

Abstract of Doctoral Dissertation

**The Research on the
Development-Support for Children with
Autism Spectrum Disorders in China**

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The purpose of this dissertation is to analyze the needs of children with autism spectrum disorders (ASD) and their families in China, and to elucidate the real state and the subjects of the development-support they are looking forward.

In the introduction section, the paper overviews the research tendency about children with ASD, prior studies on the support of health care, education, and welfare for them and their families. And it also points out that research and practice in the view of development are rare.

In Chapter 1, the paper elaborates the implementation process of the development-support for children with ASD over the past 30 years. Perfecting education curriculums considering the developmental stage, and other substantive contents are required to fulfill the of the education right.

In Chapter 2, a questionnaire survey was carried out on special needs of children with ASD and their parents, and the results are analyzed and examined. From the comparison, it sets forth there are differences in the needs of children with ASD between the infants' period and the schooling period, so the worry and anxiety of their parents.

In Chapter 3, the discusses the special needs of children with ASD in the special school. The Kyoto Scale of Development 2001 and behavior observation have been conducted to diagnose the development. It is revealed that the development-support must be carried out carefully along the whole life cycle.

The last chapter describes that, when planning and implementing the development-support, it is important to use qualitative research and quantitative research to grasp the actual condition and to

take the personal, social and historical background into account.

Finally, the research will be expanded to the needs of the adolescence and adulthood with ASD, and the all-life cycle support covering from childhood to old age will also be studied.

Keywords: children with autism spectrum disorders, development-support, compulsory education, inclusive education, treatment and education, special needs, developmental stage, early intervention, school education