

2015年PSBH®中国区卓越项目奖申请书
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项目详细内容 Project Details:

项目名称	聋哑儿童孤独感、自卑感的关系研究及其干预		主题	聋哑儿童心理调查与干预
Project Title	The study and intervention of deaf-mute children's loneliness and inferiority		Theme	The study and intervention of deaf-mute children's psychology
项目负责人	张燕贞	项目成员 Project Team	张燕贞 陈四新 王盈 谭梦霞 梁彦 卢效荣 蒋经柱 冯志冠 钟耀棠 王腾彬	
Project Lead	Yan-zhen ZHANG			
经费 Funding	RMB 3600			
项目起止日期 Project Period	起始: 2009年10月12日 Start Year Month Day	完成: 2010年10月12日 End Year Month Day		
问题描述 Problem Description 请描述问题起因及存在多久、问题形塑过程中的关键人员及人数。 请以中英文填写。	<p>孤独是一种不愉快的,令人痛苦的主观体验或心理感受(Ltittia Anne Peplau 和 Daniel Perlmen, 1982)。著有《器官的缺陷及其生理补偿》的阿德勒认为“每个人都有不同程度的自卑,心理上的自卑是每个人都要面对的基本处境”。聋哑儿童的自身生理缺陷,同时由于交流经验和交流技巧的缺乏,常导致孤独感偏高,同时,其焦虑自卑等心理特点也很突出。许多研究关注聋哑儿童的心理问题,当关于聋哑儿童孤独感、自卑感现状的研究以及孤独感和自卑感的关系的研究很少。</p> <p>本研究的目的: 调查汕头市聋哑学校的聋哑儿童孤独感、自卑感现状(聋哑学校学生四到九年级学生共120人,本项调查随机整群调查113人,占总学生数的94.17%),验证结构式团体心理辅导与非结构式团体心理辅导相结合的干预方法的有效性。</p> <p>Loneliness is an unpleasant feeling characterized by a strong sense of emptiness and solitude resulting from inadequate social relationships (Peplau & Perlman, 1982). Adler suggested that everyone starts out with feelings of inferiority. For deaf-mute children, physical handicap and lack of communication skills often lead to high loneliness, inferiority, anxiety and other psychological problems. There is a lot of research on the psychological problems of deaf-mute children, but about loneliness, feelings of inferiority relatively small, and has been a lack of research on the relationship between loneliness and inferiority of deaf-mute children in China.</p> <p>The purpose of this study is to explore the psychological problems of this special group of deaf-mute children from Shantou City at southern China, the status of the loneliness, the feeling of inferiority. (There are 120 students in grade four to nine at Shantou deaf-mute school, the sample included 113 deaf-mute children in grades four to nine, accounting for 94.17% of the total number of students in grade four to nine at Shantou deaf-mute school.)</p> <p>And also to explore the relationship between loneliness, feelings of inferiority among the deaf children from Shantou City at southern China, and the method of combining the structured group counseling and non-structured group counseling and counseling, with a focus on deaf children alone, low self-esteem and psychological problems. It then validated the effectiveness of structured and non-structured group counseling intervention method on the loneliness and inferiority in the deaf-mute. With this intervention model, this study also</p>			

	<p>seeks to reduce the other psychological problems of deaf-mute students, and comprehensively promote the mental health of deaf-mute students, improve their personality.</p>
<p>解决方法 Solution 请描述可行的解决方法 和形塑过程。 请以中英文填写。</p>	<p>方法 采用国际通用的儿童孤独量表 (Children's Loneliness Scale) ^[1] 和自卑感量表修订版, 是我们根据 Fleming 和 Courtney 在 1984 年的自卑感量表 (The Feelings of Inadequacy Scale, FIS) ^[2] 修订版再次结合聋哑儿童实际修改而成的 (Fleming JS., Courtney BE., 1984)。对聋哑学校来自四到九年级学生共 113 名进行问卷调查, 随后采用自编的结构式团体心理辅导与非结构式团体心理辅导相结合的方法 (见表 1), 随机抽取其中 65 名 (男 33 名, 女 32 名) 四到九年级聋哑学生作为干预对象对其进行为期三个月的心理干预并通过前后测比较评价干预效果, 前后施测时间分别在 2009 年 11 月和 2010 年 9 月进行。干预后测发出孤独感、自卑感量表各 65 份问卷, 收回有效问卷各 64 份, Cronbach's alpha 系数为 0.888。</p> <p>The sample included 113 deaf-mute children in grades four to nine from southern China who completed Children's Loneliness Scale (CLS) ^[1] and Feeling of inferiority scale (FIS revision) ^[2]. The FIS revision was modified for the deaf-mute children (Fleming & Courtney, 1984; Janis & Field, 1959). Sixty-five children (male 33, female 32) were chosen and then randomly sampled for the intervention. The psychological intervention combined self Structure Group Counseling and Non-structured Group counseling in 3-month (see Table 1). The effects of intervention was examined by comparing pre- and post-tests using the same loneliness and inferiority scales in November 2009 and September 2010.</p> <p>References [1] ASHER SR, HYMEL S, RENSHAW PD. Loneliness in children[J]. Child Dev, 1984, 55: 1456 - 1464 [2] Fleming JS., Courtney BE.. The dimensionality of self-esteem II: Hierarchical facet model for revised measurement scales[J]. Journal of Personality and Social Psychology, 1984, 46: 404-421</p>
<p>成效 / 影响力 Outcome / Impact 请提供方案实施前的 基线数据和实施后的 成果指标。 请以中英文填写。</p>	<p>结果 汕头市聋哑儿童的孤独感总均值明显高于正常儿童孤独感常模 ($P < 0.01$), 本研究利用 Asher 等的研究结果 (32.5 ± 11.8) 作参考 (ASHER SR, HYMEL S, RENSHAW PD., 1984)。孤独感量表的得分在男女之间差异无统计学意义 ($P > 0.05$), 在年级间具有明显差异 ($P < 0.05$)。聋哑儿童自卑感主要集中在类型 II (动机与期望过高) 引起自卑和类型 III (过早断定不行) 造成自卑。聋哑儿童的自卑感得分及其孤独感呈显著正相关 ($r = 0.819, P < 0.01$)。干预后测结果表明, 聋哑儿童的孤独感量表得分在年级间仍然具有明显差异 ($P < 0.05$); 与干预前比较, 干预对象孤独感得分降低, 干预前后孤独感得分差异性显著 ($P < 0.01$); 聋哑儿童孤独感自卑感类型仍集中在类型 II 和类型 III, 自卑感得分在年级间具有明显差异 ($P < 0.05$); 配对样本自卑感得分降低, 前后分数差异性显著 ($P < 0.01$) (见表 2)。表明干预效果好, 聋哑儿童孤独感和自卑感得到一定缓解。</p> <p>结论 汕头市聋哑学校聋哑儿童孤独水平明显高于正常儿童, 自卑原因主要是动机与期望过高和过早断定不行; 结构式团体心理辅导与非结构式团体心理辅导相结合的干预效果明显 (95% 的干预对象的孤独感与自卑感的状况得到缓解)。</p> <p>(该项目相关论文《汕头市聋哑儿童的孤独感、自卑感及其干预》荣获第十一届“挑战杯”广东大学生课外学术科技作品竞赛三等奖)</p> <p>Results showed that the loneliness score among deaf-mute children in Shantou city was significantly higher than the normal children loneliness norm, $T(105) = 13.92, P < 0.01$ (Asher, Hymel, & Renshaw, 1984). Loneliness scale score was not different between male and female, $P > 0.05$. There was a significant difference between grades, $F(105) = 2.84, P < 0.05$. Inferiority was mainly in feelings of inadequacy and suspiciousness. Sense of inferiority and loneliness was significantly correlated, $R = 0.819, P < 0.01$. For the post-test results, the intervention loneliness score still showed a significant grade effect, $F(64) = 3.25, P < 0.05$. As shown in Table 2, after the intervention, the grand mean of both loneliness and inferiority was significantly reduced, $T(64) = 6.60, P < 0.001; T(64) = 4.57, P < 0.001$.</p>

	<p>The intervention was effective in reducing loneliness and inferiority in the deaf-mute children.</p> <p>The results inform educators and parents of loneliness and inferiority conditions in deaf-mute children in China and provide an effective example of intervention (the state of loneliness and the feeling of inferiority among 95% of the intervention subjects had eased up)</p> <p>(One of the related paper of this project "The study and intervention of deaf-mute children's loneliness and inferiority in Shantou city" was awarded the third prize of the 11th "challenge cup " Guangdong university student extracurricular academic science and technology works competition)</p>
<p>执行力 Excellence in Execution 请提供评价标准(如时间、预算、人力、干预族群的满意度), 及计划初始估计与成果的比较。例: 规划运行4个月, 800人民币。实际为4个月, 花费680人民币。 请以中英文填写。</p>	<p>我们的研究团队按照项目申报书的内容开展调查和干预研究, 能按时圆满地完成各项研究任务。项目规划运行 12 个月, 3750 元。实际为 12 个月, 花费 3311.8 元。</p> <p>Our research team in accordance with the project to investigate the content of the investigation and intervention study, can successfully complete all the tasks on time. Project planning run 12 months, 3750 yuan. Actual for 12 months and cost RMB 3311.8.</p>
<p>发展性 Sustainability 请描述如何持续项目成果, 及在其他区域的可复制性。例: 若需在五个社区复制此方案, 需要的策略合作伙伴为乙方及丙方, 估计需要五千人民币, 可能从以下三个单位获取, 及资金取得的时间表。 请以中英文填写。</p>	<p>该项目负责人现负责学院青年志愿者的管理工作, 该项目成果已被我院青年志愿者协会采用并在聋哑学校和汕头市残疾人联合会的特教中心持续开展, 收到良好成效。将该项目的干预措施还被借鉴运用到到自闭症儿童、脑瘫儿童等弱势群体的干预中。但由于经费原因尚未扩展到别的城市地区, 若需在相邻城市的聋哑儿童学校复制此方案, 需要的策略合作伙伴是广东省残疾人联合会以及邻近区域的聋哑学校(汕头: 澄海启智学校、汕头存心特殊教育学校; 潮州: 潮州湘桥区集德启智学校、饶平县益智学校; 揭阳: 东山特殊教育学校), 估计需要 8 千元人民币, 可能从学院青年志愿者服务经费及李嘉诚基金会资助的广东省公益种子项目中获取。</p> <p>The project manager is responsible for the management of the college youth volunteer work, the project outcome had been continue to carry out by our youth volunteer association and special-education center in deaf schools and Shantou disabled persons' federation, have gained good result. Will be use for reference to the project interventions also to vulnerable groups such as children with autism, cerebral palsy children's intervention. But due to funding has not yet spread to other cities. If we are going to carry out this project to the adjacent city of deaf children school, we must need strategy partner is disabled persons' federation of Guangdong province and adjacent area of deaf school (Chenghai qizhi school; Chaozhou xiang bridge's special education school, Raoping educational schools; Dongshan special education school), estimates that need RMB 8000.May from college youth volunteer service funding and the Li ka shing foundation funded public seed project in Guangdong province.</p>
<p>创新力 Innovation 请描述方案执行中遇到的挑战、应对过程及方式。 请提供任何项目执行的相关照片、影片。如前后的比较、干预对象、宣教范本等。 请以中英文填写。</p>	<p>遇到的挑战与创新:</p> <p>一方面, 本项目所有参与的学生成员都来自于我院医学生, 他们的学习生活非常紧张, 干预实施中, 也许会因为课程紧张, 学习压力大, 所以没有时间参与, 但经过负责老师谈话沟通, 因为爱, 所以大家坚持下来了, 因为感动, 所以大家累但收获了快乐, 当面对所有看似不能克服的困难时, 他们还是坚持下来了, 并且将每次干预活动做了详细的感想与收获的记录, 拍了视频。</p> <p>另一方面, 医学生们首次去联系调查时由于不懂手语, 与聋哑学生沟通困难, 后来项目组聘请手语老师专门培训手语, 后期调查与干预研究得以顺利开展。</p> <p>本项目践行了李嘉诚先生“医德艺术兼优, 爱心奉献济世”的理念。</p> <p>(相关照片、影片见附件)</p>

Challenge and innovation :

On one hand, all of the studentship members are our medical college students in this project. The time spent in medical school is a stressful life experience. Many medical students experience stress during their training. And maybe it is very difficult for them to arrange their free time for intervention. But fortunately, after the teacher communicate with them, because of love, so we insist on down, because of moving, so everyone tired but happy. When they faced impossible odds, and yet somehow, they persevered. And they detailed recorded their thoughts and harvest and took the video in each intervention activity in deaf-mute school.

On the other hand, because our medical students don't know sign language, so it is very difficult for them to contact with the deaf-mute children and complete the investigation at the first time. Then we hired sign language teacher training our medical students sign language, Our investigation and intervention studies could be carried out smoothly lately.

The project practice of Mr Li ka-shing' s concept "both medical art, love dedication offers" .

1. 拟发表英文稿摘要

Intervention on Loneliness and Inferiority Among Deaf-mute Children in Shantou City

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Loneliness is an unpleasant feeling characterized by a strong sense of emptiness and solitude resulting from inadequate social relationships (Peplau & Perlman, 1982). Adler suggested that everyone starts out with feelings of inferiority. For deaf-mute children, physical handicap and lack of communication skills often lead to high loneliness, inferiority, anxiety and other psychological problems. There is a lot of research on the psychological problems of deaf-mute children, but about loneliness, feelings of inferiority relatively small, and has been a lack of research on the relationship between loneliness and inferiority of deaf-mute children in Shantou City at southern China. The purpose of this study is to explore the psychological problems of this special group of deaf-mute children from Shantou City at southern China, the status of the loneliness, the feeling of inferiority. And also to explore the relationship between loneliness, feelings of inferiority among the deaf children from Shantou City at southern China, and the method of combining the structured group counseling and non-structured group counseling and counseling, with a focus on deaf children alone, low self-esteem and psychological problems. It then validated the effectiveness of structured and non-structured group counseling intervention method on the loneliness and inferiority in the deaf-mute. With this intervention model, this study also seeks to reduce the other psychological problems of deaf-mute students, and comprehensively promote the mental health of deaf-mute students, improve their personality.

The sample included 113 deaf-mute children in grades four to nine from Shantou City at southern China who completed Children's Loneliness Scale (CLS) and Feeling of inferiority scale (FIS revision). The FIS revision was modified for the deaf-mute children (Fleming & Courtney, 1984; Janis & Field, 1959). Sixty-five children (male 33, female 32) were chosen and then randomly sampled for the intervention. The psychological intervention combined self Structure Group Counseling and Non-structured Group counseling in 3-month (see Table 1). The effects of intervention was examined by comparing pre- and post-tests using the same loneliness and inferiority scales in November 2009 and September 2010.

Results showed that the loneliness score among deaf-mute children was significantly higher than the normal children loneliness norm, $T(105) = 13.92, P < 0.01$ (Asher, Hymel, & Renshaw, 1984). Loneliness scale score was not different between male and female, $P > 0.05$. There was a significant difference between grades, $F(105) = 2.84, P < 0.05$. Inferiority was mainly in feelings of inadequacy and suspiciousness. Sense of inferiority and loneliness was significantly correlated, $R = 0.819, P < 0.01$. For the post-test results, the intervention loneliness score still showed a significant grade effect, $F(64) = 3.25, P < 0.05$. As shown in Table 2, after the intervention, the grand mean of both loneliness and inferiority was significantly reduced, $T(64) = 6.60, P < 0.001$; $T(64) = 4.57, P < 0.001$. The intervention was effective in reducing loneliness and inferiority in the deaf-mute children.

The results inform educators and parents of loneliness and inferiority conditions in deaf-mute children in Shantou City at southern China and provide an effective example of intervention.

(Word count = 481)

Table 1 Structured group counseling (theme and non-theme activities) and non-structured group counseling process

NO.	Content	Purpose
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1	Heart-to-heart exchanges.	To increase their social experience, social skills, learn to talk.
2	Try and exercise, sports skills training.	Training hobbies, build self-confidence, increase social experience.
3	Volunteers provide free clinic for deaf children, playing games together.	Social care, understood by others and the experience of poor peer acceptance
4	Mother's Day gift, to read some psychology painting books, thinking painting.	To increase self-confidence as a gift for children's mother, counseling correctly cognitive, another way to talk.
5	"I can do it", emergency health knowledge, scenario simulation.	Interactive role-playing, social problem-solving capabilities, and enhance the adaptability of social life, enhance the sense of presence and responsibility.
6	"Hear me" , watch Disabled inspirational film.	Think and learn proper understanding of their cognition own lofty goals.
7	Tour of "trust" the hula hoop, the wind Super grass, through the power grid.	To promote teamwork, team trust, increase social skills, problem-solving ability.
8	New friends, "heart" friends, balloon water bombs, small tanks.	To increase their social experience, social skills, given the social care, learn to talk.
9	"Little teacher", to teach sign language, to watch the performances.	To enhance their self-confidence, there is a sense of responsibility, and correct understanding of their own.
10	"Who am I, my ideal", the psychological guide.	To help students learn to talk, emotional self-regulation, to increase their social experience.
11	"A special basketball game" organized by the deaf children, cheerleaders.	To improve the deaf-mute children's ability, self-confidence, increase them understand the comprehensive culture and social experience.
12	Christmas candy, to spend Christmas exhibition to watch the creation of deaf children.	Social care, promote its correct understanding of themselves, establish a correct ambitious goals.

Structure Non-theme activities: During the three-month intervention, once every week, every two hours, under the leadership of the teachers in the school. To help the deaf-mute children in viewing science film, inspirational film, to establish a high-spirited mental outlook; from time to time and from society various volunteer exchanges with learning games, enhance social skills and social experience in long exchanges between the promotion of mental health.

Non-structured group counseling

School: To communicate with teachers in deaf-mute school, strengthen teachers' care for students, and create a welcoming educational environment, mining the hidden curriculum, students pay more attention to the physical and mental health, to encourage the deaf-mute children teachers to face the difficulties of life, praised to ensure them receive progress and achievements. To provide students with more activities and equipment affect the mental health of deaf children from learning life.

Family: Strengthening in the daily lives of the students, the parents more than encourage multi-praised, and more certainly, more exchanges of education, to create a good family education atmosphere, positive impact on the psychological aspects of students to improve their positive and optimistic attitude.

Table 2 T-test analysis on the effect of intervention on loneliness and inferiority

Variable	Pre-test	Post-test	df	95% confidence interval		T	Sig.
				Lower bound	Upper bound		
Loneliness	44.33 ± 0.71	41.32 ± 3.06	63	2.219	2.824	6.60	0.000
Inferiority	42.50 ± 0.71	39.50 ± 2.12	63	1.312	3.344	4.57	0.000

Reference

1. ASHER SR, HYMEL S, RENSHAW PD. Loneliness in children[J]. Child Dev, 1984, 55: 1456 - 1464
2. Fleming JS., Courtney BE.. The dimensionality of self-esteem II: Hierarchical facet model for revised measurement

scales[J]. Journal of Personality and Social Psychology,1984,46:404-421

3.Maria Suarez. Promoting social competence in deaf students: The effect of an Intervention Program [J].Journal of Deaf Studies and Deaf education ,2000,5(4):323-333

4.Kirk S,Gallagher J J. Educating exceptional children[J]. Boston:Houghtion Mifflin,1986,6: 227-229

5.PaulJ, Daeninck, MD, MSc, FRCPC Winnipeg, Man. Attitudes, not deafness isolate deaf people[J].CAN MED ASSOC J , 1996, 155(12): 1663 - 1664