

Case Study on Early Intervention of Sub-Healthy Children Based on Pre-School Integrated Education

Yingcong Zhang

School of Marxism, Wuhan University, Wuhan, China

Corresponding Author Email: 419135044@qq.com

Keywords: Preschool integrated education, Children with special needs, Early intervention, Sub-health children

Abstract: Preschool education has become the development trend of world education, and special preschool education needs to provide services for children in the process of entering kindergarten. Preschool education Preschool children with special needs are cared for and educated together with normal children. Children with autism have serious deficiencies in social interaction, verbal communication and stereotypical behavior, and it will be a great challenge to integrate them into the general childcare institutions. This paper is mainly to understand the development status of preschool children, give full play to the development advantages, through the combination of individual and collective, through improving social skills, so as to achieve all-round development. Firstly, in the process of education development, the development status of preschool integrated education at home and abroad is summarized. Secondly, under the background of preschool integrated education at home and abroad, the early obstacles of sub-health children are manifested in the causes, purposes, forms and strategies of intervention. Thirdly, the success of preschool integrated education and the development and growth of children with special needs require the joint efforts and cooperation of parents, kindergartens, teachers and professionals. Fourth, government departments should attach importance to rehabilitation education for children with special needs. And put forward the problems and deficiencies in the research process.

1. Introduction

Integration means not only that special children can be placed in ordinary classrooms or schools, but also that special children can be integrated into the collective, which requires mutual support, understanding and care among people. And from the perspective of ecology, combining the theory of pedagogy and sociology, and through the methods of observation, interview and physical analysis, to the integration of special children education support system analysis, and through the understanding of fusion preschool education, education theory, and the unique perspective of preschool teachers. and support system to provide empirical reference for further education, enrich the research of preschool education fusion method.

This research from the Angle of view of the development of ecology, combined with the theory and research of pedagogy and sociology, with qualitative research paradigm, the integrated use of research methods, such as observation, interview and physical analysis on special education need the support of the fusion of children education system began to in-depth analysis and discussion, rich knowledge fusion pre-school education, develop education support theory point of view, with unique Angle of view for preschool teachers. And support system to provide empirical reference for further education, enrich the research of preschool education fusion method. As a case, and understand the special education needs early childhood education in fusion environment to adapt to the situation and has won the support of the status quo, through the qualitative method of “deep description” fusion to reflect the current pre-school education support elements of the system and the function of each factor and the insufficiency, fusion for improving pre-school education support system to provide targeted and operational advice, make placed in special education needs within the ordinary kindergarten children get better education and rehabilitation effect.

2. Methods

2.1 Early Intervention for Sub-Healthy Children in Preschool Integrated Education Environment

Generally speaking, the early intervention of sub-healthy children in preschool integrated education environment can be divided into collective intervention and mixed intervention. It is necessary for sub-healthy children to receive individualized education and intervention while receiving collective education with their peers. Therefore, the combination of collective education and individual training for sub-healthy children can be considered as a mixed form of intervention.

2.1.1 Collective Intervention

The collective intervention mainly takes the form of social games or activities of collective interaction. Play is the language of children. Researchers generally believe that games promote social interaction between exceptional children and their peers more than other ways. Corner games and social role games are more likely to merge than individual or board games. At the same time, a large number of studies have shown that group interactive games or activities can improve social game skills, functional game level pen, pretend game, common attention, verbal communication, and reduce typical problem behavior and solitary game behavior. As the advocate of group interactive game strategy, this paper describes in detail that the independent play ability and social play ability of three sub-healthy five-year-old children are significantly improved after group interactive games, and the social skills and language level are improved with the game ability.

2.1.2 Mixed Intervention

Mixed intervention combines collective intervention and individualized training, which is embodied in the integrated education practice. The most typical example is the formulation and implementation of individualized education plan. Individualized education is an educational program tailored to children with special needs. Implementation in the context of preschool integrated education can effectively ensure that the target of intervention is based on the current situation of children, which can be adjusted timely and easily transferred to the natural scenario of integrated education. Due to the different implementation time, place and content, there are mainly structured individualized intervention and individualized intervention under natural situation for sub-healthy children. One is structured individualized intervention. In general, mainly in a structured environment for the healthy children individualized guidance and intervention, the implementation of location is near the classroom less relative isolation, the stimulation of a room or area, the implementation of time is a fixed time every day for about a minute, the content of the intervention plans in advance and plan, more than a professional. Zhou Nianli according to place of interest in healthy children and response accuracy, once a week for the individualized education intervention program, each program includes a short, medium and long three periods of target and plan, involving the line of sight behavior, facial features, body, sex, emotional and social instruction content intervention middle symbol for the two to join the game. Every day for children to carry out a minute of educational intervention activities alternately, weekly summary and fine tuning, lasting for one year. Second, individualized intervention in natural situations. By observing and recording children's performance in natural situations, timely implement such as giving verbal prompts, physical promotion or CARDS, etc., and when necessary, create problem situations for intervention. Here, the intervention effect can be timely recorded in the form of recording CARDS, as shown in Table 1:

Table 1 Observation Card For Children under Natural Conditions

Initiating partner	Date (- for none, + for yes, 0 for no record)									
	1	2	3	4	5	6	7	8	9	10
Networking (Snack time)	-	-	+	-	-	+	0	+	-	0

3. Experiment

3.1 Study Design

In the form of case study, the purpose, implementation approaches and evaluation methods of early childhood intervention were determined according to the research objectives. The first step of the study is to obtain basic information of children through observation and testing. The second step of the research is to implement the intervention procedure according to the development situation and characteristics of children and the expectation of parents and teachers, including setting the intervention target, making the intervention plan, implementing the intervention plan and collecting relevant data. Among them, this study combined the intervention training in rehabilitation institutions with the intervention in preschool integrated education environment, integrated the overall plan of intervention, and comprehensively analyzed and discussed the effect of intervention implementation. The third step is to acquire and process relevant data, and analyze them by combining qualitative and quantitative methods. According to the data, the research results and conclusions are drawn, and the corresponding enlightenment is obtained, and relevant Suggestions are put forward.

Male, when the amniotic fluid burst small 6, after asphyxia rescue, caesarean section was born. No medication history, no speech disorder, about three months older than other children in the class, often late or absent. There is an unhealthy developmental tendency to sneak out of the classroom or break away from the class when playing on the playground. At the same time, according to the dsm-iv diagnostic criteria as shown in table 1, in A (1) (2) (3), comply with at least six projects, at least 2 questions from (1) and (2) and (3) each one, in B, at least one were found in 3 years ago with developmental delay or function is unusual, can judge for slow development of children. In A (1), the experimental subjects had three items B, C and D, two items C and D in (2), three items A, C and D in (3), and three items B (1) and 3 were all sluggish.

Table 2 Dsm-Iv Diagnostic Criteria

Item number		Project content	
A	(1)	A	Significant multiple defects of non-verbal behavior
		B	Not suitable for physical and mental development level of peer relations
		C	A lack of spontaneous to share joy, interests and achievements
		D	Lack of social or emotional communication
	(2)	A	The Development of conversational language
		B	Individuals with language defects lack conversational skills
		C	The circumscribed and repeated use of speech, or the strangeness of speech
		D	Lack of spontaneous and appropriate social symbolic play
	(3)	A	Fixated on a particular and repeated interest
		B	Stick to an operation or form that has not changed
		C	There is fixed or repeated movement
		D	To cling to a part or an object
B	(1)		Social interactions develop slowly
	(2)		Language is slow in social communication
	(3)		Lack of symbolic or imaginative play

Among them, the time of individualized intervention was about once every Monday, Wednesday and Friday morning, and the intervention materials mainly included social stories and fables. The individualized intervention is set in a semi-closed corner near the window of the activity room, where a semicircular table and two small chairs can be placed to sit opposite the wall. There are various corner games and construction game materials in the activity room, and there are many stimulants. When the intervention was carried out, the second and fourth time were carried out in a closed and highly structured room, but the effect was not as good in the corner, so the location of the individual intervention was still determined to be the corner. In the collective intervention, the experimental subjects separately told the activity arrangement of the half-day process in front of the group for a total of times during the transition stage, and told the story in front of the group for a total of times. Behavioral, emotional and communication support strategies and peer intervention

strategies. The implementation time of each intervention is shown in Table 3.

Table 3 Approximate Implementation Time of Each Intervention Strategy of the Experimental Subjects

time	Implementation strategy
From early October to mid-December 2019, 11 times in total	Social stories, the flow chart of half day activities
From early November to late December 2019	Behavior, emotion and communication support, peer intervention
From early December to late December 2019, 3 times in total	In the face of collective story

4. Results

In this study, the effectiveness of intervention was investigated by means of quantitative and qualitative analysis from three dimensions, namely, participation concentration, collective teaching concentration, individual teaching concentration, active communication behavior, active response behavior and rigid behavior.

4.1 Concentration in Collective Teaching Activities

As shown in Figure 2, in general, the activity concentration of experimental subjects in collective teaching activities has been greatly improved after October compared with April and May. Therefore, it is believed that the implementation of intervention has certain effects.

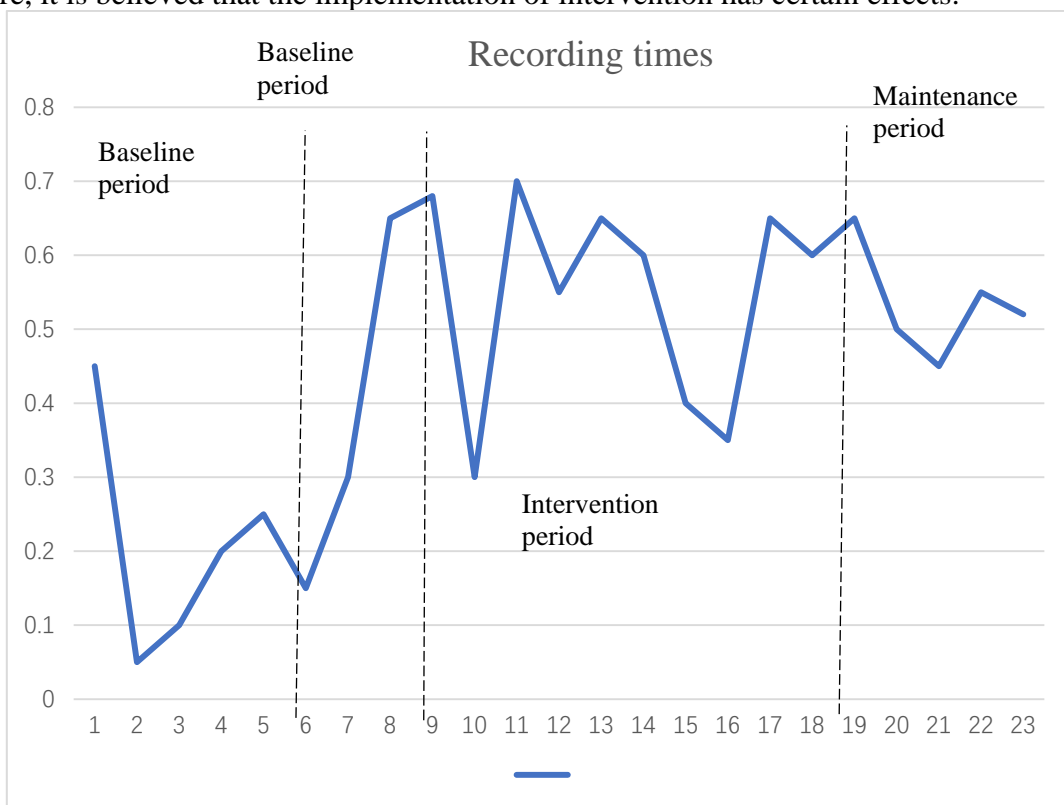


Fig.2 Is a Schematic Diagram of the Concentration of Collective Teaching Activities in the Kindergarten

Comparison of concentration in group activities between rehabilitation institutions and kindergartens. FIG. 3 is a schematic diagram of the concentration of the experimental subjects in the group teaching activities, music class, group game class and computer class. On the whole, with the participation of the mother, the average activity concentration of the experimental subjects was 0.821 in music class, 0.948 in computer class and 0.542 in group game class. The activity concentration of computer class is the highest, followed by music class, and group game class is the

lowest. At the same time, the concentration of collective games shows a rising trend.

First, the music lesson. The subjects liked the music class the most and were able to concentrate every time. Follow the music to imitate the teacher's action concentration degree highest, collective music game second, music appreciation activity lowest. This has more to do with the fact that the subjects are hyperactive and prefer more structured things. However, in kindergarten imitation or musical activities, the participation level of the experimental subjects was much lower than that of the rehabilitation center, mainly because the imitation actions of the kindergarten were sometimes not matched with structured music, and there were many stimuli in the kindergarten, so the experimental subjects could not concentrate on following instructions.

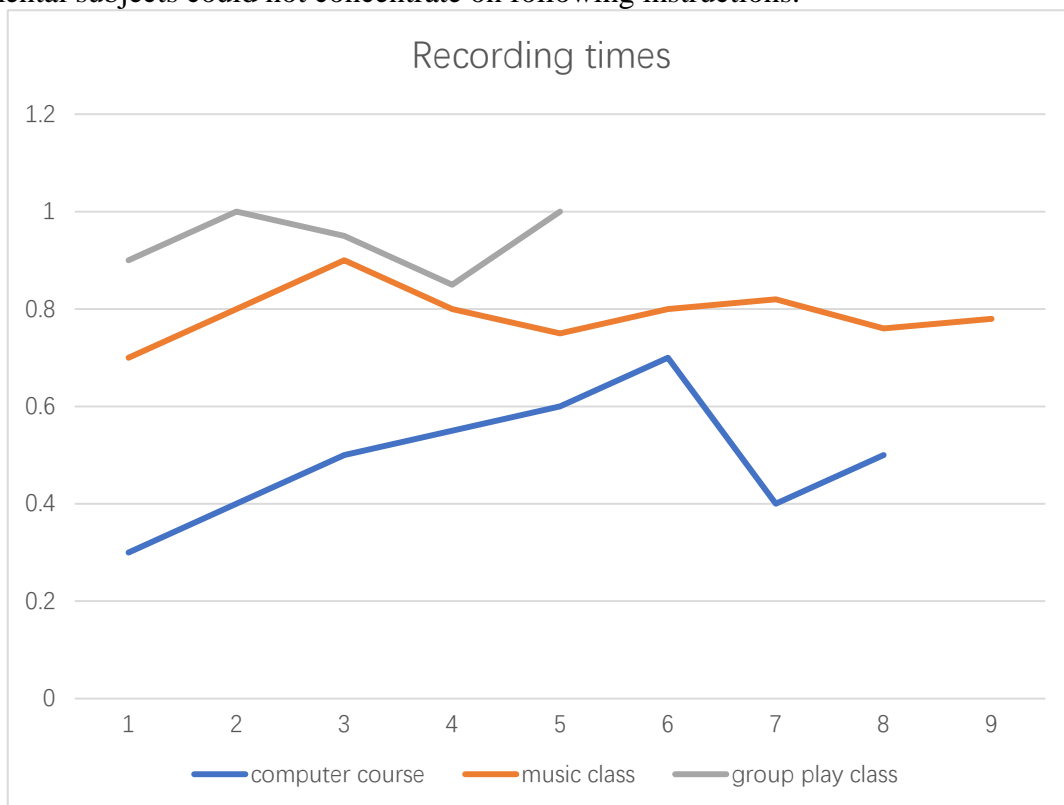


Fig.3 Activity Concentration of Experimental Subjects during Training in Rehabilitation Institutions

In this study, early intervention was carried out by a high-functioning sub-healthy child in a normal kindergarten in Liu, and the results proved the role and effect of necessary special services on the social development of children. This, to some extent, breaks the misunderstanding and prejudice of parents and teachers that sub-healthy children enter ordinary kindergartens only “follow the class”. After three months of intervention, attention deficit, emotional instability, irregular consciousness and rigid behavior were seriously developed to a state of increased attention concentration, good mood, enhanced rule awareness and reduced rigid behavior, which all indicated the initial effect of the intervention experiment. Although there are still some behaviors that little children pay no attention to in group activities, there are also new stereotypical behaviors and the absence of peer interaction, we have seen small progress, and we know that the improvement of social ability of sub-healthy children is not a simple process. We also believe that long-term persistence will produce more lasting and far-reaching effects.

5. Conclusion

This study adopts case design, so it is not of general reference significance, but it is hoped to provide some reference for the practice and research of researchers and teachers. The intervention lasted only three months, which did not make a significant difference for sub-healthy children and required long-term guidance and intervention.

References

- [1] Cao Shuqin's Thoughts on Preschool Integrated Education in China. *Science of Early Childhood Education*, vol.3, no.1, pp. 31-35, 2011.
- [2] Shuqin Cao, Junming Fang, "Visual support" strategy in language intervention for children with autism spectrum. *China Special Education*, vol.2008, no.5, pp.26-32, 2008.
- [3] Xiulan Chen et al. Case Study of integrated Education for Autistic Children. *Research on Preschool Education*, vol.2009, no.3, pp.34-38, 2009.
- [4] fei Dan, Hongyan Wang . Early Childhood Social S, kills -- an important social label for children. *Early Childhood Education (Educational Science Edition)*, vol. 2006, no.5, pp.40-43, 2006.
- [5] Meng Deng and Jianfang Pan.Theoretical Review of inclusive Education and their enlightenment to us. *China Special Education*, vol. 2003, no.4, pp.1-7, 2003.
- [6] Meng Deng, Zhiyong Zhu. Study with the Class and Integrated Education -- A Comparison of Chinese and Western Special Education Models. *Journal of Central China Normal University (Humanities and Social Sciences Edition)*, vol.2007, no.4, pp. 125-129, 2007.
- [7] Cuiying Fan.Model Research on Children's Social Skills and its Enlightenment. *Journal of Southwest Normal University (Humanities and Social Sciences edition)*, vol.2007, no.7, pp.54-59. 2007.