

A Mixed Study of Sound Siblings' Mental Health and Growth Difficulties in Special Children

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Abstract: The physical and mental healthy growth of sound brothers and sisters is of great significance to special children and their families. This paper with special children sound brothers and sisters as the main research object, combining quantitative research and qualitative research, into Guangxi special education in schools and rehabilitation institutions, master special children sound brothers and sisters their mental health data and growth data, explore its growth dilemma and need to solve practical problems. The results found that the mental health of special children was poor, there were significant differences in separation anxiety and somatic symptoms compared with ordinary siblings, age affected the future ideas and planning of healthy siblings of special children, and economic and time stress is the main source of stress in their future life. Significant differences between emotional anxiety in special child sound siblings and age. Research Suggestions, to increase the special children sound siblings psychological problems early detection, and for special children sound brothers and sisters provide effective psychological support intervention services and psychological problems prevention program, help more special children sound siblings improve self identity, family happiness, so as to effectively prevent and intervention in psychological problems, reduce the psychological pressure of special children sound brothers and sisters, promote special children family quality of life.

1. Introduction

The Outline of the Healthy China 2030 Plan proposes to promote mental health, strengthen the construction and standardization of mental health service system and management. We will intensify the publicity of national mental health science popularization and improve their mental health literacy. We will strengthen intervention in common mental disorders and psychological and behavioral problems such as depression and anxiety, and increase early detection and timely intervention in psychological problems in key groups. According to the data released by the China Disabled Persons Federation, the total number of disabled people in China currently exceeds 85 million, accounting for 6.34 percent of the country's total population, involving 260 million families, so this is a very large group, and the number of disabled people is increasing. Moreover, due to the implementation of the two-child policy, there are more and more special groups like special children with sound siblings and sisters in China.

If there is a special child in a family, then the family bears much more material and mental stress

than the average family. At the same time, if there is a relationship of family system that family members have mutual complementarity and deep influence, sound siblings living in special children will inevitably be affected by mental health, ability development, parent-child relationship and family function. The study found that more special children' able-bodied siblings suffered serious psychological harm while growing up, felt depressed about family conditions, hated their parents and special compatriots, and were worried about their marriage and its impact on their offspring. able-bodied siblings of special children have been found to be more prone to affective disorders, behavioral problems, or a higher chance of depression [1, 2]. Special children will occupy more time and energy of parents in the family, and when they grow up, there is a large burden on sound families and brothers and sisters of special children, and the growth situation of special children with sound brothers and sisters is more difficult. Some studies have also mentioned that able-bodied siblings are negatively affected by children with disabilities; more family tasks and care responsibilities, lack of opportunities to do things, parent-child tension, self-adjustment difficulties, and poor performance in school [3]. therefore, To take into account the future of sound siblings for special children, Services must be provided for sound siblings of special children, This study will go deep into the special education schools and rehabilitation institutions in the Guangxi region, Visiting the healthy siblings and parents of special children, To effectively understand the survival status and mental health status of the siblings of special children, By investigating and interviewing them, Listen to their voices, Analyzing the growth dilemma and influencing factors of healthy siblings of special children, Providing effective intervention strategies and programmes, Around the sound siblings of special children, Grasp their mental health status and survival status, And suggest the family life quality of special children, Promoting the healthy growth of special children, For sound brothers and sisters to grow up healthily in the right environment.

2. Research Methods

2.1. Subjects

2.1.1. Questionnaire Object

Sound siblings of special children in Guangxi were selected as the subjects. Enrollment criteria: Special children shall meet the Chinese Practical Assessment Standards for Disabled Persons formulated by The State Council and have relevant hospital diagnostic certificates; directly related to special children. In this study, 108 questionnaires were issued and 74 valid questionnaires were recovered, with a response rate of 67%. There were 32 boys (43.24%) and 42 girls (56.76%).

At the same time, in order to ensure the integrity and richness of the required data of the research institute, to lay a foundation for the subsequent data collation and analysis. The investigators also randomly selected the common pediatric siblings as the control group. Among them, 22 were boys and 33 were girls.

2.1.2. Interviews

After screening, the researchers selected a total of 5 respondents, including 3 girls and 2 boys, aged between 8 and 22 years old. The basic information of the respondents is summarized as follows (in table 1):

Table 1: List of the basic information of the respondents and the special children

order number	interviewer	Age / birth order	exceptional child	Age / gender	Type of obstacle
1	A1	Nine years old / brother	Kangkang	12 Years old / male	cerebral palsy
2	A2	11 Years old / brother	Anan	9 Years old / male	extremity disability
3	A3	21 Years old / sister	XiaoLi	24 Years old / male	intelligence disability
4	A4	15 Years old / sister	Haohao	11 Years old / male	cerebral palsy
5	A5	21 Years old / sister	Xiaoyue	14 Years old / female	intelligence disability

In order to ensure the integrity and richness of the data required for the study, the researchers also conducted interviews with the parents. The basic information of the surveyed parents is summarized as follows (in table 2):

Table 2: List of basic information of the interviewed parents

order number	Parents interviewed	age	Education level	Relations with special children
1	B1	40 Years old	junior middle school	mother and son
2	B2	39 Years old	senior middle school	mother and son
3	B3	32 Years old	junior college	mother and son
4	B4	50 Years old	junior middle school	mother and son
5	B5	33 Years old	junior college	mother and son

2.2. Research Tools

2.2.1. Multidimensional Anxiety Scale for Children

By the US, Duke University, March et al. [4] Prepared in 1997, the MASC Chinese version (MASC-C) was published in 2007 by Zou Tao, etc. [5] People have introduced them to China for the first time. It contains 39 scoring items, which are divided into four subscales: somatic symptoms, injury escape, social anxiety, and separation anxiety. This study used a grade 5 score, from "1" (completely inconsistent) to "5" (very consistent), with higher scores representing a higher level of anxiety symptoms. In this study, the scale had a Cronbach's alpha coefficient of 0.951 for special child healthy siblings and 0.959 for regular child siblings (see Table 3-4), indicating good reliability.

Table 3: The reliability of the multidimensional anxiety scale in adolescents with sound siblings of Special Children

Clone-on Bach Alpha	Clone Bach Alpha based on the normalization term	number of terms
.951	.953	39

Table 4: Adolescent multidimensional anxiety scale reliability for common child siblings

Clone-on Bach Alpha	Clone Bach Alpha based on the normalization term	number of terms
.959	.961	39

2.2.2. Self-Identity Scale

Written by Ochse and Plug with 19 questions. In this study, the grade 5 scoring standard was used, from "complete nonconformity" to "very conformity", 1-5, with questions 1, 2, 4, 8, 9, 12, 13, 14, 15, 16, 17, and 18. The higher the score, the higher the level of self-identity. This scale is an authoritative scale to measure self-identity in psychology, and it is widely used to measure the level of self-identity among adolescent groups. In this study, the scale had a Cronbach's alpha coefficient of 0.898 (see Table 5), with a Cronbach's alpha coefficient of 0,915 (see Table 6), indicating good reliability. [6]

Table 5: Reliability of Self-identifying siblings of Special Children

Clone-on Bach Alpha	Clone Bach Alpha based on the normalization term	number of terms
.898	.901	19

Table 6: reliability of common child siblings

Clone-on Bach Alpha	Clone Bach Alpha based on the normalization term	number of terms
.915	.917	19

2.2.3. Theory of Mind Scale

The latest results from the Theory of Mind research team at the University of Monvert, translated by Shanghai Youyou Education. Made up of 60 questions, the scale aims to understand the caregiver's understanding of the child's thoughts and feelings. The Cronbach's alpha coefficient of this scale in this study was 0.988, indicating its good reliability(in table 7).

Table 7: Reliability of the Theory of Mind Scale of Special Children

Clone-on Bach Alpha	Clone Bach Alpha based on the normalization term	number of terms
.988	.988	63

3. The Results of the Study

Table 8: T-t test results of healthy siblings and ordinary child siblings on adolescent multidimensional anxiety and self-identity

	Grouping (mean value ± standard deviation)		<i>t</i>	<i>p</i>
	General type (n =55)	Special item (n =74)		
Children and teenagers	2.17±0.86	1.86±0.83	2.039	0.044*

	Grouping (mean value ± standard deviation)		t	p
	General type (n =55)	Special item (n =74)		
Multidimensional anxiety				
Somatic symptoms	1.82±1.03	2.75±0.94	-5.325	0.000**
Injury escape	2.61±0.96	2.55±1.00	0.360	0.720
Social anxiety	2.45±1.12	2.31±0.88	0.803	0.424
Separation anxiety	1.90±0.84	2.33±0.78	-2.988	0.003**
Self-identity	3.62±0.89	3.42±0.80	1.294	0.198

* p < 0.05 ** p < 0.01

3.1. Separation Anxiety of Healthy Siblings of Special Children Is Prominent

As available from Table 8 analysis, there were significant differences in separation anxiety between ordinary and special siblings ($t = -2.988$, $p = 0.003$), and the mean of 2.33 was significantly higher than the average of 1.90. In the interview, it was found that because special children need their parents to accompany them to the city for rehabilitation treatment, some healthy siblings and sisters of special children have become left-behind children. Brothers and sisters lack the company of their parents, can not feel the love of their parents, can not see their parents for a long time, this state will be prone to separation anxiety, insecurity. Parent-child separation anxiety is one of the most important emotional experiences of left-behind children after parent-child separation [7].

A1: brother (special children) three years older than me, since I was born my mother took his brother to do rehabilitation, not so much time to take care of me, I was more than a year old to live with grandparents, to four to study with mom and dad in Nanning, but my sister has been with grandparents in the village.

A4: When I was young, I did not live with my parents. My brother (special children) always lived with my parents. I didn't live with my parents in the fourth or fifth grade.

B1: As for my sister, she used to homeschool with her grandmother, because her brother (special child) needs to accompany the rehabilitation, I told my sister that I can't accompany you so much in the future.

3.2. The Somatic Symptoms of Healthy Siblings of Special Children Are Prominent

As available from the analysis in Table 8, there were significant differences in common and special siblings in somatic symptoms, ($t = -5.325$ $p = 0.000$), the mean 2.75 for sound siblings of special children was significantly higher than the mean 1.82 for ordinary siblings. It is inferred from the data and the interview content that since the physical and mental development of special children in the family of healthy siblings is affected to some extent, there are more or less certain emotional behavior problems, and some tension, fear, psychological pressure and other situations.

A1: Because I did not live with my brother before, at the beginning, my brother took the initiative to play with me, I did not agree, because I did not understand and understand my brother's situation, nervous and some afraid of my brother, because my brother's posture is very afraid of my brother hurt himself....

A 3: When I was a child, I often had nightmares, sleep well and was afraid of making friends with others. When I feel cruel, my brother would suddenly hug myself...

A5: Before I was four or five years old, I lived with my mother, my sister lived in grandma's home,

my sister and I did not live together, so when my sister took my sister home, I first resisted my sister to join her home....

A4: when I was young, I live with my grandparents, brother and mom and dad is in Nanning, I think my brother robbed most of their parents love, brother can stay around parents, I am jealous brother have psychological pressure, thinking parents are not, the rest of my brother and I want to do, did not think what I want to do.....

B1: When I was in junior high school, I was afraid I would pick him up and I took my brother, so she walked back, not willing to take my car back. She was afraid that her classmates knew her brother, which would affect her study and make friends....#

Table 9: Relationship between multidimensional anxiety and age in healthy siblings of special children

Independent variable	Multidimensional anxiety		age group		Multidimensional anxiety	
	Beta	t	Beta	t	Beta	t
constant	2.173**	9.959	1.265**	7.611	2.622**	9.075
Theory of mind	0.069	0.881	0.268**	4.494	0.164	1.895
age group					-0.355*	-2.284
R ²	0.011		0.232		0.084	
adjust R ²	-0.003		0.220		0.056	
F	F(1,67)=0.776 p=0.382		F(1,67)=20.196 p=0.000		F(2,66)=3.021 p=0.056	

* p < 0.05 ** p < 0.01

From Table 9, When multidimensional anxiety is the dependent variable, When the mind is an independent variable, There was no significant effect of mind on multidimensional anxiety, $t=0.881$, $P>0.05$; This study found significant differences in the relationship between the mental and age groups of sound siblings of special children, Mind has a significant positive effect on the age group, The regression coefficient was 0.268, $t=4.494$, The P is less than 0.01, For every 1 increase in mind, The age group has been increased by 0.268; Age had a significant negative effect on multidimensional anxiety, The regression coefficient was 0.355, $t=-2.284$, The P is less than 0.05, For each increase in age, The score for multidimensional anxiety was reduced by 0.355, The model is fully mediated.

3.3. There Were Significant Differences in the Relationship between Emotional Behaviors of Able-bodied Siblings and Age Groups

The younger the age of healthy siblings, the higher the value of multidimensional anxiety, it can be speculated that the siblings of early childhood age are more dependent on their parents, with insufficient understanding of special children, and obvious emotional behavior. However, the social circle of healthy siblings is expanded, or because the requirements and attention of parents prefer special children, healthy siblings are not satisfied, gradually forming acquired helplessness, or due to the special circumstances or weak status of special children, their external emotional behaviors gradually decrease.

B3: Our brother (children) when I was a child and brother (special children) fight for toys, because smaller than brother, fight, so he will bite brother, on the children after the fight but bite other children.....

B5: Sister (child) she wants to sleep with me, but brother (special child) and sister also want to sleep with me, and then sister did not say anything, sister cried very sad to go back to sleep, feel sorry for the eldest daughter, but to take care of brother...

B1: They will quarrel, brother (special children) can not move, often call sister (teenagers) to take things, sister more feel bored, will say that brother and sister will complain to me, brother do not do this, also do not do anything, often want her to take things, feel very annoying.....

A4: When I was young, I lived in my hometown with my grandparents. My brother and my parents were in Nanning, with my parents. I think my brother robbed my parents most of my love....

B2: Our sister (teenager), she is very sensible, because she knows the situation of the family and her brother (special children), sometimes she wants that thing, we know she wants, but she will tell me that my mother has nothing to do, I can use this, feel very uncomfortable...

A3: When I was a child, I had quarrels because of some small things. What was impressed was that once I grabbed TV to watch at home and fought with my brother and injured my brother (special child). When we grow up, we rarely have conflicts, even if it happens, I (in adulthood) will let my brother, try to avoid conflicts.....

3.4. Economy and Time Are the Main Source of Pressure for the Future Healthy Siblings of Special Children

Sound siblings of special children are generally worried about the economic and time pressure of future work, and will be willing to assume the responsibility of caring for and guiding special children, including thinking about the future marriage and some career planning, which are also affected by special children. Different ideas and plans of special children for future life. In the interview, it was found that the healthy siblings of young special children still hold a one-sided and optimistic attitude towards the future life, while the healthy siblings of special children in adulthood have more comprehensive thinking about the special children and their future life, and will consider more.

A1: I hope I can learn a lot of knowledge, become a doctor of science, do a lot of experiments, and develop a very powerful medicine, so that my brother can stand up and know why my brother is sick.

A2: The sick brother is still having some impact, because now the family sister and brother spend more money, so the family has financial difficulties.

A3: The major I choose now is also influenced by my brother. I hope this major can help my brother. Through the knowledge I have learned, I help my brother have the ability to take care of themselves and can take care of himself. After graduation, I will choose a job with a good salary, even if it is far from being away from home, which can relieve the financial pressure of my family. But if you work a little farther away from home, you can't always take care of my brother. After having a certain economic foundation, I will find a job closer to home, which will also facilitate me to take care of my brother and my family. And I will not consider marriage problems in a short time. If you have a partner, you also want your partner to accept your family.

A4: I haven't thought far away yet, and there's no pressure on it at home. You can do well in the college entrance examination, you can choose a favorite major, and do what you like to do. I hope I can open a cake shop after graduation, so that I will spend more time to take care of my brother.

A5: When I go to school, I chose my major and have not received the influence of my sister. In terms of work, I will choose to work according to my own wishes and ideas. I value my family more. If my other half can't accept my family, I don't need to live together, but I still want my partner's family to understand and accept my family and balance having a family and take care of my sister.

3.5. The Cognition and Interaction of Special Children can Affect the Mental Health Status of Sound Siblings of Special Children

Compatriots interactive relationship quality of special two sides of each stage of physical and mental development has different degrees of influence, close relationship to form a protection mechanism, buffer adverse children's social adaptation, namely when children experience life stress events, compatriots can be used as emotional sharing object, can also advise, face problems, reduce the depression and pain. And low quality compatriots relationship affects special children siblings mental health, and the cognition of special children, affect the attitude of special children siblings, found in this study, when siblings do not understand special children, afraid of special children and their behavior, dare not contact with special children, or some behavior of special children, and will bring certain anxiety behavior and psychological pressure, affect the mental health growth of special children siblings.

A3: When I was a child, I did not live with my parents. My brother was always with my parents and spent a long time, so I was jealous of my brother and felt most of the love of my parents.

A1: When I was a child, I did not understand some behaviors of my brother. I was afraid of his brother and would hurt me. I could not sleep and had nightmares at night. I felt inferior and was unwilling to communicate with others.

A3: At first, I did not understand and understand my brother's situation, I was nervous, and I would be afraid of my brother. At the same time, I was afraid of my brother's abnormal body posture and afraid of my brother hurting myself.

A5: Since I did not live with my sister when I was a child, I resisted my sister to join when she came home.

In the survey found that some special children brothers and sisters become left-behind children, the interaction between brothers and sisters will bring adverse effects, at the same time parents interview found that parents for special children brothers and sisters interaction with verbal or verbal tips, or free development, but hope they can interact more in the future, at the same time father basic less involved in interaction and guidance. These conditions adversely affect the establishment and development of siblings and affect the mental health of siblings.

3.6. Growing Environment Has a Huge Impact on the Physical and Mental Development of Sound Siblings of Special Children

In the survey, it was found that the physical and mental development of brothers and sisters of children with special growing environment has a great impact. A good growing environment is conducive to the healthy development of body and mind, while too depressed or heavy growing environment will have different degrees of negative impact on the physical and mental development. Among them, parents' parenting style and the relationship between family members are important components of family atmosphere, which affect the physical and mental health and development of children.

A4: The family atmosphere in my family is relatively relaxed... About my choice of future major, my parents all respect my will and have no demand. Because now his high school, my mother is also more strict to himself. In the brother recovery is also strict, so are treated equally...

B5: I am under a lot of psychological pressure. If at home, I sometimes cry, and then my temper is irritable. Now there are three children in the family, the youngest sister is still very small, very dependent on me, I have no way, after all, my sister is still too small, their focus will be on my sister a little more. Sister is my eldest brother most of the time will take the initiative to take care of my brother, with his brother to play, sometimes also to help to do some housework. My sister's grades are also relatively good, and I do not worry much about my sister's studies. But recently my sister's

grades have dropped a little. I am a little worried about whether my sister is usually too tired to take her brother. Usually at home, my brother does not listen to me, but listen to his sister, so I will let my sister teach my brother how to dress and eat. My sister saw that I usually took my brother and sister is very tired, will help to share, rarely take the initiative to request. She is very capable and very obedient.

B4: At home, their brother and sister get along very well. Because I was a younger brother when he was older, so the age difference between my sisters and my younger brothers is relatively large. Because the sisters have grown up, so I usually take care of and care for my brother, there are few quarrels and fights. I don't say much about their usual interactions. My sisters know themselves that they let their brother. Although I usually don't say anything, but what I think is that my sisters will not marry too far away, so that I can also take care of my brother.

B1: When my brother was young, we needed to take care of him, and then he had to work, so I sent my sister to her grandmother's house and asked her to help take care of her. My sister did not grow up around me, so she and me and her father communicated very little, and she didn't like to communicate with us. My sister doesn't like me to take my brother to pick her up from school. If I take her brother to pick her up, she will be angry. Maybe because she was afraid that her classmates, teachers and friends would know about her brother's special situation. Usually my sister's temper is very irritable and is in adolescence, there are certain academic pressure. I am worried that my sister's psychological pressure is too great, so we haven't thought out about how to communicate with her brother's future. I can only hope that my sister can understand and become sensible as she grows older.

4. Discussion

4.1. Mental Health Status and Growth Dilemma of Healthy Siblings of Special Children

4.1.1. Poor Mental Health of Special Children

Special children have always been the key object of government and social help and support. However, the sound siblings of special children are easy to be ignored, but their fate is closely related to the living conditions of special children. For normal developing siblings, having a special child of siblings is actually a challenging thing. First, able-bodied siblings need to take on the pressure from their peers, because they have a brother who doesn't look very normal. In families, children of able-bodied siblings may receive less attention, need more care for their sick siblings, and overall psychological adaptation is all challenged. Many healthy siblings of special children have various psychological problems, such as their inability to get along with special children for a long time and get attention and guidance, such as depression, anxiety and inferiority. These psychological reactions can affect their physical and mental health, and mental health is extremely important to life growth, and able-bodied siblings who live with special children face more psychological pressure than others. Meanwhile, the quantitative results of this study also found that separation anxiety and somatic symptoms compared with ordinary siblings. Meanwhile, previous studies showed that separation anxiety disorder is a risk factor for children's future mental health [8], Affect children's daily life, study and their own health. At the same time, due to the physical rehabilitation needs of special children, parents or only special children to accompany and rehabilitation, resulting in sound brothers and sisters separated from their parents in home or towns for a long time, unable to get the company of their relatives, and become left-behind children. At the same time, due to the poor quality of their interaction and lack of cognition of special children, jealousy, hate and fear of special children, and special children need long rehabilitation time or even lifelong rehabilitation, which has a significant impact on the future work and marriage of special children. They are highly likely to become the

main caregivers of special children in the future. The overlapping of multiple identities leads to greater psychological pressure of siblings, increased factors affecting their mental health, leading to increased probability of mental health problems, and urgent need of psychological crisis intervention. It can be seen that in the process of growing up with special children, the brothers and sisters of special children are prone to psychological problems, but they are easy to be ignored and lack of psychological support, so it is indispensable to carry out psychological support services for the brothers and sisters of special children.

4.1.2. Able-bodied Siblings of Special Children Urgently need Interactive Guidance

As an individual, the sibling relationship is an important part of the family system, which is correlated to the marriage relationship and the parent-child relationship, and is regarded as the existence of a whole. For special children, due to their own special circumstances, the sibling relationship has a unique significance for their growth and development stage. And interaction with special children also affects the growth of brothers and sisters, in the process of investigation and research, found that the current special children sound siblings support services and interactive guidance in a relatively blank state, and no special services and guidance, teach them about special children rehabilitation knowledge and emotional management, family communication skills, etc. Some respondents talked about the need to get along and interactive guidance, and a few parents instructed their brothers and sisters only orally or allowed to develop. At the same time, it is found that when parents language reminder or action prompt, between brothers and sisters get along not at a loss or unable to start. Especially in the interaction between children with physical disorders and siblings is more obvious, siblings pay more attention, special children are more safe, convenient for interaction more happy and smooth, conducive to the establishment of a good interactive relationship, laying a foundation for maintaining a good interaction. However, if parents do not pay attention to the guidance of interaction, and let their children communicate by themselves or be in a state of no communication for a long time, it is easy to lead to the emergence of collision and friction, and affect the physical and mental health growth of both sides. At the same time, if the interaction relationship between the brothers and sisters of special children is of high quality and has a strong willingness to get along with them, it can create a certain material and emotional basis for their sound brothers and sisters to take care of the rehabilitation and growth of special children. It can be known that it is very necessary to strengthen and carry out the interactive guidance needs for the sound siblings of special children.

4.1.3. Urgent Need for Family Education Support for Special Children

Family education is the first school in life, parents are the first teachers of children's education, to tell their children the "first lesson of life", to help their children button the first button. Families with special children are faced with various difficulties, and the economic and psychological pressure leads to their great pressure. When the parents or siblings of special children face these problems and pressures, it is difficult to know or do not know how to solve them. Many scholars have investigated the families of disabled children through questionnaire surveys and interviews, and the results show that the families of disabled children face heavy economic, care and psychological pressure, and have urgent and diverse needs. Among them, the most urgent is the counseling demand. Families of disabled children have different degrees of counseling needs in rehabilitation, education, psychology, information and social resources. The second is the economic needs, children's education funds and treatment funds are a large cost. In addition, families of disabled children have a strong demand for support and complementary services, with a long-term guidance and help in both psychological and rehabilitation skills. At the same time, due to the limitation of the education level, social experience

and educational concept of the parents of special children, the education of their children shows that the heart is willing but not helpless. According to the interview results, the needs of parents of special children are mainly special children, including the upbringing, education and physical and mental comfort of special children, as well as the upbringing and employment of special children after adulthood. Meanwhile, they also expressed some concerns about the fact that special children will affect the future work and life of siblings. It is worth noting that parents mainly focus on the perspective of special children, and they will provide less intervention guidance to the whole family system and handle family relationships. However, the family environment and family education affect the physical and mental status and healthy growth of special children and their siblings, which also means that the support and guidance for the family education of special children is essential.

4.2. Factors Affecting the Growth Dilemma of Able-bodied Sibling in Special Children

The growing environment of healthy siblings of special children is often affected by a variety of factors, so the researchers briefly summarized the influencing factors, and analyzed the age of special children, birth order, family education, interaction and parents' attitude.

4.2.1. Age and Birth Order of the Special Children

By sorting the interview records, researchers can find that sound siblings of special children believe that the age and birth order of special children have a great impact on their growing environment.[9] In its research, said the relative age difference can cause the relative status and rights between brothers and sisters, compared with the young, the older have larger status and power, and the younger siblings have more care responsibility and behavior, and younger siblings is more under the control of the elder brother, the older brother care and control. When special children birth order in special children sound brothers and sisters, special children sound brother / sister will think he was born to take care of special children, may be special children sound brother / sister cause great psychological pressure and may make special children sound brother / sister resistance (reverse).In addition, we observed that the way between the younger brothers and sisters of the special children to get along with the special children will make the special children sound for their younger brothers and sisters to get along in the process of getting along with their peers. When the birth order of special children in special children sound brothers and sisters, special children sound brothers and sisters out of special children (younger siblings) love psychology, will consciously assume the responsibility of take care of special children, relative to the front of the passive responsibility of taking care of special children, consciously will reduce the possibility of resistance.

4.2.2. Interactive Situation of Special Children With their Siblings

The interaction between sound siblings and special children, namely the compatriot relationship, will also affect the growth of special sound siblings. As one of the interpersonal relationships, there are both positive and negative relationships. Positive compatriots relationship can help children cope with external risks and reduce the adverse effects of risk events, while negative compatriots relationship negatively affects the social interaction between children and others, leading to various internal and external problems. Comships plays an important role in the development of children, where frequent shared games and complementary interactions teach social skills, develop empathy and prosocial behaviors, and improve their academic level [10]. The existence of compatriot relationship makes up for the lack of children's peer group communication, and promotes the development of children's cognition, social interaction and emotion. Quality found in the process of research, a family with autism, there are three children in the home, autistic children for older children in the home, two children in the process of getting along with older children, two children and children quarrel, because

two children beat older children, can only bite way to let older children stop their aggressive behavior. This causes the two children to solve the problem in a biting way in the same situation. In addition, in terms of positive influence, when teaching the eldest child to learn some life skills, parents should teach the second child to the eldest child, which brings a better learning effect than that of using other teaching methods.

4.2.3. Educational Style and Attitude of Parents of Special Children

Different parenting styles and attitudes of parents to special children and their sound siblings will also have an impact on the growth of sound siblings of special children. At present, some parents think that special children are the burden in the home, and have low expectations for special children, even if they only pay attention to the needs of life, and pay less attention to the learning and emotional needs of special children. If a special child is the first child, after having the second child, parents' time and energy will be tilted to the second child due to the younger age of the second child. However, most parents said that their families will be worried about the future of special children, so there will be more requirements for special children, and they do not rush to educate their healthy brothers and sisters. Parents will think that the education of sound brothers and sisters of special children has school teachers and remedial classes, and they can have better development, so they will neglect the care and upbringing of sound brothers and sisters of special children. In the process of qualitative research, it was found that in order to get better rehabilitation and education for special children, most parents would send their healthy siblings to their hometown to raise them, and they would take their special children to rent a house near the school. Respondent H said that when he was young, her parents had to care for his brother with cerebral palsy, so she sent the respondent to the grandparents. As a result, respondents said that they were jealous of their brother and thought that he had most of their parents' attention and love. Later, after the parents raised him, his jealousy faded.

4.3. Strategies and Suggestions for Addressing the Growth Dilemma of Able-bodied Siblings of Special Children

Due to various reasons, the growth of sound siblings of special children faces many difficulties and challenges. However, to solve the dilemma of sound brothers and sisters of special children requires the joint efforts of the government, society, schools and families.

The government should strengthen the early detection and timely intervention of the psychological problems of children with special children to solve the source of psychological problems. With government departments as the main body, some social forces to provide funds for special children and reduce their economic pressure; the government should improve and promote relevant policies, develop special children family support system and provide special policy support.

Social aspects, formal and informal social support networks need to be built. Social work service should be special children family members into the scope of service object, provide breathing space for special child caregivers, and for special children sound siblings set up targeted positive support group, for special children sound siblings provide effective psychological support intervention services and psychological problem prevention program, including mental health education, problem solving, interactive improvement and social skills training, in order to improve the psychological social adaptation. It is also necessary to actively advocate relevant policies and public opinion to improve and adjust the living environment of special children.

Schools need to strengthen communication with parents of special children. Actively organize family education lectures, carry out family education guidance, combined with the upcoming Law of the People's Republic of China, let parents realize the importance of parents for children's growth, guide and encourage parents to realize the following three changes: from the school to the main

responsibility of family education; from focusing on children's academic performance to children's physical and mental health; from experience only to mastering scientific education methods and improving family education ability. While taking care of special children, we should pay more attention to the physical health, emotional changes and communication status of healthy brothers and sisters. In terms of the discipline attitude towards children, it should be fair and just. If parents' attitude, methods and methods are improper, teachers should point them out and help them change their educational concepts and methods through individual guidance. Second should also pay attention to the development of group psychological counseling courses, open psychological courses conducive to the development of physical and mental health, in psychological class to enhance the content of students self-identity, to meet the psychological development needs of sound brothers and sisters, it is not only helpful to their psychological development, also can make them more confident in the future life, and have a more positive and healthy future.

Family, parents should treat children's parenting attitude, when dealing with special children relationship with their brothers and sisters should pay more attention to —— should consider the particularity of special children, also should pay attention to the normal development of children needs and mental health, but also need to let their brothers and sisters understand the sick children, guide them to correct communication and interactive communication. Parents should also improve their own cultural level, learn more family education, family interaction, intervention technology related knowledge, strengthen their own education, give sound brothers and sisters spiritual support and answer questions; actively participate in family interaction, harmonious parent-child relationship and husband and wife relationship, and form a good family atmosphere.

5. Conclusion

1. Separative anxiety and somatic symptoms affect the mental health of healthy siblings of special children.
2. There were significant differences in the relationship between the emotional behavior of able-bodied siblings and the age groups.
3. Economic and temporal stress is the major source of stress for sound siblings of special children.
4. The mental health of healthy siblings of special children is not good, and there are growth difficulties.
5. The quality of the interaction between sound brothers and sisters and special children affects the physical and mental health growth of both sides.

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