

DEVELOPMENT GUIDELINES FOR PSYCHOLOGICAL HEALTH OF STUDENTS WITH SPECIAL NEEDS AT LESHAN NORMAL UNIVERSITY*

Zhang Qinglin¹, Nuttamon Puchatree² and Wichian Intarasompun³

¹⁻³Graduate School, Bansomdejchaopraya Rajabhat University, Thailand

Corresponding Author's Email: nuttamon.pu@bsru.ac.th

Received 3 March 2026; Revised 10 March 2026; Accepted 13 March 2026

Abstract

Psychological health is an important factor affecting the academic success and well-being of university students, especially those with special needs. The objectives of this research were: 1) to study the current situation of psychological health and 2) to the development guidelines of psychological health for students with special needs in Leshan Normal University. The sample was 140 students with special needs in Leshan Normal University. The research instruments included a questionnaire and semi-structured interviews. The data were analyzed using percentage, mean, standard deviation, and content analysis.

The results showed that: 1) the current situation of psychological health of students with special needs in Leshan Normal University in five aspects was at a high level. And 2) the development guidelines involve a multidimensional approach. The research results indicate that, 2.1) The cultivation of a positive attitude towards life needs to rely on positive guidance and practical empowerment. Through encouraging education, emotional management training,

Citation:



*

Zhang Qinglin, Nuttamon Puchatree and Wichian Intarasompun. (2026). Development Guidelines For Psychological Health Of Students With Special Needs At Leshan Normal University.

Modern Academic Development and Promotion Journal, 4(2), 308-323.;

DOI: <https://doi.org/10.>

<https://so12.tci-thaijo.org/index.php/MADPIADP/>

and other methods, it can improve students' mentality, enhance their action efficiency and emotional control ability, and alleviate the impact of negative emotions; 2.2) The improvement of healthy self-cognition is based on practical clarify their academic advantages; 2.3) The construction of harmonious to take into account both general abilities and targeted needs, and alleviate transgender reflection and multiple interactions. With the help of activities such as growth portfolios and advantage exploration, it helps students establish self-identity and communication anxiety by improving communication skills; 2.4) Adaptive training focuses on situational drills and thinking shaping, and uses strategies such as social drills and goal decomposition to enhance students' ability to cope with changes and new tasks; and 2.5) As the core guarantee of mental health, emotional regulation ability needs to combine self-acceptance with external empowerment. It can accumulate positive emotions through emotional diaries, peer support, etc., and improve the ability to cope with negative emotions with the help of scientific strategies.

Keywords: Psychological health, Adaptability, Robust emotional regulation, Harmonious interpersonal relationship.

Introduction

psychological health is a major issue in global youth development and socioeconomic progress. The World Health Organization (WHO, 2022) notes that mental health problems cost the global economy over one trillion US dollars annually. As a highly educated youth group, university students' mental health directly affects social innovation capacity. Research by the European Commission (2023) shows a positive correlation between mental health and employability, with graduates in good mental health having a 37% higher employment rate. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) emphasizes that modern education should focus on cultivating students'

psychological resilience and social adaptability. At the campus level, psychological health is fundamental to building a harmonious environment and fostering an inclusive culture. Students with disabilities face dual pressures, and systematic psychological support and resilience training can enhance their campus participation and sense of belonging. From an individual development perspective, mental health drives university students to realize self-worth, with more resilient students achieving higher goal attainment rates. Research by the American Association of People with Disabilities (2021) indicates that scientific interventions can help students with disabilities reshape negative cognitions and improve coping abilities, enabling them to reach professional development levels comparable to their peers.

In summary, the value of psychological health is reflected across societal, campus, and individual dimensions. Focusing on the mental health of students with disabilities is a key pathway to promoting educational equity and social inclusion, and represents a fundamental human right (WHO, 2023). Therefore, developing a specialized mental health guideline for hearing-impaired students at Leshan Normal University holds significant practical importance and urgency.

Objectives

1. To study the current situation of psychological health for students with special needs in Leshan Normal University.
2. To suggest the development guidelines of psychological health for students with special needs in Leshan Normal University.

Literature Review

Theory of Psychological Health:

This study integrates the core perspectives of five theories, providing a multidimensional foundation for understanding mental health from the angles of individual psychological development, systemic interaction, and intervention practices. Maslow (1954), in *A Theory of Human Motivation*, proposed that "self-actualization" is the essence of mental health, emphasizing that individuals possess an inherent motivation for self-growth. Mental health is manifested as harmony between the individual, the self, and the environment, rather than merely the elimination of symptoms. Engel (1977) proposed the biopsychosocial model, which advocates transcending a singular biomedical perspective and emphasizes that health results from the dynamic interaction of biological (e.g., genetics, physiology), psychological (e.g., cognition, emotion), and social (e.g., culture, family) factors. This model rejects linear causality and avoids attributing psychological problems simply to individual deficits, focusing instead on the complex interplay of multiple factors. Seligman and Csikszentmihalyi (2000) introduced positive psychology, which focuses on the realization of human potential and the construction of well-being. Its core lies in fostering positive emotions, meaning, and the utilization of strengths to help individuals thrive in favorable circumstances and gain resilient support in adversity. Beck's (1979) cognitive behavior theory posits that maladaptive thinking patterns are a significant source of emotional distress, and that cognitive restructuring can effectively improve mental health. Bowlby's (1969) attachment theory emphasizes the impact of early attachment relationships on individual development, while also noting that in adulthood, it remains possible to reshape secure attachment and achieve psychological repair through positive interpersonal relationships and self-awareness.

Concept of psychological health

1) Definition: The World Health Organization (WHO) has provided the following definition of psychological health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It has intrinsic and instrumental value and is integral to our well-being.

2) Policy: Ministry of Education of the People's Republic of China (2012) provided a clear definition of psychological health education in its released documents. The document points out that mental health education is an educational activity based on the physiological and psychological development characteristics of students, which requires the use of scientific psychological methods and means to enhance students' psychological qualities and promote their comprehensive, healthy, and harmonious physical and mental development. National Health and Family Planning Commission of the People's Republic of In 2010, the Ministry of Education of the People's Republic of China released the National Medium and Long Term Education Reform and Development Plan Outline (2010-2020), which clearly stated that it is necessary to cultivate the spirit of disabled students to actively face life, self-esteem, confidence, self-reliance, and self-improvement, and called on society to pay attention to the psychological health of disabled students and help them fully integrate into society. According to the actual situation of Chinese college students, Lin Guirui's (2010) monograph " Psychological health and life development of university students:" (Higher Education Press.) mentions that evaluating the psychological health level of college students should be considered from five Aspects

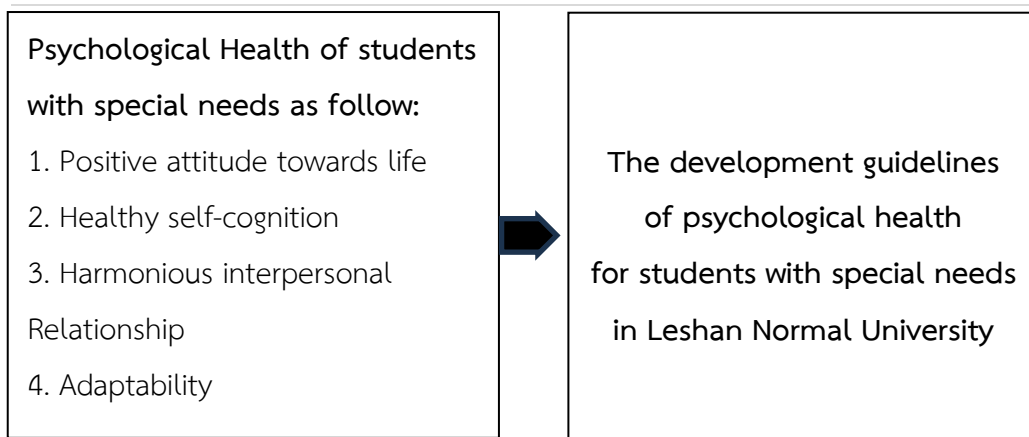


Figure 1 Research Framework

Methodology

Population and Sample group: the population of this research was 220 students from the special education college of Leshan Normal University. Based on Krejcie and Morgan sampling table (1970), the sample group of this research was the sample group of this study consists of 140 students from the Special Education College at Leshan Normal University.

Research Instruments: This study adopted a mixed-methods approach, employing questionnaires and interviews as the main research.

Questionnaire: The questionnaire consisted of two sections. The first section collected the respondents' demographic information of respondents, classified by gender and age. the second section employed a five-point Likert scale (Likert, 1932) to assess the current status of psychological health for students with special needs in Leshan normal university. Based on the conceptual framework of this study, the scale covered five dimensions: 1) Positive attitude towards life, 2) Healthy self-cognition, 3) Harmonious interpersonal relationship, 4) Adaptability, and 5) Robust emotional regulation. To ensure the reliability and validity of the questionnaire, the index of objectivecongruence (IOC) of the questionnaire was examined by three experts,

the IOC of questionnaire was 0.67-1.00, and the overall Cronbach's alpha coefficient of the questionnaire was 0.98.

Interview: The first part is the Introduction of background information. The second part includes a series of open-ended interviews. The interviewee in this research was 5 experts from the university. The qualifications of interviewee are as follows: 1) Working in education or psychology related fields at universities, 2) Having a higher education teacher qualification certificate, 3) graduated with master's degree or above.

Data Collection: The questionnaires were distributed to 140 sample group. The researcher checked out the completeness of the questionnaire and a total of 140 questionnaires were received, accounting for 100 percent. In addition, structured interviews were conducted to further investigate the development guidelines for psychological health for students with special needs the researcher makes an appointment with the expert. the researcher interview 5 experts one by one through an online platform depending on the expert's convenience. with each interview lasting approximately 30-50 minutes.

Data Analysis: The personal information of the respondents was analyzed by frequency and percentage. The current situation of development guidelines for psychological health for students with special needs in five aspects, the data was analyzed by mean and standard deviation. The data interpretation for mean is based on Rensis Likert (1932). The data interpretation is as follows: 4.50-5.00 refers to the highest level, 3.50-4.49 refers to high level, 2.50-3.49 refers to medium level, 1.50-2.49 refers to low level, and 1.00-1.49 refers to the lowest level. The structured interview about the development guidelines of psychological health for students with special needs in Leshan Normal University was analyzed by content analysis.

Results

Objectives 1. To study the level of psychological health for students with special needs in Leshan Normal University

In this study 140 questionnaires were distributed and 140 valid questionnaires were retrieved, with an effective rate of 100 percent, which met the requirements for data collection

Table 1: Mean and standard deviation of the Psychological Health of students with special needs in Leshan Normal University in five aspects.(n =140)

Psychological Health of students with special needs		\bar{X}	S.D.	Level	Ranking
1	Positive attitude towards life	4.24	0.69	high	4
2	Healthy self-cognition	4.20	0.71	high	5
3	Harmonious interpersonal relationship	4.30	0.66	high	1
4	Adaptability	4.27	0.67	high	2
5	Robust emotional regulation	4.25	0.73	high	3
Total		4.25	0.66	high	

According to Table 1, found that the current situation of psychological health of students with special needs in Leshan Normal University in five aspects was at a high level ($\bar{X}=4.25$, S.D.=0.66). Considering the results from the highest to the lowest mean were as follows: the highest mean was Harmonious interpersonal relationship ($\bar{X}=4.30$, S.D.=0.66), followed by Positive attitude towards life ($\bar{X}=4.27$, S.D.=0.67), followed by Robust emotional regulation ($\bar{X}=4.25$, S.D.=0.73), followed by Positive attitude towards life ($\bar{X}=4.24$, S.D.=0.69),

Respectively and Healthy self-cognition was the lowest mean (\bar{X} =4.20, S.D.=0.71).

Objectives2: To suggest the development guidelines of psychological health for students with special needs in Leshan Normal University.

Based on the questionnaire survey results and expert interviews, the research on the psychological development guide for students with special needs of Leshan Normal University summarizes the findings as follows:

- 1) Teachers should formulate personalized counseling plans for different types and degrees of emotional problems, and improve students' emotional regulation ability in accordance with the progressive logic of "cognition-acceptance-regulation-consolidation", integrating practical skills such as deep breathing and meditation.
- 2) Teachers should strengthen the cultivation of students' interpersonal communication ability, follow the relationship-building logic of "establishment-development-maintenance", and implement progressive counseling for students with different levels of social anxiety through activities such as situational simulation and role-playing.
- 3) Teachers need to help students establish self-identity and improve learning adaptability, implement the principle of teaching students in accordance with their aptitude, carry out group guidance based on age and personality, refine practical methods, and guide students to recognize their own advantages and enhance their ability to adapt to new tasks.
- 4) Schools should construct a diversified and regular evaluation system, comprehensively use methods such as observation records, questionnaires, scale evaluations and mutual evaluations to track intervention effects, so as to ensure the scientificity of guidance work.
- 5) Schools need to establish a long-term follow-up feedback and closed-loop optimization mechanism, regularly collect students' feedback, conduct comprehensive evaluations, dynamically adjust guidance strategies, match long-term practical tasks, promote the internalization of psychological regulation methods, and comprehensively improve students' psychological health literacy.

Discussion

The researcher summarizes the discussion into two parts, details as follows:

Objectives 1. To study the level of psychological health for students with special needs in Leshan Normal University

The research results show that the overall psychological health status of students with special needs is at a relatively high level in five dimensions, among which "harmonious interpersonal relationships" scores the highest, followed by "adaptability", and "healthy self-cognition" scores the lowest. Although all dimensions are highly evaluated, the relatively low score of healthy self-cognition indicates that students still face significant challenges in clearly identifying and affirming their internal strengths. They tend to rely on external feedback to obtain self-information and lack the ability to independently identify their own strengths. This is consistent with the view of Guo, H. M. (2015) who pointed out that once students are separated from the structured external feedback system such as family encouragement, teacher recognition or peer approval, their self-cognition often becomes vague or negative. The high overall level of mental health reflects the continuous improvement of special education policies and social support systems in recent years. These measures have created an inclusive and resource-rich learning environment for students with special needs, effectively alleviating the psychological pressure caused by communication barriers. In addition, as a generation growing up in the information age, these students have access to a variety of mental health knowledge and self-regulation methods, which has enhanced their psychological resilience and self-protection awareness. Gao & Feng (2019) also pointed out in a systematic review of studies in this field from 2000 to 2018 that although there is still room for improvement in areas such as sample selection, research tools and methods, the overall research trend has gradually shifted to focusing on the interaction between

individual internal resources and the social environment. In addition, the centralized special education environment helps to enhance the sense of belonging and peer identity of students, thereby improving overall mental health during the adaptation period after enrollment. This is consistent with the view of Liu, Q., & Luo, B. B. (2023). who believe that when students affirm their self-worth through activities such as voluntary services, peer support and exploring personal interests, emotional control often naturally emerges as a by-product of their sense of meaning. However, this study further points out that even under relatively favorable external support conditions, the healthy self-cognition of students has not been improved correspondingly, indicating that the construction of internal self-identity still lacks systematic guidance.

Objectives2: To suggest the development guidelines of psychological health for students with special needs in Leshan Normal University.

The proposed development guidelines adopt an improved approach to dimensions. Specifically, the school should establish a five-dimensional collaborative psychological health guidance system for students with special needs. This system should take positive guidance and practical empowerment as the core strategies, implement systematic interventions targeting key weak links in students' psychological health, and form a complete logical closed loop of "intervention-practice-reflection-optimization." Multiple empirical studies have confirmed the scientific validity and rationality of this guidance system. Its practical framework is highly consistent with the core concepts of positive mental health education proposed by Li, G. M., & Wu, H. J. (2018), highlighting the core idea of "equal emphasis on remedying weaknesses and developing strengths." The research by Zheng et al. (2024) verified the effectiveness of the practical empowerment-reflection construction path, providing support for the cultivation of a positive attitude towards life. The research by He Qingxia et al. (2024) on the low sense of life meaning among disabled college students provides empirical basis for integrating the exploration of life meaning into emotional regulation and

self-cognition cultivation. The research by Liu, Q., & Luo, B. F. (2023) revealed the importance of family support, indicating that the system can be extended to the family system to build a more complete social support network. The research by Liu GF (2021) provides theoretical support for the design of emotional replacement strategies. The core value of this study lies in breaking through the disconnection between theory and practice in existing research, proposing a clear five-dimensional collaborative intervention paradigm, and providing specific and operable strategic tools for educational practice. The limitation of the study is that it has not yet deeply explored the differentiated needs of different types of disabled students, and future research can further refine the classified intervention programs. In general, this system promotes the mental health education of students with special needs towards refinement and systematization, and provides a practical basis for promoting educational equity.

Recommendation

Based on research findings, the following suggestions are put forward to address the issue of students' low self-perception, aiming to further enhance the mental health level of students with special needs at Leshan Normal University.

For Leshan Normal University: It is recommended that schools establish a three-pronged support system encompassing "screening, hierarchical intervention, and dynamic assessment" to promote the in-depth integration of mental health education with courses and campus culture. Early psychological screening should be conducted upon enrollment to accurately identify students at risk. Given that studies have found that "healthy self-perception" is the area with the lowest scores, intervention measures should prioritize helping students recognize their strengths and build positive self-identity. Schools should conduct dynamic assessments using tools such as scales and interviews every semester, establish a long-term tracking and feedback mechanism, and

dynamically adjust intervention strategies. At the same time, psychological adaptation modules should be integrated into professional courses, theme activities should be organized, and psychological clubs should be supported to create a supportive and inclusive campus psychological atmosphere. In terms of assessment, schools should build a diversified and normalized assessment system.

For Leshan Normal University Leaders: At the leadership level, efforts should be made to strengthen overall coordination and take the lead in building a collaborative support network involving families, schools, and communities. Emphasis should be placed on the top-level design of psychological work to promote the implementation and effectiveness of various measures. By linking up families, communities, and medical institutions, integrating internal and external resources, improving families' supporting capabilities through parent classes and home visits, and introducing external professional forces to provide services, a pattern of collaborative education can be formed. Meanwhile, a platform for teachers' psychological supervision and support should be established to enhance their psychological education capabilities and alleviate their occupational burnout. Leaders need to ensure that the proposed dynamic assessment and long-term tracking mechanisms are provided with sufficient resources and effectively implemented, so as to maintain students' high-level harmonious interpersonal relationships and adaptability, and systematically address issues in relatively weak areas such as self-cognition.

For teachers: At the teacher level, it is necessary to focus on cultivating self-identity and improving professional competence in mental health education. Teachers should formulate personalized plans based on students' emotional characteristics, incorporate techniques such as deep breathing and meditation, and follow the framework of cognition, acceptance, regulation, and consolidation to lay an emotional foundation for establishing positive self-identity. They should carry out hierarchical social counseling relying on good interpersonal

relationships, and more importantly, implement differentiated teaching and group counseling suitable for students' ages and personalities through methods such as exploring strengths and providing positive feedback, to guide students to discover their potential, accept themselves, and strengthen their self-identity. At the same time, teachers should participate in case supervision and discussions, pay attention to their own mental state, accurately identify and timely intervene in students' psychological problems, and continuously improve the effectiveness of self-cognition education in a mutually supportive atmosphere.

References

- American Association of People with Disabilities. (2021). *Scientific interventions and career outcomes for students with disabilities*.
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. Guilford Press.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196(4286), 129–136.
- European Commission. (2023). *Mental health and employability: A positive correlation [R]*. Luxembourg: Publications Office of the European Union.
- Gao, W. C., & Feng, D. (2019). A Summary of Research on Mental Health of Hearing-impaired Students in China. *Journal of Leshan Normal University*, 34(12), 135-140 [in Chinese with English abstract].
- Guo, H. M. (2015). A Study on Regulatory Emotional Self-efficacy and Coping Style in Deaf-mute College Students. *A Journal of Modern Special Education (Higher Education)*, (20), 26-29 [in Chinese with English abstract].

- He, Q. X., Chen, C. X., & Li, W. X. (2024). A Comparison on the Meaning in Life Among Visually-impaired College Students, Hearing-impaired College Students and Non-disabled College Students. *Journal of Jinzhou Medical University*, 45(6), 99-102 [in Chinese with English abstract].
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Li, G. M., & Wu, H. J. (2018). Research on Positive Mental Health Education for Hearing-Impaired College Students in China. *Survey of Education*, 7(3), 7-8+44 [in Chinese].
- Lin, G. R., & Yang, Z. Y. (2010). *Psychological health and life development of university students: Growing up by caring for the soul*. Higher Education Press [in Chinese].
- Liu, G. F. (2021). Analysis of the Psychological Effects of Physical Exercise on Hearing-Impaired College Students. *Sport & Style*, (9), 14-15 [in Chinese].
- Liu, Q., & Luo, B. F. (2023). Relationship Between Self-Acceptance and Interpersonal Trust Among Hearing-Impaired College Students: The Mediation Role of Family Support. *Modern Special Education (Research in Higher Education)*, (6), 41-47 [in Chinese with English abstract].
- Maslow, A. H. (1954). *Motivation and personality*. Harper & Brothers.
- Ministry of Education of the People's Republic of China. (2012). *Guidelines for mental health education in primary and secondary schools [Z]*. Beijing: Ministry of Education of the People's Republic of China
- Ministry of Education of the People's Republic of China. [National medium and long-term education reform and development plan outline (2010–2020)].
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14.

- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). *Education for sustainable development: A roadmap*. UNESCO Publishing.
- World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.
- World Health Organization. (2023). *World Mental Health Day 2023: Mental health is a universal human right*. WHO Regional Office for South-East Asia. <https://www.who.int/india/campaigns/worldmentalhealthday2023>
- World Health Organization. (2016). *Mental health: Strengthening our response (Fact sheet No.220)*. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- Zheng, Y. X., Yang, H. N., Zhang, X. M., & Xu, F. Z. (2024). The Relationship Between Self-Stigma and Mental Health in Hearing-Impaired Vocational College Students: The Moderating Effect of Negative Interpretation Bias and Gender Differences. *Chinese Journal of Special Education*, (10), 52-59 [in Chinese with English abstract].