

Exploration of Psychological Crisis Identification and Response Measures for Primary and Secondary School Students

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ABSTRACT

This article aims to elaborate on the precautions in coping with psychological crises and provide guidance for psychological crisis intervention for primary and secondary school students. By analyzing and summarizing the key elements in coping with psychological crises, four precautions are proposed: confidentiality principle, respect and understanding, professionalism and cooperation, continuity and flexibility. Emphasis was placed on the importance of confidentiality principles in protecting student privacy, while also pointing out the need to comply with legal and ethical norms for information disclosure when necessary; Proposed treating students in psychological crisis with respect and understanding, encouraging them to express their true feelings; Emphasis was placed on the professionalism of psychological crisis intervention personnel and the importance of multi-party cooperation such as home school, school doctors, and communities; It is pointed out that coping with psychological crises is a continuous process that requires flexible adjustment of intervention strategies and methods based on changes in students' psychological conditions. Psychological crisis response work needs to follow certain principles and methods, focusing on confidentiality, respect, professionalism, cooperation, sustainability, and flexibility, in order to effectively help students overcome psychological difficulties and promote their healthy growth.

KEYWORDS

psychological crisis response; Confidentiality principle; Respect and understanding; Professionalism and Collaboration

On July 7, 2021, the General Office of the Ministry of Education issued a notice on strengthening the management of students' mental health, stating that in order to further improve the pertinence and effectiveness of students' mental health work, effectively strengthen professional support and scientific management, and focus on enhancing students' mental health literacy. Primary and secondary school students are in a critical period of physical and mental development, facing numerous pressures and challenges, and experiencing psychological crises from time to time. Effective psychological crisis intervention is of great significance for safeguarding students' physical and mental health and promoting their comprehensive development. However, coping with psychological crises is not an easy task and requires adherence to certain principles and methods. This article will elaborate on the precautions in coping with psychological crises from four aspects: confidentiality principle, respect and understanding, professionalism and cooperation, continuity and flexibility, providing guidance for related work.

1 Identification of Psychological Crisis in Primary and Secondary School Students

1.1 Common manifestations of psychological crisis

In the daily lives of primary and secondary school students, the manifestations of psychological crisis are multifaceted and often intertwined, affecting their physical and mental health. In terms of emotions, anxiety is the most common emotional response in psychological crises, and students may exhibit excessive worry, tension, and fear, as well as feeling uneasy about daily small things. Depression is another common emotional state, in which students may feel low, lose interest in things, and even experience feelings of hopelessness and helplessness. Impatience is also a significant sign of psychological crisis, as students become furious over trivial matters, experience significant emotional fluctuations, and find it difficult to control themselves. In terms of behavior, students in psychological crisis may exhibit withdrawal behavior, avoid socializing with others, and even skip school to escape reality. Aggressive behavior is also a manifestation of psychological crisis, where students may vent their inner dissatisfaction and anger by verbally or physically attacking others. More seriously, some students may have a tendency to self harm and self harm, which is an extreme manifestation when the psychological crisis reaches a certain level. In terms of cognition, students with psychological crises may have difficulty concentrating and concentrating on learning or completing tasks; Memory decline, forgetting important things or learned knowledge; Slow thinking, slower reactions, and difficulty making decisions. Physiologically, psychological crises may also lead to sleep disorders in students, such as insomnia, early awakening, or nightmares; Loss of appetite, loss of interest in food, and decreased food intake; Physical discomfort, such as headaches, stomach pains, and other unexplained physical symptoms. These manifestations are all signals of psychological crisis that require close attention from teachers and parents, timely identification, and taking measures.

1.2 Ways to identify psychological crises

Identifying psychological crises is not an easy task and requires joint efforts from teachers, parents, and classmates. Daily observation is one of the important ways to identify psychological crises. Teachers, parents, and classmates should pay attention to students' daily behavioral changes, such as abnormal expressions in emotions, behavior, cognition, and physiology. Psychological assessment is also an effective means of identifying psychological crises. Regular psychological assessments through tools such as scales and questionnaires can objectively understand students' psychological states and promptly identify potential psychological problems. Communication is the foundation for building trust relationships and the key to identifying psychological crises. Teachers should encourage students to actively express their inner feelings, listen to their confusion and troubles, and provide emotional support and help for them. Parents should also maintain good communication with their children, understand their thoughts and needs, and face challenges in life together. Warning signals are also an important basis for identifying psychological crises. Teachers should pay attention to the crisis information revealed by students' social media dynamics, diaries, etc., and promptly detect and intervene in potential psychological crises.

1.3 High risk population prone to psychological crisis

In the group of primary and secondary school students, some students are more likely to become high-risk groups for psychological crises. Students with high academic pressure and poor grades often suffer from immense psychological pressure, feeling frustrated and insecure due to their inability to achieve expected learning goals. Students with tense family relationships and lack of care are also prone to psychological crises. They feel lonely and helpless due to the disharmony of their family environment, and lack a sense of security and belonging. Students who have experienced significant life changes, such as the death of a loved one or the divorce of their parents, are at a high risk of psychological crisis. They feel pain and despair due to their inability to adapt to the dramatic changes in life and require special attention and assistance. Students with introverted personalities and weak social skills are also prone to becoming targets of psychological crises. They feel lonely and excluded due to difficulty in socializing with others, and need more support and encouragement from teachers and parents. For these high-risk groups, more attention and care should be given, and their psychological crises should be identified and intervened in a timely manner to safeguard their healthy growth.

2 Analysis of the Causes of Psychological Crisis among Primary and Secondary School Students

2.1 Personal factors

The causes of psychological crisis among primary and secondary school students need to be explored first from individual factors. The asynchrony between physiological development and psychological maturity is a significant characteristic of adolescence. At this stage, students' physical growth is rapid, but their psychological maturity often lags behind. This imbalance can easily lead to confusion and helplessness when facing life challenges. Self cognitive bias is also an important factor in triggering psychological crises. Some students lack confidence in themselves due to inferiority complex, always doubting their abilities and easily falling into negative emotions; Other students show arrogance and overestimate their own abilities, feeling extremely disappointed and frustrated when reality does not match expectations. More importantly, many students lack effective problem-solving strategies. When faced with difficulties and setbacks, they often do not know how to cope and are prone to choosing to avoid or take extreme actions, leading to psychological crises. Therefore, enhancing students' self-awareness and cultivating their problem-solving skills are important ways to prevent psychological crises.

2.2 Family factors

As the first classroom for students' growth, the family's environmental atmosphere and educational methods have a profound impact on students' mental health. Disharmonious family atmosphere and improper parenting methods are important family factors that trigger students' psychological crisis. In a family environment filled with arguments and conflicts, students are prone to feeling uneasy and anxious, which may lead to the emergence of psychological problems in the long run. Family economic pressure also brings heavy psychological burden to students. Some families, due to limited economic conditions, cannot meet students' material needs, and even cause family conflicts due to economic issues, making students feel inferior and helpless. Parents' high expectations are also one of the reasons for students' psychological crisis. When parents' demands on students exceed their actual abilities, students will feel immense pressure, fear failure, and worry about disappointing their parents. This pressure accumulates over time and can easily lead to psychological crises. The changes in family structure, such as single parent families and left behind children, also bring

psychological trauma to students, making them lack a sense of security and belonging, and more likely to fall into psychological difficulties.

2.3 School factors

School is an important place for students to learn and grow, but it is also a high-risk area for psychological crises. The heavy academic burden and fierce competition are major sources of pressure currently faced by primary and secondary school students. In the context of exam oriented education, students have to invest a lot of time and energy in order to achieve good grades. This high-intensity learning pressure can easily lead to physical and mental exhaustion, and even develop a sense of disinterest in learning. The tense teacher-student relationship and bullying among classmates are also important factors that trigger students' psychological crisis. Some teachers, due to high teaching pressure, lack patience and care for their students, leading to a strained teacher-student relationship; Bullying behavior among classmates directly damages students' self-esteem and confidence, making them feel lonely and helpless. The lack of mental health education and counseling resources is also an undeniable factor in schools. Many schools do not offer mental health education courses or have insufficient psychological counseling resources, which cannot meet the psychological needs of students and prevent them from receiving timely help and support when encountering psychological problems.

2.4 Social factors

Social factors are also one of the important reasons that lead to the psychological crisis of primary and secondary school students. With the popularity of the Internet, students are exposed to more and more information, but it is also mixed with a lot of bad information. These pieces of information have a negative impact on students' values, causing them to feel confused and confused. The diversification of social values also brings difficulties to students in making choices. Under the impact of multiculturalism, students do not know how to adhere to their own values, which can easily lead to identity crisis. The imperfect social support system is also one of the reasons for students' psychological crisis. When students encounter psychological problems, they often do not know how to seek help, and psychological assistance resources are difficult to obtain, making them feel isolated and helpless. Therefore, strengthening the construction of the social psychological support system and providing more psychological assistance resources for students is an important measure to prevent psychological crises.

3 Coping Measures for Psychological Crisis of Primary and Secondary School Students

3.1 Establish a prevention mechanism

The primary way to deal with psychological crises among primary and secondary school students is to establish effective prevention mechanisms. Strengthening mental health education is the first step in preventing psychological crises. Schools should incorporate mental health education into the curriculum system, popularize psychological knowledge through specialized courses, lectures, activities, and other forms, and enhance students' awareness of mental health. Simultaneously conducting psychological screening is also an important part of the prevention mechanism. Through regular psychological assessments, questionnaire surveys, and other methods, potential psychological problems of students can be identified in a timely manner, achieving early detection and intervention. Establishing a home school cooperation mechanism is also key to preventing psychological crises. Schools should maintain close contact with parents, jointly pay attention to students' mental health status, and create a good atmosphere of home school co education. Parents should also actively participate in school's mental health education activities, understand their children's psychological needs, and provide necessary psychological support for them. Creating a positive and uplifting campus culture atmosphere is also an important means of preventing psychological crises. Schools should create a positive, healthy, and positive campus atmosphere by organizing diverse campus cultural activities, allowing students to grow up in a relaxed and enjoyable environment, and reducing the occurrence of psychological problems.

3.2 Enhance coping ability

In addition to establishing prevention mechanisms, enhancing coping abilities is also an important measure to address psychological crises among primary and secondary school students. Firstly, teachers and parents should be trained in the skills of identifying psychological crises. Through professional training, teachers and parents can accurately recognize students' psychological crisis signals and take timely intervention measures. Teaching students basic self-regulation methods is also an important way to improve their coping abilities. Schools should offer courses such as emotional management and stress relief to teach students how to cope with setbacks and pressures in life correctly, and enhance

their psychological resilience. Establishing a psychological crisis intervention team is also key to enhancing coping abilities. Schools should select teachers or professionals with experience in psychological counseling to form a psychological crisis intervention team responsible for rapid response and handling of crisis events. Group members should receive professional training to master the basic skills and methods of psychological crisis intervention, ensuring that they can intervene quickly and effectively in the event of a crisis.

3.3 Implement intervention measures

When primary and secondary school students experience psychological crises, corresponding intervention measures should be implemented based on the severity of the crisis. For mild psychological crises, schools should provide psychological counseling and guidance to help students relieve psychological pressure and adjust their mentality. Psychological counselors should establish a trusting relationship with students, listen to their voices, and provide emotional support and advice. For moderate psychological crises, schools should develop personalized intervention plans and refer them to professional institutions if necessary. Personalized intervention plans should be developed based on the specific situation of students, including various measures such as psychological counseling, psychological counseling, and family intervention. When students have serious psychological problems, schools should promptly refer them to professional institutions for further treatment and intervention. For severe psychological crises, schools should immediately activate emergency plans to ensure the safety of students and contact professional medical institutions. In emergency situations, schools should take prompt measures to ensure the safety of students' lives, while maintaining contact with professional medical institutions to provide timely and effective treatment for students.

3.4 Follow up tracking and support

After implementing intervention measures, follow-up tracking and support are also essential. Schools should continuously track and evaluate the effectiveness of interventions for students after intervention. By conducting regular psychological assessments, interviews, and other methods, we can understand the psychological status of students and evaluate the effectiveness of intervention measures. Simultaneously provide necessary psychological support and counseling to prevent the recurrence of the crisis. Schools should continue to pay attention to students' psychological needs, provide necessary psychological support and counseling, help students consolidate intervention results, and prevent the recurrence of psychological problems. Strengthening communication between home and school is also an important part of follow-up tracking and support. Schools should maintain close contact with parents, jointly pay attention to students' psychological recovery process, and provide comprehensive psychological support for students.

4 Precautions in Coping with Psychological Crisis

4.1 Confidentiality principle

The principle of confidentiality is a crucial fundamental principle in coping with psychological crises. The process of psychological crisis intervention often involves the secrets, pain, and confusion deep within students' hearts, which are their extremely private personal information. Therefore, it is necessary to emphasize the confidentiality of the intervention process, strictly protect students' privacy, and allow them to open up in a safe and trustworthy environment. This is not only a respect for the individual rights of students, but also the foundation for establishing a good counseling relationship. Of course, the principle of confidentiality is not absolute. When the safety of students becomes a focus of attention, information disclosure must be carried out within the framework of legal and ethical norms. For example, when students have suicidal tendencies or pose a threat to others, relevant departments and personnel must be notified in a timely manner to ensure the safety of students' lives. In this situation, it is necessary to find a balance between protecting students' privacy and maintaining public safety, achieving both respect for students and responsibility.

4.2 Respect and Understanding

Respect and understanding are indispensable attitudes in coping with psychological crises. Teachers should treat every student in psychological crisis with respect and understanding, avoiding any form of discrimination and prejudice. Every student is a unique individual with their own growth experiences, personality traits, and emotional needs. Therefore, it is necessary to let go of one's subjective judgment and listen to students' voices with an open and inclusive attitude, understanding their confusion and needs. Encouraging students to express their true feelings and make them feel heard and understood is an important step in helping them overcome psychological difficulties. At the same time, one should also convey care and support for students through their words and actions, so that they feel warmth and

strength.

4.3 Professionalism and Collaboration

Psychological crisis response is a highly specialized task that requires personnel with professional knowledge and skills to carry out. Therefore, it is necessary to ensure the professionalism of psychological crisis intervention personnel, regularly train and supervise them, and enhance their professional competence and intervention ability. Psychological crisis response is also a process that requires multi-party cooperation. Family schools, school doctors, communities, and other parties should strengthen communication and collaboration to form a joint force for psychological crisis response. Schools should maintain close contact with parents and jointly pay attention to students' psychological state; School doctors should provide professional medical support and advice; The community should provide necessary resources and assistance. Only by working together can we build a solid psychological defense line and safeguard the healthy growth of students.

4.4 Continuity and flexibility

Coping with psychological crises is a continuous process that requires patience and perseverance. The psychological state of students is often not static, but changes with factors such as time and environment. Therefore, it is necessary to continuously pay attention to the psychological state of students, identify problems in a timely manner, and intervene. At the same time, intervention strategies and methods should be flexibly adjusted according to changes in students' psychological conditions. Sometimes an intervention method may be effective for students, but it may no longer be applicable after a period of time. This requires teachers to have keen insight and judgment, adjust intervention plans in a timely manner according to the actual situation, to ensure the maximization of intervention effectiveness.

5 Conclusion

Coping with psychological crises is a complex and arduous task that requires a full understanding of its importance and urgency. During the response process, it is necessary to strictly follow the principle of confidentiality and protect the privacy of students; Treat students with respect and understanding, and encourage them to express their true feelings; Ensure the professionalism of intervention personnel and strengthen multi-party cooperation; Maintain continuity and flexibility, and adjust intervention strategies and methods in a timely manner according to changes in students' psychological conditions. Only in this way can we effectively help students overcome psychological difficulties and promote their healthy growth. We also hope that all sectors of society can give more attention and support to jointly safeguard the mental health of primary and secondary school students.

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