



# Exploration of Education Strategies for Special Students

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**Abstract:** Special students are difficult to integrate into the collective and require special care from teachers in order to ensure that they successfully complete their studies and grow up into adults. Left behind children, single parent students, intellectually disabled students, impoverished students and other special students all have some physiological and psychological problems. Parents often show excessive care for their children, which leads to some bad behaviors among these students. The lack of such education has affected our normal education of special students and brought certain difficulties to the moral education work of schools. As a frontline elementary school teacher, we should embrace the idea of education without discrimination, accept different students, understand the psychological laws of these students according to their actual situation, take targeted measures to teach according to their aptitude, guide students to transform their concepts, make them no longer lonely, cold, insecure, or mischievous, make them feel the love of the class teachers and students, and then gain strength, generate positive moral pursuits, and lay the foundation for their beautiful future.

**Keywords:** special students; Educational strategies; analysis

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Nowadays, the number of students from special families is increasing, and their mental health issues urgently need to be taken seriously by schools, families, and the whole society. Through my own educational practice, the author has discovered common problems and differences in special families, and conducted investigations and research on the current situation of children in special families. The aim is to seek some targeted psychological counseling plans, hoping to combine family strength and jointly create educational synergy. In such an environment, teachers should actively research an effective way of home school collaboration and strategies for carrying out parental work, in order to improve the content of teaching for children from special families, organically link family education with school education, and promote their comprehensive development.

## 1. Develop management norms and cultivate behavioral habits

“No rules, no square.” In the education and management of special school students, attention should be paid to developing management norms, such as school rules, class rules, and classroom rules, to ensure that students strictly abide by the rules and regulations, and help them develop good study habits. It should be clarified that students in special schools have the same right to education as ordinary people, but their thinking awareness and autonomy differ from those of ordinary people. Therefore, it is more necessary to establish standardized management systems suitable for special needs students to ensure that they can acquire cultural knowledge, master more knowledge, and improve their comprehensive literacy through learning in special education schools. Through long-term teaching guidance, cultivate students’ awareness of self-directed learning and form a habit of conscious learning. For example, in the teaching process, in order to achieve the normal completion of teaching tasks and maintain the necessary classroom order, teachers should combine the characteristics of special students in their class and clarify classroom rules for students in the classroom teaching process. For students with hearing impairments, teachers should require them to prepare all classroom supplies before class, place stationery in the upper right corner of the desk, and wait for the teacher to teach. After the class bell rings, the class monitor should signal the students to stand up and salute the teacher, and the teacher should also return the salute. During the teaching process, if students have doubts about learning problems, they can raise their hands to indicate to the teacher. The teacher should examine the nature of the problem. If it is a key or representative problem, the teacher should help students clarify and answer questions; If it is a non key issue, in order not to affect the classroom progress, the teacher can patiently answer it after class.

## 2. Create a positive atmosphere and train life skills

In the process of special education teaching, teachers should not only impart knowledge to students, but also help them develop good daily behavior habits. Teachers can create a good living atmosphere for students, allowing them to feel warmth and care, and train their life

skills in a warm and relaxed atmosphere. In recent years, the Ministry of Education has continuously updated the Code of Conduct for Special Education School Students, which includes school regulations, rules and regulations, as well as specific methods for managing the daily behavior of students, in order to improve the ability of special education students to live independently. As an important component of routine management in daily life, it is necessary to train special needs students in their basic living abilities, ensuring that they can adapt to school, family, and social life, integrate into mainstream social groups, and help them realize their own life values. For example, most special schools are managed under a fully enclosed boarding system. Therefore, daily life management for students should be developed from aspects such as daily living habits and life skills, in order to build confidence in their ability to live a normal life. Teachers should develop targeted life skills training models for students based on their different needs. It should be noted that although special students may have weaker abilities in one aspect, they may have stronger abilities in other aspects. Therefore, teachers need to tap into the special abilities of special students. For example, if blind children have strong listening and language expression abilities, teachers should train their listening and language expression abilities. Through language communication with students, they can impart knowledge about daily life to them, so that they can communicate with others normally through language and improve their own life skills. Most students with intellectual disabilities have a simple and innocent mind, just like children. Teachers should be patient with them and use flexible educational methods to inspire students to think through a gradual infiltration mode. They should also teach students basic life skills, such as making blankets, pouring water, dressing, and so on, hand in hand. Over time, it will stimulate the cerebral cortex of students, causing them to form conditioned reflexes and gradually mastering basic life skills.

### **3. Carry out psychological counseling to promote physical and mental health**

The rehabilitation teaching guidance for special school students should not only help them recover their physical functions, but also focus on the rehabilitation of their psychological functions, ensuring the comprehensive development of their physical and mental abilities. Psychological health is analyzed from a broad perspective and belongs to the category of psychological health. Student psychological health refers to the ability of students to have good and stable emotions and complete learning and life tasks. However, students in special schools, due to their relatively weak basic abilities, may have some impact on them and even lead to psychological problems. Therefore, teachers should combine the specific characteristics of special school students, carry out psychological health education and guidance for students, promote students to develop a good worldview, outlook on life, and values, so that students should not be affected by their own limitations and should not have an impact on their minds, so that students understand that everyone has their own shining points, help students find a sense of achievement and belonging, and let students feel the teacher's recognition of them. For example, teachers can communicate and interact with special needs students by conducting psychological counseling stations. Due to the fact that most special needs students are boarding students and have less time to interact with their parents, they need more love and care. Teachers should provide psychological counseling to students from the perspective of their friends and communicate with them through casual conversations. In addition, it is worth noting that teachers should also pay attention to providing psychological counseling to students based on their different characteristics. For example, for students with hearing impairments, teachers should continuously improve their sign language communication skills and use familiar sign language to communicate with students. This will make students feel friendly, relieve their guard, and allow them to fully engage in conversations with teachers; Let students open their hearts and feel the care from teachers, thereby promoting their mental health.

In short, teachers, parents, and schools should comprehensively grasp the specific situation of educational progress and develop targeted home school cooperation plans based on specific conditions. Through this approach, sustainable development of education can be promoted, and the comprehensive development of behavior and learning for special needs children can be promoted.

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