

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

intervention ($P>0.05$). After 8 weeks of intervention treatment, the total LOTCA score of the experimental group was significantly better than that of the control group ($P<0.001$). The results showed that cognitive impairment improved after rehabilitation treatment, and there was a lack of time observation intervention for subsequent life cognition and motor function.

Conclusions. The use of music therapy as an adjunctive therapy in research has significantly improved the condition of patients with cognitive impairment but has not significantly improved their life skills, motor function, etc. The research sample still has limitations and the intervention time is short. Further research is needed to follow up and explore treatment methods, treatment time, and other aspects.

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Mathematical culture under educational psychology on anxiety disorder of college students

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Background. Anxiety disorder is a common psychological problem among college students, which seriously affects their study and life quality. As a special cultural background, the influence of mathematics culture on the anxiety disorder of college students has not been fully studied.

Subjects and Methods. The study tries to integrate mathematics culture based on educational psychology to explore its effect on the prevention and treatment of anxiety disorders in college students. The experiment included 50 college students with anxiety disorder, half of whom were the experimental group of college students receiving educational psychology and mathematical culture treatment, and the other half were the control group of college students receiving general educational psychology rehabilitation treatment. Both groups of students were treated together for one semester in the same environment. After the deadline, anxiety items in the Stanford Acute Stress Response Questionnaire (SASRQ) were measured, and the higher the score, the more severe the anxiety symptoms.

Results. The experimental results showed that after some time, the anxiety patients in the experimental group decreased from 25 to 8, the anxiety symptoms were effectively controlled, and the comprehensive score was 8.5 points. In the control group, there were still 18 students with anxiety, only 7 patients were reduced, the treatment effect was not good, and the comprehensive score was 15.8 points.

Conclusions. The mathematical cultural education based on educational psychology proposed in this study has a positive effect on the anxiety disorder of college students. It timely adjusts

the students' attitude toward mathematics learning and reduces the degree of anxiety disorder of college students.

Integrating curriculum ideology and politics into physical education on students' bipolar depression

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Background. Bipolar depression is an important part of college students' mental health problems. As an important part of the school curriculum system, the improvement of its teaching methods and contents has an important impact on students' mental health. From the perspective of educational psychology, the integration of curriculum ideology and politics with college physical education is expected to play an important role in the relief of bipolar depression.

Subjects and Methods. The experiment selected 50 college students in a physical education course as the research object, half of them as the experimental group, received the physical education course treatment under the mode of educational psychology for half a year, and the other half as the control group, received the physical education course treatment with the ideological and political integration of educational psychology course for half a year. After the course, the Stanford Acute Stress Response Questionnaire (SASRQ) was used for feedback. The higher the score, the more serious the bipolar depression was.

Results. The students in the experimental group had a more positive attitude, and their physical exercise was also strengthened, with a low feedback score of about 8. In the control group, the remission effect of bipolar depression was not obvious, the learning enthusiasm was not high, and the feedback score was 15 points.

Conclusions. The integration of educational psychology curriculum thinking and politics in college physical education teaching has a positive effect on the alleviation of students' depression and also provides an important reference for the improvement of college physical education teaching.

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