

# **A Research Report on the General Psychological Problems of Middle School Students**

## **-- Based on a Counseling Report of a Middle School Student**

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### **Abstract**

**This paper is a case of a general psychological problems of case analysis, including the patient data collection and sorting, after comparing the diagnosis is made to identify and determine the general psychological problems of patient's problems, and communicating with the negotiation set reasonable consulting goals and plans, reasonable use of emotion in the process of consulting therapy and cognitive behavior therapy, After 6 consultations and a follow-up survey, the self-abasement, anxiety and rebellious emotional problems of the seekers were basically solved, and the counseling effect was good, and the students resumed their normal study and life.**

### **Keywords**

**General Psychological Problems; Rational Emotion Therapy; Cognitive Behavioral Therapy.**

#### **1. General Information:**

Help seeker, male, 16 years old, Han nationality, junior middle school third grade student.

#### **2. Chief Complaint and Personal Statement:**

##### **2.1. Chief Complaint**

Transferred from a foreign school to a gardener for more than one month, I was restless and irritable, unwilling to communicate with others, and had a tense relationship with teachers and classmates. Besides, I couldn't listen in class and liked playing games, so I played truant. Accompanied by the class teacher to consult.

##### **2.2. Help Seeker Self-statement:**

The help seeker lives in a single-parent family with an only child. After his parents divorce, he lives with his mother. Mother has no fixed income, a person with his, life, work pressure big, father and does not undertake the maintenance, so mother often complain that the father is bad, often nag of temper, from then on began to become withdrawn, are reluctant to take the initiative to communicate with their peers, has been bad since entered the school, the teacher also often call parents, classmates laugh at yourself, learning pressure big, I ranked again in the exam, so I started playing hooky. In the first semester of the third year of junior high school, the teacher moved his desk to the front of the classroom to show "encouragement" because of the last one in an exam. At that time, he was laughed at by his classmates, and became angry because of embarrassment, he beat his homeroom teacher and was expelled from school. I stayed home for two weeks after I was expelled, and I was depressed, and I didn't want to

socialize, and I started fighting my mother. Until last month, I transferred to a new school, but I could not erase the psychological shadow of the past, and I did not want to go to school. I always felt that I was a bad student in the eyes of teachers and classmates. I could not keep up with my study and could not understand my lessons. I want to antagonize them, and I'm happy when they're angry. Sometimes go to play games, in that world, feel self esteem, confidence. But as soon as I thought of facing the high school entrance examination, my grades were poor, and my mother was not easy, I felt more anxious. Under the repeated persuasion of the teacher in charge, I went to the psychological consulting room of the school for consultation.

### **3. What the Consultant Observed and Learned:**

#### **3.1. The Consultant Observed:**

In the homeroom teacher accompanied by help. He was a neat man dressed in jeans, tall and normally developed. After entering clinics, frown, depression, consultation process, the start is passive, question and answer, talk concerns, then mood is relaxed, to ask questions about his problems, express their own views, sometimes easy to emotional self-control ability is poor, but the basic existence of self-knowledge, have a certain understanding about the present situation of their own, have been wish.

#### **3.2. Teachers' Reflections:**

This student transferred to our class for one month. He is introverted and rarely communicates with his classmates, but he is prone to friction or even fight with his classmates. Especially sensitive to the teacher's criticism and teaching, more do not actively communicate with the teacher. Not interested in learning, also do not complete the homework, the results are poor, often in the classroom and teachers talk back, like to make a very excessive "prank" such as Shouting in the classroom, to attract the attention of teachers and classmates, sometimes play truant games. But the student was very good at sports and had won honors for his class in sports meetings.

#### **3.3. Information Learned:**

##### **3.3.1. Past History**

No history of surgery, infectious diseases or allergies. No history of organic diseases.

##### **3.3.2. Personal History**

Only child, mother healthy, full term natural birth, normal development, 6 years old kindergarten, primary and junior high school performance is not good, playing online games, truancy and other phenomena, sensitive and irritable, introverted, self-abasement rebellious.

##### **3.3.3. Family History**

no history of mental illness in two or three generations of parents.

### **4. Psychological Test Results:**

In order to have a deeper understanding of the seekers' emotions, personality characteristics and temperament types, and provide them with more targeted and effective help, SAS and SDS tests were carried out on the condition that the seekers agreed and expressed their willingness to cooperate.

#### **4.1. Test Results:**

Self-rating Anxiety Scale (SAS) :60 points (standard score), exceeding the threshold value of 10 points, indicating moderate anxiety.

Self-rating Depression Scale (SDS) :61 points (standard score), over the threshold value of 8 points, indicating mild depression.

## 5. Evaluation and Diagnosis

### 5.1. Based on Clinical Data, Make a Preliminary Diagnosis of the Problem of the Seeker: General Psychological Problems

#### 5.2. Diagnosis Basis Mainly Includes:

According to Guo Nianfeng's three principles of disease and non-disease, the patients' subjective and objective characteristics are unified, their psychological activities are coordinated, their personality is relatively stable, they have no hallucinations, delusions and other mental symptoms, and they are self-aware of their own problems and have the desire to seek treatment, so they can rule out psychotic problems;

The psychological problem of the seeker was caused by the fear of discrimination between teachers and classmates and excessive sensitivity and anxiety, which was consistent with the situation and the reaction intensity was understandable. It was normal conflict and neurotic problems could be ruled out.

The duration of the seeker's bad mood was one and a half months, and the reaction degree of psychological problems was not serious, and only appeared in the classroom and campus, but did not generalize to other aspects, and did not have a serious impact on social functions, so serious psychological problems can be ruled out. Therefore, the seeker's problem was diagnosed as a general psychological problem.

### 5.3. After Sorting out the Data of Those Seeking Help, The Causes of Psychological Problems are as Follows:

#### 5.3.1. Physiological Reasons: Adolescent Boys are 16 Years Old

#### 5.3.2. Social Reasons:

- ① Parents divorced, single parent environment grew up, and because of family difficulties, mother's negative emotions.
- ② There are negative sexual life events, once from the teacher's unfair and discriminatory learning environment and treatment, so that the self-esteem and self-confidence of the seekers are severely bruised, the formation of inferiority, rebellious, self-sealing, self-abandonment of the psychological.
- ③ There are fewer friends with positive energy and the lack of help from the social support system.

#### 5.3.3. Psychological Reasons:

Introversion, over-sensitivity, inferiority and reverse psychology.

- ① Irritable, not able to control and adjust emotions.
- ② There is a very serious cognitive error: think that all the teachers' teaching is wrong, all the people look down on themselves, deny themselves, isolate themselves.
- ③ Can't communicate effectively with people, will be closed in the virtual network world.

## 6. Establish Consulting Objectives

Based on the above assessment and diagnosis, in consultation with the seeker himself, the seeker's mother, and the seeker's homeroom teacher, the following counseling objectives are determined:

### 6.1. Specific Goals

Understand the main reasons of emotion, learn to correct attribution, in order to quickly adjust the bad mood, return to normal study and life.

### 6.2. Short-term Goals

learn to regulate their own emotions, regulate their own behavior.

Correctly understand and accept the care and instruction from parents and teachers.

establish self-confidence, cultivate self-esteem.

Can actively go to the class to experience the warmth of the big family.

### 6.3. Long-term Goals

Through systematic and scientific consultation, the ability of seekers to adapt to the environment can be improved, and their psychological adjustment can be realized. Finally, the seekers can become positive, lively, cheerful, self-respecting and self-strengthening people, and their mental health and personality can be improved.

## 7. Develop Consultation Plans

### 7.1. Counseling Methods and Principles: Cognitive Behavioral Therapy and Rational Emotion Therapy

#### 7.1.1. Entry Point:

The main psychological problem of the help seeker is also the problem he most wants to solve: he cannot correctly understand and evaluate the care and instruction from teachers and parents, resulting in anxiety, inferiority and reverse emotions, interpersonal tension, study and life are affected.

#### 7.1.2. The Cause of Problem Behavior:

These problem behaviors are mainly caused by the wrong concept of the seeker. Misperception leads to bad emotions and problem behaviors. Misconceptions are based on their upbringing and negative life events. Correcting the bad cognition of the help seeker will have a good change in his mood and behavior. In addition, the problem of the help seeker does not last very long, and the things that cause psychological problems are not serious. At present, typical psychological and behavioral abnormalities have not reached a more serious degree, which is more suitable for the above counseling method.

#### 7.1.3. Consultation Principle:

Rational emotional behavior therapy

This therapy believes that what makes people sad and painful is not the event itself, but the incorrect interpretation and evaluation of the event. Nothing in itself is good or bad, but when people give it their own preferences, desires and evaluations, it is possible to produce all kinds of unnecessary annoyance and confusion. If one has the right idea, he can live happily; otherwise, the wrong idea and the view which is not in accordance with the reality will easily cause one to have emotional trouble. So only through rational analysis and logical thinking, change the patient's emotional distress caused by the irrational ideas, and establish a reasonable and correct concept of rational, can help patient overcome their own emotional problems, at a reasonable outlook on life to create life, and to maintain mental health, promote the all-round development of personality.

Specific method is: through communicating with the patient to find emotional distress and behavior is the manifestation of discomfort (C), and correspond to these reactions induced factor (A), and the unreasonable belief between (B) were analyzed, and the patient understand their own problems and its relationship with its irrational ideas. Counsellors use a variety of

techniques to help the seeker correct or abandon the underlying irrational beliefs and replace them with reasonable beliefs, thereby eliminating bad emotions and uncomfortable behaviors.

### Cognitive behavioral therapy

This therapy has the following characteristics: there is a cooperative relationship between the seeker and the counselor; It is assumed that psychological pain is to a large extent the result of cognitive process impairment; Emphasis on changing cognition, resulting in emotional and behavioral changes; It is usually a Short-term and educational treatment aimed at a specific and structural problem. The therapy is based on a structured psycho-educational model that emphasizes the role of homework, places more responsibility on the seeker, and allows them to take an active role in and out of therapy, while absorbing various cognitive and behavioral strategies to achieve change. Specific methods are as follows: Consultants teach patient how to through an evaluation process to identify these distorted and cognitive dysfunction, make patient to learn to put their ideas and distinguish the events in the real world, understand the cognitive effect on the patient's own emotion and behavior, make the patient in identifying, observe and monitor their own ideas and assumptions, especially those with a negative automatic thoughts.

## 7.2. Clarifying the Respective Responsibilities, Rights and Obligations of Each Party

### 7.2.1. Responsibilities, Rights and Obligations of the Requestor:

#### Responsibility

- ① To provide consultants with real information related to psychological problems;
- ② Actively explore ways to solve problems with the consultant;
- ③ Complete the operations agreed upon by both parties.

#### Right

- ① Have the right to know the training background and practicing qualification of consultants;
- ② Have the right to know the specific methods, processes and principles of consultation;
- ③ Have the right to choose or replace a suitable consultant;
- ④ the right to refer or suspend the consultation;
- ⑤ Have the right to know, negotiate and choose the contents of the consulting plan.

#### Obligations

- ① Comply with the relevant regulations of the advisory body;
- ② Adherence to and implementation of all aspects of the agreed advisory programme;
- ③ Respect the consultant, observe the appointment time, and inform the consultant in advance if there is any special situation.

### 2. Responsibilities, rights and obligations of consultants:

#### Responsibility

- ① Abide by professional ethics and relevant national laws and regulations;
- ② Help those seeking help solve psychological problems;
- ③ Strictly abide by the principle of confidentiality, and explain the confidentiality exception.

#### Right

- ① To have access to personal data related to the psychological problems of the person seeking help;
- ② To have the right to choose suitable help seekers;
- ③ In a responsible manner to the person seeking help, have the right to refer or suspend the consultation.

#### Obligations

- ① Introduce their training background and show their business license and professional qualification;
- ② Comply with the relevant regulations of the advisory body;
- ③ Adherence to and implementation of all aspects of the agreed advisory programme;
- ④ Respect the requesters, observe the appointment time, and inform the requesters in advance if there is any special situation.

### **7.3. Determine the Consultation Time and Fees**

Consultation times: 6 times, 50 minutes each time, once every Sunday.

Consulting fees: campus consulting, free of charge.

## **8. Consultation Process**

### **8.1. The Consulting Stage can be Roughly Divided into Three Stages:**

Establishment of diagnostic assessment and consultation relationship (1st to 2nd)

#### **8.1.1. The Purpose**

- (1) Establish a good consulting relationship;
- (2) Understand basic information and collect general information;
- (3) Clinical evaluation of self-abasement, rebellion and interpersonal sensitive behavior, psychological measurement;
- (4) Identify the main problems and explore the willingness to change;
- (5) Consulting and analysis.

#### **8.1.2. Method: Interview Method**

#### **8.1.3. Process**

- (1) Fill in the consultation registration form and introduce the relevant matters and rules in the consultation;
- (2) Carefully, patiently and sincerely listen to the supplicants, encourage them to vent their negative emotions, respect the emotional experience of the supplicants, and get their full trust and understanding;
- (3) To collect the information of the help seekers through ingestion talks, understand their growth process, especially major events, and explore their psychological contradictions and willingness to change;
- (4) Guide the seekers to take the relevant psychological tests SDS and SAS, and make the assessment and diagnosis;
- (5) Feedback the test results to the seeker, and make a preliminary problem analysis, analyze with the seeker and let him understand that there is always wrong cognition behind the problem behavior, behavior is dominated by knowledge.
- (6) Assign consulting homework: a. Let the seekers feel and record their feelings and psychological activities of the current life with their hearts, and record every tiny idea and understanding for analysis in the next consultation. B. Ask the seeker to find a classmate who has been criticized by the teacher, and ask him how he feels about it.

### **8.2. Psychological Help Stage (3rd to 5th Sessions)**

#### **8.2.1. Third Consultation**

purpose

- (1) Deepen consulting relationships.
- (2) Analyze wrong cognition and correct cognitive deviation.

Methods: Talk method, rational emotion therapy, cognitive behavior therapy

Process

① Check and evaluate the help seeker's homework. Complete the situation is good, the main problem is: also make mistakes to accept the teacher's criticism and guidance, their self-abasement, rebellious, irritable mood is obvious, think that the teacher deliberately and against their own, deliberately in front of the students to humiliate themselves, and the students can rational analysis of the reason, to correct mistakes, but also grateful for the teacher's hard work.

② Correct the wrong cognition of the seekers according to the homework, and introduce the basic principles of rational emotion therapy and cognitive behavioral therapy to the seekers timely, with examples of cognitive behavioral therapy and ABC theory, so that the seekers can realize the relationship between A, B and C. And combined with their own emotions and behavior problems to think about their own existence of unreasonable beliefs and wrong cognitive patterns.

③ Cognitive therapy and self-censorship techniques were used to make the seekers realize the error of their own ideas: "The teacher looked down on me and criticized me on purpose, so I felt inferior, anxious and rebellious, and didn't want to go to school". Through demonstration techniques, specific manifestations of the seeker's emotional distress and behavioral discomfort (C) and the corresponding inducing events (A) are listed, and the unreasonable belief between the two (B) is debated. Help the seeker to understand that it is the belief that causes the emotional and behavioral consequences rather than the event itself; You should be responsible for your own emotional and behavioral reactions; Only changed the unreasonable belief, can alleviate or eliminate their own existence of various symptoms.

④ Assign consulting homework: It is suggested that the seekers continue to think about ABC theory, write their own mood diary, and record their emotional changes and self-control adjustment process after being criticized, so as to seek guidance from consultants.

### 8.2.2. Fourth Consultation

Objective:

- (1) Strengthen correct cognition;
- (2) Encourage and maintain good behavior;
- (3) Dig deep reasons.
- (4) Preliminary consultation effect evaluation

Methods: Talk method, rational emotion therapy

Process:

① Check and evaluate the help seeker's homework. Feedback consulting work: the seekers have a better understanding of the root causes of their own psychological problems. They also have a new understanding of the teacher's guidance and can patiently accept it. Their relationship with classmates is also improved, and they feel happy about their progress. However, his self-abasement could not be completely eliminated, and he was still nervous when communicating with teachers and classmates, but he had basically reached the goal, and the consultant praised his progress.

② Further analyze the relationship between behavior and emotion, strengthen the "reasonable concept", and guide him to re-understand himself and maintain good behavior; Encourage him to be proactive in life and study, have his own goals and make plans to achieve them.

③ It is suggested that the help seekers should participate in activities organized by classes and schools to carry forward their advantages in sports, so that they can find confidence in success, overcome inferiority, and cultivate a good man-machine relationship in an environment that is recognized by others.

④ Emphasize the role of parents, teachers and classmates in creating the environment, and establish a social support system. Let the seeker come out of the shadow of inferiority, self-abandonment and negation. In view of the merits of the seekers' love for the group, the teacher can appoint the seekers to the position of class leader, so that they can experience the sense of honor and responsibility in the completion of the group task, and form a correct outlook on life and values.

⑤ Preliminary evaluation of counseling effect: the self-assessment of the seekers, the improvement of problem behavior and the observation of the consultants all show that the counseling effect is obvious, the cognitive level of the seekers has significantly improved, the interest in learning, interpersonal communication has also improved, and the seekers are more satisfied.

⑥ Assign consulting assignments:

A. Ask the seeker to write down a list of things he or she would like to accomplish in the next two weeks, in order of difficulty and ease, and write down the plan. B. Write down all your strengths and abilities in the eyes of teachers and classmates on a piece of paper, and analyze them in the next consultation. And suggest inviting the mother and the class teacher together next time.

### 8.3. Consolidation and Closure Stage (5-6)

#### 8.3.1. The Fifth Time

Purpose

- (1) To consolidate the consulting effect;
- (2) Enhance self-confidence;
- (3) Learn acceptance, communication and tolerance;
- (4) Prepare for the end of the consultation

Methods: Talk and cognitive behavioral therapy

Process:

(1) Feedback consulting homework: the plan is relatively perfect. The consultant and the seeker plan the operation method together and encourage him to complete it carefully; Parents, teachers and seekers share their strengths and strengths in the eyes of others, and help them explore and supplement their own strengths, so as to enhance their confidence and make them believe that they are fully capable of changing themselves and becoming excellent.

(2) Help seekers perform role plays with parents and teachers to strengthen the relationship between behavior and cognition, and establish a harmonious and healthy home-school support system.

(3) to consolidate several stages before the results obtained, help patient further out of the original irrational beliefs and ways of thinking, make the new idea to strengthen, and guidance to patient communication skills, so that the patient at the end of the consulting learn the psychological knowledge, methods of using technology to deal with the problems in the future life, can better adapt to the real life, Improve your mental health.

#### 8.3.2. Six Times

Objective:

- (1) To consolidate the consulting effect;
- (2) End the consultation.

Method: talk method

Process:

(1) Point out the direction to continue efforts: strive to achieve the goal of the month, and actively participate in various activities to enrich their life.



(2) Consultants and seekers comprehensively review and summarize the whole consultation process, help seekers to realize the transfer of knowledge and ability, and apply the methods and experience gained in consultation to daily life. A psychological test was conducted to evaluate the effect of counseling against the test at the beginning of counseling.

(3) End the consultation.

## 9. Evaluation of Consulting Effect

### 9.1. The Consultant Evaluates the Help Seeker

The specific goals and Short-term goals of consultation have been basically realized, and the students have a correct understanding and understanding of the teachers' teaching. The seeker has basically corrected the bad cognition; The reverse psychology was overcome; Emotional symptoms (irritability, sensitivity, low self-esteem) improved; Can accept others' advice, can get along with others easily. It basically eliminates bad emotions and experiences. Positive changes appear in cognition, emotion and behavior pattern, interpersonal relationship is improved, self-knowledge tends to be reasonable, and they can evaluate themselves appropriately.

### 9.2. Self-evaluation of the Help Seeker

Through consultation, the client reported that his bad emotional state was significantly improved, his interpersonal relationship was good, and his positive consciousness was increased. He was able to fully carry out normal study and life and interpersonal communication, his academic performance was improved, and he was more confident in doing things than before.

### 9.3. Feedback from Teachers and Parents:

Children become cheerful, although learning difficult, but did not give up, grades have improved, class discipline, can listen to the teacher, get along with classmates, especially love the class. Get along with mother at home more harmonious than before, began to help mother do housework.

### 9.4. Psychological Test Evaluation

The results of self-rating depression and anxiety scale before counseling: SDS standard score was 61; Standard SAS score of 60, mild depression and moderate anxiety. The SDS standard score was 52; The SAS standard score was 46, and the measurement results were normal. There was a significant decrease in before-and-after comparison.

Evaluation of consultation effect: after half a year of follow-up, the consolidation effect is good.

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