

Psychological Intervention and Consideration for Impoverished Disabled College Students in Higher Vocational Colleges

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Abstract: The Impoverished disabled college students are a special vulnerable group in higher vocational colleges, which needs special attention. It is important to guide the Impoverished disabled students to have a positive cognition of themselves, develop a positive and sunny attitude, and establish a healthy and good peer relationship for their physical and mental health development. This case analyzes the individual mental health education and peer relationship treatment of Impoverished disabled college students in vocational colleges from the aspects of family of origin, school experience, peer relationship and counselor's work, expounds the specific educational implementation process, experience and inspiration, and puts forward new thinking on counselors' mental health education for Impoverished disabled students, in order to improve their work ability and education level.

1. Case over view

Lucy, female, was born in a relatively remote and backward rural area, the family is impoverished, and has a younger brother who is 4 years old. Lucy was born with a disability in both legs, after surgery to cure the right leg, the family has been unable to afford the cost of surgery on the left leg, and was diagnosed as a national level 4 limb disability. Lucy's parents have a serious preference for boys over girls, coupled with their own physical disability, Lucy's personality is very introverted and does not like to talk and communicate with people. When the new students arrived at school, she registered alone. After arriving at the school, the counselor assisted her in the whole process of admission procedures, arranging dormitory beds and other matters, so she and the counselor were friendly. Counselor found that Lucy has been a loner, extremely low self-esteem. Lucy's classmates and roommates generally reflect that she never talks to anyone, even when she is face to face, she uses her mobile phone QQ to communicate, and sits quietly in a small corner during class to listen carefully and take notes. I learned from my teacher that although she studied hard, her grades were Impoverished. When she entered the school as a new student, her

psychological test results showed depressive tendencies.

2. Case analysis

Due to economic constraints within the family and physical disabilities, impoverished disabled college students face significant psychological pressure in their studies, daily life, interpersonal communication, career planning, and future employment. As a result, they often suffer from extremely low self-esteem and avoid social interactions. Therefore, it is crucial for counselors to empathize with them, carefully maintain their self-esteem, exhibit meticulous patience, and create an environment of trust where they can freely express their true thoughts. The counselor initiated communication with Lucy through QQ (an instant messaging platform), demonstrating genuine concern and care for her well-being. Building upon this foundation of support, the counselor arranged a quiet psychological counseling room with soothing music to facilitate one-on-one conversations with Lucy. By employing empathy and humor as opening remarks during these sessions, the counselor gradually broke down the barriers that had long sealed off Lucy's emotions and allowed her to share feelings she had kept hidden for many years. Through relevant investigations and discussions conducted during these sessions, several influential factors contributing to Lucy's current situation were identified.

2.1. Family background

Lucy comes from a financially disadvantaged family. Her mother's car accident during pregnancy resulted in her being born with disabilities in both legs. Being an unhealthy baby girl further worsened the already challenging circumstances faced by her impoverished family. At a young age, Lucy underwent surgery on her right leg after her parents borrowed money for the procedure; she made a full recovery as a result. However, due to ongoing financial difficulties within the family compounded by the birth of Lucy's younger brother later on-which further strained their limited resources-there was no means available for surgery on her left leg. After the arrival of my younger brother, the already impoverished family faced even greater hardships. The poverty within her immediate family and her parents' preference for male children have instilled in her a profound sense of insecurity, resulting in an acute lack of confidence and severe inferiority complex that inhibits her from engaging in direct communication with peers.

2.2. School experience

When children are hurt in the process of growing up, the psychological damage is often greater than the physical damage, because the psychological damage seriously destroys the child's self-esteem. Lucy because of Impoverished family did not go to kindergarten, directly to the primary school, its adaptability and learning ability is not as good as the kindergarten children, has been criticized by the teacher, and because of walking strange is often laughed at by children. In this case, the seeds of inferiority germinate in the bottom of my heart, and I began to hate school and hate learning. When Lee was in middle school, he was afraid of studying because of his Impoverished grades and was attacked by his class teacher and other words, such as "disabled body and disabled brain." In high school, in order to ease the pressure of the college entrance examination, Lucy was successfully admitted to the university through the "comprehensive evaluation" recruitment method, and has the ability to find a job to support himself after college graduation, but the psychological inferiority has been deeply imprinted in the soul.

2.3. Peer relationship

Due to the influence of the parents' son preference and the ridicule of the children around her, Lucy is very eager for family friendship, hoping to get peer friendship, but afraid of inner harm, so from primary school, he will hide his true ideas and try to be ignored. However, the more she dared not interact with others, the more timid and inferior, the more concerned about the results, the more bad learning, so vicious circle and difficult to extricate themselves. As the age gradually grew up, although Lucy's psychological ability to withstand gradually improved, but still very low self-esteem, solitary closed, can not and the surrounding peers (including classmates and roommates) to establish a harmonious peer relationship, can only live in a shadow of the self world. It is because of low self-esteem, do not like to communicate with people, she usually addicted to animation and television, through watching animation to vent their emotions, drive away the loneliness of the heart.

2.4. Counselor work

Taking into account Lucy's own special circumstances and practical difficulties, the counselor listed her as the focus of attention and help object of the class, so that she truly felt the special care and love for her, and realized the warm expectation and friendship for her. As a result, Lucy will counselors as a lifesaving straw, anything to find counselors. In the military training show of "ten thousand people jump exercise", she could not find the class location to open the "location sharing" with the instructor, but the instructor missed the information because of the busy scene. It is because of this incident that Lucy mistakenly felt that the counselor rejected her as not understanding anything, and no longer regarded the counselor as his mentor and friend, resulting in estrangement between the relationship with the counselor, and then began to self-doubt and self-denial.

3. Education strategy

3.1. A comprehensive understanding of the students' reality, to be a close friend of students

The counselor went into the class and dormitory to preliminarily understand Lucy's usual learning and living conditions and get along with classmates. Through irregular heart-to-heart talks, the counselor understands Lucy's difficulties in study and life, as well as her recent emotional and ideological status, and shares her self-understanding and growth perception. In addition, the counselor often contacts Lucy through QQ, WeChat and other communication methods, sending messages of encouragement and love, so that she feels that the teacher has been paying attention to her growth.

3.2. Give full play to the role of class organization and build a harmonious student relationship

College is half a society, and good interpersonal relationships will increase students' confidence. The counselor pays attention to strengthening the ideological and cultural construction of the class organization, creating a friendly relationship among class members, forming a harmonious class in which students help each other and love each other, and specially arranges the class cadre to contact and communicate with Lucy frequently and listen to her views and opinions on the daily affairs and activities of the class. Let her clearly feel the solidarity, love, care and attention of her class members. At the same time, the counselor strongly encouraged Lucy to open himself, accept himself, identify with himself, actively participate in various activities carried out by the school and the class, in which he constantly exercises himself and increases his ability, and gets the recognition

of the classmates in the class, builds a harmonious student relationship, thus establishing Lucy's self-confidence, and gradually gets rid of inferiority, breaks autism, and comes out of the shadow. The counselor encourages Lucy to actively participate in the school and the class organization of the activities, open self, accept self, self-identification and get the class identity, slowly establish Lucy self-confidence.

3.3. Smooth communication channels between teachers and students to help students' mental health

The counselor takes pedagogy and psychology as the guiding ideology, talks and communicates with Lucy as a peer, and makes her feel the warmth and warmth of the teacher through appropriate use of empathy, and tries to close the psychological distance with her as quickly as possible. At the same time, through appropriate companionship and help, the counselor made Lucy truly feel the care of the counselor, and promoted her to reopen her heart and regain trust in the counselor. In addition, the counselor provides Lucy with a variety of convenient communication methods and communication channels to ensure the timely and smooth communication between each other. If Lucy wants to consult or talk to the counselor about anything, she can find the counselor at any time through QQ, we chat, telephone and other communication methods, so as to effectively protect Lucy's fragile self-esteem from being hurt again.

3.4. Hold thematic class meetings in a timely manner to effectively help disadvantaged students

Because of their own physical disability and the adverse influence of the original family, Lucy caused psychological inferiority, and thus accumulated into a serious inferiority closed, negative depression tendency. After extensive investigation, it is known that Lucy is actually a representative typical case, is the epitome of students with psychological distortion, many students have similar psychological problems in varying degrees, and it is urgent to carry out psychological intervention and help. In view of this, the counselor held a variety of themed class meetings in different forms and related content in a timely manner, and targeted the implementation of gratitude education, ideal and belief education, struggle spirit education, hero education, etc., through the special explanation of the themed class meeting, solving difficulties and doubts, speaking freely and confusing their hearts. Counselors need to actively guide the problem students to correctly recognize themselves, face adversity scientifically, properly deal with depression, and create a sunny attitude, so as to effectively help Lucy and other special students like Lucy, so that she can build up confidence under the care and influence of the class and form a harmonious peer relationship with other students. So, you can live happily, learn happily and grow healthily.

3.5. Make a good career plan for students and form a positive cognitive self

After experiencing physical disability and psychological trauma in childhood, Lucy had serious doubts about his own ability and value, and there was great confusion and confusion about his future. To this end, the counselor first guided Lucy to re-examine and correctly understand his own ability, value and special physical condition, on this basis to stimulate Lucy's self-identity, courage and confidence, and combined with his personal interests, personality and values to clarify his career direction, to develop a career plan in line with his own. In this way, Lucy's confusion and confusion about the future can be fundamentally eliminated, and he can actively accept himself, and then accept himself, and actively determine the short and medium term prospects and goals, and happily invest in professional learning, and look forward to realizing his academic plan and life

dream through hard work.

4. Educational effect

Through various forms of education carried out by the counselor and the help of class cadres, classmates and roommates, Lucy can try to listen to the class with her head held high after 1 month. At the same time, she can tie her hair into a ponytail and comb her bangs to reveal her eyes according to the counselor's advice. She can open herself and open her inner world from the perspective of appearance and appearance. Two months later, with the continuous encouragement and praise of the instructor, I could actively greet dormitory members and classmates and have brief communication. The New Year's Day party in 2021 volunteered to sing three songs, which made the counselors and class cadres and their dormitory members very surprised and pleased. The counselor's emotional care and hard work for Lucy finally obtained a satisfactory and gratifying return!

For each student in the class who has different degrees of inferiority, isolation, depression and other psychological problems, the counselor has targeted individualized teaching and scientific guidance, and finally enables Lucy and those special students like Lucy to look at themselves rationally, positively recognize themselves, find their strengths and advantages, and then give full play to their strengths and advantages. At the same time, the counselor conducted timely and effective education and guidance for students with special problems such as Lucy through the theme class meeting, so that these students should not be excessively self-deprecating, blind and inferior, not to give up on themselves, withdrawn and autistic, but to correctly view the differences between themselves and other students in study and life. In this case, Lucy and those special students like Lucy can look at the problem comprehensively, dialectic-ally re-examine themselves, analyze themselves, find their own value, find their own confidence, clear life goals, get the motivation to move forward, and then form a positive and healthy attitude, in the successful completion of school at the same time to shape their own sound normal personality.

5. Experience and inspiration

5.1. Improve the level of counselors' psychological counseling

The average age of vocational college students is about 18-20 years old, which is a period of youth growth and development, and the secretion of various hormones in the body is strong. Due to the tendency of physical maturity and psychological immaturity, they are very easy to produce cognitive errors in thinking, causing various psychological problems. Therefore, counselors should deeply study the corresponding psychological knowledge, comprehensively improve their psychological counseling level and psychological intervention ability, so that students can have a healthy psychology and positive attitude in all aspects of study or life.

5.2. Integrate mental health education into class meetings

Students' ideological and political education is the primary task of college counselors, and students' mental health is an important factor affecting the effect of ideological and political education. Counselors should hold regular class meetings on the theme of mental health education, institutionalize and make students' mental health education daily, and carry out in-depth face-to-face discussions and exchanges around issues such as family feelings, life education, safety education, correct love of oneself and others, responsibility and integrity, so as to guide students to think positively and improve their ideological and moral cultivation and mental health level.

5.3. Introduce a peer-to-peer assistance mechanism

People are usually willing to listen to or adopt the opinions and suggestions of peers and friends who are similar in age, knowledge background and interests, especially on some sensitive topics. Students who live and study together help each other among their peers, can make full use of their common living space, timely understand the psychological dynamics of students, timely discover the more serious psychological problems of individual students, and strengthen the intervention and prevention of students' psychological crisis.[1] Therefore, peer psychological mutual aid is in line with the psychological characteristics of students, easy to be accepted by students, is a convenient implementation, quick effect of mental health education model. Counselors should focus on special groups of students, adopt one-to-one and man-to-one assistance mode, encourage class cadres to play an active leading role, take the initiative to care for Impoverished students, disabled students and other special student groups in the class, help students with special difficulties and troubles in study and life, and let them feel the warmth from counselors and classes. Students can form a good psychological state imperceptibly, so as to cultivate students' good moral quality and psychological quality, and realize the all-round development of the Impoverished students' body and mind and improve their personality level.

5.4. Do a good job in career planning for students with special difficulties

Whether students can find a job smoothly after graduation is one of the most worried problems for students in special groups such as Impoverished students and disabled students. If such concerns about future work problems are allowed to continue to exist and develop, the fragile psychology of the Impoverished students will be out of balance, and the emotional state of mind will be unstable or even collapse. In this way, employers will not choose these students with psychological problems, making the Impoverished students produce more distorted and depressed mentality under the pressure of employment difficulties. Therefore, counselors should timely understand the preferential policies of the state for the employment of disabled, Impoverished and other special students, strengthen students' correct cognition of social needs under the current employment situation, and guide disabled, Impoverished and other special students to correctly deal with the conflict between ideal and reality. On this basis, according to the individual characteristics, interests, values, abilities and other specific conditions of special students such as disabilities and poverty, targeted help special students do a good job in career planning, so that special students can release psychological pressure as much as possible, have a good vision and expectation for the future, and form a positive and optimistic psychological state.

5.5. Scientific education guides every student

In cognition, emotion, personality and other aspects, there are obvious differences between students with physical disability and psychological injury and normal students. The reason why the world is colorful is because everyone is different. Don't give up any student easily, this is the purpose of being a teacher, but also the bottom line of morality. Counselors should abide by the concept of inclusive education, adhere to "for all students, everything for students, everything for students", from paying attention to some students to paying attention to all students, from paying attention to individuals to paying attention to all. Counselors should correctly view and learn to respect the differences of each student, implement individualized teaching, guide students to positively recognize themselves through scientific education, and allow students to form their own characteristics in differentiated development.[2] Especially for special students with physical and psychological problems, counselors should focus on the details, take active and effective measures

in a timely manner, and reasonably channel and eliminate their psychological obstacles. For example, let students understand that each person is a flower just waiting to bloom, and needs to experience the wind and rain to blossom. Counselors can establish an incentive evaluation mechanism, patiently find and excavate their special shining points, create opportunities for special students to experience success, try their best to give them a variety of satisfaction and success incentives, enhance their confidence in learning, so that they can maintain a positive attitude and healthy psychology in daily study and life.

In a word, counselors should firmly adhere to the original intention of education, always keep in mind the educational mission of educating people, and do a good job in ideological education and psychological intervention of impoverished disabled and other special college students, so that they have a healthy mind and a beautiful soul.

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