

# Ways to Improve the Social Adaptability of Mentally Disabled Children

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**Abstract:** *The Curriculum Standards for Life Adaptation of Compulsory Education in Schools for Intellectual Cultivation attaches great importance to the cultivation of the social adaptability of mentally disabled children, which has great significance in strengthening the social adaptability of mentally disabled children in the new era. Nowadays, compared with normal children, mentally disabled children still have serious deficiencies in physical and mental development, daily learning and life. Therefore, it is urgent to carry out rich and varied education and teaching contents and forms. At the same time, the problems of social adaptability of children with intellectual disabilities are mainly attributed to the lack of refinement of individualized growth programs, the need to pay attention to individual training courses, and the need for comprehensive education ideas. Therefore, we must teach students according to their aptitude to carry out adaptive life teaching, deepen the systematic daily training level, and carry out the comprehensive thinking of education with diversity and openness.*

**Keywords:** *Mentally disabled children; Social adaptability; Lifting path*

## 1. Introduction

As early as the 2016 version of Curriculum Standards for Life Adaptation of Compulsory Education in Schools for Intellectual Cultivation, it has become a topic and focus to improve the social adaptation ability of children with intellectual disabilities. The existence of social adaptability is conducive to effectively enhancing the self-care ability of mentally disabled children and laying a solid foundation for them to engage in simple labor and keep up with the pace of social development. At the same time, the development of a healthy life style is also an important link that cannot be ignored. It is essential to build the correct world outlook, outlook on life and values of mentally disabled children from the deepest level, so that they can become reliable builders of the future society. Therefore, all social subjects should be actively committed to the construction of the social adaptability of children with intellectual disabilities, and seek scientific and effective methods to help children with intellectual disabilities return to the embrace of society as soon as possible.

## 2. Overview of The Current Situation of The Social Adaptability of Children with Intellectual Disabilities

Social adaptability is the most indispensable skill for children with intellectual disabilities, and it is also the most direct focus and focus of intellectual training schools. The success of this work is related to the future growth career and development prospects of children with intellectual disabilities. <sup>[1]</sup> Children with intellectual disabilities tend to have certain particularity. In the process of taking care of their parents and arranging their daily chores, scientific training and intimate guidance have not penetrated into them. Many mentally disabled children are extremely lacking in social adaptability. For example, some mentally disabled children need to be taken care of in the most basic aspects of daily life, such as dressing and washing, and their basic self-care ability is very poor. This also puts forward more requirements on the professional ability and comprehensive quality of relevant teachers. It is necessary to firmly establish the core goal of improving the social adaptability, constantly innovate and explore the new curriculum content that adapts to the real life, and take the rich and colorful teaching content, the varied teaching forms and the diversified and open evaluation methods as the foothold. For the all-round, multi-level, wide field training of the mentally disabled children's social adaptability to provide a steady flow of power.

### **3. Obstacles to Social Adaptation of Mentally Disabled Children**

The obstacles facing the social adaptability of children with intellectual disabilities are fully reflected in various aspects, including the lack of refinement of individualized growth programs, the need to pay attention to individual training courses, and the need for comprehensive education ideas.

#### ***3.1. Lack of Refinement of Personalized Growth Plan***

The improvement of social adaptability requires targeted and effective scientific intervention. Teachers and parents need to conduct detailed and accurate analysis and interpretation of the daily life, self-care ability and daily work and rest habits of mentally disabled children in a two-way interactive and cooperative way. Only by scientific assessment can teachers and parents accurately grasp children's personality characteristics and special needs in the first time, and understand their stage growth characteristics and physical and mental development level in a tailored and target-oriented way. At present, relevant teachers still need to further explore the themes of real life, systematically and completely comb out the social adaptation skills that mentally disabled children of all ages and school age must thoroughly master, in combination with the teaching materials of "Education and Training Program for Students with Intellectual Disabilities" and "School-based Curriculum of Life Adaptation Skills". It provides practical reference and experience for more detailed scientific theory output. At the same time, curriculum objectives and improving the social adaptability of children with intellectual disabilities are organic carriers and important indicators. On the basis of the process and results of social practice, teachers must adapt to the requirements of curriculum standards with a strict attitude. For example, the curriculum standards of life adaptation courses require students to exercise their cognitive level and ability, while the curriculum standards of labor skills courses require more attention to the training of students' life skills. At the same time, it is more necessary for teachers to formulate individualized growth plans based on the physical and mental development of children with intellectual disabilities in each school age segment, so as to set first-level, second-level and third-level goals for learning, life and growth of children with intellectual disabilities, so as to provide dynamic support for their future individualized growth and comprehensive development.

#### ***3.2. Training Courses Guidance Training Needs to Be Paid Attention to***

Since there are certain differences in the learning level and physical and mental development of mentally disabled children, schools need to further strengthen their efforts in arranging individual training courses.<sup>[2]</sup> As we all know, the main purpose of the existence of individual training courses is to pay attention to the disadvantaged children who lack ability in the process of intensive training. Because of their weak adaptability in the classroom, their social practice skills will be relatively poor. Nowadays, one-to-one training training has been paid more and more attention, but in terms of training frequency and intensity, it still needs to be further strengthened. For example, in the training course of twisting towels, most of the children did not have strong strength in their fingers due to the reason of mental disability, resulting in a lack of familiarity in the coordination level of both hands. In view of this situation, teachers and parents must attach great importance to it, and schools should moderately strengthen the fine finger movements and mutual coordination of children, and conduct certain discussions and detailed screening on the training program, so as to fully improve the social adaptability of disadvantaged students.

#### ***3.3. Comprehensive Education Ideas Need to Be Comprehensive***

In order to improve the social adaptability of mentally disabled children, comprehensive education is an essential link. At present, schools need to further broaden the new path, new methods and new ideas of thematic teaching unit, in order to fully demonstrate the internal characteristics of each subject. For example, in the teaching unit of Common Small Household Appliances, when the teacher enables the mentally disabled children to fully grasp the names of various household appliances and the functions of various components of household appliances, the teacher also needs to lead the mentally disabled children to explore their use methods in connection with the reality, consolidate the situational experience from an all-round perspective, and cultivate the students' comprehensive thinking ability. At the same time, teachers also need to properly cultivate the intellectual disabled children's rational thinking and logical thinking ability, strengthen their sensitivity and recognition of numbers, establish rational thinking in daily learning and life, and improve their numerical arithmetic ability.<sup>[3]</sup> In addition, teachers need to make full efforts in the combination of subject application and practical life, so as to

fully establish the subjective status and practical experience of the learning of children with intellectual disabilities, and forge the comprehensive quality of children with intellectual disabilities in the way of applying what they learn.

#### **4. Ways to Improve The Social Adaptability of Children with Intellectual Disabilities**

In order to effectively improve the social adaptability of children with intellectual disabilities, we can carry out adaptive life teaching in accordance with their aptitude, deepen systematic daily training level, and carry out diversified and open comprehensive ideas of education.

##### ***4.1. Teaching Students According to Their Aptitude to Carry Out Adaptive Life Teaching***

To carry out life adaptation course teaching for mentally disabled children is the most important thing to improve their social adaptation ability. In the course of classroom teaching, teachers can teach according to the teaching objectives, content, form, various needs of students and other conditions, and carry out the life adaptation course teaching work with a target. For example, situational simulation, role play, group inquiry, independent inquiry and cooperative inquiry are all better methods, which are conducive to the creation of a good learning situation and atmosphere, so that children with intellectual disabilities can obtain real and effective perception, and stimulate their ability to improve the adaptability of exercise life. In order to cultivate the social adaptability of the mentally disabled children, it is necessary to take the materials of daily life as the starting point to improve their practical level and basic quality. <sup>[4]</sup> For example, in the famous example of garlic selection teaching, teachers need to assign various pre-class tasks in advance, let students choose garlic independently with the help of parents, and show them to teachers in the form of video shooting. In this way, teachers can have a more detailed understanding of each mentally disabled child through such videos. At the same time, mentally disabled children can also clearly recognize their own shortcomings through social life practice. From family practice to classroom practice, teachers can ask the mentally disabled children about their true feelings and thoughts on garlic selection by means of sensory experience and situational teaching, and then lead the students to conduct trial-and-error teaching step by step. Teachers can fully introduce multimedia functional teaching forms, in a variety of ways to let the mentally disabled children appreciate the importance of advanced technology. On this basis, the teacher divides children into three kinds of learning groups according to their individual differences in the entry point of the step by step demonstration process, and fully defines the training objectives and requirements of the three learning groups. For example, the first group advocated independence exercises for children; The second group advocated practicing with effective cues, either physical or verbal cues. The third group requires a lot of help from teachers and peers. Such grouping and stratified teaching can not only meet the learning and life needs of children with intellectual disabilities at different levels, but also help to promote their social practice ability, and scientifically and organically ensure the internalization of skills and thinking transfer ability of children with intellectual disabilities.

##### ***4.2. Deepen the Systematic Daily Training Level***

Life itself has the meaning and function of education. Although some skills are very simple things for normal children, they are very difficult for these mentally disabled children, and they need to be trained every day. After practicing this for a month, the students went from no to some. When children have fully mastered some basic life skills, they will also have some adaptability to today's school life. In addition, the moral Education Department of the school also organized the theme of "Better life, labor creation" learning activities. In the activity, students need to know that labor is glorious, further understand the hard work during the school period of workers, know to respect workers, respect the results of workers. With this learning, many mentally disabled children know that they should do things by themselves, and can try to do some labor under the guidance. In school, they will take the initiative to participate in the cleaning of the canteen. On the other hand, at home can also help the family to do something within their power, helping the family to prepare meals before, after cooking and so on. Therefore, it is necessary to let mentally disabled children sincerely feel that real education comes from life, and only through continuous training in life can children truly understand and master, and truly adapt to life.

#### **4.3. Implement the Comprehensive Education Idea of Diversity and Openness**

Although personalized growth plan and systematic daily training intensity are important, comprehensive implementation and scientific implementation of comprehensive education ideas are conducive to timely and accurate incentive evaluation of the behavior of children with intellectual disabilities to the maximum extent, so that they can find their own unique value in the environment where they are praised and appreciated. As we all know, evaluation and feedback play a crucial role in the comprehensive education idea, which requires the close cooperation of parents. Teachers can ask parents to take pictures and videos to record the practice process of their children and give feedback on the practice results. [5] Take the unit "Vegetables I Like" as an example. After class, parents can take their children to the vegetable market to recognize the vegetables they have learned. Children can take the word card written by the teacher, under the guidance of parents combined with the word card to recognize, say the name of their favorite vegetables, and learn the knowledge and skills for systematic practice and detection. Parents can record this process in the form of pictures, videos or essays and give feedback to teachers, who can better conduct the next stage of teaching according to the feedback provided by parents.

#### **5. Conclusion**

Improving the social adaptability of mentally disabled children is not only conducive to effectively meet their physical and mental development needs, but also provides a series of new choices for the bright future of mentally disabled children. When children with intellectual disabilities receive sufficient care in campus and family, they will carry out in-depth training in specific living situations, constantly consolidate their own knowledge and skills, and provide motive support and guarantee for going out of campus and entering the society in the future.

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