

# 自编“情景式八段锦”对孤独症青少年干预的实证研究

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**摘要:** **目的:** 孤独症是广泛发育障碍中最具有代表性的疾病, 多起病于 3 岁之前, 核心障碍是语言沟通和社会交往障碍、情绪行为异常, 并伴有精神发育迟滞, 严重危害其患儿的身心健康发展。孤独症的发病率近年来呈爆发式增长, 由于患儿终生需要扶持照料下生活, 因而患者家庭在经济、精神以及社会层面承受着巨大压力, 迫切需要得到全社会的关注和支持。然而孤独症的治疗目前没有特效药, 多以一对一康复训练为主, 现有干预方法对从业人员的专业知识及技术的要求较高, 长期康复训练的时间和经济成本较高, 患者迫切需要更加便捷、有效的替代康复方法。八段锦是我国传统健身导引功法之一, 除注意外形动作以外, 还配合意守和呼吸, 达到健身祛病之功效。众多研究表明长期锻炼可强身健体、改善情绪、调节精神情绪、有助于多种疾病的缓解。但八段锦应用于孤独症青少年进行康复干预的研究尚未见报道。本研究旨在探讨本人基于长期一线工作的经验创编的“情景式八段锦”对孤独症青少年的效果, 为开拓新的康复方法、丰富特殊儿童的体育教育提供借鉴和指导。**方法:** 选取 6 名孤独症少年作为研究对象, 其中 3 名男生、3 名女生, 都是六年级学生, 平均年龄 12.8 岁, 均在 2—4 岁期间经专业医疗机构的精神专科获得确诊。研究选用根据孤独症儿童动作、行为特点、体育教学需求和个人多年一线教学经验在传统八段锦功法基础上创编的“情景式八段锦”, 让 6 名被试在指导下进行 4 个月的运动锻炼, 每周 3 次, 每次 70 分钟(分 2 个单元, 中间休息 10 分钟), 干预前后采用《孤独症儿童发展评估表》对被试的运动能力(包括粗大动作和精细动作能力)、情绪行为能力及社会交往能力进行评估。比较情景式八段锦运动前后自身在上述三个维度的变化, 探讨自编“情景式八段锦”对孤独症康复的效果, 并对教学指导的实施和运动方案的完善进行分析讨论。**结果:** 1、全体 6 名孤独症少年的初始评估显示: 小安, 男, 之前在专业机构尝试多种康复治疗, 效果甚微。评估表现语言能力退化严重; 无主动沟通意愿; 有攻击和自残行为; 认知水平低与同龄人, 爱玩水; 感知觉异常, 会不停的摇动手指; 协调能力差; 手指的拧、撕、拉的能力弱。小兵, 男, 从未做过康复治疗。家长主诉因其每天到处乱跑, 而不敢带去上街或逛公园、超市; 语言迟缓; 喜欢独处; 有自残行为; 认知水平低; 不爱穿新衣服; 不停旋转身体; 手眼协调差, 涂色出格。小陈, 男, 曾参加过感统训练。评估显

示行为刻板；常自言自语的说广告词；能简单交流；有自残行为，爱发脾气；认知水平低与同龄人，喜欢转动的电扇；不停前后摇晃身体；身体肥胖，手眼协调差，不能完成描红练习。小丁，女，曾有箱庭康复训练经历。评估发现有自伤行为、爱发脾气、到处乱跑；青春期行为突出，经常打自己的头；坐在椅子上前后摇摆；走路垫脚跟；双脚不能做前后交叉跳；不能独立地拧开水瓶盖子。小艺，女，持续在康复机构做训练。评估显示情绪控制差；行为刻板，生活中的细微变化都会引起发脾气、哭闹；能够表达自己的生理需求，“上厕所”、“我想喝水”；运动能力较差；涂色、写字出格；不会系鞋带。小芳，女，6岁前，每天半天在幼儿园上学，半天在康复机构训练，7岁后进入普通学校上学，后转入特殊学校读书。认知水平较好，语言没有障碍，情绪稳定；柔韧性好，核心力量差；手指力量差，拧不开水瓶盖子，不能将食品袋打开。2、干预后重新评估：4个月后，再次使用《孤独症儿童发展评估表》对被试运动能力、情绪行为和社会交往三个维度的20个项目进行重评，6人均有不同程度的提升，其中，小芳的改善效果显著，共有18个项目明显提高；小兵仅见11个项目有提高。**结论：**情景式八段锦有助于提高孤独症少年的运动能力，改善其青春期情绪、行为调节能力，促进社会交往能力提高；尤其对认知程度较好的和/或有刻板行为和情绪问题的、手眼协调能力差的孤独症青少年康复效果更明显。未来有望针对不同症状和功能水平的孤独症青少年进一步完善“情景式八段锦”的教学方案，并吸纳家长和其他任课教师积极参与，指导并陪伴孤独症少年进行长期锻炼，以提高锻炼效果。

**关键词：**孤独症；八段锦；青少年；干预

## An empirical study on the intervention of self-compiled "situational BaDuanJin" on autistic adolescents

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**Abstract: Objective:** Autism is one of the most representative diseases in a wide range of developmental disorders, which often occurs before the age of 3. The core obstacles are language and social communication disorders, abnormal emotional behaviors, and mental retardation, which seriously endanger their children's body and mental health growth. The incidence of autism has exploded in recent years. Because children need support and care throughout their lives, their patients are under tremendous pressure on the economic, spiritual, and social levels, and urgently

need the attention and support of the whole society. However, there is currently no specific medicine for the treatment of autism, and most of them are based on one-to-one rehabilitation training. Existing intervention methods require high professional knowledge and technology of practitioners, and long-term rehabilitation training requires high time and economic costs, thus there is a need for more convenient and effective alternative rehabilitation methods for autism. BaDuanJin is one of Chinese traditional fitness guiding exercises, which is cooperated with mindfulness and breathing, as well as paying attention appearance and movements, to the to achieve the effect of fitness and healing. Numerous studies have shown that long-term exercise can strengthen the body, improve mood, regulate mental mood, and help alleviate many diseases. However, the application of BaDuanJin to adolescents with autism for rehabilitation intervention has not been reported yet. This research aims to explore the effect of the "Situational BaDuanJin" on autistic adolescents based on author's long-term front-line work experience, and to provide reference and guidance for developing new rehabilitation methods and enriching physical education for children with special needs. **Methods:** Six teenagers with autism were selected as the research subjects. Among them, three boys and three girls were sixth graders, with an average age of 12.8 years, who were all diagnosed by the psychiatric specialist of a professional medical institution during their age of 2-4. Based on the traditional BaDuanJin exercise method, the study created the "Situational BaDuanJin" combined with the movement and behavior characteristics of children with autism, physical education needs and many years of personal first-line teaching experience. Six participants were instructed to the 4-month exercise, which ask subjects to exercise 3 times a week and 70 minutes each time (divided into 2 units, 10 minutes in between). Before and after the intervention, the "Autistic Child Development Assessment Form" was used to evaluate the participants' motor abilities (including gross and fine motor abilities), emotional behavior ability and social communication ability. This study aims to explore the effect of self-compiled "Situational BaDuanJin" on the rehabilitation of autism, and analyze and discuss the implementation of teaching guidance and the improvement of exercise programs by comparing the situational BaDuanJin before and after the exercise in the above three dimensions. **Results:** The initial evaluation of all 6 autistic teenagers showed that: \*Xiao An: male, has tried various rehabilitation treatments in professional institutions before, but with little effect. The assessment showed that his language ability was severely degraded and he has no willingness to communicate

with others, but has aggressive and self-harming behaviors. He has a lower cognition level than peers and loves to play in water. Due to the abnormal perception, he would constantly shake his fingers, and had poor coordination ability His ability of twisting, tearing and pulling finger was weak. \*Xiaobing: male, has never had rehabilitation treatment. Parents complained that because xiaobing would like run around every day, they dare not take him to the streets or go to parks or supermarkets. His language delay, and he like to be alone. He has had self-harm behavior and his cognitive level was low. He didn't like to wear new clothes and keep rotating his body; His hand-eye coordination was poor, so the coloring was out of style. \*Xiao Chen: male, has participated in sensory integration training. The evaluation showed that his behavior was stereotyped. He often talks to himself in advertising words. He can communicate simply. He has self-harm behavior and often loses his temper. He has lower cognition level than peers. He likes rotating electric fans and constantly shaking the body back and forth. He has obesity and poor hands and eyes coordination and is unable to complete tracing exercises. \*Xiaoding: female, has had experienced in box court rehabilitation training. The evaluation found that she had self-injurious behavior, tantrums, run around and prominent behaviors during adolescence. She often hit her own head, swing her back and forth while sitting in a chair and walk with heels. She can't cross-hop feet back and forth and unscrew the lid of the water bottle independently. \*Xiaoyi: female, has trained in rehabilitation institutions continuously. The assessment showed that she has poor emotional control, stereotyped behavior, and subtle changes in life can cause tantrums and crying. She was able to express physical needs, such as "go to toilet", "I want to drink water". She has poor exercise ability and often paints or writes out of style, and cannot tie shoelaces. \*Xiaofang: female, before the age of 6, had gone to kindergarten for half a day and trained in rehabilitation institutions for half a day. After the age of 7, she has entered an ordinary school and then transfers to a special school. She has good cognition level and no language barriers. She has stable emotion and good flexibility, but poor core and finger strength. She was unable to unscrew the lid of the water bottle and open the food bag. 2. Reassessment after intervention: Four months later, the "Autistic Child Development Assessment Form" was used again to re-evaluate 20 items in the three dimensions of exercise ability, emotional behavior, and social interaction. Six participants have improved to varying degrees respectively. Among them, Xiaofang's improvement was remarkable, with 18 items in total, while Xiaobing only improved with 11 items. **Conclusion:** "Situational BaDuanJin" helps to

improve the athletic ability of autistic teenagers, improve their adolescent mood and behavior regulation ability, and promote the social communication ability; especially for those with better cognition and/or stereotyped behavior, emotional problems and poor hand-eye coordination, the rehabilitation effect of autistic adolescents is more obvious. In the future, it is expected to further improve the "Situational Baduanjin" teaching program for autistic teenagers with different symptoms and functional levels, and to attract parents and other teachers to actively participate, guide and accompany autistic teenagers in long-term exercise to improve the effect of exercise.

**Key words:** Autism, BaDuanJin, Adolescents, Intervention