

A Review on Psychological Resilience of Special Children and Ordinary Children

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Abstract. Children's physical and mental health is a hot topic for parents and teachers. Children's psychological resilience has an important impact on the development of individual physical and mental health. Children with better psychological resilience have higher life adaptability. Nowadays, psychological resilience has attracted the attention of the research field, and its related research reports have gradually increased. By consulting and sorting out the existing domestic and foreign literature, this study summarizes the research status of resilience of ordinary children and special children, and further discusses the relationship between resilience and problem behavior of ordinary children and special children. The results show that psychological resilience is related to many factors, positively correlated with mental health development, and negatively correlated with problem behavior. Based on the existing research level and research conclusions, this paper puts forward the shortcomings of the existing research, and provides targeted suggestions and reference for the follow-up research.

1 Introduction

Resilience is a relatively stable psychological trait. It refers to the good adaptability of individuals in the face of life adversity, trauma, tragedy, threat or other major pressures in life. It is the 'rebound ability' or 'compressive ability' to life pressure and frustration pressure [1]. Studies have shown that the detection rate of common psychological problems in children is between 10% and 20%, mainly manifested as attention disorder, emotional disorder, discipline violation, behavioral problems, bullying behavior and other problems [2].

Special children belong to the vulnerable groups in society. They need to actively pay attention to the physical and mental health of special children and maintain the mental health of special children. According to the results of China's second national sample survey of disabled people, the number of disabled people aged 0-14 in China is 3.87 million, accounting for 4.66% of the total number of disabled people, and the proportion is increasing every year. Studies have found that special children have certain common problems in psychological resilience [3]. Therefore, it is urgent to pay attention to the physical and mental health development of special children and ordinary children.

This study reviews and collates relevant research literature, and summarizes the research status of mental resilience of ordinary children and special children and the relationship between mental resilience and problem behavior. On the basis of previous studies, more targeted

measures and suggestions are provided for follow-up studies.

2 Research on the characteristics of resilience of ordinary children and its relationship with problem behavior

2.1 The research status of ordinary children's psychological resilience

Relevant studies have found that some researchers have established a relationship between children's psychological resilience and mental health. Liu Wen et al. Used the database to retrieve Chinese and English literatures on the relationship between children's resilience and mental health up to 2017, and used the meta-analysis method to analyze 27 literatures. SCL-90 is widely used in the literature to measure children's positive indicators (such as subjective well-being, positive emotions, etc.). The results show that there is a significant positive correlation between children's resilience and positive indicators of mental health. Among them, the group in an unfavorable environment is more closely related to the relationship between resilience and positive indicators of mental health than the general group [4].

Some researchers have conducted further empirical research on children's psychological resilience. Cao Jun et al. used stratified cluster sampling to extract a total of 2046 primary school students in grades 4-6. The Resilience Scale for Children Adolescent (RECA) was used to measure the five dimensions of primary school

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students' goal focus, emotional control, positive cognition, family support and interpersonal assistance. The higher the score of psychological resilience, the better the psychological resilience. The statistical results show that the level of psychological resilience of primary school students in grades 4-6 is better, and the score of psychological resilience is (89.33 ± 15.08) . There is no significant difference in gender ($p > 0.05$). The higher the level of psychological resilience, the healthier the physical and mental development of children [5]. Ding, X et al. selected 1463 preschool children and used a multi-baseline survey to conduct a one-year follow-up. Through the establishment of a multivariate linear regression model, the resilience level of children was evaluated. The study found that most preschool children had a low level of resilience, and resilience is positively correlated with prosocial behavior. Resilience is a protective factor for emotional and behavioral health [6].

The above research shows that in the related research on mental resilience of ordinary children, researchers mostly focus on the measurement of mental resilience and its relationship with mental health. It is found that children's mental resilience is related to mental health and children's age. However, the existing research does not consider the family environment, class atmosphere and other factors of children, and the formation mechanism of psychological resilience has not been deeply explored. In the future, researchers can further analyze the factors affecting children's psychological resilience, so as to explore specific intervention measures and training strategies to improve children's psychological resilience.

2.2 The relationship between resilience and problem behavior of ordinary children

Children's problem behaviors include internalizing behaviors and externalizing behaviors. Internalizing behaviors are manifested as withdrawal, depression, etc., and there is exclusion or victimization in the relationship with children of the same age. Externalizing behaviors are mainly manifested in the emergence of aggressive behaviors [7].

Sun Yueyi et al. selected 568 primary school students in grades 3-6 to conduct a questionnaire survey. Using the Chinese revised version of the Children's Resilience Questionnaire (CYRM-12), the Children's Aggression Questionnaire (RPQ), and the Strengths and Difficulties Questionnaire, they explored the role of primary school children's resilience in the interaction between psychological difficulties and aggressive behavior. The results show that the emotional behavior problems of rural students are significantly higher than those of urban students. The scores of prosocial behavior and resilience of girls are significantly higher than those of boys. Boys are more likely to have problem behaviors, such as conduct problems, aggressive behavior, hyperactivity, and there are significant differences in emotional symptoms, hyperactivity problems and social interaction problems among different grades. There are more problem behaviors in the lower grades. After mediating

effect analysis, it was found that the mediating effect of resilience was significant, and resilience had a negative predictive effect on aggressive behavior [8]. Cao Jun and other researchers used Olweus bullying questionnaire to investigate the bullying behavior of senior primary school students. The results of correlation analysis showed that there was a negative correlation between bullying behavior and psychological resilience ($p < 0.01$). Not only that, Zhan Shuwei et al. used the Children's Psychological Resilience Scale, the Teacher-Child Relationship Scale, and the Conners Behavior Problem Rating Scale to investigate rural preschool children. The research shows that rural preschool children's psychological resilience is significantly positively correlated with executive function, and is significantly negatively correlated with problem behavior [9]. Children with higher psychological resilience have fewer problem behaviors.

It can be seen that at present, researchers have carried out regional empirical research, and the research shows that psychological resilience will be related to children's problem behavior to a certain extent. However, due to regional differences, differences in children's parenting styles, and whether children are left behind, there are still some research differences. In order to ensure the rigor of the experiment, more influencing factors need to be considered in the future.

3 Study on the characteristics of psychological resilience of special children and its relationship with problem behavior

3.1 Research status of special children's psychological resilience

Some researchers have compared multiple object types in the study of special children's psychological resilience. For example, Sun Min took 105 special children and 132 ordinary children as the research objects, among which special children included mild mental retardation, hearing impairment and other disorders. The study used the adolescent resilience scale compiled by Hu Yueqin et al. The results showed that there were significant differences in emotional control, interpersonal assistance and resilience between special children and ordinary children ($p < 0.01$, $p < 0.05$, $p < 0.05$). Using the self-made basic information questionnaire, it was found that there was no significant difference between ordinary children and special children in demographic variables such as gender, schooling, improvement areas, and family structure [3]. Liu Lu et al. also used the Adolescent Resilience Scale to measure 80 students with hearing impairment, 79 students with visual impairment and 79 ordinary students. It was found that the scores of ordinary students were significantly higher than those of students with hearing impairment and visual impairment. The significant differences between the score of resilience and the dimensions of emotional control, positive cognition and interpersonal assistance were

observed ($p < 0.001$, $p < 0.05$, $p < 0.001$, $p < 0.001$), and there was no significant difference in the scores of students with hearing impairment and students with visual impairment in each dimension, suggesting that there may be common problems [10].

Although researchers pay more and more attention to the psychological resilience of special children, the total amount of research at home and abroad is still small. There are still many deficiencies in the research on special psychological resilience, such as small samples, convenient sampling, and lack of a unified theoretical framework [11]. Researchers mostly compare special children with ordinary children, and compare the psychological resilience levels of children with mental retardation, hearing impairment, and visual impairment with ordinary children. However, there are few studies on other special children, such as autism, Down's syndrome, and limb disorders. Future research can expand the sample size and add more types of special children.

3.2 The relationship between resilience and problem behavior in children with special needs

Special children can cause social difficulties, impaired independence and other problems due to obstacles, making them in an unfavorable situation. If special children cannot successfully resist the negative impact of this adversity, it is likely to cause emotional and behavioral problems. Jiang Shuoyuan et al. selected 79 children with visual impairment and 79 ordinary children, and used the Adolescent Psychological Resilience Scale, Strengths and Difficulties Questionnaire (Student Version) for measurement. The Strengths and Difficulties Questionnaire (Student Edition) is a screening questionnaire for emotions and problem behaviors, which is divided into five dimensions: emotional symptoms, conduct problems, hyperactivity inattention, peer interaction problems and prosocial behavior. The total score of difficulty is the sum of the four dimensions of emotional symptoms, conduct problems, hyperactivity inattention, and peer interaction problems. The higher the score, the more abnormal it is. The higher the score of prosocial behavior, the better. The results showed that psychological resilience was negatively correlated with the total score of difficulties. The psychological resilience score of children with visual impairment was significantly lower than that of ordinary children, and the total score of difficulties was significantly higher than that of ordinary children. Multiple regression analysis showed that resilience had a predictive effect on emotional and behavioral problems of children with visual impairment, especially in the two dimensions of conduct problems and hyperactivity and inattention [12]. Martin et al. also used the Strengths and Difficulties Questionnaire (Student Edition) to compare 158 visually impaired students and 158 ordinary students, and matched their psychological resilience. The research report shows that the score of students with visual impairment is higher than that of ordinary students. The level of psychological resilience of students with visual

impairment is lower than that of ordinary students. Older students show more emotional problems than younger students. Girls have more emotional problems than boys and less behavioral problems. However, Martin and others said that the low level of resilience of students with visual impairment was not enough to affect their normal life, and they can adapt to the environment.

Prior studies confirmed the relationship between psychological resilience and problem behavior of special children, while some limitations exist. First, due to the limitations of special children themselves, some types of special children cannot complete the questionnaire, and researchers cannot measure their psychological resilience and problem behaviors, resulting in research gaps. Second, factors such as the selection of research methods and the differences in subjects make it difficult to achieve broad consistency in the research results. Thirdly, the number of subjects is small, which makes the research results lack universality. Therefore, there is still a room for improvement in the research on the relationship between psychological resilience and problem behavior of special children, which needs to be further made up and improved in the future [13].

4 Discussions

4.1 Summary

Children's psychological resilience is an important topic of research at home and abroad. Studies have used scales to detect the level of children's psychological resilience. It is generally concluded that the level of psychological resilience of younger children was low, the level of psychological resilience of special children was significantly lower than that of ordinary children, and the level of psychological resilience of special children had common problems. Most of the studies focus on the existing level of children's psychological resilience, and there is a lack of discussion on the mechanism of psychological resilience, such as how to produce psychological resilience and how to improve the level of psychological resilience.

This study found that psychological resilience was related to many factors. First, psychological resilience is related to mental health. Family support, interpersonal assistance and positive cognition in psychological resilience have a positive predictive effect on mental health. Secondly, resilience is related to children's problem behaviors. When children with low levels of resilience are unable to cope with the challenges and pressures in learning and life, they may have emotional problems of depression and anxiety, which may lead to aggressive behavior, escape behavior and so on. The results show that the prosocial behavior of these children is generally low, and they cannot obtain social support in time when they encounter difficulties. Especially for special children, the frequency of problem behaviors will greatly increase.

Researchers have little research on other influencing factors. For example, for genetics, genetic genes lead to a lower level of children's innate psychological

resilience ;for family environment, domestic violence, parental divorce, etc.;for parenting style, children are too harsh or overprotected, limiting children's adaptability and psychological adjustment ability;for social support, there is a lack of correct guidance from teachers, no friends and no social interaction;for individual characteristics, the impact of psychological trauma, individual self-cognition, self-efficacy, etc.

4.2 Research prospects

4.2.1 Diversification of subjects and influencing factors

The subjects of the above research are mostly based on a grade in a certain area. The screening range of the subjects is small, with strong regional characteristics, and the difference is not significant. In the future, researchers need to expand the scope of subjects and increase the number of subjects. In terms of comparison objects, Types of special children are limited, mainly visual impairment and hearing impairment. In this regard, researchers not only need to consider the comparison between children with visual impairment and hearing impairment and ordinary children, but also need to consider other types of special children with the ability to do questionnaires, such as children with high-functioning autism, children with physical disabilities, and children with cerebral palsy. Comparing more types of special children with ordinary children can also compare different types of special children to make the experimental results more convincing. The influencing factors of psychological resilience are diverse, and the experiment is affected by different factors, which leads to different research conclusions. In the future, researchers can include control variables, explore more relevant factors, and carry out more diversified research on children's psychological resilience.

4.2.2 Individualization of intervention methods

Children's low level of resilience affects their social life due to timely intervention. Studies have confirmed that lower levels of resilience can affect the development of physical and mental health and prosocial ability. Therefore, people need to provide maximum support and help for them. Future research can focus on the intervention measures of children's psychological resilience, develop personalized intervention programs for different types of children, and provide comprehensive support. Such as building a good family environment, establishing social support system, taking psychological counseling, behavioral therapy and so on. By exploring personalized intervention methods, in order to help children have more ability to cope with the difficulties and challenges in future growth. Based on the individualized intervention program, researchers should develop the evaluation system of the intervention, so that parents and teachers could evaluate the effect of the intervention. A three-month follow-up need to be conducted to observe whether the level of children's

psychological resilience rebounded or remained in good shape, to rigorously verify the effect of intervention, and effectively protect the feasibility and effectiveness of intervention measures.

5 Conclusion

By combing and analyzing the empirical research on the psychological resilience of ordinary children and special children, it can be found that the psychological resilience test of children has been relatively mature. The psychological resilience of ordinary children and special children is related to the development of physical and mental health and problem behavior, but the research is still insufficient. Psychological resilience is a dynamic process. In the future, the research on the psychological resilience of ordinary children and special children needs to be more extensive and diversified. Researchers should carry out interdisciplinary cooperation, integrate knowledge and research conclusions in many fields such as psychology, pedagogy and sociology, and provide comprehensive support for the development of children's physical and mental health.

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