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Equality, Support and Guidance: A Social Work Intervention Study on the Environmental Adaptation of Left-behind Children from Poor Families

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Abstract: Children from poor families are limited by poor material and emotional support, which has led to them being on the margins of society. When faced with changes in their living environment, they even showed a sense of embarrassment and panic that was difficult to adapt. As a profession based on helping others to help themselves, social work plays an active role in assisting these children to adapt to the environment.

1 Case background

In 2019, the China Association for Social Work Education launched the "Social Work Education Counter-Poverty Alleviation Service Demonstration Project" in Gansu, Tibet and Sichuan. The Department of Social Work of Northwest Normal University is responsible for the project site in Guanghe County of Linxia Hui Autonomous Prefecture as a project participant.

Considering the language and the lifestyle of minorities, the project team decided to first intervene in children groups in the relocation poverty alleviation community of Shui'an Huayuan in Guanghe County. After the residents of the community moved from the countryside to the town, the government made timely arrangements for the children's schooling in the community based on the principle of proximity. However, the improvement of the living and learning environment has not brought joy to these children. The discomfort with the new environment and the obvious life gaps make them always feel that they are in the edge of the city, and many children are in trouble because of this. Based on this, the project team organized growth group activities for some children in the community.

## 2 Service effectiveness evaluation

2.1 Overall effectiveness feedback

The design of this group activity plan combines all the effective data from the preliminary investigation and needs assessment stage, and carries out the cumulative and incremental activity content design around the four specific service goals, in the community service center, the Chengguan town government, etc. With the help of cooperation, the activity maintained high continuity and integrity throughout the whole process. Based on the analysis of the observation and interview data collected during the group activity, combined with the feedback of the group members after each activity, the questionnaire evaluation feedback after the end of all activities, and the feedback of the school interview conducted by the staff: this group activity has more A high degree of achievement of goals; the children participating in this group activity are all satisfied with the arrangement of the time, venue, group leader, group guide, activity content, etc.; this group activity is set up for each group member A platform for mutual communication and happy interaction; through this platform, each team member's interpersonal communication skills, self-confidence and personality structure have been improved to a certain extent, and can be reflected in their daily lives.

2.2 Feedback on specific results

2.2.1 Interpersonal communication

The staff implemented a general tracking record of the communication frequency of each team member at different stages. See the table below for details. The value 1 indicates no communication, the value 2 indicates occasional communication, the value 3 indicates general communication, the value 4 indicates more communication, and the value 5 indicates frequent communication.
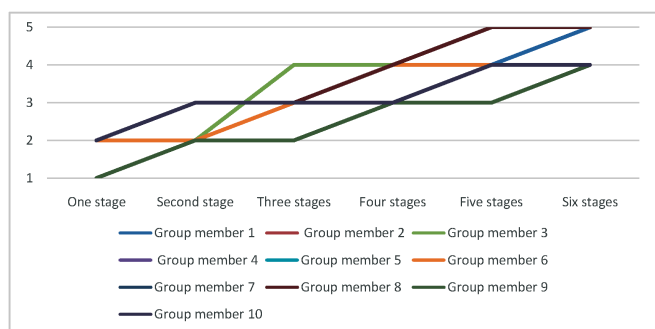
Table 1. Interim evaluation table of communication frequency of team members

Based on the feedback in the above table, the frequency of communication between each team member and others has been improved to a certain extent; combined with the observation of the staff's participation, each team member has a certain degree of benign change in communication ability and communication initiative , No longer passive and silent; and try to actively participate in group activities, actively communicate with other group members, and actively express some of their ideas to the group leader.

2.2.2 Character structure

At the beginning of the group activity, some group members showed introverted, withdrawn, cowardly, and rude personality traits. The staff followed the principle of individualization. During the group activity, they intentionally encouraged these group members to participate in activity command, share and exchange activities. In addition to group activities, the staff also conducted personalized psychological counseling to correct their biased self-awareness; through this combination of internal and external service methods, combined with the staff's periodic observation and evaluation, this The character structure of some team members has been improved to a certain extent. They no longer restrict themselves to a very small range due to their mutual exclusion with the outside world; they no longer cut off reasonable communication with the outside world because of fear of being refuted; Self-confidence has been stimulated to a certain extent.

2.2.3 Behavior

Some team members have periodic verbal or physical violence and behavioral behaviors that are excessively restrained. The staff try to make deviant behaviors by encouraging and guiding them, recommending them to other members of the team to become group leaders, and individualizing cognitive behavior correction Corrections were made, and phased follow-up records were made. See the table below for details.
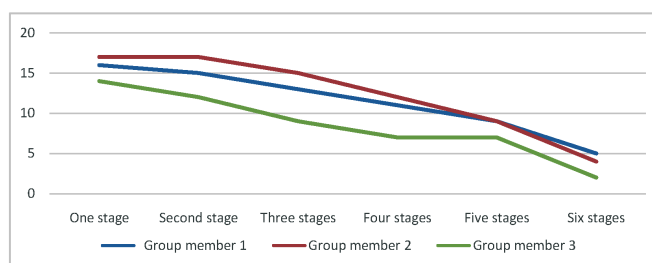
Table 2. Frequency Follow-up Record Form of Phased Deviation Behavior

Based on the feedback recorded in the above table, the three team members with obvious deviant behaviors, with the continuous deepening of the group activities, the frequency of their deviant behaviors is basically in a state of continuous decline; they are basically able to use a more peaceful and natural tone, language and Physical behavior participates in group activities; and through the role of group leaders, the sense of responsibility of these group members has been greatly improved, and the habit of acting recklessly has been significantly corrected. The staff followed up with these three team members in the family, community, and school environment, and obtained positive responses from them, their guardians, friends, classmates, and teachers.

2.3 Professional reflection

2.3.1 Reflection on the group work plan and process

The design of this group's work plan combines all the effective data from the preliminary investigation and needs assessment stage, and designs the cumulative and incremental activity content around four specific

service goals. It is used in the community service center, the town government of Chengguan town, etc. With the help of cooperation, the activity maintained high continuity and integrity throughout the whole process. However, considering that the age and educational level of the team members are relatively low, the project team adopts unstructured interviews in the needs assessment and effectiveness evaluation as the main form, supplemented by questionnaires, which may lead to the final evaluation to a certain extent. As a result, more attention is paid to the description of the guest position, which leads to errors in the actual judgment of the situation. At the same time, in front of the social workers who have served them for more than a month, the group members are most likely to be affected by personal subjective emotions. When several social workers asked about the effectiveness of this activity, they all gave it. The highest evaluation, even the whole process did not mention a little lack of activity; for this evaluation, several social workers gained a certain sense of satisfaction and accomplishment, while also reflecting on the reliability of the effectiveness of this activity. In other subsequent services, how to optimize the reliability of service effectiveness is a questionable issue.

2.3.2 The impact of child growth groups in the community

The development of this group's work has had a certain influence in the community context outside of the activity, let the residents of the community know the existence and responsibilities of the project team, played a certain role in publicity, and brought the community residents and the project closer. The relationship between groups. However, there are more than 2,400 residents in 528 households in the Shui'an Garden Relocation Poverty Alleviation Community. According to the data provided by the Community Service Center, the children in this community account for about a quarter of the total population. Refer to the previous research and needs. According to the information provided by the evaluation, most children in this community are facing life dilemmas of varying degrees and a combination of homogeneity and heterogeneity. Only one group work service activity is just a drop in the bucket for such a relatively large group. Later in the project, it is not just children who will face it. Therefore, this is a long-term process of gradual progress, continuous accumulation, and qualitative changes caused by quantitative changes.

2.3.3 Self-evaluation by social workers

The several social workers who organized this group work activity all have a higher education background in social work and hold a professional qualification certificate for social workers; the study of a large amount of theoretical knowledge in the classroom and the analysis of practical cases cannot represent several Social workers have high practical ability; in the process of implementation, several social workers have problems such as inadequate rhythm control and insufficient play of the role of group leader. In the process of group activities, although several social workers consciously use professional skills such as listening, encouraging, and guiding, but due to their lack of practical experience, they do not have a high degree of mastery of the actual use of these skills, making the activity The use of skills did not achieve the expected results, which caused some social workers to adjust the atmosphere of group activities insufficiently, which may also have a certain impact on the effectiveness of the activities.

In addition, some social workers have also experienced excessive involvement after they have learned more about the personal and family environment of some group assistance targets. For example, in the process of group activities where they act as group guides, they have The more obvious childish behavior has triggered dissatisfaction among some team members, caused a temporary interruption of the activity, delayed the progress of the group activity, and caused great fluctuations in the individual mood and service effectiveness of the group members.

3 The field of assistance for children from poor families needs to further expand the service space

3.1 Children's comprehensive growth tracking service

On the basis of the development of child growth group services, social workers can assist in the follow-up of left-behind children from poor families, investigate and evaluate the family composition, guardianship and care, school attendance, physical

and mental health of left-behind children from poor families, and conduct investigations on key objects Check to ensure that they are properly taken care of; promptly detect left-behind children from impoverished families who have suffered or suspected of domestic violence or other abuses, report and deal with them, and assist in emergency response work; assist in doing a good job in unsupervised or impoverished by guardians Psychological counseling, spiritual care, and temporary guardianship for left-behind children in the family.

3.2 Cooperate with the development of family education and guidance

Social workers can assist in the promotion of the legal system of guardianship of left-behind children from poor families and domestic violence prevention education, and carry out family education and guidance to parents and entrusted guardians of left-behind children from poor families, and guide them to correctly perform their parenting obligations and guardianship duties. Cooperate in mediating the family conflicts of left-behind children from poor families, promote the establishment of harmonious family relationships, and provide intergenerational communication, relationship adjustment and capacity building services for intergenerational care families. Guide the parents of migrant workers to care for left-behind children, enhance family love and love, and help left-behind children from poor families to strengthen the emotional connection and family communication with their parents through telephone, video and other methods.

3.3 Take advantage of resource links

Social workers can help left-behind children from poor families and their families link social assistance, social welfare, charity and other resources, and guide public welfare and charity forces, relevant social organizations, and volunteers to provide material assistance and support to left-behind children and their families from poor families. Care services; at the same time actively provide employment skills training, job recommendation and other services for members of poor left-behind children's families who are capable of employment or reemployment; achieve an organic combination of material poverty alleviation and ideological poverty alleviation, and help left-behind children and their families from poor families The construction and improvement of anti-poverty capabilities.

3.4 Cooperate with the development of social care services

Social work can assist primary and secondary schools and rural communities to do a good job in safety education, help left-behind children from poor families to increase their awareness of preventing unlawful infringements, and master safety knowledge to prevent accidental injuries. Assist in the mental health education of left-behind children from poor families, find and correct psychological problems as early as possible, provide psychological assistance, growth companionship and crisis intervention services, relieve psychological pressure and negative emotions, and promote the healthy development of mentality and personality of left-behind children from poor families. Provide social integration services to enhance the social interaction and social adaptability of left-behind children from poor families. Assist in the critical prevention of bad behaviors of left-behind children from poor families, implement early intervention and behavior intervention for left-behind children with bad behaviors, and help them correct deviant behaviors.

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