

A Study on Four-in-One Training Scheme of Children's Mental Resiliency Under the Perspective of Positive Psychology

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ABSTRACT. Resilience is a kind of psychological adjustment ability that children can still develop smoothly and achieve better results from the condition of difficulties or setbacks and other risk factors. With the rapid development of positive psychology and the continuous expansion of its connotation, the relationship between positive psychology and resilience in theoretical research and practical application has been strengthened, which has a profound impact on the development of children's resilience. Therefore, based on the perspective of positive psychology, this study constructs a four-in-one children's resilience training program with positive psychological orientation from individual, family, school and society, and infiltrates the basic concept and content of the program into daily education practice, so as to cultivate children's positive psychological resilience and improve their psychological health level, whether from the quality of talent training or children's self-development has extremely important practical significance.

KEYWORDS: Four-in-one, Psychology, Mental Resiliency, Positive Psychology

1. Introduction

Recent years, as children's psychological problems caused by psychological crises have become increasingly severe, extreme incidents have been increasing year by year. Such as children running away from home, suffering from depression, and even suicide have emerged one after another [1]. Children's mental health problems have increasingly become an important topic of attention in pedagogy, psychology, sociology and other disciplines [2]. People are starting to think about different perspectives on what causes children to be so vulnerable in the face of adversity [1, 2].

From the perspective of social adaptation, researchers believe that children lack the ability to independently confront the complex interpersonal communication and independent life, and have weak self-adaptation ability and no psychological preparation to resist risks, result in they don't know how to deal with and solve

difficulties and emergencies [1]. From the perspective of pedagogy, researchers believe that children's psychological problems mainly come from academic pressure. They choose to give up or escape when they encounter difficulties in learning, and lack the confidence and perseverance to overcome difficulties, which easily make them more sensitive and fragile [2]. Psychology mainly analyzes from the perspective of children's psychological resilience. It is believed that children with low psychological resilience are more likely to experience anxiety, loneliness, and depression when facing difficulties, thus showing low self-esteem and lack of self-confidence [3]. Previous studies have shown that Whether in terms of children's cognition of stress/adversity or the development of theory of mind, there are significant differences between children with a high level of resilience and those without resilience. This indicates that children's adaptability, academic development and their own mental health level are closely related to their mental resilience, and are affected by the level of children's mental resilience.

Since the 1990s, the researchers have paid more and more attention to the importance of resilience to children [4]. The Ministry of Education of our country explicitly proposed to cultivate children's strong, brave, not afraid of difficulties will quality and active and optimistic attitude. Domestic scholars have also called for the adversity education should begin from the child from the beginning. With the rise of positive psychology in the world, the research of resilience has changed from focusing on the negative factors of the psychological development of disadvantaged children to focusing on the positive psychological potential and positive personality characteristics of normal children [5]. By exploring children's positive qualities, strengths and virtue, children will be able to resist self-defense and cope with setbacks when encountering crises. Therefore, based on the perspective of positive psychology, this article intends to construct a four-in-one children's psychological resilience training program with positive mental orientation from the individual, family, school, and society. The content of this program penetrates into the educational practice and strives to cultivate children's positive psychological resilience to improve the level of children's mental health. It has important value and significance in terms of the quality of talent training and the development of children.

2. The Overview of Concepts

In this section, we mainly describe the concepts of positive psychology and psychological resilience, and the relationship between them.

2.1 The Positive Psychology

Positive psychology is dedicated to the study of human development potential and positive qualities and virtues, which was formally proposed by Professor Seligman, an American psychologist, when he was appointed as the American Psychological Association (APA) [6]. Its theoretical origins can be traced back to Allport's personality trait theory, Maslow's humanistic psychology, the Western

mental health movement in the 1950s and 1960s, and Cowan's research on the resiliences of children and adolescents. Subsequently, the research of positive psychology is mainly divided into three branches [5], namely definite emotional experience, positive personality traits and positive organizational system.

Positive progressive experience mainly refers to a psychological state in which individual recalls the past with satisfaction, feels the present with ease and is full of hope for the future. Such as subjective well-being, satisfaction, curiosity, etc., of which subjective well-being is the research center. Positive personality traits are the foundation of positive psychology. They consist of six virtues and 24 positive traits, such as optimism, kindness, friendship, courage, and self-discipline, etc. Positive personality helps individuals to adopt more effective coping strategies in the face of setbacks and better cope with various pressures in life. A positive organizational system is the power source and the material source for individuals to obtain positive subjective experience and form positive personality traits. It mainly refers to positive state system, perfect social security and a healthy family system. Positive emotional experience, positive personality traits and positive organizational system complement and promote each other. Positive emotional experience contributes to the formation of positive personality traits, while positive organizational system is the guarantee condition of positive personality traits, and positive personality traits can further enhance positive emotional experience.

2.2 The Psychological Resilience

Resilience is an important psychological term derived from physics, also known as psychological resilience, mental toughness and resistance to adversity [6]. The research on children's psychological resilience began in the 1970s. Longitudinal studies of poor children from Hawaii's Kauai region by Werner et al. [7] found that about two-thirds of the children in this area eventually grow up to adults with serious problems, and the remaining one-third of the children are well developed. They attributed the results of doing well in adverse environments to the children's good levels of psychological resilience. With the deepening of research, they also found that a good situation does not necessarily lead to good development of children. And so far, the understanding of psychological resilience has not yet formed a unified view. The main cognition comes from the following three aspects [5].

Trait-orientation theory [8] holds that psychological resilience is a stable psychological characteristic of a personality, which is an individual's ability or trait to cope with negative life events such as stress, risk, adversity and trauma. The result-orientation theory [9] emphasizes that psychological resilience is the result of individuals overcoming adverse environmental impacts and obtaining good adaptation. The process orientation [10] believes that psychological resilience is the process by which individuals adapt well when faced with severe stress/adversity. This process is not static but continuously self-adjustment, which is a full manifestation of the individual's subjective will. Although the definitions of psychological resilience are slightly different, they all contain two qualities: the

ability to face adversity/setbacks and the ability to adapt well. Their essences are to hope that individuals can stimulate their own internal cognition and ability in the face of internal and external pressure or dilemma, and make full use of positive psychology knowledge to regulate their psychology so that they can obtain the confidence and courage to overcome difficulties.

2.3 The Relationship

1) Theoretically, with the rise of positive psychology, it is found that not only children in adversity are prone to encounter mental health risks, but also children in normal environment will be subjected to various kinds of psychological pressure, and their psychological resilience needs to be cultivated and improved. Researchers generally believe that internal and external positive protective factors [11] play a key role in the formation and development of psychological resilience, which can alleviate the negative effects of children in adversity and promote their mental health development. Therefore, the study of psychological resilience has experienced the process from finding risk factors in high-risk situations to finding protective factors, and thus excavating the key elements to promote the development of children's psychological resilience.

Masten et al. [12] summed up the protective factors in the results of psychological resilience in the past decades from three aspects: individual, family and outside the family and they got that such protective factors can greatly improve the level of children's resilience under the promotion of positive psychology. Moreover, Zeng et al [13] defined this protective factor as elastic variable, and obtained a similar conclusion through the summary of domestic and foreign research results. As the theoretical research progresses, the integration between positive psychology and psychological resilience has become closer. For example, Karen et al. [14] clearly pointed out that the cultivation of psychological resilience is inseparable from the support of positive psychology knowledge. Only by combining the two can we better stimulate individual potential and promote its healthy growth.

2) Practically, the positive psychology has been widely applied to psychological counseling, psychotherapy and the cultivation of children's psychological resilience. For example, Grotberg [15] used positive psychological knowledge to carry out a school psychological counseling project to promote the development of students' psychological resilience, the purpose of which is to study the formation mode and influencing factors of psychological resilience. Psychologists Howard[16] employed positive psychology knowledge to carry out a project called the comprehensive training to assure resiliency in students, and suggested that school adopts five positive humanized strategies to support the development of students' psychological resilience. Li et al. [17] Proposed the "Growing Sky" program for the development of "stress resistance" of children. The scheme combines the knowledge of positive psychology with the student-data-table to evaluate the level of psychological resilience of adolescents. According to the evaluation results, a series of auxiliary training measures were taken to improve the psychological resilience of children.

The correspondence between positive psychology and children's psychological resilience is not only reflected in theory, but also has a close connection in practical application[18]. Firstly, they all pay attention to the development of individual inner positive psychology, excavate and analyze human's natural potential and positive power, and stimulate human's inner strength and quality. Secondly, they all emphasize positive psychological activities, emphasizing the psychological development of children in adversity as well as the psychological development of normal children. They all recommend positive, proactive and spontaneous to deal with problems and solve problems. The detailed relationship between them is shown in Figure 1.

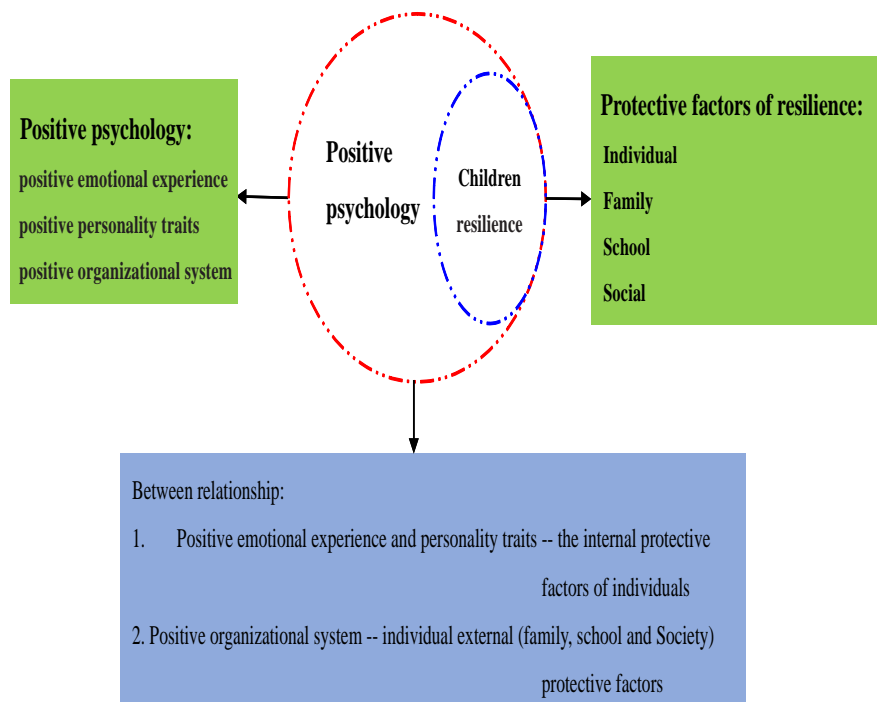


Figure 1. The relationship

3. Four-in-one Program

Based on the analysis of existing research, this study proposes a four-in-one positive psychological resilience training scheme from individual, family, school and society, and each dimension corresponds to a corresponding positive psychological quality/power. The details of the four-in-one is illustrated in Figure 2.

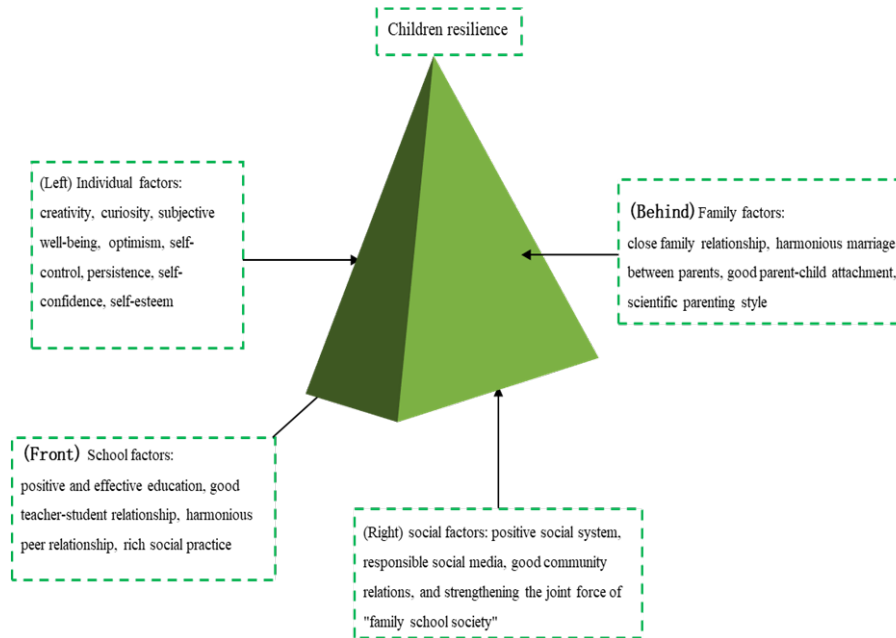


Figure 2. A four-in-one model of children's mental resiliency

The center of the model is a rectangular pyramid, and each face of the pyramid represents a protective factor. Children's individual protection factors mainly explore and cultivate their own positive personality traits. While family, school and society mainly provide children with positive support from external system. Under the joint action of internal and external factors, children's psychological resilience in the face of adversity is constantly improved.

3.1 Positive Personality Traits

The pursuit of excellence is the self-need of the development of the individual level, which constantly motivates the individual to dig out their own internal positive personality traits and excellent moral character [19]. In terms of positive personality traits and moral character, this paper will discuss the eight positive personality traits from the four dimensions of positive cognition, emotion, will and personality. The detailed contents are given in Figure 3. Although the Figure does not include all the contents of an individual's positive personality traits, it is not necessary to have all the personality traits to improve the level of psychological resilience. On the contrary, it is only necessary to find the aspect that individual is best at in these personality traits, and then try to exert its function to effectively improve the level of children's psychological resilience.

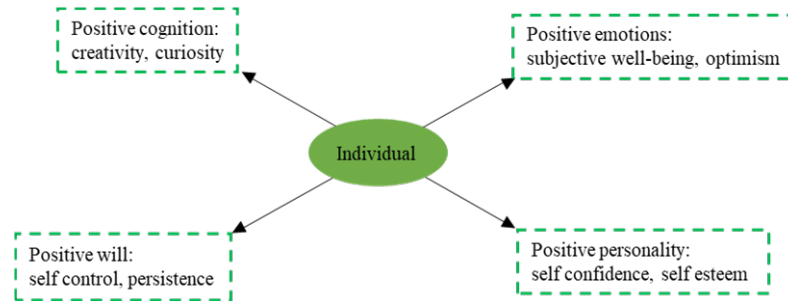


Figure 3. Positive personality traits of individuals

Cultivating children's positive self-awareness through positive psychology knowledge so that they have the quality of self-cognition. Children's awareness of actively exploring new things and problems can be cultivated by stimulating their curiosity and creativity, so as to improve children's cognitive ability of new things. Secondly, strengthen positive emotional experience, give children more emotional care and support, through the experience of optimism, hope, kindness to improve children's subjective well-being and self-satisfaction. Further more, the emotion-construction theory also shows that more positive emotional experience can better improve the level of children's psychological resilience. Finally, cultivating children's strong will and positive personality can also improve their psychological resilience. Parents or teachers can set different goals at different stages according to their children's interests, which stimulates their inner motivation through children's hobbies and make their self-confidence and self-improvement consciousness become a normal.

3.2 Family Protection Factors

Family is not only the cell of society, is also an important place for children's life. Home plays the role of support, education and guidance in the growth of children [20]. The protective factor in the family are helpful fo children nurture positive psychological resilience seeds, and the contents of this protective factor are expressed in Figure 4. Besides, existing studies have shown that close family relationship, secure parent-child attachment, reasonable parenting style and harmonious family environment are the key factors to foster the positive development of children's psychological resilience. On the contrary, family disharmony, parents disharmony and poor parent-child relationship are potential risk factors in the family, which will reduce children's sense of self-identity, sense of security and sense of belonging, thus weakening the development of children's mental resilience and even endangering their healthy psychological development.

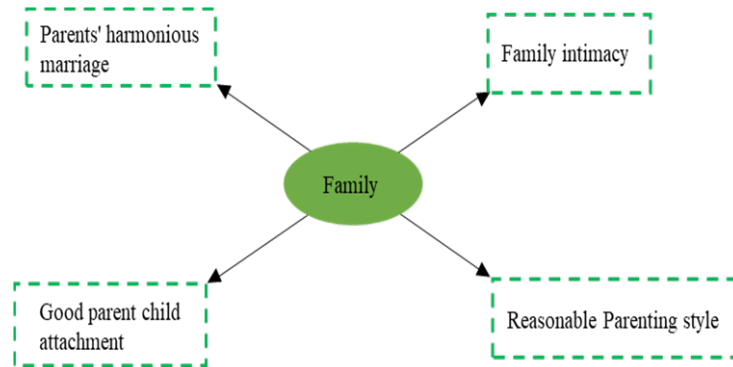


Figure 4. Positive family strength

A warm family consists of good husband-and-wife relationships, brother and sister relationship, children's close relationship with parents and other guardians. Parents should create a warm, safe and loving home for the healthy growth of children, and strengthen the children's sense of happiness and belonging to the home. To form a good parent-child attachment relationship, parents should not only take care of their children in material, but also give them care, concern, love and high quality of companionship and interaction in spirit, which is the foundation and strength source of children's strong mental resiliency. Finally, parents should adopt scientific parenting methods. Some studies have shown that caring, loving and supportive parenting contributes to the development of children's psychological resilience. So parents should adopt a scientific and reasonable parenting method, implement encouragement, affirmation, democracy, humanized education, and use understanding, affirmation, supportive attitude to stimulate the positive psychology of children, thereby promoting the improvement of their psychological resilience.

3.3 Good Learning Atmosphere

School is an important platform for children to learn and grow, and its impact on children is lasting [21]. The development of children's psychological resilience is mainly influenced by school education philosophy, environmental atmosphere, teacher-student relationship and peer relationship. Its main contents are described as shown in Figure 5. However, the current education in our country mainly focuses on imparting knowledge, attaches great importance to students' academic progress, and there is a phenomenon of emphasizing knowledge and ignoring emotion. Especially in the process of curriculum implementation, they tend to pay more attention to how much knowledge students have mastered but neglect the social, psychological, emotional, socialization and other aspects of education for children. There is little cultivation of teacher-student relationship and peer relationship, which makes children's sense of identity and belonging to the school is not strong. When children encounter difficulties or setbacks, the lack of objects for help, emotional pressure is

difficult to be timely and effective relief, resulting in their hearts become more and more fragile and even withdrawn. Thus, it is necessary to create a good learning environment and atmosphere, establish a correct educational concept, and form a good teacher-student relationship and peer relationship to promote the cultivation and development of children's mental resilience.

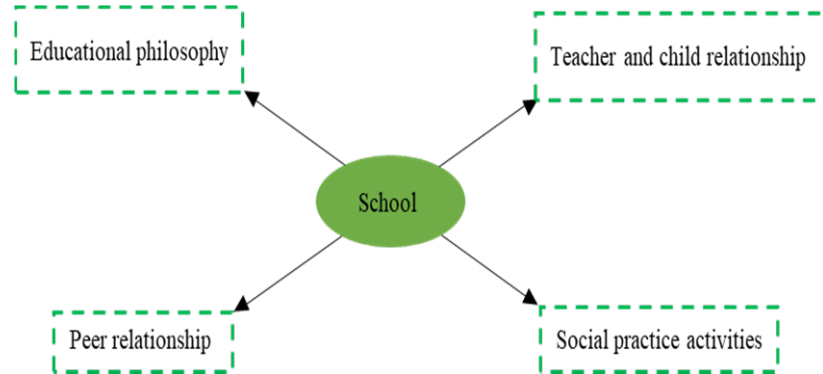


Figure 5. Positive school environment

Firstly, we should set up the educational concept of people-oriented and children development-oriented, truly put children's physical and mental health development in the first place, and attach importance to children's emotional and psychological education, and actively open special courses of mental resilience, psychological counseling and psychological disease counseling. Through a series of curriculum Settings and clear educational concepts, it helps children to enhance their confidence and self-efficacy, relieve psychological problems, relieve and adjust negative emotions, and stimulate their inner motivation to overcome adversity. Secondly, establish a good teacher-student relationship and peer relationship. Teachers should have patience, love and enthusiasm to treat a series of problems existing in students, especially when students encounter setbacks or difficulties, a smile, a word of comfort, a encouragement from teachers may bring warmth and hope to students. At the same time, to create a good peer mutual assistance relationship and cultivate a harmonious peer friendship. A good relationship can further promote the development of children's psychological resilience. Finally, schools should provide more opportunities and platforms for students to participate in social practice, and provide opportunities for them to socialize and cultivate their abilities. More theme day activities or volunteer service activities should be implemented to improve children's learning and communication ability and service awareness, and promote their self-adaptation ability and the development of positive mental resilience.

3.4 Improving Social Protection

Society is an important social space and platform for children's growth, which provides them with abundant external resources. Supportive society [22] has a protective effect on children's development, which is mainly reflected in positive social institutions, good community relations, responsible social media and the linkage between family-school-community. The contents are shown in Figure 6. Current our country is relatively limited in terms of social support, especially in children's social protection policy. The lack of social support weakens the buffer mechanism of psychological resilience to protect and regulate children. Therefore, it is necessary to create a good and positive supportive social environment for children's healthy growth in order to promote children's positive and healthy psychological development.

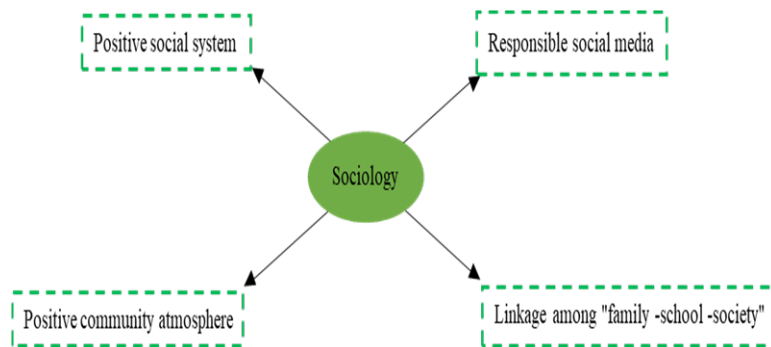


Figure 6. Supportive society

Firstly, it is necessary to continuously improve relevant policies and establish a positive child protection system. The state and society should establish adequate child protection mechanisms to ensure that children receive timely care, love and support in the event of family environment changes, social bullying/violence and other incidents. Secondly, social media should spread valuable and positive information. In particular, film and television animation works should take benevolence as the theme, which teaches children to be positive, brave, self-strengthening, humble and grateful. Finally, the community-family-school linkage mechanism should be strengthened, and they work together to create a good living and learning environment for children. Increasing children's confidence, courage and strength to cope with external pressure through the role of external protection factors, thereby further promoting the development of their psychological resilience.

4. Conclusion

Mental resiliency is closely linked to children's mental health, social adaptation, and academic development. Therefore, the research on mental resiliency has

theoretical and practical significance for children's overall development. On the one hand, mental resiliency has a positive effect on mental health. The higher the mental resiliency, the higher the level of mental health. On the other hand, the improvement of children's mental resiliency is also improving children's adaptive ability and reducing the negative distress caused to children due to environmental discomfort. If the level of children's mental resilience is too low, it will not only affect their physical and mental health and normal social life, but also cause them to become unadapted to society as adults. Thus, mental resiliency plays an extremely important role in the healthy development of children.

Under the enlightenment of positive psychology, we can improve the individual's mental resiliency by tapping the positive psychological qualities of people. In addition to increasing children's own positive emotional experience and exploring their own internal positive personality traits, the cohesion among family, school and society will also greatly affect the formation and development of children's mental resiliency. Therefore, we create more protective factors for children to overcome disadvantages by constructing a four-in-one children's mental resiliency training program with a positive psychological orientation. It is hoped that through the implementation of this program to enhance children's confidence, courage and self-efficacy, so as to further promote the development of their mental resiliency level.

Acknowledgement

The authors would like to thank the anonymous reviewers for their comments and constructive suggestions that helped improve this paper. This work was supported in part by the Ministry of Education, Humanities and Social Sciences Youth Fund (18YJC880112).

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