

Construction and Practical Exploration of a Middle School Psychological Crisis Intervention Service System

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Abstract: With the implementation of *The Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health Work in the New Era (2023–2025)*, middle school class teachers, as the “first line of defense” for students' mental health, play a critical role in psychological crisis intervention. Traditional approaches to psychological crisis intervention have largely been reactive, lacking systematic preventive strategies, and there is an urgent need to shift toward a proactive prevention model. Based on positive psychology theory, this paper proposes a preventive system for middle school class teachers' psychological crisis intervention, emphasizing strategies such as enhancing psychological capital and applying strength-based interventions to improve teachers' intervention effectiveness. This study aims to provide practical guidance and theoretical support for mental health education in middle schools, promote class teachers' proactive role in psychological crisis intervention, and ultimately enhance students' mental health and well-being.

Keywords: Middle school class teachers; psychological crisis intervention; positive psychology; proactive prevention pathway; role transformation

1. Introduction

In recent years, adolescent mental health issues have become increasingly prominent, emerging as a critical concern for families, schools, and society at large. *The Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health Work in the New Era (2023–2025)*, jointly

issued in 2023 by the Ministry of Education and sixteen other departments, elevated student mental health work to a national strategic priority. The plan emphasizes the principle of “health first” in education and systematically promotes the transformation of psychological crisis intervention from reactive handling to proactive prevention^[1].

Against this backdrop, middle school class teachers,



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who maintain the closest and most direct contact with students, are positioned as the “first line of defense” in campus psychological crisis intervention. In traditional work models, class teachers often rely solely on post-event interventions, taking remedial measures only after a crisis occurs, and thus remain in a largely passive state. This mechanism lacks a systematic and forward-looking preventive strategy, resulting in frequent incidents and limited intervention effectiveness. Therefore, it is imperative to promote a comprehensive shift from reactive remediation to proactive prevention, such as establishing daily monitoring mechanisms, strengthening mental health education, and implementing early warning systems, thereby enhancing the overall capacity to respond to student psychological crises.

This study aims to clarify the role of class teachers within the psychological crisis intervention system, intending to identify potential risk factors promptly through systematic monitoring and interaction with students. Such an approach can effectively reduce the occurrence of campus psychological crises, significantly improve the precision and efficiency of interventions, and provide a solid practical basis for the ongoing optimization of school mental health education systems and policy formulation.

2. Role Positioning of Class Teachers in the Psychological Crisis Intervention System for Middle School Students

2.1 Multiple Roles of Middle School Class Teachers

In the student mental health education system, class teachers serve as the “first line of defense” and play a vital role ^[2]. In addition to traditional teaching and management responsibilities, class teachers are entrusted with the tasks of identification, early warning, intervention, and support. Positive psychology, as a theoretical framework, emphasizes individual strengths, well-being, and the development of potential. In the process of psychological crisis intervention, positive psychology provides class teachers with a new perspective for effective intervention.

2.1.1 Early Identifiers of Psychological Crisis

Class teachers are the most direct observers of students’ daily lives and learning, and they are able to detect early signs of psychological crisis. From the perspective of positive psychology, attention is given

to the overall mental health of students rather than focusing solely on negative emotions or problematic behaviors. Class teachers can help students discover their strengths and positive qualities, thereby adopting effective interventions in the early stages of crisis through the following methods:

Reinforcing students’ personal resources: Positive psychology emphasizes individual strengths and resources. When students show signs of a psychological crisis, class teachers should pay attention to their psychological resources, such as personal strengths, hobbies, and social support. By encouraging students to identify and utilize these resources, class teachers can help them enhance their self-efficacy and relieve psychological stress.

Fostering positive emotions: Research in positive psychology indicates that positive emotions help enhance psychological resilience and problem-solving abilities. Class teachers can cultivate positive emotions and psychological adaptability by organizing class activities and encouraging students to share positive experiences, thus reducing the occurrence of anxiety, depression, and other negative emotions.

2.1.2 Early Warners of Psychological Crisis

In the process of psychological crisis intervention, class teachers should not only identify problems but also actively utilize school resources and the environment to help students build self-regulation and positive coping abilities. One of the core concepts of positive psychology is “psychological resilience,” which refers to an individual’s ability to adapt and recover when facing pressure and difficulties. Class teachers can promote students’ psychological resilience and prepare for crisis warnings through the following approaches:

Cultivating psychological flexibility: Class teachers should help students learn how to cope with setbacks and stress in life, especially when facing academic, family, or interpersonal difficulties. Through positive psychology interventions, class teachers can help students recognize that difficulties are opportunities for growth and encourage them to use problem-solving strategies rather than avoidance or passive coping.

Establishing social support systems: Class teachers should help students build and strengthen social support networks through classroom and class activities. This not only ensures that students can receive timely help

in times of psychological crisis but also enhances their sense of belonging and security, reducing feelings of loneliness and helplessness.

2.1.3 Interveners in Psychological Crisis

When a student's psychological crisis has been identified and enters the intervention stage, class teachers need to apply strategies from positive psychology to help students discover and activate their potential. Positive psychology emphasizes "strengths-based intervention," which is an intervention method based on students' personal strengths. At this stage, class teachers can intervene through the following methods:

Focusing on students' strengths and growth points: Positive psychology proposes that helping students identify and utilize their strengths contributes to enhancing their self-confidence and sense of control. During intervention, class teachers can guide students to reflect on past challenges they have successfully overcome and encourage them to apply their strengths when facing current difficulties.

Cultivating gratitude and positive psychological habits: According to positive psychology research, cultivating a sense of gratitude can effectively improve individuals' mental health. Class teachers can regularly encourage students to write gratitude journals or share positive events. This not only helps students notice positive aspects of life but also enhances emotional stability and psychological resilience.

2.1.4 Supporters After Psychological Crisis

Psychological crisis intervention is not only about solving immediate problems but also about providing long-term support and attention. Positive psychology emphasizes the impact of "post-crisis support" on long-term well-being. After the intervention, class teachers should continue to provide psychological support to help students enhance their self-efficacy and well-being during the recovery process. Specific measures include:

Developing self-regulation abilities: Class teachers can help students cultivate skills such as emotional regulation and stress management, thereby strengthening their autonomy and self-recovery abilities.

Promoting a sense of meaning and purpose: Positive psychology suggests that a sense of meaning and purpose in life is an important indicator of mental

health. Class teachers can help students set life goals and discover meaning through one-on-one counseling and class activities, thus enhancing their psychological resilience.

3. Challenges and Dilemmas Faced by Class Teachers in Psychological Crisis Intervention

Although class teachers play an important role in psychological crisis intervention, they still face many challenges, especially in the application of positive psychology. The following are some dilemmas that class teachers may encounter during the intervention process:

3.1 Delayed Identification of Psychological Crises

Due to heavy workloads, class teachers often find it difficult to devote sufficient time and energy to conducting comprehensive assessments of students' psychological states. In the absence of adequate professional knowledge, class teachers may miss early warning signs of psychological crises, particularly those related to concealed mental health issues such as depression and anxiety.

3.2 Lack of Professional Knowledge in Positive Psychology

Intervention methods based on positive psychology require class teachers to possess certain theoretical knowledge and practical experience. However, many class teachers lack systematic training in psychology, especially in applying a positive psychology perspective to identify and address students' problems, which creates significant difficulties in practice.

4. Application Strategies of Class Teachers in Psychological Crisis Intervention: A Positive Psychology Perspective

The core idea of positive psychology is to focus on individuals' positive aspects, including strengths, resources, emotions, and the activation of potential, with the aim of enhancing well-being and psychological resilience. In the process of psychological crisis intervention conducted by middle school class teachers, applying the theories of positive psychology can help teachers not only intervene after a crisis occurs but also create an environment in daily work that supports students' mental health and prevents crises in advance.

4.1 Application of Basic Theories of Positive Psychology in the Work of Class Teachers

4.1.1 Enhancement of Psychological Capital

Psychological capital is an important concept in positive psychology and refers to the psychological resources possessed by individuals, including self-efficacy, hope, optimism, and resilience. These factors help students maintain a positive mindset when encountering setbacks and adjust their emotions and behaviors quickly to adapt to new challenges^[3].

Cultivating self-efficacy: Class teachers can help students build self-confidence by encouraging them to participate in extracurricular activities and accomplish small goals. For students who face difficulties in academics or interpersonal relationships, class teachers can use appropriate encouragement and positive feedback to help them recognize their progress and potential, thereby enhancing their self-efficacy.

Fostering hope and optimism: Class teachers can guide students to set short-term and long-term goals and help them clarify the pathways to achieve those goals, thus enhancing their sense of hope. When facing stress, class teachers can guide students to see the possibilities for solving problems and encourage them to maintain an optimistic attitude to overcome difficulties^[4].

Developing resilience: Through mental health education and emotional regulation training, class teachers can help students learn how to deal with setbacks and pressure. Students should be encouraged not to give up when facing failure, but to adjust their mindset, develop new plans, and seek support in order to overcome difficulties.

4.1.2 Strengths-Based Approach

Positive psychology advocates the use of a “strengths-based approach” to help students discover their strengths and talents and use these strengths to cope with psychological crises. Class teachers should pay attention to students’ strengths in daily work rather than focusing solely on their weaknesses or problems.

Identifying and enhancing strengths: Class teachers can help students recognize their strengths and talents through communication and guide them to apply these strengths continuously in school life.

Applying strengths to cope with crises: When students encounter psychological crises, class teachers

can guide them to solve problems by leveraging their personal strengths.

4.2 Practical Strategies for Class Teachers in Psychological Crisis Intervention

4.2.1 Enhancing Students’ Social Support Networks

Positive psychology suggests that a strong social support network can significantly improve individuals’ mental health. Class teachers can help students enhance social support through the following methods:

Establishing a class support system: Class teachers can organize teamwork activities and collective events to help students build close peer relationships. By strengthening class cohesion, students can receive more emotional support when facing difficulties, thereby reducing feelings of loneliness^[5].

Collaboration between family and school: Positive psychology emphasizes the important role of family support in mental health. Class teachers can communicate regularly with parents to understand students’ psychological status at home and work with parents to provide support. In a supportive family environment, students can receive more care and understanding, which is beneficial to their psychological recovery.

4.2.2 Building a Positive Class Culture

Class teachers can apply the principles of positive psychology to create a highly supportive and inclusive class culture. Such a culture provides students with a sense of psychological safety, allowing them to feel accepted and understood when facing problems, thus enhancing their mental health. Through class meetings and activities, class teachers should help students establish positive values and reinforce elements such as cooperation, respect, and care within the class culture. This supportive environment enables students to more easily receive help and support from peers when experiencing psychological stress.

4.2.3 Long-Term Planning for Mental Health Education

Class teachers should not only intervene when psychological crises occur but also maintain students’ positive psychological states over the long term through regular mental health education. Positive psychology emphasizes enhancing individuals’ psychological capital and well-being to reduce the occurrence of

psychological crises.

Regular mental health education activities: Class teachers can organize mental health lectures and psychological activities on a regular basis. Through these activities, class teachers can help students learn basic skills such as coping with stress, regulating emotions, and maintaining mental health.

Establishing long-term counseling mechanisms: In addition to short-term interventions, class teachers can establish long-term psychological counseling mechanisms to ensure that students receive timely assistance when facing psychological problems. By creating student psychological profiles and conducting regular mental health check-ups, class teachers can provide continuous psychological support for students^[6].

Conclusion

Overall, positive psychology provides strong support for the role positioning and strategy application of class teachers in psychological crisis intervention. By focusing on students' strengths, resources, and potential, class teachers can not only effectively intervene in psychological crises but also promote students' mental health and well-being in daily work. In the future, as mental health education continues to deepen, the application of positive psychology will become more widespread, and the role of class teachers

in student mental health work will become increasingly important.

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