

Research on the Intervention Path of Psychological Health for Disadvantaged Children in Primary and Secondary Schools

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Keywords: Disadvantaged Children, Psychological Health, Intervention Path

Abstract: Psychological health is an important component of children's comprehensive development, which not only relates to their development of cognition, emotion and behavior, but also directly affects their academic performance, interpersonal relationships and social adaptability. Due to incomplete family structures or insufficient social support, disadvantaged children are more prone to psychological problems such as loneliness, anxiety and depression. If these problems are not intervened and treated in a timely and effective manner, they will have a profound negative impact on the growth of disadvantaged children. Based on this issue, this study aims to explore effective intervention paths and methods for the mental health challenges faced by disadvantaged children to promote the improvement of their mental health status in primary and secondary schools. At the same time, it provides empirical reference for the construction of a psychological assistance system for disadvantaged students, and provides reasonable implementation ideas for preventing and intervening in the mental health problems of disadvantaged children.

1. Introduction

Child mental health care services are an important aspect of child protection. Among them, disadvantaged children face limitations and deficiencies in their living environment due to difficulties in life, their own disabilities, broken families or other misfortunes, which leads to more psychological pressure on children and may cause emotional problems such as anxiety, depression and inferiority complex, affecting their physical and mental development. The mental health status of children and adolescents not only directly affects their quality of life, but also has a significant predictive effect on their physical and mental health in adulthood. With the rapid development of social economy, social competition and employment pressure have led to a deepening of educational competition and education is showing a trend of competition at a younger age and widespread anxiety. The mental health problems of primary and secondary school students are becoming increasingly prominent. The proportion of mental and psychological disorders such as

depression, anxiety and obsessive-compulsive disorder in the adolescent population is gradually increasing and has become an important issue related to the future of the country and the nation. This study investigates a systematic and multi-level intervention pathway for the mental health of disadvantaged children in primary and secondary schools. Continuous and specific in school interventions are implemented to deliver positive psychological energy, activate the potential of disadvantaged children, help them cultivate positive psychological qualities, shape a sound personality and create a happy life[1,2].

2. The Significance of Research

2.1. Theoretical Significance

From a theoretical perspective, studying the mental health status of disadvantaged children can help enrich the theoretical research on the mental health of disadvantaged students and make up for the shortcomings of existing theoretical research. At present, research on disadvantaged children mainly focuses on the rescue and protection of disadvantaged children as well as social welfare mechanisms. There is relatively little research on the mental health status of disadvantaged children and there is a lack of attention to the mental health of disadvantaged students entering schools. This study investigates the psychological health status of disadvantaged children in primary and secondary schools, analyzes the psychological problems that exist in disadvantaged children and proposes targeted solutions to provide theoretical basis for preventing and intervening in the psychological problems of disadvantaged children promoting their psychological health development and enriching the relevant theories of psychological health of disadvantaged students [3].

2.2. Practical Significance

From a practical perspective, research on the mental health status of disadvantaged children can help understand the challenges faced by their mental health and further explore their underlying causes. Secondly, by grasping the mental health status of disadvantaged children, assistance can be provided for seeking reform and innovation in educational and teaching methods. Education personnel comprehensively apply various knowledge and guide the positive behavior of disadvantaged students in primary and secondary schools through various forms, providing a harmonious and healthy environment for their growth and development, thereby promoting the development of students' mental health, improving teaching quality and cultivating more and better comprehensive talents[4].

3. Problems in the Research Topic

In recent years, with the increasing attention of society to the issue of disadvantaged children, governments at all levels, schools, social organizations, etc. have taken measures to strengthen the construction of psychological support systems and provide more comprehensive and professional psychological support for children. But there are still some problems that need to be solved urgently. Firstly, there is uneven distribution of resources. Professional psychological support resources in some remote and rural areas are lacked. Secondly, there is a shortage of professional personnel, and the existing team of psychological counselors and volunteers is unable to meet the growing demand. Thirdly, the service quality varies greatly, and some institutions and service projects have formal and superficial problems. Fourthly, the cooperation mechanism between families, schools and society is not perfect, and the collaboration between families, schools and society is not close

enough, making it difficult to form a joint effort to pay attention to children's mental health[5].

4. The Path of Solving the Problem

4.1. Monitor and Analysis of Mental Health Status

The school should regularly monitor and analyze the mental health status of disadvantaged children and provide timely individual counseling for psychological abnormalities and improve the "one person, one file" system. Child welfare institutions, juvenile assistance and protection institutions and mental health medical institutions should ensure smooth access to psychological counseling and medical treatment for disadvantaged children, ensuring that those in need receive timely diagnosis and treatment[6].

4.2. Empowered by Digitalization, Precise Discovery, Precise Service and Vitality

Psychological problems in disadvantaged children are often difficult to detect and require more attention from all sectors of society, timely detection of signs and intervention. Digital means, data resource sharing, optimized algorithm models, innovative application scenarios and other methods should be fully utilized to achieve early detection, early intervention and early assistance. Big data warning and discovery model should be built for disadvantaged children from dimensions such as life security and physical and mental health, actively identifying and warning potential disadvantaged children in need of assistance, providing data support for mental health care services and promoting the establishment of a "one person, one policy" mental health record for disadvantaged children[7].

4.3. Deepening Life Growth Education and Cultivating Positive Psychological Qualities

In order to fundamentally improve the mental health level of disadvantaged children in primary and secondary schools, the concept of life growth education must be deeply rooted in the education system. Schools are not only places for knowledge learning, but also important platforms for emotional communication, psychological counseling and growth support for disadvantaged children. On the one hand, schools can help children identify and cope with emotional problems by establishing dedicated psychological counseling teachers, offering mental health courses and conducting psychological counseling activities. At the same time, the school strengthens the mental health education and training for teachers, and through regular workshops, seminars, online courses, and other forms, enhances teachers' awareness of mental health, professional knowledge, and intervention skills, so that they can timely detect and properly handle students' psychological problems and provide timely and effective psychological support for students[8].

4.4. Building a Specialized and Systematic Psychological Counseling System

It is necessary to establish a specialized and systematic psychological counseling system to address the psychological needs of disadvantaged children including setting up specialized psychological counseling rooms or counseling stations in schools and social organizations, equipped with qualified psychological counselors and providing one-on-one psychological counseling and counseling services. At the same time, a mental health record system should be established to record and track the mental health status of each disadvantaged child promptly identifying potential problems[9].

4.5. Strengthening the Linkage between Families, Schools and Communities and Building a Comprehensive Support Network

The psychological support work for disadvantaged children cannot rely solely on the school, but also requires the joint participation of families and society. Therefore, establishing a home school co-education mechanism is particularly important. Regular parent teacher conferences and home visits should be established to strengthen communication and cooperation between schools and families and jointly pay attention to children's mental health status and develop targeted educational programs. At the same time, parents are encouraged to participate in school's mental health education activities, enhance their awareness and educational abilities of mental health and create a warm and harmonious family environment for their children[10].

4.6. Strengthening Policy Guarantees and Supervision and Evaluation led by Government

The government should play a leading role in the construction of a psychological support system for disadvantaged children. The government should increase policy support in this field, formulate more comprehensive welfare policies and assistance measures and ensure that every child can enjoy the care and protection they deserve[11].

The intervention pathway for mental health of disadvantaged children is shown in Figure 1.

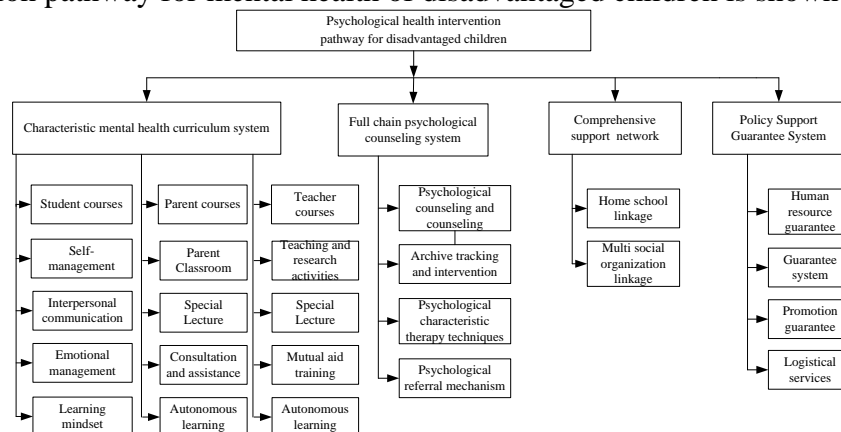


Figure 1: Psychological health intervention pathway for disadvantaged children.

5. Conclusion

Disadvantaged children are the focus of psychological health intervention for school students, which require efforts from society, schools and families as well as exploration and practice from different perspectives. The theory of psychological health intervention for disadvantaged children provides a sunny way of thinking and action direction for intervening in the psychological health of disadvantaged children. By deepening mental health education, building a specialized psychological counseling system, strengthening the linkage between families, schools, and communities as well as government led policy guarantees and supervision evaluations, we can create a healthier, more harmonious and loving growth environment for disadvantaged children, allowing their hearts to receive sufficient care and nurturing.

Acknowledgement

This research was supported by the “2025 Weifang Social Science Planning Research Project”. The first author gratefully acknowledges the support agency.

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