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Investigation on Children's Psychological State of Parent-linked Teaching Assistants in Early Intervention for Special Children in Guangxi

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Abstract: Early intervention for special needs children is a critical period that affects their lifelong development. We need to invest more energy and time in rescue education to compensate for deficiencies and developmental advantages. Special needs children are prone to psychological problems such as inferiority, depression, and emotional instability due to their own shortcomings. Only by guiding special children to recognize themselves, learn to control their emotions, and establish correct values correctly, can we promote the physical and mental health development of special children. In addition, the parenting style of the family is closely related to the early intervention of children. The atmosphere between families invisibly affects children, and a positive family atmosphere is conducive to the formation of a healthy personality and positive psychological state for children. The psychological state of parents of special children affects their emotional behavior and mental health. If a child's emotional management is poor, it can easily affect their adaptability, learning ability, and growth. This study used the online questionnaire, Questionnaire of Parent Linkage Teaching Assistant in Early Intervention, and randomly administered it to parents of special children undergoing rehabilitation training in some special education schools and rehabilitation institutions in Guangxi. 503 questionnaires were distributed this time, out of which 479 were valid after excluding invalid ones, with an effective rate of 95.2%.

Through a questionnaire survey, it has been found that issues such as imbalanced parental roles and differences in psychological needs and actual situations can lead to negative emotions and adverse adaptive behaviors in children with special needs, including the tendency to develop coldness, aggression, and emotional unease. Establishing an effective new type of Parent-Linked Teaching Assistants model is conducive to respecting the personality of special children, alleviating their psychological pressure, and promoting the effectiveness of early intervention education. This study explores the current situation of Parent-Linked Teaching Assistants and proposes specific support strategies: including strengthening institutional guarantees and strengthening social support; establishing a correct concept of Parent-linked Teaching Assistants and enriching communication content; Integrating different resources to improve the efficiency of personnel participation and cooperation from all parties; improving teachers' ideological concepts and professional level; enhancing parents' confidence and level of participation in Parent-Linked Teaching Assistants to help special children overcome obstacles and difficulties during their growth process as much as possible, thereby reducing the possibility of psychological crises.

Keywords: Parent-Linked Teaching Assistants; Early Intervention for Exceptional Children; Mental State

1. Question Raising

Recently, the Ministry of Education and other 13 government departments jointly issued "Opinions on improving the mechanism of

school, family and social cooperative education" [1], which clarified the framework of collaborative education with schools as the leaders, parents as main participants, and society as supporters. Parents play a crucially positive role in the education of special children, especially in special education. Only by constantly supporting Parent-Linked Teaching Assistants, promoting the advantages of the three parties and working closely together, can we promote the development of exceptional children and achieve the fundamental goal of special education." Parent-Linked Teaching" mainly emphasizes linkage and mutual assistance, which contains three meanings: (1) It is based on the interaction between parents and teachers both inside and outside the classroom, emphasizing the internal connection between parents and teachers; (2) It is the mutual assistance between parents and teachers, where parents learn professional knowledge and skills from teachers, and parents participate in classroom activities to promote teachers complete teaching tasks. Give full play to the leading role of teachers and the auxiliary role of parents; (3) Assistants not only help schools and parents to obtain more social resources, but also enable teachers and parents to exchange information and increase internal connections, so as to provide better early intervention support according to the specific circumstances of different special children and their parents.

Yang Lixiong, deputy director of the Educational activities emphasizes the importance of school education, social education and family education, focusing on the enlightenment role of family education. Parent-Linked Teaching China Social Security Research Center at Renmin University of China, through the study found, there are obvious regional differences in the allocation of special education resources. The government in the eastern region has relatively strong financial resources, and the services for the disabled are relatively perfect. However these services are relatively scarce in the western and central regions. There is also the backward development of special education in Guangxi, which also contributes to the difficulties in the development of Parent-Linked Teaching Assistants. Therefore, this study investigated the psychological status of Parent-Linked Teaching Assistants in early intervention of special children in Guangxi, explored their problems and deficiencies, and proposed specific support strategies for them.

2. Research Methods

2.1 Research Objects

This study used the method of online questionnaire distribution to randomly survey parents of special children undergoing rehabilitation training in certain special education schools and rehabilitation institutions in Guangxi. A total of 503 questionnaires were distributed this time, and 479 valid questionnaires were collected, resulting in an effective questionnaire rate of 95.2%.

2.2 Research Tool

The questionnaire for Parent-linked Teaching Assistant in Early Intervention was used in this study. This questionnaire refers to Ni Yang's "Questionnaire on the Effectiveness of Cooperation in Homes for Special Children", and it is tested and revised according to the actual situation. This questionnaire is mainly divided into two parts, the first part is the survey of parents' needs for parent-linked teaching assistants in early intervention, including support forms (1-7 questions), knowledge (8-12 questions), professional knowledge (13-17 questions), family education guidance (18-21 questions), psychological support (22-25 questions), social support (26-30 questions), a total of six dimensions. The second part is a survey of parents' satisfaction with parent-linked teaching assistants in early intervention, which is the same as the content and dimension of the first part.

Table 1.The Reliability and Validity Analysis of Each Dimension of the Questionnaire Reliability Statistics

option		Cronbach's Alpha	Cronbachs Alpha based on standardized items
Expected value	Form of support	0.815	0.817
	Know the situation	0.837	0.842

	Professional knowledge	0.752	0.781
	Family education guidance	0.703	0.743
	Psychological support	0.727	0.787
	Social support	0.807	0.823
	Expected total dimension	0.857	0.873
Actual value	Form of support	0.956	0.96
	Know the situation	0.954	0.95
	Professional knowledge	0.957	0.96
	Family education guidance	0.936	0.94
	Psychological support	0.968	0.97
	Social support	0.950	0.95
	Total dimension of actual value	0.965	0.97
Total dimension		0.905	0.902

Table 2. Supports the Analysis of Differences in Expected Values in the Formal Dimension Expected Value

argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.58±0.49		-0.25	0.80	
	girl	103	4.59±0.53				
only child	Yes	138	4.54±0.53		-1.15	0.25	
	No	341	4.60±0.49				
Type of obstacle	Mental retardation	74	4.48±0.53	4.52		0.01	2>1,2>3
	autism	353	4.62±0.47				
	other	52	4.44±0.59				
Primary carer	father	28	4.67±0.46	0.68		0.51	/
	mother	348	4.56±0.52				
	other	103	4.60±0.45				
Primary carer's education background	Primary school	56	4.64±0.44	0.83		0.48	/
	Junior high school	169	4.60±0.47				
	Senior high school	129	4.57±0.52				
	Above regular college course	125	4.53±0.54				
Investment in children	Under 5000 yuan	28	4.62±0.52	3.26		0.02	4>2,4>3
	5000~10000 yuan	51	4.46±0.62				
	10000~50000 yuan	175	4.52±0.50				
	Above 50000 yuan	225	4.65±0.46				
State grant	Under 5000 yuan	73	4.58±0.49	0.06		0.98	/
	5000~10000 yuan	163	4.59±0.48				
	10000~50000 yuan	234	4.57±0.52				
	Above 50000 yuan	9	4.54±0.51				

The Alpha coefficient of Cronbach for the questionnaire population was 0.902, the Alpha coefficient for Cronbach in the expected value part was 0.857, the "form of support" was 0.817, the "informed situation" was 0.824, the "professional knowledge" was 0.781, the "family education" was 0.743, the "psychological support" was 0.787, and the "social support" was 0.823.The actual value part of Cronbach has an alpha coefficient of 0.965, a "form of support" of 0.957, a "informed situation" of 0.954, a "professional knowledge" of 0.957, a "family education" of 0.936, a "psychological support" of 0.968, and a "social support" of 0.950. (in Table 1 and Table 2)

2.3 Data Processing

Software such as SPSS 20.0 and Excel 2020 was used for descriptive statistical analysis of the data.

Table 3. Supports the Analysis of Differences Between Actual Values in the Formal Dimension.

argument	Options	N	X±SD	F	T	Sig.	Multiple

							comparison
gender	boy	376	4.04±0.78		-0.65	0.52	
	girl	103	4.09±0.75				
only child	Yes	138	4.07±0.80		0.39	0.70	
	No	341	4.04±0.76				
Type of obstacle	Mental retardation	74	4.05±0.73	0.099		0.91	/
	autism	353	4.05±0.78				
	other	52	4.00±0.74				
Primary carer	father	28	4.16±0.73	1.32		0.27	/
	mother	348	4.07±0.77				
	other	103	3.95±0.78				
Primary carer's education background	Primary school	56	4.09±0.74	0.47		0.70	/
	Junior high school	169	4.08±0.72				
	Senior high school	129	3.98±0.82				
	Above regular college course	125	4.05±0.79				
Investment in children	Under 5000 yuan	28	4.23±0.80	0.67		0.57	/
	5000~10000 yuan	51	4.01±0.74				
	10000~50000 yuan	175	4.06±0.77				
	Above 50000 yuan	225	4.03±0.77				
State grant	Under 5000 yuan	73	4.17±0.80	0.89		0.45	/
	5000~10000 yuan	163	4.00±0.74				
	10000~50000 yuan	234	4.04±0.78				
	Above 50000 yuan	9	4.16±0.60				

Table 4. Supports the Paired Sample T Test for the Expected Value of the Formal Dimension

Expected value	Actual value	t
4.58±0.50	4.05±0.77	15.12

Note: *P<0.05, **P<0.01, ***P < 0.001; [1] 1= type of disorder, 2= autism; 3= other; [2] 2=5000-10000 yuan, 3=10000-50000 yuan, 4=50000 yuan above

3. Study Results

3.1 Comparison of Differences between Expected and Actual Values in the Formal Dimension being Supported

As shown in the Table 3, 4, the results of one-way ANOVA show that there is a significant difference between the type of disorder in children and investment made in them. The expected F-value for the supporting form on the child's disorder type is 4.52,the p-value is 0.01;The expected F-value of the support form in the investment in the child is 3.26,The p-value is 0.02.The results of the post-hoc comparison show that Children with autism score significantly higher on the expected form of support dimension than children with intellectual disabilities and other types of disabilities; The score of the expected support form dimension of families with an investment of more than 50,000 yuan is significantly higher than that of 5,000~10,000 yuan. Families who invest 10,000-50,000 yuan indicate that the higher the investment, the more forms of support parents want to receive.

In the paired-sample t-test that compares expected and actual values in the formal dimension, we found a significant difference between the two (t=15.12, p<0.001). In terms of support, the mean difference between expected and actual values was smaller than that of other paired sample T-tests in this study, the resulting T value is the smallest. In terms of data support, parental expectations scored the lowest across all dimensions. There is a large discrepancy between the average expected value and the actual worth score. The expected value is still higher than the actual value, it shows that although parents have low expectations for the form of support they receive, there is still a need.

3.2 Comparison of the Differences between Expected and Actual Values in the Dimension of Awareness

As shown in Tables 5 and 6, The results of

one-way ANOVA show that Significant differences in the commitment to children in the aware situation, the F value of the expected knowledge in the investment in children is 3.39,the p-value is 0.02;The results of the post-hoc comparison show that Households with an investment of 10,000-50,000 yuan and more than 50,000 yuan scored significantly higher than those who invested less than 5,000 yuan and invested 5,000-10,000 yuan, explain that families with higher investment funds want to know more about their children's school situation.

In the paired-sample t-test of the expected and actual values in the knowing condition dimension, we found a significant difference between the two ($t=21.35$, $p<0.001$).The difference between the average expected value and the actual value is large, and the expected value is higher than the actual value. This indicates that parents want to obtain more information about their child's schooling. However, in practice, the information received by parents has not met expectations. (in Table 7)

Table 5. Difference Analysis of Expected Values in the Dimension of Knowledge

Expected value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.84±0.32		-0.22	0.83	
	girl	103	4.85±0.29				
only child	Yes	66	4.86±0.25		0.31	0.76	
	No	413	4.84±0.32				
Type of obstacle	Mental retardation	74	4.82±0.35	1.44		0.24	/
	autism	353	4.86±0.30				
	other	52	4.79±0.35				
Primary carer	father	28	4.84±0.32	0.73		0.48	/
	mother	348	4.84±0.33				
	other	103	4.88±0.27				
Primary carer's education background	Primary school	56	4.85±0.34	1.75		0.16	/
	Junior high school	169	4.83±0.30				
	Senior high school	129	4.82±0.38				
	Above regular college course	125	4.90±0.23				
Investment in children	Under 5000 yuan	28	4.82±0.33	3.39		0.02	3>2,4>2
	5000~10000 yuan	51	4.72±0.45				
	10000~50000 yuan	175	4.87±0.27				
	Above 50000 yuan	225	4.86±0.31				
State grant	Under 5000 yuan	73	4.84±0.30	0.21		0.89	/
	5000~10000 yuan	163	4.84±0.33				
	10000~50000 yuan	234	4.86±0.31				
	Above 50000 yuan	9	4.80±0.33				

Table 6. Difference Analysis of Actual Values in the Knowledge Dimension

Actual value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.16±0.70		-0.74	0.46	
	girl	103	4.22±0.72				
only child	Yes	66	4.27±0.65		1.20	0.23	
	No	413	4.16±0.71				
Type of obstacle	Mental retardation	74	4.22±0.67	0.343		0.71	/
	autism	353	4.17±0.72				
	other	52	4.12±0.65				
Primary carer	father	28	4.20±0.63	2.15		0.12	/
	mother	348	4.21±0.69				
	other	103	4.05±0.76				

Primary carer's education background	Primary school	56	4.15±0.72	0.29		0.83	/
	Junior high school	169	4.15±0.70				
	Senior high school	129	4.17±0.69				
	Above regular college course	125	4.23±0.73				
Investment in children	Under 5000 yuan	28	4.29±0.69	0.40		0.75	/
	5000~10000 yuan	51	4.11±0.65				
	10000~50000 yuan	175	4.18±0.72				
	Above 50000 yuan	225	4.17±0.71				
State grant	Under 5000 yuan	73	4.20±0.71	1.72		0.16	/
	5000~10000 yuan	163	4.08±0.72				
	10000~50000 yuan	234	4.24±0.70				
	Above 50000 yuan	9	4.27±0.53				

Table 7. Paired Sample T-test of Expected and Actual Values

Expected value	Actual value	t
4.85±0.32	4.18±0.71	21.35

Note: *P<0.05,**P<0.01, ***P < 0.001; [1] 2=5000-10000 yuan, 3=10000-50000 yuan, 4=50000 yuan or above

3.3 Comparison of the Differences between Expected and Actual Values in the Dimension of Professional Support.

As shown in the Table 8-9, the results of one-way ANOVA indicate that, There is a significant difference in investment in professional support for children, with an F-value of 4.41 and a P-value of 0.02 for the expected value of professional support in primary caregivers; The post hoc comparison results indicate that, Caregivers outside of parents scored higher in the expected professional knowledge dimension than mothers and fathers, but there was no significant difference in practice.

At the same time, in the paired sample T-test of expected and actual values in the professional support dimension, We found a significant difference between the two (t=20.40, p<0.001), There is a significant difference between the average expected value and the actual value. The expected value is higher than the actual value, It can be seen that parents are eager to obtain more professional knowledge and use it to take care of their children, but in reality, the professional knowledge provided by schools and institutions does not meet the actual needs of parents.

Table 8. Differential Analysis of Expected Values Across Professional Support Dimensions

Expected value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.78±0.39		-0.57	0.57	
	girl	103	4.80±0.35				
only child	Yes	138	4.76±0.39		-0.91	0.36	
	No	341	4.79±0.37				
Type of obstacle	Mental retardation	74	4.71±0.43	2.22		0.11	/
	autism	353	4.80±0.35				
	other	52	4.74±0.45				
Primary carer	father	28	4.73±0.39	4.41		0.01	3>2
	mother	348	4.76±0.40				
	other	103	4.88±0.28				
Primary carer's education background	Primary school	56	4.81±0.39	0.32		0.81	/
	Junior high school	169	4.78±0.34				
	Senior high school	129	4.76±0.38				
	Above regular college course	125	4.80±0.42				
Investment in children	Under 5000 yuan	28	4.74±0.40	2.25		0.08	/
	5000~10000 yuan	51	4.67±0.55				

	10000~50000 yuan	175	4.77±0.37				
	Above 50000 yuan	225	4.82±0.33				
State grant	Under 5000 yuan	73	4.82±0.32	0.58		0.63	/
	5000~10000 yuan	163	4.76±0.43				
	10000~50000 yuan	234	4.78±0.36				
	Above 50000 yuan	9	4.84±0.40				

Table 9. Differential Analysis of Actual Values in the Dimension of Professional Support

Actual value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.04±0.79		-0.93	0.35	
	girl	103	4.12±0.79				
only child	Yes	138	4.07±0.80		0.24	0.81	
	No	341	4.06±0.79				
Type of obstacle	Mental retardation	74	4.05±0.81	0.129		0.88	/
	autism	353	4.07±0.79				
	other	52	4.01±0.72				
Primary carer	father	28	4.11±0.69	1.98		0.14	/
	mother	348	4.10±0.78				
	other	103	3.92±0.84				
Primary carer's education background	Primary school	56	4.09±0.78	0.17		0.92	/
	Junior high school	169	4.03±0.81				
	Senior high school	129	4.08±0.75				
	Above regular college course	125	4.08±0.81				
Investment in children	Under 5000 yuan	28	4.23±0.75	0.71		0.55	/
	5000~10000 yuan	51	3.97±0.80				
	10000~50000 yuan	175	4.08±0.76				
	Above 50000 yuan	225	4.05±0.81				
State grant	Under 5000 yuan	73	4.12±0.81	1.09		0.36	/
	5000~10000 yuan	163	3.98±0.81				
	10000~50000 yuan	234	4.09±0.77				
	Above 50000 yuan	9	4.27±0.58				

3.4 Comparison of the Differences between Expected and Actual Values in Family Education Guidance Dimensions

As shown in Tables 10 and 11, the results of one-way ANOVA indicate that the F value for family education guidance in relation to expected value is 3.48 and the P value of the child's disorder type is 0.03, and the F value of the family education guidance in the input of the child is 4.48 and the P value is 0.00. The results of the post-hoc comparison showed that children with autism scored significantly higher in the expected home education guidance dimension than children with intellectual disabilities and other types of disabilities. The scores of investing 10,000-50,000 yuan and more than 50,000 yuan in the family education guidance dimension are significantly higher than those of families who invest less than 5,000 yuan and invest 5,000-10,000 yuan, indicating that families with higher investment funds hope to get just right family education guidance.

Table 10. T-test of Expected and Actual Values in the Professional Support Dimension

Expected value	Actual value	t
4.78±0.38	4.06±0.79	20.40

Note: *P<0.05,**P<0.01, ***P < 0.001;[1] 1= father, 2= mother; 3= other

Meanwhile, in the paired-sample T test of expected and actual values for psychological support, we observed a significant difference between the two (t=21.83, p<0.001).It shows that parents have a greater demand for family education guidance, but in practice, some parents still believe that the current family education guidance provided by schools and institutions fails to meet the current

educational needs of special children. (in table 12-13)

Table 11. Differential Analysis of Expected Values in the Family Education Guidance Dimension

Expected value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.81±0.35		-1.72	0.09	
	girl	103	4.86±0.25				
only child	Yes	138	4.82±0.30		0.00	1.00	
	No	341	4.82±0.34				
Type of obstacle	Mental retardation	74	4.74±0.41	3.48		0.03	2>1
	autism	353	4.84±0.31				
	other	52	4.80±0.32				
Primary carer	father	28	4.72±0.46	1.473		0.23	/
	mother	348	4.82±0.32				
	other	103	4.84±0.30				
Primary carer's education background	Primary school	56	4.83±0.39	0.58		0.63	/
	Junior high school	169	4.80±0.31				
	Senior high school	129	4.81±0.34				
	Above regular college course	125	4.85±0.32				
Investment in children	Under 5000 yuan	28	4.74±0.45	4.48		0.00	3>2,4>2
	5000~10000 yuan	51	4.69±0.48				
	10000~50000 yuan	175	4.82±0.30				
	Above 50000 yuan	225	4.86±0.28				
State grant	Under 5000 yuan	73	4.83±0.34	0.37		0.78	/
	5000~10000 yuan	163	4.81±0.34				
	10000~50000 yuan	234	4.83±0.31				
	Above 50000 yuan	9	4.72±0.52				

Table 12. Difference Analysis of the Actual Values in the Family Education Guidance Dimension

Actual value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.02±0.79		-1.31	0.19	
	girl	103	4.14±0.78				
only child	Yes	138	4.09±0.79		0.85	0.39	
	No	341	4.03±0.78				
Type of obstacle	Mental retardation	74	4.08±0.78	0.16		0.85	/
	autism	353	4.04±0.80				
	other	52	4.00±0.72				
Primary carer	father	28	4.07±0.76	1.76		0.17	/
	mother	348	4.08±0.77				
	other	103	3.92±0.84				
Primary carer's education background	Primary school	56	4.09±0.80	0.16		0.92	/
	Junior high school	169	4.04±0.77				
	Senior high school	129	4.01±0.83				
	Above regular college course	125	4.06±0.77				
Investment in children	Under 5000 yuan	28	4.18±0.77	0.33		0.81	/
	5000~10000 yuan	51	4.00±0.78				
	10000~50000 yuan	175	4.05±0.78				
	Above 50000 yuan	225	4.03±0.80				
State grant	Under 5000 yuan	73	4.12±0.83	0.66		0.58	/
	5000~10000 yuan	163	3.99±0.78				

	10000~50000 yuan	234	4.06±0.79				
	Above 50000 yuan	9	4.22±0.55				

Table 13. T-test of Expected and Actual Values in the Family Education Dimension

Expected value	Actual value	t
4.82±0.33	4.05±0.79	21.83

Note: *P<0.05,**P<0.01, ***P < 0.001;[1] 1= type of disorder, 2= autism; 3= other; [2] 2=5000-10000 yuan, 3=10000-50000 yuan, 4=50000 yuan above

3.5 Comparison of Differences between Expected and Actual Values in Psychological Support Dimensions

As shown in the table 14-16, the results of one-way ANOVA show that there is a significant difference in the investment to children in the expected value psychological support dimension, and the F value of psychological support in the expected value in the investment in children is 3.05 and P value is 0.03.The results of the post-event comparison showed that the scores of 10,000-50,000 yuan and above 50,000 yuan were significantly higher than those of families with less than 5,000 yuan and more than 5,000-10,000 yuan, indicating that families with higher investment funds hoped to get more psychological support.

At the same time, in the paired-sample T test of expected and actual values in the psychological support dimension, we found a significant difference between the them (t=20.31, p<0.001).The difference between the average expected value and the actual value is large, and the expected value is higher than the actual value, indicating that parents have a strong expectation that schools and institutions can give them psychological support, but in fact, the psychological support received by parents is still insufficient.

Table 14. Differential Analysis of Expected Values in Psychological Support Dimensions

Expected value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.81±0.35		-0.21	0.84	
	girl	103	4.86±0.25				
only child	Yes	138	4.82±0.30		-0.55	0.58	
	No	341	4.82±0.34				
Type of obstacle	Mental retardation	74	4.74±0.41	2.16		0.12	/
	autism	353	4.84±0.31				
	other	52	4.80±0.32				
Primary carer	father	28	4.72±0.46	1.061		0.35	/
	mother	348	4.82±0.32				
	other	103	4.84±0.30				
Primary carer's education background	Primary school	56	4.83±0.39	0.78		0.51	/
	Junior high school	169	4.80±0.31				
	Senior high school	129	4.81±0.34				
	Above regular college course	125	4.85±0.32				
Investment in children	Under 5000 yuan	28	4.74±0.45	3.05		0.03	3>2,4>2
	5000~10000 yuan	51	4.69±0.48				
	10000~50000 yuan	175	4.82±0.30				
	Above 50000 yuan	225	4.86±0.28				
State grant	Under 5000 yuan	73	4.83±0.34	0.13		0.94	/
	5000~10000 yuan	163	4.81±0.34				
	10000~50000 yuan	234	4.83±0.31				
	Above 50000 yuan	9	4.72±0.52				

Table 15. Differential Analysis of the Actual Values in the Psychological Support Dimension

Actual value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison

gender	boy	376	4.03±0.80		-0.99	0.32	
	girl	103	4.11±0.78				
only child	Yes	138	4.08±0.83		0.58	0.57	
	No	341	4.03±0.79				
Type of obstacle	Mental retardation	74	4.05±0.82	0.688		0.50	/
	autism	353	4.06±0.80				
	other	52	3.92±0.76				
Primary carer	father	28	4.12±0.78	1.77		0.17	/
	mother	348	4.08±0.79				
	other	103	3.92±0.82				
Primary carer's education background	Primary school	56	4.10±0.75	0.11		0.96	/
	Junior high school	169	4.04±0.78				
	Senior high school	129	4.03±0.80				
	Above regular college course	125	4.04±0.84				
Investment in children	Under 5000 yuan	28	4.18±0.77	0.56		0.64	/
	5000~10000 yuan	51	4.00±0.77				
	10000~50000 yuan	175	4.08±0.78				
	Above 50000 yuan	225	4.01±0.83				
State grant	Under 5000 yuan	73	4.06±0.87	0.70		0.55	/
	5000~10000 yuan	163	3.97±0.79				
	10000~50000 yuan	234	4.08±0.79				
	Above 50000 yuan	9	4.17±0.52				

Table 16. T test of Expected and Actual Values in the Psychological Support Dimension

Expected value	Actual value	t
4.78±0.36	4.04±0.80	20.31

Note: *P<0.05,**P<0.01, ***P < 0.001; [1] 2=5000-10000 yuan, 3=10000-50000 yuan, 4=50000 yuan or above

3.6 Comparison of the Differences between the Expected and Actual Values in the Medium Term of Social Support Dimensions

As shown in the Table 17-19, the results of one-way ANOVA indicated that none of the independent variables had a significant effect on social support, with all P was greater than 0.05.Although the expected value and the actual value in this dimension are not significantly different, we can observe a difference between the expected value and the actual value is more than 0.5 in the comparison of the mean. Notably, there are significant differences based on gender, only child status, and type of child disorder.

In the paired-sample T-test of expected and actual values in the social support dimension, we found that there was a significant difference between them (t=21.83, <0.001).The difference between the average expected value and the actual value is significant, and the expected value is higher than the actual value, indicating that there is still a gap between the actual support parents receive and the expected support. Combining all the independent variables, the need for parents in terms of social support is very high, and the average of the total dimensions of the expected value is 4.73, But in the actual value is only 3.88.This shows that the social support received by parents falls short of the current needs, and there are still great difficulties for a family raising special children.

Table 17. Differential Analysis of Expected Values in the Dimension of Social Support

Expected value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	4.72±0.54		-1.20	0.23	
	girl	103	4.77±0.37				
only child	Yes	138	4.70±0.54		-0.84	0.40	

	No	341	4.74±0.49				
Type of obstacle	Mental retardation	74	4.66±0.49	0.80		0.45	/
	autism	353	4.74±0.52				
	other	52	4.75±0.40				
Primary carer	father	28	4.85±0.31	1.879		0.15	/
	mother	348	4.70±0.54				
	other	103	4.78±0.43				
Primary carer's education background	Primary school	56	4.83±0.42	1.25		0.29	/
	Junior high school	169	4.68±0.54				
	Senior high school	129	4.74±0.50				
	Above regular college course	125	4.73±0.50				
Investment in children	Under 5000 yuan	28	4.80±0.36	2.60		0.05	/
	5000~10000 yuan	51	4.59±0.52				
	10000~50000 yuan	175	4.69±0.60				
	Above 50000 yuan	225	4.78±0.44				
State grant	Under 5000 yuan	73	4.72±0.43	0.37		0.77	/
	5000~10000 yuan	163	4.71±0.50				
	10000~50000 yuan	234	4.74±0.54				
	Above 50000 yuan	9	4.87±0.33				

Table 18. Difference Analysis of Actual Values in Social Support Dimensions

Actual value							
argument	Options	N	X±SD	F	T	Sig.	Multiple comparison
gender	boy	376	3.87±0.93		-0.44	0.66	
	girl	103	3.91±0.89				
only child	Yes	138	3.84±0.95		-0.51	0.61	
	No	341	3.89±0.91				
Type of obstacle	Mental retardation	74	3.90±0.97	0.451		0.64	/
	autism	353	3.89±0.93				
	other	52	3.76±0.76				
Primary carer	father	28	4.00±0.81	1.17		0.31	/
	mother	348	3.90±0.91				
	other	103	3.76±0.98				
Primary carer's education background	Primary school	56	3.98±0.91	0.66		0.58	/
	Junior high school	169	3.84±0.94				
	Senior high school	129	3.94±0.90				
	Above regular college course	125	3.82±0.92				
Investment in children	Under 5000 yuan	28	4.11±0.89	0.80		0.50	/
	5000~10000 yuan	51	3.87±0.83				
	10000~50000 yuan	175	3.89±0.91				
	Above 50000 yuan	225	3.83±0.96				
State grant	Under 5000 yuan	73	3.85±1.11	1.61		0.19	/
	5000~10000 yuan	163	3.79±0.92				
	10000~50000 yuan	234	3.92±0.86				
	Above 50000 yuan	9	4.40±0.45				

Table 19. T-test of Expected and Actual Values in The Dimension of Social Support

Expected value	Actual value	t
4.73±0.51	3.88±0.92	19.18

Note: *P<0.05,**P<0.01, ***P < 0.001

4. Discussion

4.1 Social Support for Parent-Linked Teaching Assistants is Generally Low

According to the above research, the expected

and actual factors in the dimension of social support are generally low, especially regarding the annual state subsidy for children. It can be seen that with sufficient social support provided, the pressure on parents of special needs children can be effectively alleviated, and the quality of parent-linked teaching assistants can be promoted and improved to a certain extent. At present, the social support in parent-linked teaching assistants is insufficient, and even there is discrimination against families with special children in society, resulting in a variety of psychological problems, which may be related to the fact that special education in Guangxi is still in the stage of development and exploration, and the support channels are not smooth enough. Government departments and related institutions such as the "Disabled Persons' Federation" and "Bureau of Civil Affairs" do not pay enough attention, and on the whole, these help is still minimal.

4.2 The Different Levels of Financial Investment by Families in their Children Affect the Overall Expectations of Parent-Linked Teaching Assistants

Data analysis found that families' expectations of low and medium economic investment (5,000-10,000 yuan) for special children were associated with a more positive attitude in multiple dimensions of linkage teaching assistants, while families' expectations of high annual economic investment (more than 50,000 yuan) for special children showed a more negative attitude in multiple dimensions. This has something to do with the optimism of parents with low and medium economic investment, who believe that schools and institutions can help them participate in linkage teaching assistants and promote better development of children with special needs. At the same time, this may also be related to the level of regional economic development. The data collected in this questionnaire are all from Guangxi, where due to various factors, the economic development is relatively slow, so families with special needs children have lower incomes, and parents with high economic investment in special children may be busy with work and lack the energy for education and education, resulting in a phenomenon of low expectations. Of course, the reason for this anomaly may also be that the highly invested parents believe that the level and ability of special education school institutions and teachers in Guangxi are not enough to meet their needs for linkage teaching assistants.

4.3 Primary Caregivers other than Parents Have a Single Channel of Access to Expertise

The results of the questionnaire show that the primary caregivers other than parents in parent-linked teaching assistants urgently need schools, teachers and related professionals to provide specialized knowledge in special education. Through the data, it can be seen that this part of the population includes relatives such as grandparents of special children, as well as nannies and aunts invited by parents to take care of special children. The reason for this situation may be that the cultural level of this group of people is relatively low, the educational concepts are relatively old, and there is a lack of scientific professional concepts and methods of special education; The information channels are not smooth enough, and the modern information network cannot be well used to obtain professional knowledge of special education or to communicate and discuss learning with other parents of special children[2].

4.4 The Type of Child Disorder Affects the Family Education Guidance in Parent-Linked Teaching Assistants

On the whole, the demand for family education guidance for special children is very high, which is similar to the results of previous studies. In terms of sub-fields, the scores in all aspects are relatively high, indicating that the demand is wide, which is similar to previous research and research. For example, the study of Lin Yunqiang, Qin Min and Zhang Fujuan points out that[3] parents of autistic children have many needs in the process of family education, and they are extremely urgent. For parents of autistic children, on the one hand, because of the growing gap between the current rehabilitation effect and the growing age of children, pressures such as children's enrollment and future marriage have always existed. On the other hand, long-term rehabilitation brings heavy physical and mental exhaustion, as well as financial and mental burden to parents. These can act as

triggers for their anxiety and depression at any time. When parents have multiple psychological pressures, anxiety and depression in their hearts, they hope to be channeled and relieved, and the degree of need for psychological services is more urgent[4].

4.5 The Role of Parents in Parent-Linked Teaching Assistants is Imbalanced and their Psychological State May be Affected

Studies have shown that the primary caregivers of special children have significantly different needs for psychological support, and female parents score higher in this dimension, indicating that female parents have stronger needs for psychological support, and mothers receive much higher psychological support from schools or institutions than fathers. It also shows that the role of parents is unbalanced and fatherhood is missing in the parent-linked teaching assistant. This may be because most families with special needs face economic difficulties, nearly 50% of the main income rely on the father, while nearly 43% come from both parents [5]. Therefore, in the family of special needs children, the father is busy with work, and the mother, as the main caregiver, the main role in the family is to take care of and educate the special children, and they often lack the help of other family members, especially the child's father, in raising and educating the child, and the current situation of the father's educational role is missing[6].This also leads to gender differences in the psychological conditions of parents of special children, and the psychological problems of the patient's mother are more serious than the father, which may be related to the physiological characteristics of women, female personality is unstable, sentimental, low psychological endurance, it is difficult to self-regulate material and mental pressure, making psychological problems serious[7].

5. Advises

5.1 Strengthening Institutional Guarantees and Social Support

In the process of implementing Parent-Linked Teaching Assistants, it is necessary to fully leverage the active role of the government. Therefore, the government needs to improve special laws and regulations related to special education, and effectively regulate and constrain the Parent-Linked Teaching Assistants in special education with specific and clear legal provisions. At the same time, schools and institutions should formulate corresponding rules and regulations for parents' coordinated living in early intervention of special education based on local differences in Guangxi and the actual situation of the school itself, in order to enhance the rationality and feasibility of Parent-Linked Teaching Assistants.

Social support is essential, as special children constantly learn skills to integrate into society, and society also needs to make environmental changes for their integration. The tripartite cooperation between family, school, and society is beneficial for society to understand the needs of special children and their families, thereby providing more convenient services for special children. Firstly, it is necessary to strengthen the social promotion of parent-child collaborative teaching assistants to gain social understanding and support, in order to increase human, material, and financial resources; Secondly, we will prepare special education parent-child collaborative teaching assistance funds through multiple channels, including government investment, parent donations, and financial support from the business community, to ensure the smooth development of Parent-Linked Teaching Assistants [8].

In addition, society needs to actively provide parents with a comprehensive early intervention model of "biology, psychology and social support", and provide comprehensive services such as health care, mental health, and family support to families, in order to alleviate parental stress and alleviate psychological pressure to a certain extent.

5.2 Establish a Correct Understanding of Collaborative Teaching Assistants and Enhance Communication Content

The correct concept of Parent-Linked Teaching Assistants among school and institutional managers is a key factor in promoting Parent-Linked Teaching Assistants in early intervention in special education, Only when the managers of schools and institutions have a comprehensive understanding and play a positive role in parents' participation in teaching activities, can the ideal state of

Parent-Linked Teaching Assistants be achieved [9].Therefore, the managers of schools and institutions should first recognize the concept of Parent-Linked Teaching Assistants , actively promote the role of this concept within schools and institutions, and encourage all school personnel to participate in Parent-Linked Teaching Assistants .In addition, schools can regularly carry out activities such as parent observation teaching, parent-child activity days, early intervention education or rehabilitation training, to help parents strengthen their understanding and learning of special education professional knowledge, alleviate parenting pressure, maintain a healthy psychological state, and effectively improve the effectiveness of early intervention for children [10].

5.3 Integrate Different Resources and Improve the Efficiency of Personnel Participation and Cooperation from all Parties

Participants of Parent-Linked Teaching Assistants include school institutions, teachers, parents, and social groups, all of whom are individuals with frequent or close daily contact with special needs children. Teachers should first play their role as a bridge between school institutions and parents, using social networks and other methods to improve the efficiency of teaching assistant cooperation. They can establish WeChat or QQ groups to upload weekly events that occur in the class, allowing parents to have a better understanding of class construction and their children's situation.

At the same time, we also need to pay attention to the strength of community-based education. The community can collaborate with various schools at all levels to share school resources with community resources with professional education functions, such as functional activity rooms of different schools, training skills for early detection and treatment, and ways to help parents cope with psychological stress, Put the professional teachers of special education into the community education team, and help parents broaden the access to professional knowledge of special education [11].

5.4 Improving Teachers' Ideology and Professionalism

Whether teachers possess advanced ideological concepts and professional skills is the key to promoting parent-child collaborative teaching assistance in early intervention of special education. Therefore, when teachers receive pre-employment education, they should not only consolidate their theoretical foundation and learn professional knowledge, such as learning the relevant characteristics and main problem behaviors of children with autism, but also pay attention to enhancing their tolerance for advanced educational concepts; Continuously accumulate teaching experience in practical activities of post-employment special education, and improve one's own special education literacy by actively participating in professional post-employment training, lectures, and exchanging discussions with excellent teachers.

While comprehensively improving one's own quality, it is also necessary to actively communicate with parents, provide them with deep care, timely understand their psychological state, and provide specific methods to alleviate psychological pressure, such as appropriate fitness to develop a good physique and cultivate various other hobbies. Based on the current needs and shortcomings of Parent-Linked Teaching Assistants, we actively seeking solutions, and teachers also need to have a certain professional ethics concept, a certain degree of teacher kindness, and pay close attention to special children and their parents, in order to better carry out collaborative teaching assistant services.

5.5 Enhance Parents' Confidence and Level in Participating in Parent-Linked Teaching Assistants

Guide parents of special children to correctly understand their roles, provide training on parental role knowledge, improve parents' cultural literacy and educational confidence, enable them to clarify their own educational responsibilities, and also guide them in changing traditional and passive educational concepts from the past. In addition, parents actively engage in various teaching activities organized by schools and institutions, provide timely feedback to teachers on their children's home situation and performance, actively participate in educational and teaching activities, and ultimately enable them to participate in the process of learning and

participation, Be able to establish a correct concept of Parent-Linked Teaching Assistants, be aware of it, and play a positive role in Parent-Linked Teaching Assistants.

The psychological adjustment of parents is crucial, and a good psychological state can effectively promote the development of children with special needs. Firstly, one can abandon the wrong guilty mindset and avoid excessive self-blame. For example, to view children's barriers correctly, calmly formulate recovery practice plans for special children, and set reasonable recovery expectations; Secondly, parent development centers and psychological counseling centers can be established based on the actual needs of parents of special children, providing information services and technical support for parents to participate in the education and rehabilitation training of special children, Reduce the psychological pressure on parents to bring up special children. Research status and prospects of mental health of parents of special children [12]. Finally, in terms of family support, it is believed that having close relationships with family members is beneficial for parents of special children to relax and relieve stress, and to face their children's education and rehabilitation problems together. However, it should be noted that the adjustment of psychological health mainly relies on parents' self-regulation, creating a good family atmosphere, and utilizing social resources reasonably.

6. Conclusion

Good education is not just about one party's efforts, it cannot be separated from the joint efforts of family, school, and society. For the early education of special children, Parent-Linked Teaching Assistants is an important teaching method with practical significance. At present, there are still some problems with parent-child collaborative teaching assistance in early intervention of special education in Guangxi. However, we believe that the road ahead is long and we will explore from top to bottom. Based on the characteristics and circumstances of special children, we will strengthen communication between schools and parents, strive to build a new model of Parent-Linked Teaching Assistants, create a better teaching environment for special children, and promote their early realization of the true goal of education.

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