Reasons for visually impaired children and autistic children participating in regular classrooms

Jin Shao1,*

1 Conservatory of music, Shandong Normal University, Jinan, 250000, China

Abstract. With the rapid development of Internet media, people have a variety of ways to obtain information. Special children are coming into the public's vision, and the life and learning of many visually impaired children and autistic children are also attracting more and more people's attention, which also enables more people to truly understand these special worlds. Whether these visually impaired children and autistic children are included in ordinary teachers has also become a hot topic. Based on real cases in reality, some blind people receive general education, which is more conducive to their future development. Some celebrity writers, etc., also realize their life value. By collecting the academic performance and psychological emotions of visually impaired and autistic children, this paper analyses prior studies which conduct surveys and test questionnaire data. The present study also makes a comparative analysis of the data, to explore whether visually impaired children and autistic children should receive general education. The result reveals that blind and autistic children need to receive formal education to develop social and learning skills.

1 Introduction

With the development and dissemination of social information, many disabled children have been seen through the lens of the media, and they have received more and more attention. Everyone's attention is focused on the education of these children, and they deserve attention. With the rapid development of electronic products, the number of children increasingly dependent on electronic products is increasing, and the number of children's eye diseases. Children use electronic products for a long time, which will cause eye overuse. Especially computer games can harm eyesight. Therefore, the use of computer games for a long time will cause an increase in children's eye diseases.

Faced with family pressure and social pressure, autistic children also increase with social development. These special children should also receive more and more attention and guidance, and use educational technology to help them. The development of science and technology should help these special children, rather than harm them invisibly. Children are the hope of the future of society and should be valued by the whole society and the government. Therefore, it is necessary to study the education of blind children and autistic children.

The objective of the present study is to explore the conclusions of parents of autistic children and blind children about their attendance in class. Whether blind children can enter ordinary classroom learning is also elaborated on in detail. There are also ways for society, schools, teachers, and parents to help children with autism adapt to normal classroom learning.

According to the World Health Organization, more than 2.2 billion people worldwide are currently visually impaired or blind. Blind is the optic nerve or eye disease or accidental injury resulting in binocular blindness or monocular blindness. There are congenital blind and acquired blind. However, blind people also have the function of "seeing". Blind people are also known as visually impaired or blind people. Visually impaired people are mainly divided into two groups, which are completely blind and semi-blind. Total blindness (atrophy or calcification of the eyeball), unresponsive to light. Amblyopia (less than 60% of normal vision). The movement of blind people is limited by visual
impairment. International BLIND Day is celebrated every year on October 15 and was established by The World Blind Union in 1984.

Autism is also known as autism or loneliness disorder, pervasive developmental disorder, the representative disease of PDD. Generally, Autism is divided into two types, true autism and false autism. True autism (organic autism) is due to genetic mutations caused by the loss of brain thinking function. In appearance, they are not much different from ordinary people. But their congenital lack of summary, induction, analysis, judgment, and other logical thinking ability, lifelong low intelligence.

There's a fundamental difference between fake autism and real autism. Pseudoautism (functional autism) means that there is no organic disease in the thinking area of the brain, and the thinking ability is normal, but they are due to the unbalanced development of some ability and lead to intellectual loss. Common causes include genetic factors, infection and immune factors, and physical and chemical factors during pregnancy.

2 Academic achievement

Special students can also study in ordinary schools. For visually impaired children, some documents show that the world's first school for the blind, L'Institution Nationale des Jeunes Aveugles, was founded in Paris, France in 1784. The blind begin to have a real education.

With the continuous development of education for the visually impaired, under the trend of returning to the mainstream, special education and general education are integrated. This integrated education system is also considered to be a less restrictive environment conducive to the return of visually impaired children to normal society, but it does not mean that special schools will completely replace blind children. It can be gradually adapted to ordinary school learning [1]. Visually impaired children have the same right to receive education.

With the continuous development of society, people have a deeper understanding of blind children. There will be a balance point between the particularity of blind children and their better development in the future, which is to let blind children gradually adapt to general education while receiving special education. These special children should adapt to the life of ordinary children to better integrate into ordinary society. After all, the teaching content of special schools is also limited, and learning in ordinary schools can help students better improve themselves and adapt to society.

In July 2023, in this graduation season, China's first visually impaired broadcasting master Dong Lina speech at the graduation ceremony of the Communication University of China, although she was blind at the age of 10, she was positive, loved life, and made achievements in school. After graduating from the school for the blind, she engaged in the blind massage profession, although she did not like it, but also insisted on doing it for three years, because she liked broadcasting and hosting.

However, there was no precedent for the college entrance examination to accept the visually impaired. Through the efforts and support of all sectors of society, and repeated communication by phone and email, she obtained the qualification to take the exam in Beijing and finally obtained the master's degree. This is a real-life example, which proves that the blind can realize their dreams by attending general education school, and they can also continuously improve their studies. These blind students have different life plans, not only limited to the familiar blind massage but also have their favorite occupation.

Studies have shown that during in-depth interviews with 15 visually impaired students in higher education. The difference between them and ordinary students is physical pain, psychological fear, shame, and loss. Therefore, the lives of visually impaired students must be enhanced on higher education campuses. [2]. In some ordinary schools to facilitate the infrastructure of special children, life must be guaranteed, so that special children can enter ordinary schools. There are research methods, for the adaptive behavior of school-age children with congenital visual impairment and different degrees of visual impairment, the research methods are as follows: Questionnaire domain differences in vision impairment (VI) severity and the relationship between adaptive behavior and quality of life were analyzed in a general linear model. This effect is not evident in children with mild to moderate VI, especially at
school. Affected to varying degrees. Finally, the impact of visual impairment on the quality of school life is partially regulated by adaptive behavior [3]. In terms of the adaptability of visually impaired students, teachers’ patient guidance and help are needed. In an ordinary school, with a computer with the function of typing braille, blind students can type and think in the meantime.

Autistic children in education, teachers play an important role. Studies have shown that in the general education of students with disabilities, their teachers play an important role in promoting inclusive practices that enable students to have equal access to the curriculum and social opportunities in the classroom. Although inclusion has been proven to give students with autism some high levels of achievement, However, in comprehensive classrooms, inclusive practice activities are still limited, and it is still necessary to improve teachers’ professional development in inclusive education [4]. The Universal Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities emphasize the right of persons with disabilities to universal education. In particular for children with special needs, mainstream education for as many students as possible. For the basic framework of data collection, the scope of application review was applied to analyze the methodological strategy path of the framework. To improve reliability, the two lead authors perform policy mapping independently. The mentioned countries are Finland, Sweden, and Denmark in northern Europe, they are all developed countries and relatively more developed in education. Denmark and Sweden have adopted several policies specifically targeting special educational needs, while Finland has integrated them into general education policies [5]. In terms of inclusive education, the professionalism of teachers has also received attention from all walks of life. Studies have shown that teachers’ understanding of autistic children plays an important role in teacher education. Teachers should not only have an in-depth understanding of autistic children but also provide professional training for teachers. To pay more attention, teachers must accept more specialized knowledge of autistic children to help these children. Teachers generally have a poor understanding of ASD. Therefore, it is necessary to conduct corresponding professional training for each teacher before serving to achieve the sustainable realization goal of inclusive education [6]. Teachers play a particularly important role when children with autism receive general education. In school, children and teachers will spend relatively more time, and teachers’ companionship and guidance also affect students.

3 Daily emotion

As children grow up, they will also have the same anxiety as ordinary adults, so the visually impaired also need to pay close attention to, the process of anxiety, education is inseparable. Anxiety and depression are very common in life, as long as people have such emotions, but they are often not taken seriously in people with visual impairment or blindness. Research shows that adults with visual impairments can still experience barriers in recognizing, acknowledging, and even discussing mental health. Both healthcare providers and social support systems are important in reducing these barriers. Training health care providers can help detect anxiety and even depression in visually impaired and blind people. And more emphasis should be placed on communication between clinicians and patients about mental health [7]. At every stage of children’s transition to adulthood, their mental health is also something that society as a whole, as well as educators, should pay attention to. Visual impairment will affect the life of visually impaired people, they need technical support in some aspects of life and also have to rely on the help of others in some difficult situations. In the survey on depression and the life of visually impaired people, the final research results show that the level of depression is predicted by education level, comorbidities, optimistic emotions, and self-preference. Self-preference influences the relationship between optimism and depression [8]. To help the visually impaired get rid of negative emotions, they need not only self-affirmation but also the influence of positive factors. In education, encouraging education in education is a good example, so that children with visual impairment can be exposed to positive emotions and values, which will have
a profound impact from school age and even when they become adults in the future.

Some studies have shown that an important factor for the mental health of autistic people, one of which is to let autistic people join some groups, but these groups must be positive and meaningful to autistic people. In psychological intervention measures for autistic people, it is recommended that individuals join community groups, which can reduce their loneliness and improve their mental health (see Table 1 & 2) [9]. Therefore, autistic children should get more care, which is more conducive to autistic children having a happy childhood, a good educational environment, and friendly groups, and more conducive to their future development. In the study, teachers rated students with autism as having higher behavioral and emotional difficulties than their normal peers, including anxiety, depression, attention difficulties, and aggressive behavior. In terms of attention level, children with autism do not seem to perform well in class, they have difficulty paying attention in class, and are relatively poor at regulating their behavior and emotions [10]. Given these situations, it is particularly important to make up for the missing part in class, and the role played by teachers and parents is also obvious.

**Table 1.** Descriptive statistics and correlations (N= 184) [9]

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age (years)</td>
<td>41.0</td>
<td>12.7</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>2. Autistic traits</td>
<td>110.0</td>
<td>26.9</td>
<td>0.07</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3. Depression</td>
<td>21.3</td>
<td>12.8</td>
<td>0.14</td>
<td>0.45**</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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</tr>
<tr>
<td>4. Anxiety</td>
<td>40.0</td>
<td>12.6</td>
<td>0.11</td>
<td>0.40**</td>
<td>0.07**</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>5. Positive mental health</td>
<td>19.9</td>
<td>4.8</td>
<td>-0.22**</td>
<td>-0.41**</td>
<td>-0.74**</td>
<td>-0.48**</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>6. Autism SI</td>
<td>68.8</td>
<td>15.1</td>
<td>-0.44</td>
<td>0.00</td>
<td>-0.29**</td>
<td>-0.03</td>
<td>0.31**</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>7. Family SI</td>
<td>61.5</td>
<td>23.1</td>
<td>-0.10</td>
<td>-0.23**</td>
<td>-0.29**</td>
<td>-0.20**</td>
<td>0.27**</td>
<td>0.32**</td>
<td>—</td>
</tr>
<tr>
<td>8. Contact SI</td>
<td>64.3</td>
<td>19.2</td>
<td>-0.08</td>
<td>-0.19**</td>
<td>-0.08</td>
<td>0.12</td>
<td>0.25**</td>
<td>0.34**</td>
<td>0.16</td>
</tr>
<tr>
<td></td>
<td>75.3</td>
<td>16.2</td>
<td>0.18</td>
<td>-0.04</td>
<td>-0.07</td>
<td>0.04</td>
<td>0.07</td>
<td>0.32*</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Note. SD: standard deviation; SI: social identification. *p<0.05, **p<0.01

**Table 2.** Social identification types and mental well-being (N= 184) [9]

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Depressions $r^2_{(x,y)}$</th>
<th>Anxiety $r^2_{(x,y)}$</th>
<th>Positive mental health $r^2_{(x,y)}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender - male</td>
<td>-0.04</td>
<td>-0.04</td>
<td>-0.00</td>
</tr>
<tr>
<td>Gender - other</td>
<td>-0.06</td>
<td>-0.10</td>
<td>-0.04</td>
</tr>
<tr>
<td>Age</td>
<td>0.11</td>
<td>0.05</td>
<td>-0.19***</td>
</tr>
<tr>
<td>Autistic traits</td>
<td>0.43***</td>
<td>0.38***</td>
<td>-0.38***</td>
</tr>
<tr>
<td>Autism social identification</td>
<td>-0.22**</td>
<td>0.01</td>
<td>0.25***</td>
</tr>
<tr>
<td>Family social identification</td>
<td>-0.12</td>
<td>0.014</td>
<td>0.09</td>
</tr>
</tbody>
</table>

Note. $r^2$: squared correlation coefficient.
4 Discussion

Although visually impaired children have some weaknesses in learning, they should receive equal education like ordinary children, so that they can feel from their hearts that they are ordinary people, not defective people. Although special children have some weaknesses in learning, they should receive equal education like ordinary children, so that they can feel that they are ordinary people rather than defective people from their hearts. Equal education should be fully implemented in the education of special children, which is the greatest respect for special children coming into this world. In the visually impaired community, Helen Keller, a great woman known to everyone, is a good example. Although she lost sight and hearing, she is an American modern female writer, educator, and social activist. Although she lost sight, she wrote a lot of books in her life. Therefore, these visually impaired groups should not be defined by others. Blind people do not have to work in massage parlors. Children with autism do not necessarily fail to integrate into the lives of ordinary people.

In future education, more people need to pay attention to the issue of whether visually impaired children and autistic children can receive general education. The government should make more optimized policies for this group of people in the future so that special children can have more choices in the future and receive higher education like ordinary people so that knowledge can change their fate. The development of science and technology is becoming more and more advanced, and advanced technology should be made good use of to help special children alleviate, improve and even get rid of diseases. Just like normal children, in this era of science and technology changing the world, everyone wants to see what science and technology can do for human beings, especially special groups that need such help in education. Parents' education and companionship are very important, but the influence of parents' education level, family income, customs, and culture, etc., makes some special children lacking in education. Therefore, school education becomes particularly important. Professional training is needed to get along with classmates.

5 Conclusion

There are many successful cases of visually impaired children entering ordinary schools, which is of great help to children's ability to adapt to society in the future. In the face of these special children, they live on this earth like ordinary people, so that they can truly integrate into society, and need to rely on the care of every ordinary person, so that ordinary education is average for every child, and love should be sprinkled on every child, whether she is an ordinary child or a special child.

Research shows that visually impaired children and autistic children can receive general education, and the education of the above two types of special children is helpful to the future development of children. Therefore, it is suggested that visually impaired children and autistic children can be considered to receive general education when conditions permit so that these two types of special children can be fully developed, psychologically let them know that they are the same as ordinary children, and they can choose their future without any scruples. On the issue of whether visually impaired children and autistic children can receive general education, it not only changes the education of these two types of children but also provides some good examples for children with other disabilities, allowing more researchers to explore other types of special children's education problems, psychological problems, and future development. For countries with underdeveloped education, there are also some guidance and suggestions for the education of special children. The fairness of educational resources is also being realized step by step. The current study has limitations in the data of individual cases, which cannot represent the data of visually impaired children and autistic children worldwide. Future studies should need more extensive data on research objects. In terms of educators, more professional training is also needed. This group of people is also the most intuitive observation of the problems and changes of special children in educational life,
and more attention is paid to their physical and mental development. Therefore, the influence of teachers on special children is also very important. With the rapid development of technology, it is hoped that more science and technology can be applied to the education research of special children. In the future, I also hope that all sectors of society can pay more attention to special children groups and give them more help.

References