

Research on the Integrated Education for Autistic Children

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Abstract: As an inevitable trend in the development of international education, "integrated education" emphasizes the provision of a normal educational environment for children with physical and mental disabilities. Integrated education integrates special education and general education by providing special education and related services in regular classes. Indeed, the core of integrated education is to ensure equity in quality education. This paper adopts the literature reference method. Through searching and reviewing related literature, this paper examines the development and strategies of integrated education for children with autism in the United States, and puts forward suggestions and inspirations in light of the current situation of integrated education for children with autism in China. Finally, the paper concludes that the society need to raise awareness, train professionals, adopt effective strategies, and provide adequate resources and support systems. Only in this way can this society truly realize the equal educational rights and interests of autistic children and reach the core of integrated education.

Keywords: integrated education, educational equality, special education, autism

1. Introduction

Integrated education is a modern trend in the development of international education, providing new opportunities and great challenges for both special education and general education. In particular, integrated education for children with autism has injected fresh blood into integrated education as a whole and put forward higher requirements for educators.

Since the introduction of the Individuals with Disabilities Education Act (IDEA) regulations, more and more exceptional children can be placed in regular classrooms. These acts have paved the way for more students to enter mainstream educational settings. A growing body of literature supports the view that early intervention programs are effective for children with a variety of disabilities, especially autism. The results of a number of surveys have also shown that integrated education of these young people with their normally developing peers promotes intellectual growth.

The United States is a country with an early development of integrated education, and its achievements in integrated education for children with autism have attracted attention and are of great significance to the development of integrated education for children with autism in other countries. In view of this, this paper discusses placement forms for autistic children in the United States, then compiles and analyzes the challenges and achievements of integrated education for children with autism in the United States and some strategies with reference to their significance.

Moreover, puts forward inspirations and suggestions for the practice of education for children with autism in China and the development of related research.

2. Achievements and challenges of integrated education for autistic children in the United States

At present, there are five types of educational placement models for autistic children in the United States: ordinary classes, resource classrooms, special education schools, boarding institutions, family education, and hospital placement. With the development of integrated education, ordinary classes and resource classrooms have become the main mode of educational placement for special children in the United States[1].

Over the years, inclusive education in the United States has been supported by the government, schools, and parents, and has achieved some success. Generally speaking, American schools have created a positive and accepting atmosphere with full participation and provided appropriate supportive interventions to promote the academic and social development of children with autism. However, behind these successes lie some deeper issues, such as how to translate the accepting attitude of full participation into concrete supportive actions and the effectiveness of supportive intervention strategies. These issues are discussed below.

2.1. School acceptance of autistic children

In the United States, the average school strives to create a climate of inclusive education in which everyone in the school is receptive and open to collaboration. Over the years, this participatory approach to inclusive education has paid off in the following ways.

First of all, school administrators have a positive attitude towards inclusive education for children with autism. Horrocks et al. surveyed 1,500 principals in Pennsylvania's public common schools and found that the principals had positive attitudes toward the inclusion of children with autism in common schools and positively influenced their recommendations for the educational placement of children with autism [2].

Secondly, teachers in ordinary schools were positive about accepting children with autism and established good teacher-student relationships with them. Teachers were the first people to whom children with autism turned for help when encountering interpersonal problems such as peer threats and teasing in the regular classroom [3]. In addition, the positive acceptance of teachers in general education schools directly influenced the peer relationships of children with autism in the classroom.

2.2. Support strategies for integrated education of children with autism

Socialization and learning difficulties are important challenges that children with autism face when they enter regular classrooms. In the United States, many effective supportive intervention programs have been implemented to enhance the development of children with autism in these two areas. These intervention strategies, which have been validated by scientific research, have positive effects on the development of social and academic skills in children with autism and have implications for the development of support services for integrated education for children with autism in China.

Regarding social support strategies, they can be broadly categorized into two types: direct and indirect interventions. Direct interventions refer to the direct training of social skills interventions such as social stories, self-management and visual cues for children with autism. These interventions are not only conducive to the improvement of autistic children's social skills but also can reduce the problematic behaviors of autistic children.

Persistence of intervention effects is an important issue for direct intervention strategies. Encouragement and reinforcement during intervention are important strategies to develop and maintain social behaviors, especially in the initial stages of intervention through encouragement and delayed reinforcement in order to effectively improve the social skills of children with autism [4].

The second is indirect intervention strategies. Indirect interventions are those that indirectly improve the social skills of children with autism through the intervention of adults, peers, and other mediums. Partners, and other mediators to indirectly improve the social skills of children with autism. Intervention methods. Peer-mediated social intervention programs are relatively effective and widely used. The peer-mediated social intervention program is relatively effective and widely used. It not only helps children with autism to interact more appropriately with other children, but also helps children with autism to have more appropriate interactions with other children. It not only helps children with autism to interact more appropriately with other children, but also fosters active social behavior and individual independence in children with autism [5,6].

Lack of motivation and interest in learning is a key problem for children with autism, and the phenomenon of avoidance of learning tasks due to various emotional and behavioral problems often occurs in clinical practice, which affects the improvement of academic performance. In response to this problem, American researchers have begun to use a variation of intermittent reinforcement-embedded teaching to increase the interest and motivation of children with autism. Banda embedded role modeling, encouragement, and reinforcement strategies in the teacher's teaching process to improve the ability of preschool children with autism to ask and answer questions on their own initiative [7]. Therefore, it is feasible and effective to increase the interest and motivation of children with autism by designing a natural reinforcement system that is skillfully embedded in the learning process.

3. Enlightenment for the integrated education of autistic children in China

3.1. The core of integrated education is to ensure quality education equity

In China, integrated education for children with autism is also gradually developing. Special education schools in some cities have begun to offer integrated education programs for children with autism to meet the needs of children with different levels of autism. In addition, some ordinary schools have begun to accept autistic children and provide them with appropriate support and educational resources.

Integrated education is first and foremost a solution to the enrolment of children with special needs, and the core of it is to ensure quality education and equity, with the quality of teachers being the most crucial element. Equity in education is the foundation of social equity and an important channel for the realization of reasonable social class mobility. Education is a major livelihood issue, and equity in education is the starting point for social equity; people's expectations of equity in education are far higher than in other areas. Education for children with special needs emphasizes the importance of educational equity. The report of the 18th CPC National Congress makes the promotion of educational equity an important task, and while making it clear that educational resources should be prioritized and allocated to rural, remote, poor, and ethnic areas, it especially proposes that special education should be supported so that every child can become a useful person.

High-quality teachers are the key to promoting integrated education, which should first emphasize teacher education and in-service training, so that teachers are equipped with the qualities and abilities to implement harmonious education. Emphasis should be placed on creating equal and favorable working and living conditions for teachers, and on attracting outstanding talents to become teachers. Teachers in special education have a more difficult job than their counterparts in

general education, and they have to work harder, while the cycle of reward is longer, which calls for better policy support for teachers in special education.

Integrated education should also emphasize cooperation between schools and families, teachers and parents, and teachers and students to create an integrated environment for learners. Teachers should emphasize the development of curricula and teaching methods, and the use of modern information technology so that they are better adapted to the diverse needs of students. The Beijing Action Plan for Integrated Education in Primary and Secondary Schools proposes the implementation of the Special Education Teacher Team Building Project, with the aim of comprehensively upgrading the overall quality and professionalization of special education teachers, which is a powerful way to promote quality integrated education.[8]

3.2. Implementing "evidence-based practice" intervention strategies

The success of inclusive education depends on the provision of special education intervention strategies that meet the specific needs of children with autism. As mentioned earlier, the United States has developed a wide range of effective intervention strategies to enhance the academic and social development of children with autism.

Development and social development. The adoption of these intervention programs is supported by extensive scientific research and practice findings, which satisfy the principle of evidence-based practice. Evidence-based practice" as the primary principle of the National Center for Children with Autism in the United States for selecting support strategies for inclusive education interventions has been written into the U.S. law "No Child Left Behind" [9]. Only intervention support strategies that meet the principles of "evidence-based practice" can effectively improve the language and social skills of children with autism, eliminate problem behaviors, and improve the quality of inclusive education.

Peer-mediated interventions, video role modeling, embedded teaching, and picture communication are effective intervention strategies in a large number of intervention programs, but the empirical research on these intervention strategies in China is still in its infancy. In addition, research on the socialization quality, academic achievement level, and factors affecting the integrated education of autistic children in China has not been systematically carried out. This requires more detailed and in-depth research so as to provide a solid theoretical foundation for the integrated education of autistic children in China and improve the quality of integrated education.

4. Conclusion

Integrated education" is an international educational trend that focuses on providing a normalized educational environment for children with physical and psychological disorders, providing all special education and corresponding service responses in regular classes, and integrating special education with general education. The core of integrated education is quality assurance of educational equality. Integrated education aims to provide special attention and psychological counseling for children with special needs, especially autistic children, in the main educational environment, with regular classroom learning as the main direction of development. Integrated education is an important part of sustainable education and life education.

In general, the current situation of integrated education for children with autism varies in different countries and regions. Although some countries have made remarkable progress, there are still countries facing challenges. In order to improve the level of inclusive education for children with autism, the society need to enhance awareness, train professionals, adopt effective strategies and provide adequate resources and support systems. Only in this way can we truly realize the equal

educational rights and interests of children with autism in order to reach the core of integrated education.

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