and how people in different fields can help autistic children to receive education and integrate into society. In addition, it is suggested that relevant departments establish laws and regulations to better protect children with autism from receiving special education.

Keywords: special education, autistic children, education system, supportive intervention for autistic children.

1 Introduction

ASD is a complex set of neurodevelopmental disorders characterized by social impairment, communication difficulties and restrictive, repetitive and stereotyped behavior patterns (American Psychiatric Association, 2000). Although the etiology of ASD is not clear, he manifests at all age levels. Studies in preschool children have found a definite increase in the incidence of the disease in younger children [1]. The range of disorders and the increased prevalence of autism pose significant challenges to the educational system [2]. The dramatic increase in the number of children with autism has left regular schools and educational institutions without an adequate number of specialized teachers for instruction and education, and without a sufficient number of programs and strategies for prevention and treatment. In addition, children with autism, as a special group of children, are the subject of much media attention on the Internet, and many media outlets, including celebrities, disseminate unproven or unsafe interventions that provoke social commentary and discussion. Therefore, the inclusion of children with autism in the general classroom is a challenge and requires much additional support. The purpose of this paper is to provide effective support for the education of children with autism and to draw attention to children with autism and special education. First, the reasons for educational problems will be discussed: why it is difficult to include children with autism in the general classroom. Second, three groups that can have an impact on the special education and treatment of children with autism will be presented.

Finally, it will explore how these strategies and practices will influence and limit future research on special education for children with autism.

2 Background

2.1 Causes of educational problems in children with autism

The cause of the autistic children themselves.

Children with autism are classified as a special group because of behaviors such as social interaction deficits, communication disorders, narrow interests, and stereotyped repetition. Immediate or delayed imitative speech, limited functional speech, and inaudible articulation are typical features of language deficits in children with autism [3]. In daily life, they show extreme apathy and indifference to others. Sometimes they develop autistic psychology and behavior due to physical defects, for example, children with Down syndrome (manifested as intellectual impairment as well as motor impairment, children with peculiarities in their appearance, such as significantly wider eye spacing, collapsed nasal bridge, or even missing nasal bones, and facial signs of dementia) have autism, which severely reduces their chances of social integration and general education. In addition, national trends in autism prevalence from U.S. special education data show that autism rates increase over time, as evidenced by higher prevalence rates in younger birth cohorts[4].

The lack of social skills resulting from the lack of adaptive behavior in children with autism itself causes them many problems in accessing general education. Some experiments have shown that participants with autism spectrum disorders make more errors than normally developing children[5]. Autism and learning disabilities are co-related. Autism or autistic traits have been reported to account for at least 30% of children with severe learning disabilities (defined here as IQ <50) [6]. So most children with autism will also have problems with learning disabilities.

Reasons for the education system.

The wide applicability of special education is not only reflected in children with autism, but the interstate variation in autism eligibility requirements in special education, and this variation may have an impact on prevalence[4]. Regarding the compartmentalization of special education, some schools differentiate the education of children with autism and children with Down syndrome, while some schools insist on compartmentalization with regular students. While research has shown that inclusiveness in the classroom is beneficial for children with autism to alleviate their condition and improve learning, there is a lack of expertise in dealing with the emergencies of daily life and autism symptoms.

This exemplifies the important role of special education in improving autism in children with autism and the need for the education system to provide viable strategies to support children with autism in completing their education. However, special education is not only a task that educators and educational institutions should accomplish, but special education training for parents of children with autism and help from the

communities where children with autism live are equally important to reduce the incidence of autistic children. For example, when children with autism are subjected to school violence, or when children with autism themselves are discriminated against by their peers on the basis of their race, schools and educational institutions that the perception and behavior of the perpetrator's behavior, whether to ignore acquiescence, or strict discipline when disciplined. However, the education systems of many countries do not make explicit provisions, for example, disability discrimination against students in higher education did not become illegal in the UK until 2001, and thus discrimination still exists in higher education to a greater extent than in other sectors [7].

3 Empirical Studies

Most research on children with autism has focused on the way the brain influences behavior, and genetics, with little research on the educational needs of children with autism and the help of society [8]. Wiorkowski's research shows that children with autism can also pursue higher education and earn a bachelor's degree in higher education, and not only does this education have a children with autism have a profound impact on their social experiences, personal growth, etc. At the same time, children who have received higher education have increased pride and confidence in their learning process. While many students experience changes as they pursue higher education, for students with autism spectrum disorders, the changes are life-changing. Some participants went from being largely socially isolated to discovering a love of interacting with people and public speaking. Others found a passionate theme that will guide them in their future careers. Independence and the realization that self-direction is possible were also discovered for the first time in the college environment. The changes that occurred during the higher education process would allow participants to make progress in their lives and careers that may not have occurred outside of the higher education setting [8].

3.1 Special education training for parents

Parents are considered to be an important part of the special education that children with autism receive. Children are more dependent on their parents in an unfamiliar environment, especially during early childhood. As parents are the ones who have the most daily contact with their children, especially for children with autism, who lack independence and are more dependent on their parents, they can directly interfere with their children's education, so it is necessary for parents to receive the necessary professional knowledge and skills training. Parent training has been shown to be a very effective way to promote the generalization and maintenance of skills in children with autism [4].

A small percentage of parents have been able to reduce the suffering associated with autism by teaching themselves, or by learning some of the skills of children with autism from special agencies, to gradually put their children on the path to normalcy. However, despite the recognized benefits, few public school programs have included parent training as part of the Early Childhood Special Education (ECSE) curriculum [4].

Naturalistic teaching strategies have been proposed to provide a special educational approach for parents of children with autism. Naturalistic teaching strategies usually involve child-led or child-initiated learning. The purpose of such learning is to acquire detailed language by waiting for (the child) to initiate a conversation about a topic and then responding by asking the other person to provide more language" [9]. The onset of autism is usually in early childhood, and ideally children should receive services and interventions as early as possible [10]. For parents who utilize naturalistic teaching, it reduces parental dependence and demands on educational equipment, environmental resources, and individual differences, which is a good option for resource-poor parents for early intervention for their child with autism.

3.2 Special education for teachers and educational institutions

Schools need to have the ability to identify potential and real problems in their daily teaching life and can assist professionals with appropriate interventions.

Professionals have found that character learning in children with autism occurs through three models: interpretive, practical, and intensive instruction. The interpretive model is used to exercise children with autism in developing the child's focus and concentration. The practical model is used to train children with autism in soft skills and to enhance comprehension and reasoning about the material. In contrast, the intensive tutoring model for developing soft skills in children with autism is related to interpersonal skills and self-confidence. Therefore, teacher competencies must include, at a minimum, pedagogical, personal, and social competencies for teaching character education to children with autism[11].

The school nurse can be a link between the academic and medical professions and can be an effective resource and support person for parents and teachers of children with autism to find the best treatment or intervention for the child with autism. School nurses are an integral part of this treatment team[10]. And maintaining the same standards of expectations as other students increases the self-confidence of children with increased autism.

Teachers in schools and educational institutions can work in conjunction with school nurses to psychologically relieve the psychological and academic stress of children with autism while progressively providing children with autism with an education that is acceptable to them at that stage.

Develop specialized curriculum content for students with autism that focuses on autism symptoms, such as joint attention skills, symbolic play, movement, and self-help skills. Structuring classrooms to improve children's ability to predict their environment with strategies such as picture schedules, transition songs, verbal warnings or transition objects, and using daily routines with predetermined, predictable activities with more naturalistic techniques to help students with autism generalize skills learned in a structured environment[12]. Although it is difficult to incorporate children with autism into the general education classroom, offer some feasible strategies to provide predictable activities specifically for students with autism in the general education classroom, in addition to prompting strategies, delayed contingency strategies, and self-management strategies[2]. Workshops can be conducted between different educational institutions

and schools to share educational experiences in special education for children with autism and to provide concrete examples to institutions that do not yet provide specialized education for children with autism.

3.3 Community-based educational support for children with autism

Community support needs to shift from quantity to quality.

When it comes to community support, the first thing that comes to mind is the financial support that the community provides to families with autism. The community determines the amount of funding to be distributed by conducting a qualification assessment. By the same token, the questionnaire allows the community to more accurately and precisely provide families with autistic children with the help and support they need, such as a questionnaire on the child's personality traits, preferences and preferences, and parental salary income.

Community support is ongoing.

Few families rely on neighbors for help and support, which may indicate that most neighbors are casual acquaintances rather than ongoing sources of support [10]. In cases where community support is the primary source of support for families of children with autism, once the community stops helping and supporting these families, the entire family may not be able to continue living, such as single-parent families who are unemployed, or families of children with autism raised by elderly people who themselves do not place much emphasis on the child's educational and psychological situation. Therefore, ongoing support from the community is essential.

Early intervention programs in the community.

One of the most important determinants of outcome appears to be the level of intellectual functioning during childhood, which implies the importance of early intervention programs. The experiment of Stahmer, Collings and Palinkas, referred to DDT or TEACCH, music therapy, parent education, social stories, and other very specific strategies[13]. They use these strategies to support preschool children with autism to receive education or provide workshops and lectures to their parents about the importance of early intervention in the education of children with autism. Community-assisted professionals tend to prefer more structured intervention programs, including one-on-one instruction or discrete trial techniques, when the child has more severe cognitive delays, needs to learn compliance, or is not imitating or participating in a less structured environment[12].

4 Conclusion

4.1 Impact of special education for children with autism

The role of higher education not only affects the average young person, but also has important implications for special populations. Although past researchers have found that most children with autism do not reach traditional educational levels and that they have to work harder than the general population, as special education becomes more widespread, Wiorkowsk's research shows that a small number of children with autism have successfully enrolled in college and earned bachelor's degrees by receiving early special education. There are many positive effects of special education for children with autism: a) Children with autism who have received special education are more likely to identify their own areas of interest, and this area of interest is likely to evolve into a career that will permeate their lives and give them a clearer purpose in life. b) Early support and intervention for children with autism, including the dissemination of autism expertise and mental health counseling, can reduce their social isolation. can make them feel less alienated from society and less different from normal people. c) The benefits of special education for children with autism are not only academic achievement, but more importantly, the process of receiving education increases their social experience, and social inclusion makes them realize that they are an integral part of society and can influence society in a way that benefits others. Participants in Wiorkowsk's study, for example, indicated that their way of giving back involved helping others within the disability community.

Although a few adults with autism have achieved a relatively high level of independence, most are still very dependent on family or other support services. Few live alone, have close friends, or work permanently. Communication is generally impaired, and reading and spelling skills are poor. Stereotypical behaviors or interests often persist into adulthood[14]. Many children with autism are very weakly competitive with the general population when they enter society as adults, even though they have received special education and higher education. The impact of special education on them in this case was not as great as the impact of community support and parental help. Although, the state and community funding system had a significant impact on special education enrollment, it did not have much impact on the acceptance of education by children with autism.

4.2 Future Research Recommendations

The growth of specialized education for children with autism has resulted in a variety of educational institutions and methods, but specialized educational services for children with special needs, including those with autism, have not evolved in a timely manner. Children with autism face employment problems in adulthood even after receiving early educational interventions. In view of the above, future research should focus on the existence of professional educational services and employment programs for children with autism to follow up their education, educational equity for children with autism, and the establishment of a stable education system. To provide special education

for special groups, including autistic children, and to ensure greater development in the field of special education in the future.

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