

Intervention effect of interactive games and behavioral skill training on preschool autistic children

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Background. Preschool autistic children represent an important part of preschool education, so we need to create a good material and psychological environment for them. In the preschool education environment, special attention has been focused on the physical and mental health, interests, hobbies, and interpersonal skills training of children with autism. Research has adopted interactive games and behavioral skills training to assist in treating autistic children in preschool education.

Subjects and Methods. Firstly, 8 children diagnosed with autism were selected from a certain kindergarten. These children were evenly distributed across two regular classrooms, with 4 students in each class, and interacted with ordinary children. Next, they were divided into a control group and an experimental group, both of which were ordinary children aged 5-6 years old. Intervention training was conducted to compare the scores of children with autism in various dimensions. Finally, SPSS23.0 was used for data analysis and t-test.

Results. The evaluation of recognition and understanding of children with autism in the control group before and after intervention was $t=-0.41$, $P>0.05$, and $t=-0.44$, $P>0.05$, respectively, with no statistical significance. The evaluation of the experimental group before and after intervention were $t=15.41$, $P<0.05$, and $t=69.41$, $P<0.001$, respectively, with statistical significance. Prove the feasibility of intervention training effectiveness.

Conclusions. Interactive training interventions for preschool children with autism are of great help to their physical and mental health and provide strategic solutions for interactive training and skill training for preschool children to promote harmonious coexistence with ordinary children.

physical and mental health and even leads to the occurrence of adverse events. The anxiety of college students is in the transitional period from adolescence to adulthood, and the main factors that cause anxiety mainly come from three pressures family, school, and society. This study aims to explore intervention and treatment plans for anxiety disorders in college students.

Subjects and Methods. Firstly, 1745 freshmen were selected from a certain university and are familiar with the basic situation of the survey. Secondly, a regression model for anxiety risk was established using multivariate logistic regression analysis. The model was divided into male and female groups and regression analysis was conducted on the growth environment, an only child, parental marital status, and childhood abuse. Finally, SPSS23.0 was used for data analysis and t-test.

Results. The logistic regression analysis of anxiety-related factors showed that the analysis results of growth environment, only child status, and parental marital status were all $P>0.05$, with no statistical significance. The analysis result of the positive answer in childhood abuse experiences is $P<0.001$, which is statistically significant. Indicating that childhood abuse is an important factor for anxiety risk.

Conclusions. Early attention and assistance are needed for the discovery, prevention, and treatment of anxiety disorders in college students. On the one hand, parents need to pay attention and avoid childhood abuse, and on the other hand, college education also provides understanding and early intervention in students' basic situation.

Visual communication technology on identifying consumers with functional cognitive impairment

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Background. Patients with cognitive impairment have great inconvenience in their cognitive, recognition, and activity abilities, specifically manifested in memory disorders, attention disorders, perception disorders, and learning disabilities, which greatly hinder their communication, communication, and life activity abilities. The use of actively oriented intervention treatment methods in research has an improved effect on patients.

Subjects and Methods. Firstly, 48 patients with cognitive impairment in a certain hospital were selected and randomly divided into a control group of 24 cases and an experimental group of 24 cases. Secondly, medication treatment, nursing, and rehabilitation treatment were taken, and the experimental group was supplemented with music therapy and the Loewenstein Occupational Therapy Cognitive Assessment (LOTCA). The trial lasted for 8 weeks. Finally, SPSS23.0 was used for data analysis and t-test.

Results. There was no significant difference in basic information and cognitive impairment between the two groups before

The psychological intervention of Western Symphony courses in anxiety disorders among college students

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Background. Anxiety disorder among college students is currently the main psychological problem, which seriously affects