**Intervention Study of Sports Games in Rehabilitation of CHILDREN with Autism**

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**Abstract**  
According to the World Health Organization (WHO) statistics survey, the population of autistic patients is gradually increasing, and the incidence of autism is getting higher and higher, which makes society and the government pay more and more attention to the disease of autism. The rehabilitation training methods for children with autism have also received more and more attention. Because the cause of the disease is still unclear, medical treatment is difficult to achieve the desired effect, and more and more rehabilitation training methods are gradually being scaled up. As a kind of auxiliary intervention method, sports games have entered the field of rehabilitation training for autistic children, and have received the attention and attention of many professionals at home and abroad. Through sports skill training and body consciousness discovery, sports games increase a variety of emotional regulation and psychological function improvement. Through special training, it greatly promotes the communication ability between children and people, and thus achieves the self-consciousness of children. Because of the fun of sports games, it is widely used in the education process of various groups of people, and there is a certain degree of trial in the treatment of autistic children. This paper uses experimental methods to demonstrate the impact of sports games on interventions in rehabilitation training for children with autism. In the process of rehabilitation training for autistic children, the intervention of sports games is used, and the experimental results are evaluated and analyzed. The results show that the intervention of sports games can be used for language communication, social interaction and physical quality of children with autism. Get a certain boost.

**Keywords:** Sports Games, Children with Autism, Rehabilitation Training, Social Communication Skills

**Estudio de Intervención de Juegos Deportivos en Rehabilitación de NIÑOS con Autismo**

**Resumen**  
Según la encuesta de estadísticas de la Organización Mundial de la Salud (OMS), la población de pacientes autistas está aumentando gradualmente, y la incidencia del autismo es cada vez mayor, lo que hace que la sociedad y el gobierno presten cada vez más atención a la enfermedad del autismo. Los métodos de entrenamiento de rehabilitación para niños con autismo también han recibido cada vez más atención. Debido a que la causa de la enfermedad aún no está clara, el tratamiento médico es difícil de lograr el efecto deseado, y más y más métodos de entrenamiento de rehabilitación se están ampliando gradualmente. Como un tipo de método de intervención auxiliar, los juegos deportivos han entrado en el campo del entrenamiento de rehabilitación para niños autistas y han recibido la atención de muchos profesionales en el hogar y en el extranjero. A través del entrenamiento de habilidades deportivas y el descubrimiento de la conciencia corporal, los juegos deportivos aumentan una variedad de regulación emocional y mejora de la función psicológica. A través de una capacitación especial, promueve en gran medida la capacidad de comunicación entre los niños y las personas, y así logra la autoconciencia de los niños. Debido a la diversidad de los juegos deportivos, se usa ampliamente en el proceso educativo de varios grupos de personas, y existe cierto grado de prueba en el tratamiento de niños autistas. Este artículo utiliza métodos experimentales para demostrar el impacto de los juegos deportivos en Intervenciones en entrenamiento de rehabilitación para niños con autismo. En el proceso de entrenamiento de rehabilitación para niños autistas, se utiliza la intervención de juegos deportivos y se evalúan y analizan los resultados experimentales. Los resultados muestran que la intervención de los juegos deportivos se puede utilizar para la comunicación lingüística, la interacción social y la calidad física de los niños con autismo. Consigue un cierto impulso.

**Palabras clave:** Juegos Deportivos, Niños con Autismo, Entrenamiento de Rehabilitación, Habilidades de Comunicación Social
1. Introduction

Autism spectrum disorder (ASD) [1-4] is a group of developmental diseases with social communication defects and stereotypes as the main manifestations, with a prevalence of more than 1%. In recent years, with the deepening of the understanding of autism, the prevalence of autism has been increasing, causing widespread concern around the world. Child autism, also known as childhood autism [5-7], is a developmental disorder that seriously affects the growth of children. It is a syndrome caused by mutations in the brain, nerves, and genes. It develops in the early stages of childhood development. It is characterized by persistent social communication and lack of social interaction and restrictive and repetitive behavior patterns. Autism seriously affects children's physical and mental health, usually before the age of 3, and its symptoms may include isolation of interpersonal relationships, language difficulties and behavioral disorders [8-12]. Can also be understood as: social communication barriers, speech communication barriers and narrow interest, behavioral stereotypes. This is also the three core obstacles for children with autism. From these three obstacles, children with autism have serious shortcomings in social skills such as communication, attention and social affection. Studies have pointed out that children with autism lack the ability to interpret their own and other people's mental state, and there is no way to stand on the standpoint of others to understand other people's feelings and thoughts. There are also some social behaviors, such as social isolation, inability to stare at each other, apathy, lack of eye contact, lack of imitative ability and lack of sufficient social interest.

Autism seriously affects children's physical and mental health, and research on autism rehabilitation intervention methods has also received increasing attention. At present, there is no specific drug for treating autism in the clinic, and rehabilitation training is often used to improve the condition of the child. This therapy has limited efficacy and needs to be treated in combination with other therapies. Up to now, there have been more than one hundred intervention methods for autism, including different treatment methods such as drug treatment, psychological intervention, and exercise therapy, which have been used in the rehabilitation of children with autism, and have achieved certain therapeutic effects.

Sports games [13-15] are a game method based on the body and using games as the basic means to achieve physical fitness, stimulate interest, improve quality, and entertain the body and mind. Sports games are part of the game, a sporting event and relatively independent. Sports games are different from role games, performance games, and structure games. They are composed of various basic actions, with strict rules and clear results. They are sports-based activities for the purpose of developing children's mind and body. The characteristics of sports games mainly include physicality, education, entertainment, regularity and competition.

Sports games are rich in content and diverse in form. They are easy to stimulate children's interest and desire to "play" and have a strong appeal to children. Sports games are also one of the important methods for the rehabilitation of autistic children. The basic characteristics of sports games in autistic children [16-21]: physical, sports games are based on basic physical activity exercises, such as walking, running, jumping, kicking and so on. Therefore, sports games can promote the development of various functions of autistic children [22-23] such as strength, speed, endurance, balance and so on. Educational, sports games are a purposeful, organized, and planned basic activity designed to train practitioners to achieve a specific goal through training, and ultimately to the full development of the physical and mental health of children with autism. Recreational, sports games are carried out in the form of a combination of sports and games. The game can create a free and happy environment for them, providing an opportunity for active and active interactions, with the basic purpose of entertainment and body and mind, and cultivating the active pleasure of children with autism, Emotional experience.

2. Proposed method

2.1. Sports games

Sports games are also known as sports games or active games. Sports games are traditional games and modern games. They are an activity consisting of body movements, plots, characters and rules. Sports games are based on the body, using games as the basic means, and a game method for the purpose of developing physical fitness, inspiring interest, improving quality, and entertainment. Sports games are part of the game, a sporting event and relatively independent. In addition to the general characteristics of games and sports activities, sports games have their own characteristics: competitive, fun, flexible and freely selective.

Sports games play an important role and significance in the function of sports to promote the socialization of children and adolescents. Children and children can learn to know the society and know themselves in the game. By imitating various social roles, we learn to deal with interpersonal relationships (meaning the ability to effectively interact with others), comply with social norms, and adapt to social life. Especially in some group games, children and children need to help each other and cooperate with each other to complete some prescriptive actions. This has a significant effect on the habit of developing a collective life for children and
adolescents. The rules of the game have important educational significance. The rules organize the activists, require them to abide by discipline, and perform certain duties. They can cultivate the responsibility of children and children for their actions from an early age.

Representation is formed on the basis of perceptual sense. It is a process of reappearing things that have been perceived in the past. It plays an important role in the further development of the actions and cognitive levels of children with autism. In physical education, autistic children perform exercises or performances of various sports games based on their own movements. If the appearance of the action is not clear, it will bring limitations and difficulties to the exercise. Therefore, sports games are good for developing the movements of children with autism. Imaginative is the creation of a new image, and its content often appears before real life. The process of sports games has a certain complexity. The change of the situation requires children with autism to change their actions at any time, anticipate the results of actions and take appropriate actions. The imaginary advance reflection can make children with autism predict the planned actions before the practice of sports games, and make the results of the actions, the procedures performed, the means used, etc., so that the children with autism have detailed and specific sports game exercises. Action plan. In the practice of sports games, children with autism who manipulate their actions by imagination, their actions are accurate and creative, and they are easy to defeat opponents and win. In addition, under the guidance of teachers, children with autism can use their knowledge to create sports games, and their imagination will inevitably develop.

Sports games are an important activity in physical education and are of great significance to the development of children's emotions in autism. First of all, due to the diversity of sports games and the variability of their environment, it is possible to develop a variety of emotions such as happiness, optimism, friendliness and sympathy for autistic children. Second, due to the collective nature of sports games, it is possible to socialize the emotions of children with autism and develop a collectivist sentiment that loves the collective, mutual assistance and mutual understanding. Third, because of the competitive nature of sports games, it is possible to cultivate optimistic emotions for children with autism who are not afraid of difficulties and forge ahead, and become the driving force for winning. In addition, sports games also help to cultivate the moral, rational and aesthetic feelings of children with autism.

For autistic children, the form of sports games is lively and interesting. It can also stimulate children's curiosity and the psychological characteristics of pursuing new ideas. They can help autistic children to integrate into groups in joy, increase interest and stimulate communication enthusiasm. Moreover, proper physical exercise can effectively improve the exercise capacity of children with autism. According to the physical and psychological development characteristics of children with autism, sports games can organize sports teaching activities with training purposes in a variety of ways. Sports games with rich content can make children with autism have a strong interest. It is an effective means of rehabilitation for children with autism. Researchers have conducted more research on the therapeutic effects of sports games on children with autism, mainly based on psychological and clinical psychology. Rehabilitation therapy using games to treat children with autism began to be more widely disseminated and promoted. The development process can be divided into three stages: psychoanalytic orientation, structuralism, and humanistic game therapy. It can be seen from many cases that the treatment of autism is as early as possible. After continuous research by researchers, it is found that doctors can design different types of sports games for a variety of autistic children. Thereby the child's inner depression is better released and vented.

2.2. Children with autism

Childhood autism is a subtype of extensive developmental disorder. It usually has certain symptoms in infants and young children, mainly manifested in varying degrees of speech developmental disorders, interpersonal barriers, narrow interest and behavioral stereotypes. About 3/4 of the patients have obvious mental retardation, and some of them have better ability in some aspects of general mental retardation. The cause of autism in children is still unclear, and the current judgment may be related to genetic and immune system abnormalities.

The syndrome manifestations of autism are broadly classified into four categories: social communication disorders, language development disorders, repetitive stereotypes, and mental retardation. Children with autism have different levels of language barriers. Most children with autism have delayed language development or communication difficulties. Many children with autism like to shout loudly instead of language, or In a word, he will repeat it many times, in addition to the language reversal after normal language development. The symptoms of autism in infants and young children are easily overlooked, leading to missed optimal treatment time. Therefore, it is very important to analyze and judge the abnormal behavior of children.

Social communication disorder is one of the most typical behavioral characteristics of children with autism. Children with this disease have qualitative defects in social interaction. In infancy, the child avoids eye contact, lacks interest and reaction to the person's voice, does not expect to be picked up, or is stiff and unwilling to be close to people when he is picked up. In early childhood, the child still avoids eye contact, often does not
respond, does not have attachment to parents, lacks interest in interacting or playing with children of the same age, does not interact with children of the same age in an appropriate manner, and cannot establish partnerships with children of the same age. Relationships, will not share happiness with others, and will not seek comfort from others when encountering unpleasantness or being hurt. Children with autism do not have obvious mood swings, neither joy nor sorrow. They are extremely closed and have little contact with the outside world.

The repetitive stereotypes of autistic children are mainly manifested in the fact that they are very persistent in a particular item or a habit, such as making the same seat for each meal, focusing on a certain item or activity for a long time, refusing to participate, and going out. On the same route, only a few foods are eaten for a long time. And often there are stereotypes of repetitive movements and strange and bizarre behaviors, such as repeated bouncing, placing your hand in front of your eyes, fluttering or walking on your toes. And most children with autism are accompanied by mental retardation. Compared with children of the same age, their mental development is relatively backward, but there are also a few children with autism who have normal mental development.

Because the cause of autism is unknown, lasting for life, and no specific drugs, only early diagnosis and early intervention can effectively improve the lives of children with autism. The study estimates that approximately one-third of children with autism can gradually recover and integrate into society through early diagnosis and behavioral intervention. However, the current status of rehabilitation of autistic children in China is not optimistic. As the rehabilitation system for children with autism is still not perfect, the level of intervention is generally low. It is understood that there are nearly 1,000 domestic autistic children's institutions, and private institutions account for more than 99%. Due to the lack of systematic professional training, the professional quality of employees is generally not high. Many rehabilitation institutions rarely provide systematic training for employees due to financial difficulties. In the medical system, there are only a handful of hospitals that can carry out autism diagnosis and treatment. Most doctors are lacking in understanding. Only a few doctors in a few hospitals can diagnose autism, but those who can effectively carry out education and rehabilitation training are few. Less. In particular, the rehabilitation of children with autism requires not only special education teachers, but also social workers, psychological counselors, speech therapists, occupational therapists, physiotherapists and other professionals.

2.3. Rehabilitation training

1. Sensory integration training do preliminary tests

Children's sensory integration training is a series of activities including testing, training, evaluation, feedback, etc. It is highly scientific and operational. Testing each participating child before training helps the trainer to design targeted training programs and procedures to make the training more effective. The content, weight, method and progress of the training should be suitable for the physical and mental development of children with autism, so that they can be accepted in terms of ability, but they must have reasonable difficulty and requirements so that they can gradually follow their own abilities and needs. In this way, children are more likely to have a chance to succeed and are more willing to cooperate actively. If a difficult project is encountered, the child is unwilling to do it, and the teacher or parent needs to adjust the difficulty or mode of training in time, instead of forcing the child to perform, because forcing will cause the child to have a feeling of resentment or resistance, and even lead to tension and muscle contraction. To the training effect. At this point, you can adjust the training time, training direction, and improve the training methods and use the equipment from different angles to try to meet the training needs of all children.

2. Adjust training or activities according to the comprehensive situation of children with autism

Sensory integration training is a series of activities to train children's various senses and coordination between feelings. The accuracy, frequency and intensity of the action will directly affect the training effect. In the process of training, teachers should always pay attention to children's reactions, grasp the normative and effective of children's movements, and actively give feedback. The correct response should be appreciated and encouraged in a timely manner, and the error must be corrected. The appreciation given to children should be direct and clear. They should be treated differently according to the encouragement method that each child likes. The form can be mental or material. The purpose is to give children positive encouragement and gradually internalize some externalized encouragement factors. To achieve training purposes.

Due to the lack of change and imagination, children with autism often insist on repeating stereotypes of activity patterns and repeating some physical activities or behaviors. This feature can be fully utilized in training. Any project or activity, as long as the child is interested and the training intensity is suitable, let him repeat it. The purpose of sensory training is to improve children's ability to feel different stimuli through repeated exercises. Repeated training or activities can give children a chance to get a full experience and make them feel better about different stimuli.

Has now been proved to be able to have an overall majority of children with autism, comprehensive and lasting positive effect of the method is "applied behavior training method", also known as "applied behavior
analysis” (applied behavior analysis). The basic principles of the ABA basic training method are decomposition goals, reinforcement and assistance. Children with autism ABA training goal is to emphasize the decomposition of each capability into small, simple unit and then teaching, it is the use of law and create a chain law premise. Autism child chain method is simple unit connected to the behavior of the chain to form a more complex behavior; behavior is established for each cell must be handled by shaping method; in shaping the through instruction strengthening auxiliary constituted One by one, the specific operation is applied. Therefore, the use of the chain method is based on the shaping method, and the completion of the shaping method is embodied in one round. Most of children with autism can benefit from this behavior training method, the final great degree of improvement in intelligence, social interaction, learning, language, communication and social adaptation, some even up to normal levels. Many children have achieved substantial improvements in their adaptive and practical skills, and their problem behavior has been significantly reduced.

Rehabilitation training for autistic children also follows certain points. Communication is the most critical skill among all core skills, because it not only determines whether autistic children can develop normally, but also affects all other related core skills. So, the training for communication with children should be as early as possible. The child's most important communication skill is to see if he can express his own needs, emotions and thoughts in an appropriate way, not just to see if he has the ability to speak. This is the meaning of the so-called functional communication training. Not all talking children can communicate functionally. On the contrary, even children who are not very capable of speaking can also let others know their own needs, feelings and thoughts through their functional communication behavior, Thereby effective communication.

The sensory challenge is encountered by most children with autism. The feeling of five senses, including vision, hearing, smell, taste, touch and other two feelings - The vestibular sensation of balancing the senses and the proprioception of the feedback joints and muscle movements may all be affected to varying degrees. Child senses may appear overly sensitive or overly slow phenomenon, which affects children's learning and ability to participate in daily activities to a large extent. Parents should be aware of the challenges of these senses is a neurological problem, and for children are often involuntary.

Behavior is usually the result of interaction between the child and the environment in which he or she is. And there is a reason for some of the behavior. To understand why a child exhibits a problematic behavior, it is necessary to first understand what causes the behavior and how the functional behavior works for the child. Only when you understand the causes and functions of behavior can you design an effective behavior management strategy and replace this problematic behavior with an appropriate behavior that meets the same needs.

2.4. Application of Sports Games in rehabilitation autism in children

Sports games are can better help autistic children through the state of play activities effectively integrate into, so long insisted the case of sports games simultaneously, and can really make the physical and mental state of autistic children effectively adjusted and changed Long-term and long-term can better absorb the attention of children with autism and achieve effective treatment. Sports game intervention training has certain advantages:

1. Sports game has a lot of social interaction, children with autism can get rich social experience;
2. Sports games are rich in fun and can promote the initiative and enthusiasm of children with autism;
3. Sports games are full of various role-playing, which is helpful for improving the imagination and mental development ability of children with autism;
4. Sports games are full of various changes to help children with autism improve their ability to solve problems and adaptability;
5. Sports games require human cooperation or coordination, contribute to the development of social skills and the ability to regulate children with autism;
6. Communication and communication in sports games can help children with autism improve their language skills;
7. Sports games are ecologically useful and help children with autism to integrate into peer groups.

Because autistic children have more playing time, how to avoid autistic children simply repeating one action and game in such a large amount of time requires multiple perceptual participation, and the interactivity of various perceptual sensations can be sufficient. Mobilize the enthusiasm of autistic children's games, and then cause them to think, explore the rules in the game, and solve some simple problems, let them better control their perception. Will appear repetitive movements when performing some autistic perception of sports games, which is quite normal for such autistic children can choose a few simple perception sports involve them in the process of participation in to continue to encourage them, and guide them to perceive sports to choose another game, you can choose in-kind incentives to get them to divert attention, to use all ways and means that can be utilized as far as possible to try a different perception of children with autism Sports games . The basic principle of game intervention training: The ecological principle is based on the stereotype of autistic children. The main purpose is to make children with autism better generalized skills and better adapt to the environment. The game teaching
is implemented in the natural environment, and the activities in the daily life of the family are regarded as the resources for children to obtain learning opportunities, and the training life and life training are achieved.

The child-centred principle, child-centred, and good attachment to children is a prerequisite for intervention in autistic children. The children of autism have great differences. The early intervention of children should emphasize individualization. The age characteristics and actual development level of children should be respected, and the advantages and disadvantages, interests and needs of children should be fully reflected.

The principle of the active participation of parents, parents early child growing up in a very important mentor. The active participation of parents is not only an expression of attitude, but also a manifestation of ability, which will make children's early intervention and treatment smoother and achieve better results. Games for children with autism cannot be games that children play by themselves, but should be multi-participating, regular, interactive games. The effective participation of parents, teachers or peers is a necessary condition for the meaning of the game. The degree of participation and quality is an important factor to enhance the effectiveness of the intervention.

Sports games can better help autistic children to ease and communicate with others, and then make their mental state effective and relieved after they are easily substituted. Then, with the later sports games, slowly After activating the psychology of autistic children, it is naturally possible to effectively improve and adjust the autism situation to achieve a therapeutic effect.

3. Experiments

The symptoms of each autistic child are different, and there are also different bad behavior habits, which is more complicated than normal children. Therefore, in the whole process of experimentation, we must carefully observe the behavior of each autistic child, make detailed records, carefully analyze the reasons, and based on the physical and mental development of children with autism, acceptance and adaptability, etc. Factors, timely adjustment and improvement of the sports game intervention plan, take appropriate and child-friendly ways to proactively deal with the situation that occurred during the intervention process.

This experiment was divided into experimental group and control group, the same test items by comparing the experimental data obtained the experimental results. The experiment is divided into three periods: the baseline period: two weeks before the start of the experiment, the experimental group and the control group are pre-tested, the initial data is obtained, the basic situation of the research object is fully understood, and the basic performance of the research object is observed. To formulate the basic plan of sports games, select the training mode of sports games, etc., to fully prepare for the experiment.

Dry expectations: The period of sports game intervention in the experimental group is also the most critical period of this study. At this stage, the control group keeps the original teaching mode unchanged. The experimental group lasted for 3 months, 12 weeks, every Monday to On Friday, I chose to intervene in the third class every afternoon. There were 60 classes, 30 minutes each time, and the frequency of each class was 2-3 times. Sports games generally controlled the heart rate at 126-172 times. During this period, we should pay close attention to the response and performance of each autistic child in the experimental group. If there is any problem, we should improve and adjust the plan for sports game intervention in time.

Stabilization period: Two weeks after the end of the experimental treatment, the experimental group was followed up and tested again. During this period, it was actively observed and interviewed with parents and teachers several times to obtain the specific situation after the intervention, mainly to detect sports games. Plan the effect of its intervention and the degree of stability.

This experiment mainly involves the intervention of group games, so that everyone can participate in the game. In accordance with the plan of the sports games, some sports games with different functions are arranged reasonably. The specific game is shown in Table 1.

<table>
<thead>
<tr>
<th>Classification</th>
<th>content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise balance of the game</td>
<td>Bounce the ball, stand on one foot stand, walk the balance beam, etc.</td>
</tr>
<tr>
<td>Social skills training game</td>
<td>Messenger games, role-playing, and other concerted dribble</td>
</tr>
<tr>
<td>Exercise perception of the game</td>
<td>Hopscotch, touch shape, etc.</td>
</tr>
</tbody>
</table>

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4. Discussion

Before the start of the intervention experiment, the autistic children's perceptual assessment form was used to evaluate the perceptual ability of the experimental group and the control group. The specific evaluation results are shown in Table 2.

| Table 2. Evaluation results of sensory ability of two groups of autistic children before the experiment |
|-------------------------------------------------|-----------------|-----------------|
| Experience group | Control group |
| Average number of projects passed | 23.2 | 23.5 |
| Average Number of Non-Passing Projects | 14.6 | 14.2 |
| Average score of perception test | 23.1 | 23.4 |

As can be seen from Table 2, before the start of the experiment, the experimental and control groups were significant difference data does not exist. Average perception of both tests is basically no difference, which can be drawn, there are two groups of children with autism is consistent with the perception level of development.

After intervention, the experimental and control groups using again "autism perception evaluation table" perception assessment to obtain evaluation results shown in Table 3.

| Table 3. Evaluation results of sensory ability of two groups of autistic children after the experiment |
|-------------------------------------------------|-----------------|-----------------|
| Experience group | Control group |
| Average number of projects passed | 40.2 | 30.8 |
| Average Number of Non-Passing Projects | 5.2 | 10.4 |
| Average score of perception test | 40.3 | 30.6 |

It can be seen from the data in Table 3 that after the end of the intervention experiment, the test results of the autistic children in the control group and the experimental group have some changes. From the data point of view, the perception of the autistic children in the control group and the experimental group the ability has shown an upward trend as a whole.

**Figure 1.** Before the experiment, two groups of autistic children stood on one foot and left foot.

However, the average score of the sensory test for children with autism in the experimental group increased from 23.2 before the experiment to 40.3, an increase of 17.1. The average score of the sensory ability test of the autistic children in the control group increased from 23.4 before the experiment to 30.8, and the increase range was 7.4. The increase of the experimental group was significantly greater than that of the control group. And through the data fluctuations in the same project experiment process, the experimental effect can be
seen to some extent. Take the single-footed left-legged standing game as an example. The data before and after the experiment are shown in Figures 1 and 2.

![Figure 2](chart.png)

**Figure 2.** After the experiment, two groups of autistic children stood on one foot and left foot.

5. Conclusions

Autism is a psychological illness, with increasing incidence in modern society, people are currently on the pathogenesis of the disease is no clear understanding, most believed to be genetic, immune dysfunction, cognitive deficits, cerebral presence Organic damage and neuroendocrine and neurotransmitter abnormalities. It is precisely because the pathogenesis is still unclear, leading to the lack of targeted treatments for autism. People can only correct the language ability, sensory ability and abnormal behavior by giving rehabilitation training. However, this treatment takes a long time, the child recovers very slowly, and the recovery effect is not satisfactory. At the same time the use of sports games for children with autism rehabilitation training, there are certain advantages of sports fun and the game itself can be adjusted from the movement of interest with autism can enhance their physical fitness.

Sports during the game based on the interests and preferences of children with autism need to create a variety of problem situations, such as messenger games, games, traffic lights, specially for the creation of language exchange and communication between peers and active analysis of the problem, the opportunity to solve the problem, in order to increase exchanges of language, develop their language skills, thinking skills and the ability to take the initiative to solve the problem; secondly, delayed mental development problems of children with autism can be greatly improved in the sports game, listen to the sound puzzles, touch shape and other games for children with autism to provide a variety of sensory jointly coordinated with the opportunity, to promote its active nervous system and cerebral cortex, to promote their intellectual development.

The experiment can be seen, the application sports games in the rehabilitation of children with autism can effectively promote the perception in the field of development of children with gross motor areas and areas of social interaction, to mention liter training effect of rehabilitation of children with autism have significant the meaning of promotion. The common factors affecting the effect of sports game intervention are the creation of intervention environment, the choice of intervention content and the behavior of intervention implementers. In order to ensure the effectiveness of sports game intervention, we must ensure the rational creation of intervention environment and the scientific choice of intervention content. and intervener mention liter professionalism and overall quality.

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