



Problems and Promotion Measures of Home-school Cooperation for Autistic Children

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ABSTRACT

It can be seen from a large number of rehabilitation cases of autistic children that the cooperative intervention of school and family plays a crucial role in the development of autistic children. , parent-school cooperative as the breakthrough point, elaborates on the autistic children's cognitive, language, social influence of the quartet, to independent living, combined with the instance attempts to put forward effective path to improve the parent-school cooperative, namely to set up correct parent-school cooperative ideas, structures, parent-school cooperative platform, set up perfect home school communication information channels, actively carry out parents training, conducting home visits, Teachers went into families to provide some references for autistic children on the road to recovery.

Keywords: Home-School Cooperation; Autistic Children; Influence; Strategy

I. INTRODUCTION

The term "home-school cooperation" is widely used in the field of education. In the field of special education, there are about 2 million autistic children in China, who often show social phobia, stereotyped behavior, inattention and other behaviors. These behaviors are ubiquitous in daily life, and it is difficult to achieve the expected treatment goals only by unilateral intervention of teachers. The cooperation of parents is undoubtedly necessary for the rehabilitation of children. In order to better guide the rehabilitation and development of autistic children, this study attempts to explore the impact of home-school cooperation on various aspects of autistic children's development, and puts forward effective countermeasures and suggestions.

II. RESEARCH METHOD

This paper is a quantitative study, through the research of some rehabilitation institutions for autistic children in China and the summary of conversation of some parents, combined with related research theories, the deficiencies of the home-school cooperation module in the rehabilitation of autistic children and the aspects that can be better promoted are obtained.

III. DISCUSSION

3.1 The Impact of Home-School Cooperation on the Development of Autistic Children

School-family partnerships: educators and parents (and communities) share responsibility for children's development, including parenting, mutual communication, volunteering, home learning, decision-making and community cooperation. It is an integral part of the modern school system. Therefore, in the whole education and teaching activities, school education and family education are inseparable, is the relationship of mutual cooperation. Due to the particularity of autistic children, there are different barriers and different degrees of barriers in cognitive ability, language and communication ability, social communication ability and self-care ability. Therefore, the cooperation between teachers and parents can better guide the healthy development of autistic children.

3.1.1 The influence of cognitive ability

Cognitive abilities include simple reasoning, classification, matching, time, space, color concepts and so on. The formation of these concepts often corresponds to the mastery of various objects or concepts in daily life. Therefore, not only teachers' intervention in a limited range of classroom environment can achieve results, but also a series of objects, colors and time encountered in daily life can promote the development of cognitive ability of autistic children. In life

and the overall environment of society, parents accompany children the most, and parents have a certain influence on the cognitive development of children with autism through the daily display of objects, the cultivation of time concept, and the recognition and discrimination of colors.

3.1.2 The impact of language and communication skills

Childhood is a critical period for language development. Children with autism develop differently in the field of language expression due to their differences in the degree of impairment. In order to improve the language and communication skills of autistic children, teachers and parents need to create a good language environment for children, so that children can imitate, understand and express language. Both teachers and parents should encourage children to actively imitate and express their needs in the communication process. If autistic children encounter obstacles in the process of expression, they should be gradually guided from word to word and then from word to sentence to cultivate their language ability. This process of training, parents and teachers with indispensable.

3.1.3 The influence of social communication ability

Autistic children's stereotyped behavior, emotional loss of control, in the social ability to show obvious obstacles. Children may have the stereotyped behavior of wanting others' things and being irritable, unwilling to communicate and share with others, and may also have the self-centered and withdrawn behavior, which affects the normal social interaction between autistic children and people. In daily educational activities, schools or institutions can let students know each other through communication or games by saying hello to teachers and classmates in class, saying goodbye after school, organizing small classes, group classes and other forms. In daily life, parents should make use of the characteristics of children's love of imitation, play a subtle role of example, and work with teachers to create a safe and comfortable communication environment for children, encourage children to build confidence, express and communicate with others, and explore the social skills of children with autism.

3.1.4 The impact of self-care ability

The development assessment scale for children with autism defines the cultivation of self-care ability of children with autism. The cultivation of this goal is mainly to help autistic children to protect themselves and learn to take care of themselves, so as to solve the trouble of living alone in special circumstances. For teachers and parents, the cultivation and development of self-care ability of autistic children can help parents relieve the pressure of taking care of their children to the greatest extent. After children learn self-care ability. Parental help and intervention can be reduced, which shows the importance of home-school cooperation. Teachers in schools or institutions for intervention and teaching, can only help children abstract learning self-care ability. Parents' education is more intuitive, specifically involving self-care ability, such as eating, toilet, dressing, grooming, grooming, sleep and so on.

3.2. Analysis of Problems Existing in Home-School Cooperation for Autistic Children

The rehabilitation education of autistic children builds a platform for the communication between teachers and parents. Teachers can be regarded as the guide in the teaching environment, while parents are the dominant players for children to survive in the social environment. Therefore, the cooperation between teachers and parents is particularly important in the whole education and teaching activities.

3.2.1 The school ignores the importance of the role of parents

Teachers play a guiding role in the rehabilitation and development of autistic children, not only in the recovery of various physical abilities of autistic children, but also in psychological dependence and companionship. As a trusted place for autistic children and their parents, schools or institutions should provide them with psychological and behavioral support. Schools ignore the importance of parents due to their busy daily work in various policies and environments. They may not have enough time to face parents directly, so most of the contact with parents is completed by teachers. However, teachers, as staff, cannot ensure the perfection of the school to the maximum extent, and can only maintain communication and cooperation with parents from their own level. However, due to their own reasons, some teachers cannot ensure the communication with parents, so they ignore the importance of the role of parents, and thus do not carry out the two-way cooperation between family education and school education well.

3.2.2 Parents ignore the importance of family education

Autistic children often learn through imitation in the learning process, and teachers also carry out rehabilitation training through imitation intervention. Therefore, students not only get various ability training from teachers, but also imitate teachers' words and behaviors. Parents are teachers in addition to the teaching environment, and it is particularly important whether their role playing is reasonable. Children with autism may have a series of negative reactions due to parents' neglect or indulgence, such as cranky mood and stereotyped behavior, or some unimaginable behaviors to attract attention. Therefore, parents' daily intervention can play a certain role in children. Some parents also have negative psychology, thinking that the training of school and teachers is enough to help students' rehabilitation, and taking teachers' after-school communication and questionnaire as a form, thus ignoring the importance of family education, which leads to the failure of home-school cooperation.

To sum up, the lack of communication and understanding between parents and teachers plays a decisive role in the rehabilitation effect of autistic children. Schools and teachers pay too much attention to the rehabilitation results of autistic children, thus ignoring the individual differences in their development and the importance of parental intervention. Teachers and parents have not established a good communication platform, which may become a stumbling block to the development of autistic children. In the whole process of rehabilitation and development of

autistic children, teachers and parents are the main body of "teaching", which is inseparable from the two parts. Good home-school cooperation has a positive promoting effect.

3.3. Countermeasures to Promote Home-School Cooperation

Autism is a widespread developmental disorder of the nervous system that occurs in early childhood and has a high disability rate. Mainly relying on special education rehabilitation means, autistic children need long-term rehabilitation and lifelong care. At the same time, parents, as children's patrons, play a key role in their psychological state, rehabilitation philosophy, professional knowledge, methods and attitudes for children's rehabilitation. Therefore, the effective combination of home-school cooperation and the realization of real communication and interaction can promote the healthy psychological and physical development of autistic children.

3.3.1 Establishing a correct concept of home-school cooperation

Suhomlinsky once said, "Without the consistency of educational influence between schools, the educational process of schools would collapse like a paper house." In fact, most parents lack awareness and do not know that it is their right and obligation to know their children's learning situation and behavior habits, and some parents are unwilling to take the initiative to communicate with teachers. However, in the view of some teachers, the reason why parents intervene too much is that they doubt their teaching. Schools should break this awkward situation, establish the concept of "parents and teachers" as partners, encourage parents to actively participate in the learning and recording of autistic children through various forms of publicity, and teachers to actively communicate with parents for feedback. It not only respects the rights and obligations of parents, but also helps teachers to understand the situation of students. With the enhanced concept of cooperation between parents and teachers, the education of autistic children will receive more attention and attention accordingly.

3.3.2 Make overall plans to build a home-school cooperation platform

Schools or institutions, as the subjects trusted by parents and the places for students to learn, should actively formulate, scientifically arrange, make overall plans and reach effective documents and models to build a home-school cooperation platform. At the same time, parents can organize and set up a parent committee and other modes to actively build a parent exchange platform to ensure barrier-free communication between schools or institutions and parents, and provide the best cooperation mode for teachers and parents.

3.3.3 Establish a sound home-school communication information channel

Wechat, QQ, mailbox and other media as the most important communication tools, schools can make full use of these information exchange with parents. Schools can set up special websites and wechat public accounts to push relevant documents, information, teaching achievements and student growth at the school level, so as to summarize and publicize, and better help parents understand the relevant information of the school. Teachers can contact parents through one-to-one, and report the situation of children's intervention to parents in time every day. Parents can also know the situation of students at any time: Parents can feedback the situation and performance of students at home with teachers in a variety of ways, so as to better realize communication and clarify relevant intervention measures. In addition to communication between schools, teachers and parents about the situation of students, learning groups and platforms should be established to help parents intervene in the face of children's problems and give parents more opportunities to learn and grow.

3.3.4 Actively carry out training for parents

Practice has proved that support for parents of autistic children is an important part of the rehabilitation education system, as well as a basic way to maintain a good rehabilitation environment for autistic children and the sustainable development of families. As the first person responsible for their children, parents are in a state of tension and exhaustion for a long time, so it is particularly important to regulate their own health and emotions. By actively carrying out parent training, such as: schools through holding parents' meetings, teachers through the intervention and communication with parents, parents can only roughly understand the situation of students, in order to the effectiveness of education, family education in the field of special education is particularly important. Schools can provide parents with psychological support and needs training, as well as professional training in the target fields of autism. Online teaching, offline practice, video supervision and other methods can be used to provide reasonable training for parents.

3.3.5 Carry out home visits and teachers go deep into families

Home-school cooperation is a way for schools or institutions and parents to communicate with each other and understand autistic children. It is fundamentally to promote the development of autistic children, rather than a form. It is particularly important for both sides to actively communicate and understand each other. Autistic children need one-to-one individualized education because of their different degrees of disability. In the education process, teachers, on the one hand, may need to "send teachers to students' homes" due to the degree of impairment of students, or assist autistic children to complete some basic life skills. Some autistic children can finish it by themselves. Because of the degradation or dependence of their abilities caused by parents' indulgence, teachers' home visits are essential. Teachers' in-depth understanding of families, on the one hand, can make parents fully trust the school and teachers' education, on the other hand, can promote teachers to better understand the family environment of autistic children and take better measures to help them recover.

IV. CONCLUSION

Based on relevant practices, this paper puts forward the influence of home-school cooperation on the development of autistic children, analyzes the existing problems of home-school cooperation for autistic children, and puts forward five countermeasures from the interactive roles of schools or institutions (teachers) and parents. In the future, teachers should be more based on the perspective of parents, and parents should put their own role in the role of teachers, and conduct targeted interventions and appropriate behaviors according to the different manifestations of children, so as to better help the healthy psychological and physical development of children with autism, and establish a harmonious home-school cooperative relationship.

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