Investigation on the Psychological Support Path of Autistic Students from the Perspective of Ideological and Political Education

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Abstract: This study investigates how counselors can apply ideological and political education concepts to provide psychological support for students with autism spectrum disorder, particularly complex cases co-affected by depression. Through literature analysis, case tracking, and empirical research, a psychological support system guided by ideological and political education was constructed. The comprehensive findings indicate that counselors adopting personalized education and value guidance significantly improve the mental health status of autistic students. Case observation of Xiao Zhang demonstrated effective symptom management and marked improvements in classroom attendance. Comparative experiments involving multiple students with psychological issues further validated the effectiveness of this educational model. Ideological and political education plays a crucial role in promoting holistic development for special needs students. Counselors 'implementation of tailored teaching methods and interdisciplinary intervention models enhances students' social integration capabilities and self-identity, providing actionable guidelines for special education practices.

1. Introduction

1.1 Research background and significance

The increasing enrollment of autistic students in Chinese universities has intensified challenges for this group in adapting to college life. [1]These special needs learners face particularly pronounced difficulties in social interaction, emotional expression, and environmental adaptation. Approximately 70% of autistic students exhibit varying degrees of depressive symptoms, which exacerbate their psychological distress and pose new challenges to traditional educational management models.[2] As primary responsible parties for ideological education and daily student management, counselors must fulfill dual responsibilities of ideological guidance and professional psychological support when working with special needs populations, necessitating urgent innovation in conventional approaches.[3] Currently, university ideological education is undergoing

critical transformation, with integrating value-guiding functions with mental health treatment becoming a crucial focus for educators. [4] Due to their unique cognitive and behavioral patterns, autistic students demonstrate lower engagement in traditional ideological education.[5] This requires personalized and targeted educational intervention strategies, demanding counselors to possess solid theoretical foundations in ideological education and expertise in special education and psychological interventions.[6] Therefore, exploring ideological education models tailored to autistic students 'characteristics not only embodies the principle of educational equity but also drives innovative development in university ideological work.[7] Through in-depth analysis of autistic students' psychological traits and educational needs, combined with fundamental principles and methods of ideological education, this paper constructs a systematic theoretical framework.[8] It provides operational guidelines and implementation pathways for counselors in managing autistic students' education, while validating the effectiveness of ideological education in psychological support through case studies and empirical research.

1.2 Research purpose and method

This study addresses the practical needs of ideological and political education in higher education institutions by exploring psychological support issues for students with autism. The objective is to establish a theoretical framework for psychological support for autistic students guided by ideological and political education, identifying the intrinsic connection between its value guidance and mental health intervention functions to develop targeted, actionable educational models. [1] Through in-depth analysis of depressive symptoms among autistic students, this research explores the operational mechanisms and implementation pathways of ideological and political education in special education, providing theoretical and practical references for university counselors. Simultaneously, it verifies the effectiveness of innovative ideological and political education methods in improving mental health outcomes for autistic students, offering scientific evidence for educational policy formulation through combined quantitative and qualitative research. The study employs diversified methodologies to ensure scientific reliability, including literature analysis to review domestic and international achievements while examining the developmental trajectory and current challenges of ideological and political education functions in universities. [8] As the core methodology, case studies focus on selected typical cases of depression and autism, documenting the entire process of psychological support implemented by counselors using ideological and political education concepts through in-depth observation and follow-up interviews. [7] Empirical research utilizes standardized measurement tools and assessment systems, employing professional instruments like symptom self-rating scales and depression self-assessment scales to quantify intervention effects, ensuring objectivity and precision of conclusions.[5]

2. Literature review

2.1 The present situation and challenges of ideological and political education of college counselors

In the new era, university counselors face increasingly complex responsibilities in ideological and political education, with their scope expanding from basic student management to comprehensive functional systems. [4]This transformation reflects higher aspirations for talent cultivation quality in higher education, yet it also exposes contradictions between expanded functions and professional competencies. Burdened by numerous demanding tasks, counselors struggle to effectively assist students with special needs like autism spectrum disorder (ASD), while traditional work models reveal their limitations. Ambiguous role definitions leave counselors caught

between administrative management and educational guidance, with identity confusion hindering focused efforts that ultimately undermine both educational outcomes and professional motivation.

The contemporary information environment is reshaping the discourse system of ideological and political education, while new media platforms are transforming students' information consumption and communication habits.[9] The traditional one-way transmission model proves inadequate for autistic students, as current innovations in educational discourse lack research into the deep-seated needs of this special group. This disconnect between teaching content and practical requirements not only undermines educational effectiveness but also exacerbates adaptation challenges for autistic learners.[1]

The lack of professional competence stands as the core bottleneck for counselors in conducting ideological and political education, particularly evident when working with special groups like individuals with autism. Most counselors lack specialized training and have limited understanding of autistic students, relying heavily on personal experience. The university training system prioritizes general theories while neglecting the needs of special groups, which hinders counselors 'ability to handle complex issues. The imperfect evaluation mechanism, with its emphasis on quantifiable metrics that overlook the inherently qualitative nature of educational support for autistic students, undermines both counselors' motivation and the continuous improvement of educational practices.

2.2 Innovation of ideological and political education discourse and communication mode

The challenges in ideological and political education at universities in the new era have driven profound transformations in discourse systems. The traditional one-way indoctrination model can no longer adapt to students 'increasingly diverse cognitive patterns. Research by scholars like Liying Zhao indicates that counselors' communication philosophies must shift from authoritative dominance to equal dialogue, requiring educators to develop interdisciplinary discourse frameworks. When addressing special student groups such as those with autism, it is crucial to enrich discourse content through applied special education theories and psychological intervention techniques, as these require personalized support plans rather than standardized educational templates.

The advancement of information technology has created transformative opportunities for ideological and political education dissemination. Based on the "5W" model in communication studies, Xiaoxiao Lu reveals the potential of online platforms and new media in educational practice. Counselors can establish a multi-channel communication matrix integrating social media platforms like WeChat, QQ, and TikTok to transcend traditional time-space constraints, providing autistic students with flexible learning environments. Implementing personalized communication strategies requires counselors to understand students' interests, habits, and learning capacities, while designing educational content and formats tailored to the cognitive characteristics of autistic learners. Establishing dynamic feedback mechanisms shifts education from one-way delivery to two-way interaction, enabling counselors to promptly collect feedback and adjust strategies—a particularly significant benefit for autistic student groups requiring long-term attention. The competency model for online ideological and political education developed by Kaiwen Wang et al. further validates the crucial value of digital technologies in enhancing educational effectiveness.[10] Through systematic training and improved incentive mechanisms, counselors can better master educational skills in digital environments.

The enrichment of discourse content and innovative transformation of communication methods form crucial pillars for ideological education reform. Yang Li's personalized guidance philosophy emphasizes that educational content must be closely aligned with students' actual needs and life

experiences.[3] Since autistic students struggle to grasp abstract political theories, values should be conveyed through concrete life cases and practical activities. By integrating historical and contemporary contexts in content organization, we help them establish spatiotemporal concepts and causal relationships, which proves particularly valuable for cognitive training for those with weaker logical thinking skills. Scholars like Xiaoman Hu highlight approaches to enhance approachability, providing essential guidance for innovative communication strategies. [5] Contemporary discourse application requires counselors to keep up with trends by packaging educational content with internet slang and pop culture elements to bridge the psychological gap between teachers and students. The egalitarian discourse model emphasizes democratized teacher-student relationships, where counselors 'role transformation helps reduce psychological pressure and resistance among autistic students. Xia Tang's "Four Dimensions and Four Powers" framework provides a systematic blueprint for communication innovation, creating a comprehensive support system through cultivation of cognitive resilience, collaborative construction, approachability enhancement, and micro-power utilization across cognitive, pedagogical, emotional, and practical dimensions.[6] This integrated discourse innovation model adapts to students' diverse learning needs in the information age while offering more inclusive and effective educational environments for special groups like autistic learners.

3. Research Methods

3.1 Literature analysis

This study employs literature analysis to establish theoretical foundations, systematically reviewing and analyzing relevant research achievements from domestic and international sources over the past five years. This research lays a scientific foundation for constructing a theoretical framework of psychological support for autistic students under the guidance of ideological and political education. During the literature collection process, keywords such as "university counselors", "ideological and political education", "autistic students", and "psychological support" were used. Through comprehensive searches on authoritative academic platforms including China National Knowledge Infrastructure (CNKI), Wanfang, and VIP, high-quality papers published in peer-reviewed journals between 2020 and 2025 covering core topics such as counselor professional functions were included after strict screening criteria were applied, excluding non-academic articles.

The literature analysis process employs a thematic classification framework for multidimensional organization. At the level of counselors 'responsibilities and missions, it delves into the four functional orientations of ideological and political education proposed by scholars like Zhang Lei.[4] By integrating Qin Run's systematic analysis of role ambiguity[8] and work pressure among counselors, along with Tang Xia's "Four Dimensions and Four Capabilities" competency enhancement model, [6] these studies reveal practical challenges in counselors effectively fulfilling ideological and political education functions while undertaking daily management duties. The discourse innovation strategy dimension focuses on Zhao Liying's systematic research framework emphasizing updated discourse concepts, enriched content, and methodological transformations. [1] Lu Xiaoxiao's multi-channel communication matrix strategy from a communication studies perspective, [9] combined with Hu Xiaoman et al.' s emphasis on enhancing educational affinity pathways,[5] provides crucial theoretical support for designing educational discourse tailored to the unique cognitive characteristics of autistic students.

Through comparative analysis of existing research, it is found that current studies on ideological and political education by university counselors predominantly focus on general student populations, with insufficient attention paid to students with special needs such as autism. This gap

presents opportunities for innovative research development. While scholars like Xu Yameng's exploration of the effectiveness of heart-to-heart conversations and Wang Kaiwen's research on competency in online ideological education have addressed methodological innovations, they lack specific strategies tailored for special groups. Although Li Yang's personalized guidance model offers inspiration, its applicability to autistic student populations remains unverified. Literature analysis indicates that while existing research has mature theoretical frameworks, empirical studies—particularly case studies—are scarce. Most research remains at the conceptual level without practical validation, which supports this study's adoption of a combined approach integrating case studies with empirical research.

3.2 Case study method

The case study method, through analyzing the intervention practices for autistic student Xiao Zhang, validates the effectiveness of ideological and political education in psychological support for special groups. Xiao Zhang, who suffers from moderate depression and autism, provides a complex psychological sample for research. Counselors, leveraging their experience in ideological and political education, integrated traditional educational concepts with modern psychological support techniques into the intervention practice. The case adopted SCL-90 and PHQ-9 as core measurement indicators for quantitative evaluation. The SCL-90 scale contains 90 assessment items covering nine symptom dimensions, with the total score calculation formula as follows:

$$SCL\text{-}90 = \sum_{i=1}^{90} X_i \tag{1}$$

The score $X_i i$ represents the 9th item, and the total score ranges from 90 to 450 points. The higher the score, the more severe the psychological symptoms. As a depression symptom assessment tool, PHQ-9 contains 9 core depression symptom assessment items, and the score calculation formula is:

$$PHQ\text{-}9 = \sum_{i=1}^{9} Y_i \tag{2}$$

The scale $Y_i i$ measures each depressive symptom item, with total scores ranging from 0 to 27 points, where higher scores indicate more severe depression. The intervention employs a multidimensional guidance model combining personalized approaches, interdisciplinary collaboration, and interactive coaching. A 16-week systematic intervention program was developed, using Xiao Zhang's current life challenges as a foundation to build teacher-student communication bridges. By integrating ideological education content into these interactions, the program avoids resistance that might arise from traditional didactic methods. Guided by psychological principles, special education theories, and social work methodologies, the practice maintains the value-guiding function of ideological education while demonstrating humanistic care for marginalized groups.The tracking data is shown in Table 1 and Figure 1 below.

Table 1: Changes of key indicators during intervention

Time node	SCL-90 Total score	PHQ-9 score	Attendance rate
Before intervention	192	17	30%
Week 4	168	14	55%
Week 8	135	10	75%
Week 12	118	7	88%
Week 16	102	5	92%

The data collection encompasses regular psychological assessments, behavioral observation records, in-depth interview materials, and statistical analyses of academic and daily life performance. Standardized quantitative evaluations are conducted every two weeks to document

changes in Xiao Zhang's classroom participation, social interactions, emotional expressions, and other aspects. Through in-depth interviews with Xiao Zhang, his roommates, classmates, subject teachers, and parents, comprehensive feedback is gathered to form the research materials.
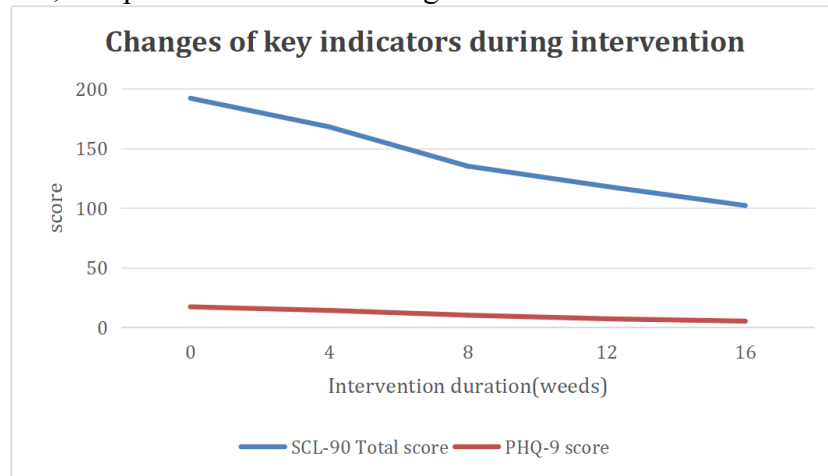

Figure 1: Changes of key indicators during intervention

3.3 Empirical research method

This study employed empirical research methods to verify the practical impact of ideological and political education on the mental health of autistic students. The experiment involved a control group of 10 regular students and an experimental group of 10 autistic students. Participants in the experimental group exhibited varying degrees of mental health issues, including 5 with depressive symptoms accompanied by significant social avoidance behaviors and 5 with anxiety disorders, forming the basis for intervention subjects. Educational activities were designed according to the cognitive characteristics and learning capacities of autistic students, incorporating diverse teaching formats. The team implemented a combination of group discussions and individual counseling, using real-life cases and current social issues to guide students in contemplating life perspectives and values. Each session lasted 90 minutes, conducted twice weekly for 16 weeks. Social adaptation training simulated authentic social scenarios to help students practice interpersonal skills and develop social competence, while fostering a sense of social responsibility. Emotional expression training utilized art activities such as painting, music, and drama to provide emotional outlets for students with language difficulties, conveying positive values and life attitudes.

As a core method in quantitative research, questionnaire surveys employ multiple measurement tools to collect data on changes in students 'mental health status and ideological-political qualities. The research team developed the "Self-Assessment Scale for College Students' Ideological-Political Qualities," which includes four dimensions: ideals and beliefs, moral character, legal awareness, and cultural literacy. The scale comprises 32 test items using a five-point Likert scale. The total score calculation formula is:

$$\text{Total score} = \sum_{j=1}^{4} \sum_{k=1}^{8} Z_{jk} \tag{3}$$

This section $Z_{jk}jk$ presents the scores for each dimension and item, with total scores ranging from 32 to 160 points. Higher scores indicate better ideological and political literacy levels. Mental health assessments were conducted using the SCL-90 and PHQ-9 scales, supplemented by the Social Adaptability Rating Scale and Self-Efficacy Scale as additional measurement indicators. Questionnaires were administered before, during the mid-intervention phase (Week 8), and after the intervention (Week 16), all completed under identical time and environment conditions to ensure

standardized data collection. As a crucial component of qualitative research, in-depth interviews were conducted through semi-structured conversations to gather participants' subjective perceptions and cognitive changes regarding ideological education activities. Interviewees included 10 experimental group students, 3 parents, and 3 subject teachers, forming a multi-perspective information network. Student interviews focused on their participation experiences, ideological shifts, emotional improvements, and future plans. Data analysis utilized SPSS for descriptive statistics, correlation analysis, and repeated measures ANOVA. Interview materials were processed using NVivo software, with triangulation verification enhancing the credibility and validity of results. This provides empirical foundations for constructing psychological support pathways for autistic students.

4. Research Results and Analysis

4.1 Results of case study

Through a 16-week systematic intervention program for autistic student Xiao Zhang, this study demonstrated the significant effectiveness of ideological and political education in psychological support for special populations. The intervention process combined quantitative data with qualitative observations to document the continuous improvement trajectory of the student's psychological state. Prior to intervention, Xiao Zhang exhibited typical autistic symptoms such as severe social avoidance and emotional regulation disorders. Mental health assessments revealed a total SCL-90 score of 192 and a PHQ-9 depression rating of 17, indicating significant psychological distress. With only 30% class attendance and largely disconnected from normal campus academic routines, the team designed a personalized educational intervention plan after identifying Xiao Zhang's interpersonal difficulties and lack of self-reliance. This program aimed to foster teacher-student trust through various activities while skillfully integrating key elements of ideological and political education, effectively avoiding the psychological resistance often associated with traditional didactic approaches.
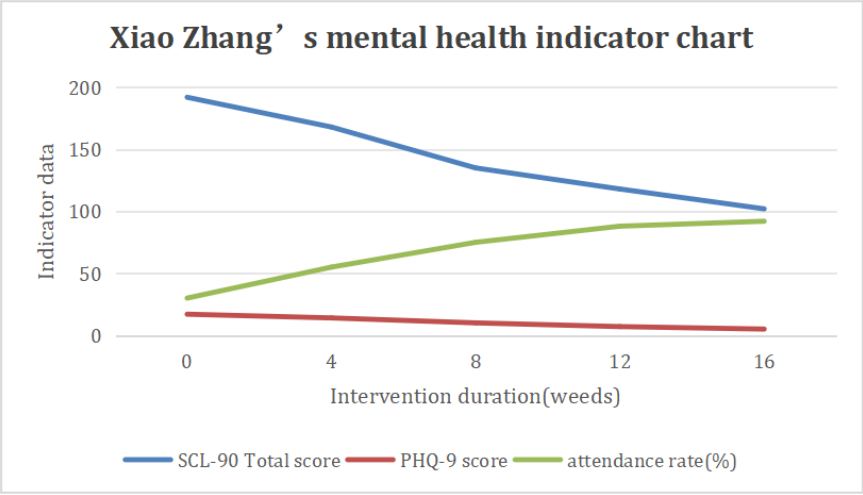

Figure 2: Xiao Zhang's mental health indicator chart

The intervention process demonstrated phased development and continuous improvement. During the initial adaptation phase (weeks 1-4), teacher-student trust was built through goal discussions and practical activities. Xiao Zhang transitioned from isolation to limited communication, showing positive changes in mental health indicators: his SCL-90 total score dropped from 192 to 168, PHQ-9 scores decreased from 17 to 14, and attendance increased to 55%.

This stage emphasized respecting students 'characteristics and preferences while fostering a safe communication environment. The subsequent in-depth guidance phase (weeks 5-8) integrated ideological education through problem-solving discussions, cultivating Xiao Zhang's social responsibility and professional ethics. Mental health indicators significantly improved: his SCL-90 total score fell to 135, PHQ-9 scores dropped to 7, attendance reached 75%, and learning motivation increased. Finally, the consolidation and enhancement phase (weeks 9-12) organized mental health activities to cultivate collectivist values and interpersonal communication skills. Psychological symptoms further alleviated, with SCL-90 total score dropping to 118, PHQ-9 scores reduced to 7, and attendance rising to 88%.The tracking data is shown in Figure 2.

During the stabilization phase (weeks 13-16), the focus shifted to establishing long-term support systems and sustainable development models, including creating regular communication channels and a crisis early-warning response mechanism to ensure sustained intervention effectiveness. Post-intervention, Xiao Zhang demonstrated significant mental health improvement: his SCL-90 total score dropped to 102 points (close to normal range), PHQ-9 scores decreased to 5 points, depressive symptoms were largely alleviated, attendance rates stabilized at 92%, and both academic performance and quality of life markedly improved. Qualitative interviews corroborated quantitative improvements, with Xiao Zhang noting that Teacher Chen's guidance clarified his behavioral expectations. Parents reported enhanced emotional resilience and social skills at home, noting their proactive sharing of daily experiences and growing optimism about future prospects. Personalized education and values-based guidance effectively promote holistic development and mental well-being in students with special needs, providing valuable practical insights and theoretical foundations for university counselors.

4.2 Results of empirical research

Through a 16-week systematic empirical study, the research team collected data from an experimental group of 10 autistic students and a control group of 10 regular students. Questionnaire surveys revealed that after receiving personalized ideological and political education interventions, the experimental group's total score on the "College Students' Ideological and Political Quality Self-Assessment Scale" increased from an average of 89.3 to 126.7 points, representing a 41.9% improvement. The most significant enhancement occurred in the ideals and beliefs dimension, with scores rising from 20.1 to 31.8 points—a 58.2% increase—demonstrating that technology-integrated value guidance models effectively fostered autistic students 'recognition of national development and social progress. Significant improvements ($p < 0.01$) were also observed in moral character, legal awareness, and cultural literacy dimensions, while control group indicators showed no more than 5% variation, highlighting highly statistically significant differences between groups. Quantitative mental health assessments further validated the intervention's effectiveness: the experimental group's SCL-90 total score dropped from 178.6 to 115.2 points (35.5% reduction), with core dimensions showing marked improvement—particularly a 50% decrease in depressive symptoms. The PHQ-9 report indicated that the experimental group's average score fell from 15.4 to 7.2 points, with three out of five students with depressive symptoms meeting remission criteria and two showing reduced symptoms requiring continued monitoring, demonstrating the intervention's crucial role in alleviating depressive moods. Significant improvements were also observed in social adaptation and self-efficacy assessments, reflecting enhanced social integration capabilities and improved confidence among students. The tracking data is shown in Table 2 below.

Among the 10 students in the experimental group, 8 positively evaluated ideological and political education activities during interviews and shared their growth experiences. Student Lei, who previously found ideological courses tedious, gained a deeper understanding of national

sentiment through personalized activities and wanted to spread positive energy through artistic works, participating in a red tourism planning competition. Student Wang, guided by counselors, clarified social responsibilities and life goals. Parent interviews confirmed students 'positive changes, such as proactive communication, attention to current hot topics, and emotional stability. Based on empirical research, key factors influencing the effectiveness of ideological education are proposed along with recommendations: designing educational content according to autistic students' interests; adopting interactive and experiential teaching methods to enhance participation willingness; creating a relaxed educational environment for students' sense of security; establishing long-term support mechanisms with regular assessments and crisis warnings; providing psychological assistance for some students, suggesting integrating ideological education with psychotherapy to form a support system. These suggestions help university counselors conduct ideological education work for autistic students.

Table 2: Comparison of main indexes between experimental group and control group

Evaluation indicators	Before intervention in the experimental group	After intervention in the experimental group	Pre-test of control group	Post-test of control group	Significance of inter-group differences
Total score of ideological quality	89.3±12.6	126.7±15.2	91.8±11.4	93.5±12.1	p<0.001
SCL-90 Total score	178.6±28.4	115.2±19.7	165.3±25.8	162.1±24.9	p<0.001
PHQ-9 score	15.4±4.2	7.2±3.1	14.8±3.9	14.2±4.1	p<0.001
Social adaptability	62.3±8.9	84.7±11.3	64.1±9.2	65.8±9.7	p<0.001
Self-efficacy	55.8±7.4	78.4±9.6	57.2±8.1	58.9±8.3	p<0.001

5. Conclusions

5.1 Research conclusions

Through comprehensive analysis of literature, case studies, and empirical research, the team investigated the psychological support pathways for autistic students guided by ideological-political education. The findings validated the significant value of such education in promoting mental health among special populations. A 16-week intervention program for Xiao Zhang, an autistic student with depression, combined personalized education and value guidance to improve his mental well-being. Xiao Zhang's total SCL-90 score dropped from 192 to 102, his PHQ-9 depression rating decreased from 17 to 5, and attendance rates increased from 30% to 92%. These quantitative indicators demonstrate the irreplaceable role of ideological-political education in fostering the physical and mental health development of autistic students. The intervention employed a technology-interest-oriented value-guided model to alleviate psychological symptoms, help establish positive life perspectives and clear goals, thereby facilitating a shift from passive treatment to proactive growth. Empirical research confirmed the broad applicability and remarkable effectiveness of this innovative ideological-political education model. Among 10 autistic students in the experimental group, ideological-political literacy scores rose by 41.9%, and the idealism dimension improved by 58.2%, indicating that education respecting individuality and interests can enhance their sense of national identity. Comprehensive mental health improvements were observed: total self-report symptom scores decreased by 35.5%, depressive mood dimensions reduced by 50%, and three out of five students with depressive symptoms met remission criteria. These findings demonstrate that ideological-political education's role in reshaping values and establishing goals is crucial for alleviating depressive moods.

Innovations in ideological education discourse and communication methods are crucial for enhancing psychological support effectiveness for autistic students. Traditional didactic approaches

struggle to resonate, while personalized educational methods integrated into students 'areas of interest can break down communication barriers and build teacher-student trust. The multi-channel communication matrix constructed based on the "5W" model has proven effective. By optimizing educational content and channels through scientific communication strategies while addressing student feedback needs, the influence and practicality of ideological education have been strengthened. Research confirms that counselors' four key functions—ideological guidance, behavioral norms, psychological support, and social adaptation—are equally vital for autistic students. Collaborative approaches between curriculum-based ideological education and subject teachers, combined with new media technologies to promote self-directed learning, can enhance moral education outcomes. The team's comprehensive intervention model of "personalized guidance + interdisciplinary integration + interactive experiences + sustained support" provides actionable pathways for university counselors to conduct ideological education for autistic students. This student-centered approach emphasizes emotional guidance and humanistic care, integrating multidisciplinary theories with diverse practical forms. It not only leverages the value-guiding function of ideological education but also demonstrates professional support for special groups.

5.2 Research limitations and future prospects

This study has achieved positive outcomes in exploring counseling approaches for autism students through ideological and political education, but its limitations cannot be overlooked. The most significant constraint lies in the limited sample size of case studies, focusing solely on student Xiao Zhang's case. Although this individual case demonstrates rich intervention records and significant effectiveness data, the substantial individual differences among autism students limit the generalizability of research conclusions due to the uniqueness of a single case. Additionally, while counselors' educational background, experience, and personal characteristics may significantly impact intervention effectiveness, their mechanisms remain inadequately analyzed in current research. Although the empirical study expanded the sample to 10 experimental group students, it still falls short compared to the broader autism student population. Moreover, the research subjects were concentrated within a similar academic discipline at the same university, resulting in homogeneity that restricts the generalizability of findings to students from different universities and academic fields.

In the future, the research team will expand the sample size and enhance population representativeness by establishing a multi-center collaborative mechanism. The study will be extended to autism populations across different regions and university types, increasing the sample size to over 100 participants to strengthen statistical power and external validity. Additionally, a stratified sampling strategy will be implemented to group participants based on cognitive function, symptom severity, and professional background characteristics. This approach aims to explore differential response patterns of ideological and political education interventions across distinct subgroups.

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