

Constructing the Mental Health Education Model of "Three-In-One" In Special Schools

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Abstract: Through the mental health diagnostic test (MHT), the mental health of students in special schools is measured, and the characteristics of mental health of students in special schools are found. A "three-in-one" mental health model has been established to develop mental health education in special schools. Three refer to school, teachers and parents, and one refers to students as the main body. After running two schools for half a year, we tested the students' mental health and found that the effect was very good.

1. The background of constructing mental health education model in special schools

If we use the key words of students' jumping off the building to collect relevant information on the Internet, whether it's photos or descriptions of events, there are quite a lot of students who jump off the building at schools around us. From primary school to junior high school to high school, then to university, there are many students who commit suicide by jumping off the building or taking medicine. At the same time, we will find that they are basically ordinary school students. Students, therefore, the mental health of students in ordinary schools has become one of the prominent social problems. The society, the state, parents and teachers pay more and more attention to the mental health of children in ordinary schools. So what about the mental health of children in special schools? Are there not so many suicides and they can lack attention? Of course not, on January 1, 2008, teacher Kai He wrote a book "Mental Health Education for Special Children" focusing on mental health education for special children. In 2013, Guan Yue wrote a book "Exploration of Mental Health Education in Special Education Schools" from the school level. Teacher Guan proposed the mental health education methods to teachers in special schools from three aspects: selecting lesson cases, individual counseling cases and research papers. In the "Interim Regulations for Special Education Schools" formulated and implemented in our country, it is clearly stated that the physical and mental health education for special children needs to be paid attention to and strengthened. At the same time, some important documents have been issued that stipulate the teaching objectives, teaching contents and teaching forms of mental health in special schools. Special schools also attach great importance to mental health and the level of mental health has also been improved.

2. The significance of constructing mental health education model in special schools

2.1 Help students get rid of psychological obstacles

Paying attention to students' mental health education can promote students to form healthy and positive mental quality, eliminate mental obstacles as far as possible, and maintain mental health. With the development of education, special education schools actively promote and develop quality-oriented education on the premise of following the development of the times, and attach importance to students' mental health education. It can be said that whether students' mental quality is good or not will have a profound impact on their later development. Compared with intelligence, the cultivation of psychological quality is more difficult, and it is extremely necessary and urgent. Only by overcoming psychological obstacles can students overcome themselves, make themselves more and more confident, and welcome the unknown tomorrow with an optimistic and positive attitude. Therefore, special education schools need to actively change traditional concepts, attach

importance to and strengthen the development of mental health education activities, and promote students to continuously improve themselves and achieve comprehensive development on the premise of overcoming psychological obstacles.

2.2 Help students improve their moral literacy

For students, actively carrying out mental health education activities can help improve their moral quality. Generally speaking, there is a strong correlation between students' ideological standards and mental health, and only by maintaining an optimistic and positive attitude can they maintain high moral standards. The reason lies in that students can easily understand and recognize social ethics or rules and regulations when they keep optimistic and positive psychological state. On the contrary, because of psychological barriers, it is easy to produce immoral behavior, and even to commit crimes.

2.3 Help students to return to the mainstream, self-esteem, self-love, and self-improvement

Students in special education schools face great difficulties in social integration and interpersonal communication due to their physical defects, which means that they need to master more cultural knowledge or have expertise in a certain field, so as to lay a solid foundation for their independence based on the society. Not only that, but also need to have a healthy and positive psychological quality, know self-esteem, self-love and self-improvement, even in the increasingly fierce social competition, can also find a place to stand, can have a pair of bright eyes, be good at discovering the beauty in life, and deal with other people with a peaceful attitude. And special education personnel need patience and love, can carry out psychological education activities for students through a variety of scientific and reasonable forms, guide students to maintain a healthy and positive psychological state, and be able to adapt to society as soon as possible.

3. Mental Health Status of Students in Special Schools

3.1 The general mental health of students in special schools is normal

In order to better understand the mental health status of students in special schools, we conducted mental health measurement in special schools in two regions [1], and the results are shown in Table 1 [2]:

Table 1 Statistics of total scores

project	Learning anxiety	Anxiety about people	Loneliness tendency	Self-accusation tendency	Allergic tendency	Physical symptoms	Terrorist tendencies	Impulsive tendencies	Total score
M	7.77	5.37	5.60	5.20	4.99	9.29	6.37	6.37	51
SD	3.04	2.27	2.00	2.57	2.55	3.40	2.65	2.62	15.79

The scale we used is divided into three grades: those with a total score of 1-55 are normal, those with a total score of 56-64 are prone to mental health problems, and those with a total score of more than 65 are serious mental health problems. From table 1, we can see that the total score of students in special schools is 51, which belongs to the normal range. We also analyzed each dimension, and scored the highest on physical symptoms, which has exceeded the standard of 8 points, which is a serious problem. The meaning of this dimension of physical symptoms is anxiety and depression caused by dissatisfaction of body parts and feelings of dissatisfaction with physical defects.

3.2 Detailed table of mental health measurement results for special school students

Table 2 Mental health status of students in special schools

Mental health factors	Below 3 points		More than 8 points	
	Number	Percentage	Number	Percentage
Learning anxiety	10	6.3%	54	34.2%
Anxiety about people	30	19.0%	16	10.1%
Loneliness tendency	26	16.5%	12	7.5%
Self-accusation tendency	44	27.8	20	12.7%
Allergic tendency	44	27.8	16	10.1%
Physical symptoms	8	5.1%	78	49.4%
Terrorist tendencies	24	15.2%	43	27.2%
Impulsive tendencies	28	17.7	41	26%

In Table 1, we feel that the mental health of students in special schools is in good condition, which doesn't need our attention. However, through our careful analysis, we find that the number of students who have serious problems in physical symptoms, learning anxiety and terrorist tendency is more than 20%, which has aroused our great attention.

4. Construction of mental health education model in special schools

Through investigation and research, we found that the mental health level of special school students is good, which is the attention of school social teachers to mental health education in special schools in recent years. In order to carry out the education of "three comprehensives" and realize that education should be oriented to the whole staff that is to make all the students' mental health level reach the standard, we have made further analysis and found that in several factors, and more than 20% of the students need to be intervened. After consulting the data and conducting field investigations, we have constructed a "three-in-one" model to develop special school mental health education. The contents and operation modes are as follows:

4.1 School

1. School lecture

In the form of school lectures, school lectures are conducted twice a semester, once at the beginning of the semester and once during the semester. The content of the school lecture: Since most students have not accepted their deficiencies well, the content of our lecture is "How to recognize self-defects". The content of the mid-term lecture is "Accept Yourself, Let Yourself Free." The advantage of lecture is to face all the students, so the audience is wide, and it can achieve the role of all the staff intervention. The school can also provide such lectures for parents to participate in. Parents feel that the school is concerned about children, so parents are relieved.

2. School environment

The school can also create a safe and pleasant environment, for example, to create an outdoor venue full of interesting colors and mobilize the enthusiasm of children's activities. In the venue, a variety of sports equipment can be equipped according to the physical functions of the students to better meet the diverse and personalized needs of children.

4.2 Teacher

1. Teacher's classroom form

The teaching material has a large amount of knowledge, which is of great educational significance. Modern educators have made it clear that education is not only to instill knowledge into students, but also to guide students to keep healthy psychology and form correct, positive and scientific values. In the classroom education, teachers need to rely on the teaching materials, in a scientific and reasonable way to carry out mental health education for students, the reason is that the teaching materials can affect the students' values and ideological understanding in an invisible way. Through

reading texts or role-playing activities, students know that it is a fine traditional virtue to give seats to pregnant women and the elderly on the bus, guide students to internalize this virtue into personal quality, and open the flower of civilization in real life. At the same time, we should also encourage children to be like the children in the article. On the way home by bus, they don't care about their personal defects, and actively and optimistically give their seats to others. This will not only help to reduce their sense of inferiority, but also help solve the problem that children can't communicate with others because they are afraid of being called "dumb". Whether it is mathematics, society, etc., every discipline contains rich educational opportunities. The most important thing is to get the teachers' attention and application. In each subject, ideology and morality is a very important course. Teachers need to use this lesson as an opportunity to pass the correct values to children and actively carry out mental health education activities. At the same time, in the teaching process, we must pay attention to building a relaxed and pleasant learning environment, eliminate the discomfort and tension of the children, and allow the children to explore and collaborate in an enjoyable environment.

2. Teacher guidance form

According to the investigation and the school psychological files, the students who need to be intervened are tutored. The form of tutoring is not preaching or knowledge imparting, but through some activities, students participate in activities, experience, summarize and explore through participation activities. This is the course content we designed for teachers:

First coaching time: Friday, March 9, 2018. Location: school activity room

Activity name: Squirrel moving (20min)

Activity goal: Let students feel the power of collective cooperation, experience the happiness of win-win in the interaction, stimulate students' positive quality, and experience the warmth of the collective and reduce the sense of fear in the activity.

The second tutoring time: Sunday, April 8, 2018. Venue: School Activity Room

Event Name: Secret Assembly String (25min)

Objective: To help members deal with the current problems, especially the problems they face, to make them hopeful for life and to learn more positive energy

Activity preparation: Some paper and pen

Time of the third tutorial: Sunday, May 6, 2018. Location classroom.

Activity name: Exquisite gift (35min)

Activity goal: Let students experience the importance of hope and optimism through activities.

Activity preparation: exquisite gifts (4)

The fourth event time: Friday, June 9, 2018. Venue: School Activity Room

Activity Name: Learn to Praise (30min)

Objective: Let the students talk about each other's strengths, let them discover their strengths, learn to accept themselves, and enhance their confidence and hope in life.

3. Parent

In addition to caring about students' bodies, parents must also pay attention to their children's psychological growth. Through our interviews with parents, there are many problems faced by parents, many of which have poor cultural literacy and inappropriate methods of educating children. According to these specific circumstances, we have set up a "long growth center" in our school. The growth center of parents requires that every parent participate in it, and regularly give parents the methods of educating their children, some common sense of mental health, and let parents participate in parent-child activities, witness their children's growth, and give them confidence and strength. At the same time, the disabled associations in the society are used to guide the establishment of parents' "meeting groups". Guided by the Disabled Persons' Federation, school groups and parents voluntarily organize groups to carry out regular communication, exchange their experiences in educating special children, and learn the art and effective ways of raising children.

5. Results and discussion

5.1 Result

The "three in one" mental health education model of special schools constructed by us has been applied in two special schools in Dazhou. The results of application are shown in Table 3 below:

Table 3 Comparison of mental health of special deaf mute children before and after

Mental health factors	Average		Standard deviation		T
	Before experiment	After experiment	Before experiment	After experiment	
Learning anxiety	7.7	4.55	2.71	1.90	5.60***
Anxiety about people	4.98	2.10	4.88	1.48	0.42
Loneliness tendency	5.72	5.34	1.79	1.93	1.00
Self-accusation tendency	4.90	4.86	2.38	2.44	0.63
Allergic tendency	4.55	4.12	2.01	1.52	1.23
Physical symptoms	8.66	7.07	3.10	2.41	2.78 **
Terrorist tendencies	5.94	4.83	2.56	1.80	2.40 **
Impulsive tendencies	6.10	6.04	1.44	2.59	1.20

Note: * $P < 0.05$ (significant), ** $P < 0.01$, *** $P < 0.001$

From the data in Table 3, we can see that the "three-in-one" model of mental health education in special schools we designed is effective. Especially the change of learning anxiety is obvious. Physical symptoms and fear factors also achieved significant results. The overall situation is also very good. There is no significant difference in other aspects, but the average score has changed.

5.2 Analysis

From table 3, we find that the mental health education mode of "three in one" in special schools has a good change on students' physical anxiety, learning anxiety and terror. In other aspects, the effect is obvious. From the specific content of our model, we found that in this design, we mainly focused on the content of these factors, and found that these factors have a good intervention. That fully shows that the "three in one" mental health model we build is worth promoting in special schools. Each school can change the content in specific implementation according to the current situation of students' mental health, so as to improve students' mental quality and mental health level.

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