

Warmly Guarding the Path of Growth, Precisely Intervening to Resolve Crises

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Abstract

This study takes a student from Wenzhou Polytechnic with autism spectrum disorder as the research object, systematically exploring the whole process of psychological crisis intervention for college students with special psychological needs. The student faced multiple challenges, including weak self-care ability, poor living habits, tense interpersonal relationships, and extreme psychological tendencies accompanied by dangerous behaviors. Through a series of intervention measures such as early problem detection, multi-party collaborative assistance, and rapid emergency response, the college effectively curbed the deterioration of the crisis and ensured the student's life safety and physical and mental health. This case study analyzes the background, response strategies, and practical effects of the intervention in detail, and summarizes three core insights: strengthening early warning mechanisms to build a solid safety line for student psychological health, integrating multi-party forces (school, family, and professional institutions) to form educational synergy, and implementing precise interventions based on students' individual needs. The research provides practical reference and experience for college ideological and political workers to carry out psychological crisis intervention work, and contributes to the improvement of the comprehensive psychological support system in higher education institutions.

Keywords

College student; Psychological crisis intervention; Autism spectrum disorder; Multi-party collaboration; Precise assistance; Early warning mechanism.

1. Case Background and Overview

In the context of the continuous development of higher education, college students are facing increasingly complex challenges in study, life, and interpersonal communication, and psychological health issues have become an important part affecting their growth and development. Among them, students with special psychological conditions, such as autism spectrum disorder, often face more difficulties in adapting to college life due to their unique physiological and psychological characteristics, and are prone to psychological crises without timely and effective intervention. This case focuses on a student from Wenzhou Polytechnic, recording the whole process of the college's psychological crisis intervention for the student, in order to provide practical reference for similar work in colleges and universities.

The student in this case enrolled in Wenzhou Polytechnic in September 2021. From the beginning of enrollment, the head teacher noticed that the student had obvious differences from other classmates in daily life. In terms of self-care ability, the student showed weak perceptual abilities. For example, he could not accurately perceive the appropriate temperature of the environment, often wore clothes that were inconsistent with the weather, and could not timely respond to the needs of his own body, such as not taking the initiative to drink water or eat when hungry and thirsty. In terms of living habits, the student's hygiene condition was relatively poor. He rarely took the initiative to clean his personal items and the area assigned

in the dormitory, which led to conflicts with roommates in the early stage. His diet was also extremely irregular, often skipping breakfast or overeating at dinner, and he had a strong preference for food, refusing to try most vegetables and staple foods, which affected his physical health to a certain extent.

In terms of interpersonal relationships, due to the student's poor communication skills and different living habits from his roommates, conflicts gradually accumulated. In the freshman year, the dormitory often had disputes over hygiene, rest time, and other issues. The student was unable to effectively express his own ideas and needs, nor could he understand the feelings and demands of his roommates. As a result, the interpersonal relationship in the dormitory became increasingly tense, and the student gradually isolated himself, rarely participating in dormitory collective activities or communicating with roommates. In order to alleviate the tense interpersonal atmosphere, the college adjusted the student's dormitory in the second semester of his sophomore year, arranging him to a mixed dormitory composed of students from different classes. However, the new living environment did not improve the situation. Due to the lack of mutual understanding and familiarity with the new roommates, and the student's inherent communication barriers, the interpersonal relationship in the new dormitory was still tense, which further aggravated the student's sense of loneliness and inferiority.

Psychologically, the student showed more obvious abnormal tendencies. In the daily communication with the head teacher, the student was often silent and lacked enthusiasm for various things in the school. He rarely took the initiative to participate in campus activities, and his academic performance was also at the bottom of the class. In October 2023, during a routine heart-to-heart talk organized by the college, the head teacher took the initiative to care about the student's recent study and life. During the conversation, the student inadvertently revealed extreme thoughts about life, saying that "life is meaningless" and "it doesn't matter whether you live or die". What was more worrying was that the student also mentioned that he had had experiences of dangerous behaviors such as climbing high and jumping, and cutting his arms with a blade. After learning this information, the head teacher immediately realized the seriousness of the problem and reported it to the college's student affairs department and psychological counseling center at the first time.

After the college learned about the student's situation, it attached great importance to it and immediately launched an emergency intervention mechanism. On October 18, 2023, the college specially invited a psychological expert from Wenzhou No.7 People's Hospital, which has rich experience in diagnosing and treating mental health diseases, to conduct a professional psychological assessment on the student. The expert had in-depth communication with the student, observed his behavior and language expression, and combined with professional psychological evaluation scales, initially judged that the student had obvious symptoms of autism spectrum disorder, and suggested that the student receive specialized medical diagnosis and treatment as soon as possible to avoid the further development of the condition.

However, when the head teacher communicated with the student's parents about the expert's suggestion, the parents initially did not attach enough importance to it. They believed that the student's situation was just a "temperament problem" and "adaptation difficulty", and there was no need for specialized medical treatment. They also worried that the diagnosis of mental illness would have a negative impact on the student's future study and work. In order to change the parents' misunderstanding and make them realize the urgency of the problem, the college secretary took the lead in forming a special working group, which included the head teacher, counselors, and relevant personnel from the student affairs office. On November 2, 2023, the working group went to the student's home in Longgang for a home visit. During the home visit, the college staff patiently communicated with the parents, explained the student's specific performance in school in detail, presented the professional opinions and assessment results of the psychological expert, and analyzed the potential risks and serious consequences if the

student did not receive timely treatment. At the same time, the college staff also listened to the parents' thoughts and concerns, answered their questions one by one, and provided relevant knowledge and information about autism spectrum disorder. Through in-depth communication and sincere persuasion, the parents finally realized the seriousness of the problem and agreed to take the student to a specialized hospital for further diagnosis.

On November 6, 2023, accompanied by their parents, the student went to Wenzhou No.7 People's Hospital for a comprehensive examination. After detailed observation, communication, and professional evaluation by multiple experts, the student was officially diagnosed with autism spectrum disorder. The diagnosis result further confirmed the college's previous judgment and also made the parents more aware of the importance of active treatment. During this period, the head teacher did not relax the attention to the student. He maintained regular heart-to-heart talks with the student, usually once a week, to understand the student's psychological state, listen to his troubles and needs, and give him psychological comfort and support. At the same time, the college also established an information officer system for the student. The former roommates who were more familiar with the student were appointed as information officers. They maintained regular contact with the student and his new roommates, kept abreast of the student's daily dynamics, interpersonal interactions, and emotional changes in a timely manner, and reported any abnormal situations to the head teacher immediately, forming a continuous and all-round monitoring mechanism.

However, the student's situation did not improve significantly with the diagnosis. On the late night of April 1, 2024, the information officer reported to the head teacher that the student had not returned to the dormitory after the evening self-study, and according to the student's previous remarks and behavioral performance, he might have the intention of being absent for a long time. After receiving the report, the head teacher immediately reported the situation to the director of the student affairs office. The college quickly responded, and the director of the student affairs office led relevant teachers to carry out a search around the campus and its surrounding areas. After more than two hours of searching, the student was finally found near a park outside the campus. Considering the late hour and the student's special psychological state, in order to avoid any safety risks, the staff of the student affairs office decided to send the student back to his home in Longgang overnight. During the journey, the teachers patiently communicated with the student, comforted his emotions, and tried to understand the reason for his absence. After arriving at the student's home, the teachers also communicated with the parents in detail, informed them of the situation, and urged them to strengthen the care and supervision of the student during the rest period at home.

During the May Day holiday in 2024, the student had a serious wrist-cutting behavior at home. Fortunately, the parents found it in time and took emergency measures to avoid life-threatening risks. After learning of this situation, the college immediately contacted the student's parents, expressed concern about the student's situation, and once again emphasized the importance of professional treatment and family accompaniment. The college recommended that the parents send the student to a higher-level specialized hospital for systematic treatment, and provided relevant information about professional hospitals and treatment institutions. At the same time, the college staff maintained continuous communication with the parents, listened to the difficulties and confusion they faced in the process of taking care of the student, provided them with psychological support and practical help, and alleviated their anxiety and pressure. After careful consideration and communication, the family finally made the decision to let the student suspend school for treatment, focusing on improving the student's psychological state and physical health, and planning to consider the issue of returning to school after the student's condition stabilizes.

2. Case Analysis and Response Measures

2.1. Early Investigation to Detect Problems Timely

Early detection of problems is the premise and foundation of effective psychological crisis intervention. In the daily work of college ideological and political education, head teachers and counselors are the first-line personnel who have the most frequent contact with students. They are most likely to find the subtle changes in students' physical and mental states. In this case, the head teacher has always maintained a high degree of attention to the students' living conditions and ideological dynamics since the student enrolled, and has not ignored the various abnormal performances of the student.

In terms of living conditions, the head teacher found that the student's self-care ability was obviously insufficient during the daily dormitory inspections and daily communication. For example, the student's bed was always messy, personal clothes were not washed in time, and there was a peculiar smell in the dormitory, which affected the living environment of the roommates. At the same time, the student's diet was extremely irregular. He often skipped breakfast and only ate some snacks to satisfy his hunger. At dinner, he overate, which led to frequent stomach discomfort. The head teacher did not simply criticize and educate the student for these phenomena, but tried to understand the root causes of these problems. Through communication with the student and understanding from the parents, the head teacher learned that the student had similar living habits since childhood, and his family did not conduct effective guidance and training on his self-care ability, which led to the persistence of these problems after entering college.

In terms of interpersonal relationships, the head teacher noticed that the student was always alone in the class and dormitory, rarely interacting with other students. When organizing collective activities, the student also often refused to participate on the pretext of various reasons. Through private talks with the student's roommates, the head teacher learned about the conflicts between the student and his roommates, and knew that the student had communication barriers and could not effectively express his ideas and needs, which led to misunderstandings and conflicts with his roommates. Based on these observations and understandings, the head teacher immediately listed the student as a key concern object, established a special file for him, and recorded the student's daily performance, communication content, and abnormal situations in detail, so as to track and analyze the student's situation in a timely manner.

In addition to close observation, the head teacher also took practical measures to help the student improve his living conditions and alleviate interpersonal conflicts. Considering that the student lacked daily necessities and did not know how to purchase and use them properly, the head teacher often prepared some daily necessities such as toothpaste, toothbrushes, and laundry detergent for the student, and taught him how to use them correctly. At the same time, the head teacher also had in-depth talks with the student's roommates, told them about the student's special situation, asked them to be more tolerant and caring to the student, avoid conflicts with the student because of trivial matters, and actively help the student adapt to the dormitory life. Through the head teacher's coordination and guidance, the roommates gradually changed their attitude towards the student, took the initiative to communicate with him, and helped him solve some practical problems in life, which to a certain extent alleviated the tense interpersonal relationship between the student and his roommates.

In order to more accurately and comprehensively grasp the student's situation, the head teacher innovatively established an information officer system. The former roommates of the student were selected as information officers because they were more familiar with the student's living habits and personality characteristics. The head teacher regularly communicated with the information officers, understood the student's daily performance in the

dormitory, interpersonal interactions, emotional changes, and other situations, and also asked the information officers to maintain regular contact with the student, listen to his thoughts and needs, and feed back the relevant information to the head teacher in a timely manner. This information officer system not only broadened the channels for understanding the student's situation, but also made up for the lack of time and energy of the head teacher, ensuring that any abnormal behavior of the student can be found and reported in the first time.

On October 13, 2023, the head teacher organized a special heart-to-heart talk with the student. During the talk, the head teacher created a relaxed and harmonious communication atmosphere, and guided the student to open his heart through sincere care and patient listening. At first, the student was still reluctant to talk, but under the continuous encouragement and guidance of the head teacher, he gradually let go of his guard and talked about his inner thoughts. He said that he felt very lonely in college, could not integrate into the collective, and felt that his life was meaningless. He also revealed that he had tried to hurt himself many times before, such as cutting his arms with a blade and climbing to the roof of the dormitory building. After learning this crucial information, the head teacher was deeply worried, but at the same time, he also knew that this was a critical opportunity for intervention. He immediately comforted the student's emotions, told him that he was not alone, and that the college and his family would always support and help him. At the same time, the head teacher quickly sorted out the information obtained from the talk and reported it to the college's student affairs department and psychological counseling center, laying a solid foundation for the subsequent intervention work. It is precisely because of the head teacher's careful observation, active communication, and the effective operation of the information officer system that the student's extreme psychological tendencies and dangerous behavior experiences were discovered in a timely manner, which won valuable time for the subsequent professional diagnosis, treatment, and intervention, and effectively prevented the crisis from escalating further.

2.2. Multi-Party Collaboration for Joint Assistance

Resolving college students' psychological crises is not a task that can be completed by a single individual or department. It requires the joint efforts of multiple parties such as the school, family, and professional institutions. Only by integrating the forces of all parties and forming a joint force of assistance can we provide comprehensive and effective support for students in crisis. In this case, after discovering the student's psychological abnormalities, the college quickly established a multi-party collaborative assistance mechanism, which effectively promoted the smooth development of the intervention work.

First of all, the communication and coordination between the head teacher and the parents played a crucial role. After discovering the student's extreme psychological tendencies, the head teacher immediately contacted the student's parents by phone, detailedly told them about the student's performance in school and the potential risks, and proposed suggestions such as accompanying the student to school or arranging regular consultations with psychological teachers. However, due to the lack of understanding of autism spectrum disorder and other mental health issues, the parents initially held a skeptical attitude. They believed that their child was just "introverted" and "did not adapt to college life", and there was no need for excessive worry and specialized treatment. They even thought that the school was making a mountain out of a molehill. In the face of the parents' lack of understanding and cooperation, the head teacher did not give up. Instead, he maintained patience and perseverance, and communicated with the parents many times. He not only continued to feedback the student's latest situation, but also shared relevant knowledge and cases about mental health, helping the parents gradually establish a correct understanding of the problem.

At the same time, the head teacher promptly reported the student's situation and the communication difficulties with the parents to the college. After learning about the situation,

the college attached great importance to it and quickly set up a special working group composed of the college secretary, the director of the student affairs office, the head teacher, and counselors. The working group held a special meeting to study and formulate a detailed intervention plan, and decided to carry out a home visit to the student's home to further communicate with the parents and persuade them to cooperate with the intervention work. On November 2, 2023, the working group drove to the student's home in Longgang. During the home visit, the college secretary first expressed the college's care and attention to the student, and then the head teacher and counselors detailedly introduced the student's specific performance in study, life, and interpersonal relationships, as well as the professional assessment results of the psychological expert. They used objective facts and professional analysis to let the parents clearly realize the seriousness of the student's situation. At the same time, the working group also listened carefully to the parents' difficulties and concerns. The parents said that they were worried about the impact of the diagnosis of mental illness on the student's future, and also did not know how to take care of and help the student. In response to these concerns, the college staff patiently explained that early diagnosis and treatment are conducive to the student's recovery, and that the college will provide necessary support and help for the student's study and life after recovery. They also recommended relevant professional institutions and treatment methods to the parents, and promised to maintain close communication with the family and jointly do a good job in the student's intervention and treatment work. Through this in-depth and sincere home visit communication, the parents finally eliminated their misunderstandings and concerns, fully recognized the college's work, and actively cooperated with the subsequent diagnosis and treatment arrangements.

Secondly, the introduction of professional medical forces provided a scientific basis for the intervention work. The college invited psychological experts from Wenzhou No.7 People's Hospital to conduct a comprehensive and professional assessment of the student. The experts used a variety of assessment methods, including standardized psychological scales, structured interviews, and behavioral observations, to conduct in-depth understanding and analysis of the student's cognitive ability, emotional state, social communication skills, and behavioral characteristics. Through careful assessment, the experts not only initially judged that the student had autism spectrum disorder, but also put forward targeted suggestions on the student's subsequent treatment and intervention, including medication treatment, behavioral intervention, and psychological counseling. These professional assessment results and suggestions not only provided a scientific basis for the college's intervention work, but also made the parents more clearly aware of the student's condition and the direction of treatment, which promoted the parents' decision to take the student for further diagnosis. After the student was officially diagnosed, the college maintained close contact with the medical staff of Wenzhou No.7 People's Hospital, regularly understood the student's treatment progress and recovery, and adjusted the intervention measures in a timely manner according to the medical staff's suggestions, ensuring the professionalism and effectiveness of the intervention work.

In addition, the college also gave full play to its own advantages and provided continuous care and support for the student. The student was included in the school's key psychological concern database, and the head teacher was arranged to conduct monthly heart-to-heart talks with the student. During the talks, the head teacher not only understood the student's psychological state and treatment situation, but also provided him with emotional comfort and psychological guidance, helping him build confidence in overcoming the disease. At the same time, the college also paid attention to the student's academic situation. Considering that the student's condition affected his learning ability and efficiency, the teachers of relevant courses adjusted the teaching methods and assessment standards appropriately, reduced the academic pressure on the student, and encouraged him to learn at his own pace. In terms of life, the college also provided necessary help for the student, such as arranging a more comfortable and convenient

dormitory environment for him, and ensuring that he could get timely care and assistance in daily life.

The multi-party collaborative assistance mechanism of "head teacher - college - professional doctors - parents" established in this case has formed a strong joint force of assistance. The head teacher is responsible for daily observation and communication, the college provides organizational guarantee and resource support, professional doctors provide scientific diagnosis and treatment suggestions, and parents are responsible for family care and supervision. All parties perform their duties and cooperate closely, which effectively promotes the smooth development of the intervention work and lays a solid foundation for the student's subsequent treatment and recovery.

2.3. Rapid Response for Emergency Interventions

In the process of handling students' psychological crises, emergencies may occur at any time, which requires the school to have a rapid response mechanism and effective emergency intervention measures. Only by responding quickly and taking targeted measures can we effectively control the development of the crisis and ensure the student's life safety. In this case, the college showed a high degree of responsibility and efficient execution in dealing with two emergencies, which effectively curbed the deterioration of the crisis.

The first emergency occurred on the late night of April 1, 2024. The information officer reported to the head teacher that the student had not returned to the dormitory after the evening self-study, and according to the student's previous remarks, he might have the intention of being absent for a long time. After receiving the report, the head teacher immediately realized the seriousness of the problem. If the student was not found in time, he might be in danger. The head teacher immediately called the student, but the student's phone was turned off, and he could not be contacted. At this time, the head teacher did not panic. Instead, he quickly reported the situation to the director of the student affairs office. After learning about the situation, the director of the student affairs office immediately activated the emergency response plan, organized relevant teachers to form a search team, and divided into several groups to search around the campus and its surrounding areas. The search team searched key areas such as the campus playground, teaching buildings, dormitory buildings, and the parks, supermarkets, and roads around the campus. During the search process, the teachers kept in touch with each other, shared information, and adjusted the search scope and direction in a timely manner according to the clues. After more than two hours of intense searching, the teachers finally found the student sitting alone on a bench in a park near the campus. At this time, it was already midnight, and the temperature was relatively low. The student looked very depressed and did not want to communicate with others.

In order to avoid further stimulating the student, the teachers did not ask him too many questions, but patiently comforted him, handed him hot water and food, and tried to establish emotional communication with him. After the student's mood stabilized a little, the teachers persuaded him to go home with them. Considering the late hour and the student's special psychological state, driving back to Longgang overnight was the safest choice. During the nearly two-hour drive, the teachers took turns to communicate with the student, talked about some relaxed and interesting topics, tried to distract his attention, and at the same time observed his emotional changes. After arriving at the student's home, the teachers communicated with the parents in detail, informed them of the student's situation and the process of finding him, and urged them to strengthen the care and supervision of the student, pay close attention to his emotional changes, and report any abnormal situations to the school in a timely manner. At the same time, the teachers also comforted the parents, told them not to be too anxious, and that the school would continue to cooperate with the family to help the student get through the difficult period.

The second emergency occurred during the May Day holiday in 2024. The student had a wrist-cutting behavior at home. Fortunately, the parents found it in time and bandaged the student's wound, avoiding life-threatening risks. After learning of this situation, the college staff were very worried. The director of the student affairs office immediately called the student's parents to understand the specific situation. The parents said that the student had been in a low mood during the holiday, was unwilling to communicate with others, and often stayed in his room alone. On the day of the incident, the student locked himself in the bathroom and carried out the wrist-cutting behavior. After being found by the parents, he was sent to the local hospital for treatment, and his life was not in danger. After learning about the situation, the college immediately decided to send relevant personnel to the student's home to visit and comfort him. The head teacher and counselors rushed to Longgang as soon as possible, visited the student in the hospital, expressed the college's care and concern for him, and comforted his emotions. At the same time, the college staff had in-depth communication with the parents, analyzed the reasons for the student's behavior, and emphasized the importance of sending the student to a specialized hospital for systematic treatment. The college recommended several well-known specialized hospitals for mental health treatment in the province to the parents, and provided relevant contact information and introduction materials. The college staff also told the parents that family accompaniment is crucial for the student's treatment and recovery, and advised them to arrange for someone to accompany the student at all times, pay attention to his emotional changes, and avoid similar dangerous behaviors from happening again.

During the communication with the parents, the college staff also learned that the parents were facing great pressure and difficulties in taking care of the student. They not only had to worry about the student's physical and mental health, but also had to bear the economic burden of treatment. In response to these problems, the college actively provided help and support. The college applied for special subsidies for the student through relevant channels to alleviate the family's economic pressure. At the same time, the college also invited psychological experts to provide online counseling and guidance for the parents, helping them learn how to better communicate with and take care of the student, and alleviating their own psychological pressure. Through the joint efforts of the college and the family, the student's condition was temporarily stabilized, and the parents finally made the decision to let the student suspend school for treatment. The college actively cooperated with the family to go through the procedures for suspending school, and promised to provide necessary help and support for the student's re-enrollment and study after his recovery.

The rapid response and effective handling of these two emergencies fully reflect the college's sense of responsibility and efficient emergency response capacity. In the face of emergencies, the college did not hesitate, but quickly activated the emergency response plan, organized relevant personnel to carry out rescue work, and took targeted measures according to the actual situation, which effectively ensured the student's life safety and curbed the deterioration of the crisis. At the same time, the college also paid attention to the emotional comfort and psychological support of the student and his family, which not only helped to stabilize the student's mood, but also enhanced the family's confidence in cooperating with the treatment.

3. Case Reflections and Insights

3.1. Prepare for a Rainy Day - Strengthen Early Warning and Build a Solid Safety Line

The case of this student makes us deeply realize that the key to college students' psychological crisis intervention lies in "early detection and early intervention". Psychological crises do not occur suddenly. There are often various signs and signals in the early stage. Only by being sensitive to these signs and taking timely measures can we effectively prevent the occurrence

and escalation of crises. Therefore, college ideological and political workers must establish a strong sense of "preventing problems before they occur", and always keep a high degree of attention to students' physical and mental health.

In daily work, ideological and political workers should carefully observe every detail of students' study and life. Students' living habits, interpersonal relationships, words and deeds, and academic performance may all reflect their psychological state. For example, students with sudden changes in living habits, such as irregular diet and sleep, poor hygiene conditions; students with tense interpersonal relationships, such as frequent conflicts with roommates and classmates, or gradual isolation and withdrawal; students with abnormal words and deeds, such as frequent complaints, pessimism and disappointment, or unusual behaviors; students with a sharp decline in academic performance, such as from excellent to failing, and lack of interest in learning, etc. These may be signs of psychological problems. Ideological and political workers should not ignore these phenomena, but should conduct in-depth understanding and analysis, find out the root causes of the problems, and establish attention files for students with abnormal situations in a timely manner. The files should include detailed records of students' basic information, family background, daily performance, psychological state, communication content, and intervention measures, so as to track and manage the students' situation in a whole process.

At the same time, it is necessary to continuously improve the information collection network to ensure that crisis signs can be captured in the first time. The information officer system established in this case has played a good role. By appointing students who are familiar with the concerned objects as information officers, the channels for collecting information are broadened, and the timeliness and comprehensiveness of information collection are improved. In addition, colleges and universities can also establish other information collection channels, such as setting up psychological counseling hotlines, online counseling platforms, and class psychological committee members, to provide multiple channels for students to feedback their psychological problems and help ideological and political workers grasp students' psychological dynamics in a timely manner. At the same time, it is necessary to strengthen the training of information officers, class psychological committee members, and other personnel, improve their ability to identify psychological crisis signs and communicate with others, so that they can better play their roles in the information collection network.

In addition, colleges and universities should also strengthen the publicity and education of mental health knowledge, improve students' awareness of mental health and their ability to cope with psychological problems. Through various forms such as mental health lectures, theme class meetings, and psychological counseling activities, students can be popularized with basic knowledge of mental health, common psychological problems and their coping methods, so that students can correctly understand psychological problems, eliminate the stigma of mental illness, and dare to seek help when they encounter psychological difficulties. At the same time, it is also necessary to guide students to establish a positive attitude towards life, cultivate good living habits and interpersonal communication skills, enhance their psychological resilience, and reduce the occurrence of psychological crises from the source.

3.2. Pool Strengths for Maximum Effect - Unite Multi-Party Forces to Form an Educational Synergy

Resolving college students' psychological crises is a systematic project that requires the close cooperation and joint efforts of multiple parties such as the school, family, and professional institutions. Only by integrating the forces of all parties and forming an educational synergy can we provide comprehensive and in-depth support for students in crisis.

At the school level, it is necessary to give full play to the synergy of various departments and personnel. Head teachers and counselors are the main force in student management and

psychological crisis intervention. They should take the initiative to assume their responsibilities, strengthen the daily contact and communication with students, and timely find and solve students' psychological problems. At the same time, the student affairs office, psychological counseling center, academic affairs office, and other departments should strengthen coordination and cooperation, establish a sound working mechanism, and form a joint force of work. For example, the psychological counseling center can provide professional psychological assessment, counseling, and treatment services for students; the academic affairs office can adjust the teaching arrangements and assessment standards for students with psychological problems according to the actual situation, reduce their academic pressure; the student affairs office can coordinate various resources to provide necessary help and support for students in life. In addition, colleges and universities can also establish a psychological crisis intervention leading group, which is responsible for formulating intervention plans, coordinating various forces, and directing the handling of psychological crisis events, so as to ensure the scientificity and effectiveness of the intervention work.

At the family level, parents play an irreplaceable role in students' psychological growth. Therefore, colleges and universities must strengthen communication and cooperation with parents, establish a good home-school cooperation relationship. On the one hand, it is necessary to maintain regular communication with parents, timely feedback students' study, life, and psychological status in school, so that parents can grasp their children's dynamics in a timely manner. On the other hand, it is necessary to strengthen the guidance and education of parents, help them establish a correct concept of education and mental health, understand the psychological characteristics and growth laws of college students, and improve their ability to communicate with their children and take care of their mental health. For parents who have misunderstandings or lack attention to their children's psychological problems, it is necessary to patiently communicate and persuade them, help them realize the seriousness of the problem, and actively cooperate with the school's intervention work. At the same time, it is also necessary to care about the psychological state of parents, provide them with necessary psychological support and help, and alleviate their pressure and anxiety in the process of taking care of their children.

At the level of professional institutions, professional medical forces are an important guarantee for the scientificity and effectiveness of psychological crisis intervention. Colleges and universities should strengthen the connection and cooperation with professional psychological hospitals, mental health centers, and other institutions, establish a long-term cooperative relationship. When students have serious psychological problems or psychological crises, they can quickly refer them to professional institutions for diagnosis and treatment, and obtain professional technical support and guidance. At the same time, professional institutions can also provide training and guidance for the ideological and political workers and teachers of colleges and universities, improve their professional quality and ability in psychological crisis intervention, so that they can better carry out work in daily life. In addition, professional institutions can also carry out joint research with colleges and universities on college students' psychological problems, explore more effective intervention models and methods, and promote the development of college students' mental health work.

3.3. Address Specific Needs - Base Interventions on Student Requirements for Precise Implementation

Each college student has unique individual characteristics and psychological needs. The causes and manifestations of psychological crises are also different. Therefore, psychological crisis intervention must adhere to the principle of "teaching students in accordance with their aptitude" and "precise policies", and carry out targeted intervention work according to the specific situation of each student.

In this case, the college carried out precise intervention according to the student's specific needs. For the student's poor self-care ability, the head teacher provided him with daily necessities and taught him how to use them correctly; for the tense interpersonal relationship between the student and his roommates, the head teacher coordinated with the roommates, guided them to care for and tolerate the student, and helped the student improve his interpersonal communication skills; for the student's psychological abnormalities, on the basis of professional assessment, a personalized plan of "monthly heart-to-heart talks + home-school communication" was formulated to track the student's psychological state in a timely manner and provide him with emotional comfort and psychological support; in the face of emergencies such as the student's absence and wrist-cutting behavior, targeted measures such as searching for the student, sending him home, and recommending professional treatment were taken to effectively control the development of the crisis.

This reminds us that in the process of psychological crisis intervention, ideological and political workers must first conduct in-depth research and understanding of the student's situation, find out the root causes of the student's psychological crisis, and grasp the student's individual needs and characteristics. Only on this basis can we formulate scientific and reasonable intervention plans and take targeted measures. It is necessary to avoid a "one-size-fits-all" approach, and not simply apply the same intervention model to all students in crisis. Instead, we should carry out personalized intervention according to the differences of each student.

For example, for students with psychological problems caused by academic pressure, we should focus on helping them adjust their learning methods, set reasonable learning goals, and reduce academic pressure; for students with psychological problems caused by interpersonal conflicts, we should focus on guiding them to improve their interpersonal communication skills, resolve conflicts with others, and establish good interpersonal relationships; for students with psychological problems caused by family factors, we should strengthen communication with their parents, help them resolve family conflicts, and create a harmonious family environment for the students. At the same time, in the process of intervention, we should pay attention to the emotional experience of the students, respect their personality and dignity, and establish a good trusting relationship with them. Only in this way can the intervention work be accepted by the students and achieve good results.

In addition, the effect of psychological crisis intervention needs to be continuously tracked and evaluated. After taking intervention measures, ideological and political workers should regularly understand the student's psychological state and behavioral changes, evaluate the effect of the intervention, and adjust the intervention plan in a timely manner according to the evaluation results. If the intervention measures are not effective, it is necessary to analyze the reasons in time, adjust the methods and strategies, and ensure that the intervention work can really help the student get out of the psychological crisis and restore physical and mental health. In conclusion, the psychological crisis intervention work for college students is a long-term and arduous task that requires the joint efforts of the school, family, and society. Colleges and universities should take this case as a reference, strengthen the construction of the early warning mechanism for psychological crises, improve the multi-party collaborative assistance system, and implement precise intervention measures, so as to effectively guard the physical and mental health and life safety of college students and help them grow up healthily and happily.

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