



Explore the Therapeutic and Educational Effects of Art on the Psychology of Teenagers Aged 6-14

Kexin Li ¹, Nutteera Phakdeephrot ²

¹ Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology
Rattanakosin

¹E-mail address: li.kexin@rmutr.ac.th

² Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology
Rattanakosin

²E-mail address: nutteera.pha@rmutr.ac.th

Abstract

The objectives of the research were (1) to explore the guiding role of fine arts in the psychological construction of adolescents, (2) to find arts should play a therapeutic role in education to promote the harmonious development of human beings and improve the health of body and mind, (3) to gain experience in this area, promote the use of the functional characteristics and mechanisms in this area, and popularize the successful experience of integration of the two.

This research adopted quantitative research methods and collected data through questionnaires, focusing on the healing effect of art on 6-14-year-old teenagers with psychological problems in Licai Experimental School, Bao-An District, Shenzhen. 97 people with psychological problems are taken as sample respondents. A questionnaire survey is used as a research tool, and distributed and collected. Through questionnaires, understand how the respondents view the effect of art painting on mental health, and then let 97 teenagers participate in art painting activities for a while. The mental health status of the investigators tested by Fang Shuren theory confirms that art can have a therapeutic effect on the mental health of teenagers, and this art painting method will be promoted and publicized so that everyone can better know and use it.

Major Findings:(1) Current state of adolescent mental health. At present, Chinese teenagers are under great pressure to go to school, society has high requirements on them, and the study pressure is great, so the mental health of teenagers is not good; (2) Whether the use of art therapy can effectively alleviate the mental health status of adolescents. The use of art painting as a method of psychological treatment for the alleviation of adolescent mental health has a great effect; (3) Art psychotherapy should be better promoted as a method of psychological therapy, and art painting can be promoted, people can understand it, and use to help more teenagers and get better promotion.

Keywords: Adolescents, Psychological Problems, Therapeutic Effects, Art Painting, Improvement, Promotion



1. Introduction

The World Health Organization defines health as not only an absence of physical defects and diseases but also a complete physical and psychological state and good social adaptability. In the past, it was believed that well-being is health, but now more and more attention is paid to the development of mental health. (1991) The effective solution to mental health problems has become the focus of global attention. How to better solve the mental health problems of teenagers has triggered our thinking.

Teachers and students counseling work, in the process of work, think, about whether can apply art to adolescent mental health education teaching, better solve adolescent psychological problems, to help more teenagers.

2. Literature review and research-related

Existing literature related to research topics: A Preliminary Study on the Psychological Correction Role of Art Education, The Role of Art Education on the Mental Development of Teenagers, The Analysis and Research on the Special Application of Art Education in Adolescence, Among them, the role of Art Education on the Mental Development of teenagers is an analysis of the current situation of art education in grassroots schools(Hu,2018), With the art courses of Nanyang School, Teacher allocation, art course teaching content for the case of detailed analysis, Through the investigation found that in Nanyang city primary and secondary school art education is not enough attention to the current situation(Wen,2019), The author also goes deep into the students, Through communication, questionnaire survey and other forms of hope to do a profound understanding of the mental health and intellectual development of primary and middle school students, So as to effectively provide students with mental health guidance and training(Wang,2021). The comprehensive survey results find that there are still different problems in the mental aspects of primary and middle school students, which need to be analyzed according to these psychological conditions, and further do a good job in all aspects of education, among which art education can also play a great role in promoting. Analyze the role of art education for adolescent mental development, mentioned in the role of art education on youth moral quality, in this example does not reflect or prove the role of art education for adolescent moral quality, and then begins to emphasize the specific performance of youth moral quality and adolescent moral quality, and art education-related content, finally have an art education, it is inappropriate, and the application theory in psychology can be added.

The special application of art education in adolescence analysis and research in this paper, through the analysis of the psychological characteristics of the adolescent stage, found the blend of adolescent education and art education, and from the perspective of art behavior and the value of adolescent psychological development, thus found the significance of adolescent art education. The overall thinking is coherent and has clear logic. The analysis and research from art behavior: aesthetics, creativity, and visual thinking, which is also combined with the theoretical analysis of art therapy to see the application of art therapy in psychology, makes the



research of the last article more perfect. Use relevant book case content, but in the whole process, there is no actual clinical teaching case, which can be supplemented in my article.

Compared with the previous two studies, the article "The psychological Correction role of Art Education" is more in-depth, concrete and perfect, Through art as an art field integrated with psychology, Combining theoretical research, investigation research and case study, To explore the role, characteristics and mechanism of art education activities in promoting the mental health level of teenagers to play their potential, Seeking ways and methods to play the function of art education to promote mental health, Through the school art practice to prevent adolescent psychological problems, regulate adolescent psychological state and eliminate adolescent psychological disorders, Through the clinical case analysis of the self-designed student works, Making the theory even more convincing, His whole idea is the same as mine, And throughout his study, For the student case works, Without positive guidance and education from the psychological profession, I think it's a missing aspect of the research, I will add this to my research, To promote the better development into the art of adolescent mental health treatment and education.

Carolan(1992) used painting to express self-image for five adolescents with emotional distress and found that painting was beneficial in revealing teenagers' emotions and value judgments. Sing(2001) achieved the goal of healing emotional trauma by drawing and allowing children experiencing domestic violence to express and communicate their emotions and trauma. Backos(1997) applied painting psychotherapy to better deal with the traumatic experience of raped women, which improved their body self-image and self-satisfaction. Second, painting psychotherapy can also promote the improvement of self and social skills. Domestic studies have shown that painting therapy can improve patients' self-image, self-esteem or self-concept, and social skills. Pagon(1991) applied painting therapy to help hospitalized adolescents deal with their inner conflicts, correct their distorted sense of self, and promote the formation of identity. Rabin(1987) carried out psychological intervention of painting on 3 women with anorexia disorder and 3 women with obesity, and the result was that the self-concept of 5 women was significantly improved. Hammond (2001) conducted individual and group psychotherapy for two students with emotional management problems and found that drawing helped to increase their self-awareness and improve emotional management skills and socialization skills, leading to lasting friendships and social support.

Kanareff carried out 38 periods of group painting psychological intervention on 4 children with autism, which improved the social skills of these children. Hammond conducted individual and group painting psychotherapy for two students with emotional management problems and found that painting helped them improve their emotional management skills and socialization skills, thus helping them to obtain lasting friendships and social support [9]. A study on the mental health of left-behind children in Ningbo also found that painting therapy can promote the improvement of left-behind children's social function. Painting therapy also improves social adjustment in children with autism.



Projection theory: Freud regards projection as a major psychological defense mechanism. He believes that people blame other people or things for their desires that they cannot accept and are not recognized by social morality, so they can reduce their inner anxiety and pain through projection and buck-passing. As a special language, painting can be used by psychological counseling and psychotherapy precisely because it can project the inner conflicts, feelings, and thoughts of the client.

The House-Tree-Person (HTP) test of Buck (1948,1966), a famous American psychologist, is a relatively famous painting projection test. The test was developed as an aid to intelligence tests, with the task of drawing a house, a tree, and a person, because these three objects are familiar to every child, including very young children, and they can induce associations in children that may be projected onto the drawing. Barker once said: that the HTP test can stimulate children's conscious association and unconscious association, children draw people, houses and trees or other content that can reflect children's personality, perception and attitude. A house can reflect information and problems related to the family or family members, and a tree can show a child's psychological development and how they feel about their environment. Consultants can evaluate the images drawn by children by analyzing the features of houses, trees and people, as well as the proportions, perspective, and use of colours.

American art educator Margaret Namberg(1915) was the first to put forward the concept of "art therapy". She believed that painting could be used to diagnose the problems of visitors and understand their experiences and their views on events or trauma. In the 1950s, Eleanor Youman in the United States created the Diagnostic Drawing System, which defined the definition of drawing therapy. I have to mention Hannah Kwiatkowska, who has made a major contribution to the evaluation of art therapy. She believes that the client's paintings and the relationships that occur during the painting can be useful elements in the psychotherapy process. Drawing therapy initially focused on children and some psychiatric patients, and later began to focus on psychological problems in the general population. Later on, with the development of the projection test, psychologists also focused on personality traits associated with pathology through drawing.

As one type of art therapy, painting psychotherapy went through three main stages: the first stage was from the 18th century to the early 20th century, when painting was used only as a diagnostic tool for mental illness, and it was widely believed that painting could promote the mental health of patients. The second stage focuses on children's painting. With the development of child psychology, many psychologists have turned their attention to the creation of children's psychological paintings. The third stage is the test of children's painting. Barker used projection theory to explore the development of visitors from paintings, Goodenough proposed in 1926 to assess children's intelligence based on the structural analysis of paintings, and Hammer applied painting techniques to psychological measurement and diagnosis.



3. Research methodology

3.1 Access mode

A questionnaire survey will be one of the main research methods in this paper, and questionnaires will be distributed and recovered through the distribution form of the network platform.

3.2. Population and sample:

The survey objects of this study are students aged 6-14 in Licai Experimental School, Bao 'a District, Shenzhen. There are 3,838 students aged 6-14 in this school, so the total number is 3,838 for reference. In addition to the 58 questionnaires that were filled out repeatedly, and 9 students who had severe self-injury due to psychological problems could not go to school, they did not answer the questionnaire. There are 3,771 valid questionnaires as samples.

3.3. Collection methods:

Data collection was based on the purpose of the study. Questionnaires were issued and collected through the network platform, and 3,771 effective questionnaires were collected.

4. Research analysis and result

4.1 Description of statistical analysis

Through efforts, obtained the consent of parents of students in Licai Experimental School, Bao-An District, Shenzhen, and sent questionnaires to students aged 6-14 in the whole school. The number of male participants accounted for 56.57% and the number of female participants accounted for 43.43%. Most of the parents of these students are migrant workers

Among the 3,771 students, 2,911 think they like art painting and think art can regulate their emotions, accounting for 77% of the total number, while 860 students are not interested in art painting and prefer to participate in music or sports activities, accounting for 22% of the total number of students who completed the questionnaire. It can be seen that most students in the age group of 6-14 years old like art painting.

And the largest number of students concentrated in the 6-9 years old, 10-14 years old students like art painting relatively few. From the male-to-female ratio, the number of female students in art painting will be more than the number of male students. According to the questionnaire, 88.64% of the students believe that learning art can improve their self-confidence and make them more excellent. There are 93.18% of students think that learning art will make them feel happy and fulfilled, 75% of students will put their works at home, and 93.18% of students think that art painting can be widely used in life, and they are willing to engage in related work in the future. 95.65% of the students think that painting is an expression of emotions.

In the questionnaire answers of these students, I found that 97 students thought they had emotional problems, accounting for 3% of the total number of people who completed the questionnaire. In psychology, emotional problems are classified as mental health problems. Based on questionnaire analysis, understanding and observation, I analyzed the causes of



emotional problems of 97 students. According to my understanding and communication with the class director, among the 97 students, 18 are due to physical reasons, 3 are due to congenital heart disease since childhood, 3 are suffering from diabetes, and 5 have some physical problems. They cannot study and live like other students because of physical reasons, which leads to their depression. Of the 16 students diagnosed with mental illness, 7 were diagnosed with depression, and the rest were 6 with ADHD, 2 with autism, and 1 with bipolar disorder. Thirty-two students said their parents are often away from home and they don't know how to deal with bad moods when they are alone.

Among the remaining 31 students, 10 students have a preference for sons in their families. They only like boys in their families and never encourage her as a girl. Moreover, whenever they have conflicts with their elder brothers and younger brothers, their parents will blame her for the fault. From their manners, dress and mental state, we can see that they are not very confident. They always hunched their backs and bowed their heads, appearing very cautious and reserved. Some students shield their eyes with long bangs and dare not make eye contact with me during the communication. These people say they often feel very depressed and don't know how to deal with their emotions. The parents of the five students often beat and cursed the students, which made the students afraid of their parents. They often remembered them in class and even couldn't sleep at night because of the fear, which seriously affected the student's mood and his daily study life.

Among the 13 students, their families have just experienced changes or family conflicts. Among them, 10 are divorced families, and their parents both remarried and ignored them. Among them, 3 students' parents had a bad relationship, often quarreled and ran away from home, or they took their anger out on him.

3 students are addicted to computer games, depressed, mental state is not good, have little communication with classmates, are introverted, can not get along with others, learning plummet.

4.2 Apply painting therapy to students in an immoral mood

By trying to communicate, following the voluntary principle, 66 of the 97 students (parents) were willing to try to relieve their emotional problems through painting psychotherapy. Among them, 5 suffered from depression, 25 had parents who went out for work and lacked company, 5 had parents who treated their children more than girls and were not confident, 5 had parents who treated their children badly and often beat and abused them, 10 had divorced parents, 3 had ADHD, and 13 had some physical problems (no physical problems).

After three months of independent painting and participation in association learning, 57 of these students showed significant improvement in their mood, accounting for 86% of the total number. During the communication with them, they told me that those students who were not accompanied by their parents learned to paint to kill time when they felt lonely, and those who were diagnosed with depression would paint to express their emotions. The students who



were not confident found confidence and a sense of achievement in the learning process by learning painting. The students whose parents did not bring them up well learned to communicate with their parents by painting and had a better way to express their emotions. Those whose families were divorced turned their attention to painting instead of suffering from their parents' divorce. The students with ADHD gradually learned to adapt to the process of painting and gradually calmed down to think and finish the work. Although students with organic problems have some congenital defects in physical health, their bodies are sound and they can normally complete painting works. In this respect, they feel that they are the same as others. They will feel isolated when they are different from others, and they can better integrate into school life.

4.3 Use the "Fangshu man" psychological test method to do psychological tests

According to Burse (Robert, 1987), the house represents our living entity, the tree represents the energy, level and direction of the energy of life, and the person represents the self-image. Therefore, the analysis of the whole picture can be carried out from the following aspects:

One is the overall analysis. The main story of a painting is how it feels about the picture, including the size of the picture, the strength of the strokes, the composition, the color, etc.

The second is to look at houses. How open or closed are the hues? Is the house stable or ramshackle? Luxury or Spartan

Third, look at people. What is the person doing what is the interaction between the main emotional areas of the figure and the areas that are missing

Fourth, look at the trees. What are the characteristics of the crown, the branches, the leaves, the trunk and the roots of the tree? Are there any fruits or small animals

Fifth, the distance between houses, trees and people. What is the spatial position and distance between the three elements? Which is the largest or smallest area of the three elements in the whole picture? Do people interact with trees and houses?

Six is to see if there are any additions.

In practice, can do dynamic analysis, or only focus on a certain aspect.

Arranged for 20 students with an inferior emotional state in the initial questionnaire to sit in the psychological counseling room. Among these 20 students, 10 participated in the previous psychotherapy and the other 10 did not participate in the psychotherapy. At the same time, they began to test their psychological state with the "Fangshu Ren Psychological test".

In combination with the Fangshuren psychological test, it can be seen that among the subjects, the pictures of 8 students who participated in the painting psychotherapy reflect a relatively good mental state, and there are two students whose pictures reflect the mood is not particularly good, while the pictures of 7 students who did not participate in the painting psychotherapy reflect the mental state of the subjects is not particularly good.



Through this comparative experiment, it is found that among the students with emotional problems in Licai Experimental School, Bao-An District, Shenzhen, students who participate in painting psychotherapy have better emotional states than those who do not.

4.4 Actual case analysis

There is an eight-year-old student in Grade One of our school. His parents divorced and he lives with his father, who is busy with his work and seldom cares about him. He was quiet and self-contained at school. Asked to answer questions in class, he never spoke, but stood up and looked down at the desk. He didn't get along with his classmates, who knew he didn't like to talk or play with him. When I called him into his office for a heart-to-heart talk, he still kept his head down and said nothing. When I was at my wit's end, I thought of painting therapy. I gave him four 30-minute sessions of painting art therapy once a week for 12 weeks. Each session allowed him to follow his feelings by drawing doodles and narrating the automatic drawing to relieve the closed feelings squeezed inside him. In the first course of treatment, I did not give him any intervention skills and tips, but completely provided him with a supportive and tolerant environment, so that he could actively and voluntarily use the means of hand-doodling to release his emotional conflicts in interpersonal communication through the non-verbal way of painting. Through the second course of painting art therapy, he was able to reveal his inner subjective image -- the desire to interact with companions -- through automatic painting, and he had the intention of his inner world being perceived by the outside world. In the third course of treatment, I applied group automatic painting art therapy to him, that is, four of his classmates worked together as a group to complete a graffiti work. In this course of treatment, he could share his painting experience and spiritual feelings with his companions. In the fourth course of painting art therapy, his closed psychology has been relieved, and his social skills have also been improved. He can communicate with his companions through painting as a medium. It is believed that after continuous application of painting art therapy, his social function will be better.

4.5 Display and analysis of students' works

4.5.1 Exhibition of work-1 and work-2





4.5.2.1 Analysis of work 1

In this work, the picture is tilted overall, the figure is far away from the house and the tree, and there is only one figure in the picture, and the figure is suspended. The figure occupies a small proportion of the picture, and it can be seen that the painter is very lonely and helpless, and may be a timid character in daily life. The clouds in the picture are messy, and the picture is tilted to the left. It can be seen that the painter is anxious.

4.5.2.2 Analysis of work 2

In this picture, the contents are rich. The objects in the picture are placed in a well-arranged way. The three figures are holding hands with each other, which is very harmonious and beautiful, in sharp contrast to the first picture.

5. Conclusion and discussion

5.1.1 Discussion of the research objective 1

Under the contemporary education system, more attention is paid to moral, intellectual, physical, beauty and labor, and the five education at the same time. However, some schools do not pay attention to art and painting education. Many schools do not have full-time art teachers and art classes are taught by non-language and numerical teachers or class teachers, so publicity in this aspect should be strengthened. To put more emphasis on arts education in schools. There are many outside training institutions with profit as the ultimate goal. To reflect the improvement of students' skills and achieve the "quick" effect, they do not allow students to express their real ideas to complete the picture. Some teachers even help students complete the work, without allowing students to practice, so they do not allow students to achieve the purpose of psychological healing with painting.

5.1.2 Discussion on the research objective 2

Fine arts can play a therapeutic function in education to promote the harmonious development of human beings and improve the health of the body and mind. Fine arts not only serve as art education but also can cure psychological problems.

5.1.3 Discussion on the research objective 3

Gain experience in this aspect, promote the play of the role of characteristics and mechanisms in this aspect, and promote the successful experience of the integration of the two to let more students know the use of art painting to relieve students' emotional problems, learning painting can better maintain students' mental health. It can be seen that painting plays a very important role in the healing of adolescent mental health, especially in the field of school psychological counseling. I will continue to explore this area.



5.2 Research Innovation:

The research results of others found that most people mainly focus on the research of psychology education or art education, and also combine the two, aiming at the correction of children's psychological problems. However, it is very common for everyone to have psychological or emotional problems, which is not a mistake to be corrected. Therefore, more efforts should be made to dredge and treat his psychological problems to educate and guide him. Art therapy should be used to combine them, and innovation should be carried out from the perspective of adolescent psychological therapy. This research is not only about psychological education or psychotherapy but also about combining psychological education with psychotherapy to explore the role of art in this process. To better promote the development of adolescent mental health.



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Appendix

Questionnaire

Part 1: the basic situation

1: Name

2. Name of mother or father

3. Call from Mom or dad

Step 4: Grade

Step 5: Class

6. The child's current emotional state

7. The child's current sleep condition

8. Is it a divorced family/single-parent family/reorganized family?

9. What is the status of the parent-child relationship?

10. In the family, who is mainly responsible for the children's education?

Others (grandparents, grandparents, etc.)

11. The occupation of the parents in the household

12. Do you like art

13. General ways of dealing with emotions

Part 2: psychological questionnaire

1. Has the child recently shown a loss of interest in learning, a lack of motivation, a decline in learning efficiency, or an increase in learning pressure that is difficult to bear?

2. Has the child had any conflicts with you recently?

3. Has the child had conflicts with teachers, classmates, or friends recently and the relationship is tense?

4. Has the child been bullied by others recently (e.g. verbal/physical bullying)?

5. Has your family had financial difficulties recently?

Has your child been severely affected by the death or serious illness of a relative or relative recently?

Does the child have any serious illness recently?

Has your child recently lost interest in any of the recreational activities he used to be interested in?

9. Does the child show any impulsive behavior that is out of control recently (such as becoming irritable, losing temper, wandering aimlessly, etc.)

10. Has the child intentionally hurt himself recently?

Has the child had any sleep difficulties recently (such as difficulty falling asleep, dreaminess, waking up early and not falling asleep after waking up)?

12. Has the child recently expressed any thoughts or plans of self-injury or suicide?

13. Has the child recently expressed the idea that "I am isolated and disliked by the people around me" or "everyone doesn't like me"?



14. Does your child have the following psychological problems (confirmed by the hospital)?

15. What measures will you take to help your child when he/she has psychological problems