

A Study of Special Education Teachers' Emotional Support in the Classroom Field

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Abstract: The teachers' emotional support can not only bring sense of security to students, but also enhance students' self-confidence, classroom participation, improve students' self-efficacy and so on. Teachers' emotional support also affects the quality of education and teaching in a school. Taking a mentally retarded school in Guangxi as an example, this study observes the classroom of a school in Guangxi through observation and interview, studies the current situation of the quality of teachers' emotional support, and analyzes the factors that affect teachers' emotional support. The research shows that the quality of emotional support of teachers in mentally retarded schools is at a high level; teachers with different teaching ages have different quality of emotional support; teachers' understanding of students in different segments affects the quality of teachers' emotional support; students' different classroom reactions affect the quality of teachers' emotional support.

Keywords: Special Education Teacher; Classroom, Emotional Support; Situation of the Quality; Strategy

1. Introduction

In education and teaching activities, teachers' attitudes and behaviors of caring, understanding, listening, respecting and encouraging students through verbal or non-verbal behaviors belong to teachers' emotional support.^[1-3] Teachers' emotional support is an important factor affecting the classroom of special education schools. High quality emotional support can alleviate the emotional and behavioral problems of special students.^[4] It has a positive effect on the behavior, learning ability, learning motivation and self-efficacy of special students.^[5-6] At

present, most of the researches on teachers' emotional support in China or other countries focus on ordinary school teachers, but the research on special education teachers' emotional support is very limited. In particular, the research on teachers' emotional support in classroom teaching in special education schools is even less.^[7] So, what is the status quo of teachers' emotional support quality in the classroom of special education schools? What are the factors that affect the emotional support of teachers in special education schools? Based on the classroom field, this study takes teachers in special education schools as the research group. From the perspective of classroom observation, through investigating the status quo of the emotional support quality of classroom teachers in special education schools, This study analyzes the factors that affect the emotional support of teachers in special education schools, and proposes targeted improvement strategies according to the influencing factors. To provide a new direction for improving the teaching quality of special education schools, enrich the teaching theory of special education schools, and improve the research content in the field of special education teachers' emotional support.

2. Research Design

2.1 Research Object

The researchers observed 30 classes of 13 teachers from Grade 1 to Grade 9 in special education schools. These courses include 7 basic courses: Living Chinese, Living Mathematics, Life Adaptation, Labor Skills, Drawing and Manual, Sports and Health, Singing Games and Rhythms. An overview of the subjects is shown in Table 1.

2.2 Research Methods

2.2.1 Observation method

Classroom Assessment Scoring System (CLASS) is a more mature scale of class interaction in foreign research classes.^[8] The observation form of emotional support in intellectual classroom proposed by the research team of classroom emotional support in nurturing School is revised on the basis of referring to the field of emotional support in CLASS. In this study, 7 basic courses of 9 grades in special education schools were observed by using the Observation Form of Classroom Emotional support to understand the current situation of teachers' emotional support in class. The researchers adopted non-participatory observation, each classroom observation lasted for 35 minutes. In the process of observation, the classroom was scored and recorded in time, and the classroom was videotaped for follow-up check. The summary of classroom observation is shown in Table 2.

Table 1. Survey Table of Research Objects

Name	Gender	Teaching age	Professional background	Teaching course
Zhou	female	1 year	Special education	Living Chinese
He	female	1 year	Special education	Living Chinese
Wei	male	1 year	Special education	Living Mathematics
Liang	female	1 year	Special education	Life Adaptation
Lao	female	1 year	Special education	Life Adaptation
Li	female	1 year	Special education	Life Adaptation; Living Mathematics; Living Chinese
Wu	female	2 year	Special education	Life Adaptation
Liu	male	2 year	Non-special education	Drawing and Manual
Yang	female	5 year	Non-special education	Labor Skills
Sun	female	7 year	Non-special education	Labor Skills; Life Adaptation
Hung	male	10 year	Non-special education	Sports and Health

Liao	female	20 year	Non-special education	Singing Games and Rhythms
He	female	21 year	Non-special education	Singing Games and Rhythms

Table 2. Classroom Observation Table of Each Grade

Grade	Course	Number of nodes
Lower grade of primary school	Life Adaptation	3
	Living Mathematics	5
Middle grade of primary school	Life Adaptation	1
	Labor Skills	1
	Sports and Health	1
Senior grade of primary school	Singing Games and Rhythms	2
	Living Chinese	3
Junior high school grade	Drawing and Manual	2
	Living Chinese	3
Junior high school grade	Living Mathematics	2
	Life Adaptation	3
	Labor Skills	2
Junior high school grade	Singing Games and Rhythms	2

2.2.2 Interview method

Table 3. basic Information of the Interviewees

Code	Gender	Teaching age	Courses taught	Grades taught
L0617	male	13 years	Drawing and Manual	Junior high school grade
Z0618	female	15 years	Living Mathematics	Senior grade
Y0621	female	4 years	Life Adaptation	Senior grade
G0622	female	7 years	Living Chinese	Middle grade
L0623	female	20 years	Singing Games and Rhythms	Junior high school grade
M0624	female	8 years	Sports and Health	Middle grade
C0625	female	5 years	Labor Skills	Lower grade

The basic information of the interviewees in

this study was shown in Table 3. According to the two variables of grade (junior, middle, senior and junior high school) and curriculum, 7 teachers from special education schools were randomly selected for semi-structured interviews, each for about 20 minutes, and each interviewee had one interview. The interview contents were mainly carried out from the aspects of teachers' understanding of emotional support, and at the same time, some special behavior events appeared in individual classes during the observation process were questioned. The interview data in this study is a supplement to the observation data.

2.3 Research Tools

In this study, the observation form of emotional support in intellectual classroom was used to record the classroom. The reliability of the observation table is 0.793 and the validity is 0.937, which indicates that the reliability and validity are good.^[9]The observation table contains four first-level dimensions (namely, positive vibes, negative vibes, teachers' sensitivity, focus on students) and 36 indicators. Among them, the positive atmosphere dimension has 13 indicators (including relationship, positive emotion, positive expression and respect). The negative vibes dimension has 10 indicators (including negative emotion, punishment control, satire, serious negative emotion 4 secondary dimensions); teachers' sensitivity dimension has 7 indicators (including consciousness, reaction, attention to students' problems 3 secondary dimensions). There are six indicators under the student focus dimension (including flexibility and student concerns, support for students' self-care and self-service, and student expression).

In this study, the three-grade seven-point scoring method was used for scoring, that is, low quality (1, 2 points), medium quality (3, 4, 5 points) and high quality (6, 7 points). The higher the score of positive atmosphere, teachers' sensitivity and focus on students, the higher the quality of emotional support; the negative atmosphere uses the reverse scoring method, that is, the higher the score of this dimension, the less teachers' negative emotions such as hostility and irritability. The better the classroom atmosphere, the higher the quality of teachers' emotional support.

3. Results and Discussion

3.1 Analysis of the Current Situation of Teachers' Emotional Support Quality in the Classroom of Special Education Schools

According to the "Observation Table of Emotional Support in the Classroom for Intellectual Cultivation", 13 teachers in a special education school in Guangxi were observed and the data were analyzed. As shown in Table 4, the overall score of teachers' emotional support quality was 6.04, which was at a high quality level. Among them, the mean value of positive atmosphere was 6.00, which reached high quality; The mean value of negative atmosphere is 6.57, and a higher score indicates that teachers have less negative emotions such as hostility and irritability, so the quality of teachers' emotional support is also higher. The mean values of teacher sensitivity and student focus were 5.61 and 5.84, respectively, both of which were in the medium to high quality. This indicates that the quality of emotional support of special education teachers is generally high, but compared with positive atmosphere and negative atmosphere, the quality of teacher sensitivity and student focused emotional support is slightly lower.

Table 4. Comparison of Overall Mean Emotional Support of Special Education Teachers (N=30)

Dimensions	M	SD
Positive vibes	6.00	0.41
Negative vibes *	6.57*	0.18
Teachers' sensitivity	5.61	0.71
Focus on students	5.84	0.63
Overall mean	6.04	0.31

*Note: The higher the score of negative atmosphere, the less negative emotions of teachers, the better the classroom atmosphere, that is, the higher the quality of teachers' emotional support.

3.2 Factors Affecting Teachers' Emotional Support in the Classroom of Special Education Schools

Through the independent sample t-test, it was found that there was no significant difference between teachers' major and gender in the overall emotional support quality of teachers in special education schools ($p > 0.05$). At the

same time, there is no significant difference between the two in the 4 dimensions of positive atmosphere, negative atmosphere, teachers' sensitivity and focusing on students. The survey results show that the major and gender are not the decisive factors affecting the quality of emotional support of teachers in special education schools, and male and female teachers have a considerable level of emotional support quality. there is no significant difference in the quality level of emotional support among teachers with different professional backgrounds, which is consistent with Zhou Qinmei's research results.^[10]

In the interview, some teachers also mentioned the relationship between gender and major and teachers' teaching quality: Although most of the teachers in our school are from ordinary schools, but I think we and those teachers who graduated from special education are not much different. No matter what school it is, the quality of teaching mainly depends on whether the teacher has a wealth of teaching experience, and as you mentioned, "teacher emotional support", we have always done it in the classroom. If we have to say the difference, we may use this strategy, but we can't name its technical terms. It is also impossible to say that gender affects the quality of teaching, because only 1/4 of male teachers in our school, the number is small. (Z0618)

3.2.1 The effect of teaching age on emotional support

As can be seen from Table 5: (1) in the overall level of emotional support, the scores of each teaching age group from high to low are 4-6 years, more than 10 years, 7-10 years, 1-3 years. (2) through one-way ANOVA, it was found that there were significant differences in grade variables between negative atmosphere ($p = 0.014 \leq 0.05$, $F = 4.245$) and focused students ($p = 0.051 < 0.05$, $F = 2.947$).

Previous studies have shown that the longer the teaching age of special education teachers, the higher the quality of emotional support in the classroom.^[9] However, this study found that the quality of emotional support was highest in 4-6 years, followed by more than 10 years of teaching, followed by 7-10 years of teaching, and the quality of emotional support was lowest in 1-3 years of teaching.

Teachers with 1-3 years of teaching experience are novice teachers at the beginning of their

careers, partly because of the lack of teaching experience. When faced with students' problem behavior and emotional needs, they can not deal with and deal with them timely and properly. Another part of the reason is that they teach for a short time, communicate less with students, and lack of understanding of the students in the class, so that their teachers' sensitivity and insight are relatively low.

Table 5. Description of Teachers' Emotional Support with Teachers' Teaching Years as Independent Variables

Dimensions	Teaching age	M	F	P
Positive vibes	1-3 years	5.88	1.195	0.331
	4-6 years	6.31		
	7-10 years	6.12		
	More than 10 years	6.21		
Negative vibes	1-3 years	6.60	4.245*	0.014
	4-6 years	6.20		
	7-10 years	6.65		
	More than 10 years	6.40		
Teachers' sensitivity	1-3 years	5.33	5.781	0.004
	4-6 years	6.00		
	7-10 years	6.36		
	More than 10 years	6.29		
Focus on students	1-3 years	5.69	2.947*	0.051
	4-6 years	7.00		
	7-10 years	5.83		
	More than 10 years	6.38		
Overall	1-3 years	5.94	3.046*	0.047
	4-6 years	6.33		
	7-10 years	6.26		
	More than 10 years	6.31		

Note: * $p < 0.05$

Teachers with 4-6 years of teaching experience belong to proficient teachers. They have certain teaching strategies, basic teaching management knowledge and teaching experience. In addition, he is in a rising period of work, so he is highly motivated and enthusiastic about his work.

In special education schools, teachers with more than 10 years of teaching experience can

be called expert teachers. They not only have rich teaching experience, but also have keen perception and insight. When students have all kinds of emotional and behavioral problems, they can deal with them timely and properly, but compared with proficient teachers, they often lack enthusiasm in the classroom.

Proficient teachers also include teachers with 7-10 years of teaching experience, but unlike teachers with 4-6 years of teaching experience, these teachers gradually appear job burnout. They are far lower than experienced expert teachers in terms of emotional input, professional responsibility and sense of achievement.

The overall teaching atmosphere in our school is very good, there will not be that kind of extreme, negative emotions, and teachers will not punish students and insult students. On the contrary, it is those young, new teachers who are not sensitive to students' emotions and problem behaviors due to their lack of teaching experience and classroom management experience, and that they may not have come into contact with special students before. When the emotional behavior of students in the classroom, it is easy to be ignored, even if teachers pay attention to it will only be regarded as a normal phenomenon, not to appease and help students. (Y0621)

I have been teaching for more than 20 years, so I have nothing to worry about my teaching ability, but I also have a lot of professional pressure. The reason is that our school has paid attention to doing projects and writing papers in recent years. Especially during this period of time, our school has reformulated the evaluation system and asked me to lead our team to support special schools in the countryside, so now I have a lot of work and a lot of pressure. I often don't have too much energy to prepare lessons and make exquisite courseware, and even my enthusiasm in class is a little less than before. (L0623)

3.2.2 The effect of grade on emotional support
As can be seen from Table 6: first, in terms of the overall quality of emotional support, junior high school is the highest, the lower grade of primary school is the lowest, while the middle grade of primary school and the higher grade of primary school are in the middle; second, in the dimension of positive atmosphere, the higher grade is the highest, the lower grade of junior middle school and primary school is the

second, and the higher grade of primary school is the lowest; third, the average score of negative atmosphere is junior high school, lower grade of primary school, higher grade of primary school and middle grade of primary school. Fourth, in the dimension of teacher sensitivity, the order from high to low is junior high school, primary school middle grade, primary school higher grade, primary school lower grade; fifth, focus on the student dimension, from high to low is primary school middle grade, primary school lower grade, junior middle school, primary school higher grade. In addition, through one-way ANOVA, it was found that there were significant differences in grade variables in negative atmosphere ($p=0.019 \leq 0.05$, $F=3.942$) and teachers' sensitivity ($p=0.050 \leq 0.05$, $F=2.978$). LSD afterwards test found that the classroom atmosphere of teachers in the middle grade of primary school was the worst, and the quality of emotional support of teachers was the lowest, which was lower than that of lower grade, higher grade and junior middle school, while the sensitivity quality of junior middle school teachers was higher than that of lower grade.

With regard to the analysis of the differences in teaching grades, some studies have concluded that there is no significant difference in teachers' emotional support in grade variables.^[10] However, this study found that the negative atmosphere quality of special education teachers in the middle grade of primary school was the lowest, while the sensitivity quality of special education teachers in junior middle school was higher. This may be because the special students in the middle grade of primary school have more problem behaviors in the classroom, and there are more negative emotions such as anger and anger among teachers, which makes the classroom atmosphere worse and the quality of teachers' emotional support reduced. On the other hand, because the special students of the higher grade of primary school and junior high school have lived and studied in school for a long time, they are familiar with school discipline and classroom routine. even if there is a problem in the classroom, it will reduce the occurrence after a simple reminder from the teacher. therefore, the classroom atmosphere of the senior grade will be better, and the quality of teachers' emotional support

will be higher.

Table 6. Emotional Support of Teachers with Teachers' Teaching Grades as Independent Variables

Dimensions	Grade	M	F	P	LSD
Positive vibes	Lower grade	5.84	0.848	0.480	
	Middle grade	5.83			
	Senior grade	6.09			
	Junior high school grade	6.07			
Negative vibes	Lower grade	6.65	3.942*	0.019	Middle grade < Lower grade, Senior grade, Junior high school grade
	Middle grade	6.36			
	Senior grade	6.57			
	Junior high school grade	6.61			
Teachers' sensitivity	Lower grade	5.09	2.978*	0.050	Junior high school grade > Lower grade
	Middle grade	5.69			
	Senior grade	5.57			
	Junior high school grade	5.99			
Focus on students	Lower grade	6.06	2.023	0.135	
	Middle grade	6.13			
	Senior grade	5.36			
	Junior high school grade	5.82			
Entirety	Lower grade	5.95	0.759	0.527	
	Middle grade	6.00			
	Senior grade	6.00			

	Junior high school grade	6.16			
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Note: *p<0.05

In the interview, two teachers mentioned that the special students in the middle grade of primary school often have problem behavior in the classroom. In the observation, the researchers also found that in order to suppress the students and try to make the students calm down and listen carefully, the researchers also found that the special education teachers in the middle grade of primary school often have to stop some of the students' behavior by shouting at the students and other negative ways.

Many students are unable to speak fluently and clearly before entering school, but after several years of professional speech training, they are now able to speak clearly and fluently, so they have a strong desire for performance. Especially those 9 to 11-year-old children are too lively and active, so the class will be very noisy, so that our teachers have to act very fierce. Individual students especially like to give nicknames to other students, so some students often complain to their teachers in class. Our teacher also has a headache about the above things. (G0622)

There is a very good autistic girl in our class, but she is very sensitive. Whether in class or during recess, whenever someone approached her, she would shout, "teacher, she wants to hit me." It is obvious that other students did not touch her or pull her hair or other physical contact, but she often asked me for help, and I could not ignore her. (M0624)

In addition, the sensitivity quality of special education teachers in junior middle school is higher, mainly for two reasons: on the one hand, junior high school teachers have long contact with students and have a better understanding of students, so when dealing with students' emotional and behavioral problems, they will be more experienced and targeted, and will be more sensitive to capture the reasons behind the behavioral problems. On the other hand, the IEP of special junior high school students is relatively more perfect, and teachers can better combine students' IEP to make individual adjustments when designing teaching activities.

From the first grade of primary school to the second grade of junior high school, I have been the head teacher of this class for 7-8 years, so I am also familiar with them. For example, I can predict when they will have emotional problems in most cases, so I have more experience in dealing with them. (L0617)

3.2.3 Effect of course type on emotional support

As can be seen from Table 7: first, in terms of

the overall quality of emotional support, the scores of each course from high to low are Labor Skills, Singing Games and Rhythms, Drawing and Manual, Life Adaptation, Sports and Health, and finally Living Chinese and Living Mathematics with the same score. Second, through one-way ANOVA, it is found that there are significant differences in curriculum variables between negative atmosphere ($p= 0.039 \leq 0.05$, $F= 2.697$) and focused students ($p= 0.024 \leq 0.05$, $F= 3.056$).

Table 7. Description of Teachers' Emotional Support with Teachers' Teaching Courses as Independent Variables

Dimensions	Course	M	F	P
Positive vibes	Living Chinese	5.91	1.339	0.281
	Living Mathematics	5.73		
	Life Adaptation	6.04		
	Labor Skills	6.28		
	Drawing and Manual	6.19		
	Singing Games and Rhythms	6.15		
	Sports and Health	5.46		
Negative vibes	Living Chinese	6.63	2.697*	0.039
	Living Mathematics	6.57		
	Life Adaptation	6.70		
	Labor Skills	6.43		
	Drawing and Manual	6.50		
	Singing Games and Rhythms	6.48		
	Sports and Health	6.20		
Teachers' sensitivity	Living Chinese	5.38	1.576	0.199
	Living Mathematics	5.10		
	Life Adaptation	5.78		
	Labor Skills	6.19		
	Drawing and Manual	5.86		
	Singing Games and Rhythms	5.82		
	Sports and Health	6.43		
Focus on students	Living Chinese	5.14	3.056*	0.024
	Living Mathematics	5.95		
	Life Adaptation	5.79		
	Labor Skills	6.28		
	Drawing and Manual	5.92		
	Singing Games and Rhythms	6.46		
	Sports and Health	5.83		
Entirety	Living Chinese	5.88	1.431	0.246
	Living Mathematics	5.88		
	Life Adaptation	6.13		
	Labor Skills	6.31		
	Drawing and Manual	6.17		

	Singing Games and Rhythms	6.23		
	Sports and Health	5.92		
Note: * $p < 0.05$				

From the perspective of overall emotional support, there are some differences among 7 types of courses, such as Living Chinese, Living Mathematics and so on. Previous studies have shown that the quality of emotional support for each type of curriculum should be consistent and there is no difference.^[9] However, the results of this study show that the quality of teachers' emotional support varies with different courses. Combined with the results of the interview, the reason for the current situation may be that students have different reactions to different courses. Different kinds of courses have different regulations, teaching contents and teaching methods, and teachers will also design teaching activities in line with students' ability development according to curriculum standards. As the main body of learning, students will also choose how to participate in the classroom according to their own preferences. If teachers get better learning feedback from students, it will also make the overall level of emotional support higher.

For example, there is a student named Xiaojun in my class. He especially likes the labor skills class. When it comes to the labor skills class, he is very good, very cooperative with the teacher, and takes the initiative to raise his hand to answer questions. But in other classes he didn't like, he would cry and scream, or lie on the desk without cooperating with the teacher at all. In fact, he just doesn't like writing, and he resists it as soon as he writes, but he doesn't have to write in the labor skills class. He can watch videos and manipulate it and get close to life. He can do things like washing red scarves and clearing the table, because he often does them at home. (C0625)

4. Conclusions and Suggestions

4.1 Research Conclusions

4.1.1 The quality of classroom emotional support of special education teachers is at a high level

The research results show that the overall emotional support of teachers in special education schools is at a high quality level. Among them, the positive and negative

atmosphere dimensions of teachers' emotional support are at high quality level; The quality of teacher sensitivity and student focused emotional support is above the medium level.

4.1.2 Teachers of different teaching ages have different quality of emotional support

Teachers of different teaching ages have different classroom teaching experience, professional accomplishment and teaching enthusiasm, which will affect the quality of their emotional support. The results show that the quality of emotional support is the highest for teachers with 4-6 years of teaching experience, followed by teachers with more than 10 years of teaching experience, and again with 7-10 years of teaching experience. The quality of emotional support is the lowest for teachers with 1-3 years of teaching experience (novice teachers).

4.1.3 The quality of emotional support of teachers in senior classes was higher

Compared with lower grade students, because senior students have been in school for a long time, have been in contact with teachers for a long time, and teachers have a good understanding of their development level and other aspects, the sensitivity quality of middle school teachers is higher than that of primary school teachers. In addition, due to the long-term life and study in school, special students in senior grades are familiar with school discipline and classroom routine. Even if they have problem behavior in class, they will correct it immediately after a simple prompt from the teacher. Therefore, the classroom atmosphere in senior grades will be better and the quality of teachers' emotional support will be higher.

4.1.4 Students' classroom responses will affect the quality of teachers' emotional support

The teaching content and teaching form of different courses are different, and the students' love and acceptance of different courses are different, so they will show different classroom reactions in different courses. If teachers get better learning feedback from students, the overall level of emotional support will be higher.

4.2 Suggestions

4.2.1 University level: Colleges and universities should improve the pre-employment educational practice training system and do a good job in the pre-employment training of students

This study finds that the quality of emotional support of novice teachers is the lowest, This study found that the quality of emotional support of novice teachers is the lowest, one of the reasons is that new teachers do not understand students, and there are many types of obstacles, serious degrees, individual differences and problem behaviors of students in special education schools. they are at a loss as to what to do if they are inexperienced in education and teaching. As the preparatory army of special education teachers, the training quality of normal students majoring in special education in colleges and universities determines the quality level of special education teachers.

Therefore, in order to make the special education students better qualified for education and teaching, colleges and universities should make some adjustments in the teaching mode and strengthen the training of classroom management knowledge and skills. For example, in the final examination, the ability of normal students to deal with students' emotional behavior problems, classroom management knowledge and skills will be included in the scope of separate examination. Not only can students connect theory with practice, but also enrich students' experience in dealing with emotional behavior problems and classroom management, so that they can have the rudiments of education and teaching ability, and lay the foundation for future teaching work.

4.2.2 Special education school level: Provide professional support according to the type of teachers and do a good job in post-employment training

In addition to suggesting that colleges and universities should improve the pre-service education practice training of normal students majoring in special education, it is also suggested that special education schools should do a good job in post-service training, so as to truly realize the pre-service and post-service integration of special education teachers. For example, take the measures of expert teachers to guide proficient teachers and proficient teachers to guide novice teachers; or

through a variety of teaching and research activities such as "multiple teachers to take the same course in their own different ways", "polishing courses", "experience exchange meetings" and other teaching and research activities to promote the communication between teachers, so as to form a mode of mutual help among teachers.

For different types of teachers, school management should be targeted. For novice teachers with short teaching years, we should strengthen emotional support training and strengthen their ability to manage and educate class students; for middle-aged proficient teachers, we should pay attention to improving their ability of emotional regulation, strengthen guidance and take incentive measures to deepen their emotional identity to their profession, help them optimize their career planning, and make them get out of job burnout and stagnation as soon as possible. For expert teachers with long teaching seniority, schools should establish an incentive mechanism to encourage teachers to actively explore and innovate teaching in education and teaching, let old teachers lead and help young teachers to grow, help school personnel training, and stimulate the vitality of old teachers.

4.2.3 Special education teacher level

4.2.3.1 Combining IEP to design teaching plan to track the growth and development of students

There is a great heterogeneity among individual special students, so teachers can not apply educational methods suitable for one student to other students. IEP is a plan that runs through the educational stage of special students. Teachers should formulate IEP according to the different performance and specific behavior characteristics of each special student, and at the same time choose different forms of teaching organization and design suitable teaching activities according to students' IEP, so as to meet the emotional needs of different students and provide individual help for students. IEP can help teachers to predict students' potential problems and improve teachers' teaching sensitivity. When students change in the classroom, teachers can acutely detect and take timely measures to maintain a good classroom order.

4.2.3.2 Provide student-centered teaching support

Although the teaching requirements of different courses are different, teachers should pay special attention to the design of teaching contents and activities, combine them with students' interests and the reality of life as far as possible, and adjust their own courses appropriately and flexibly. truly achieve "interesting" teaching, so that students can actively participate in classroom activities, and then improve the classroom atmosphere.

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