Family School Collaborative Intervention Pathway for Student Psychological Crisis

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Abstract: *In the process of continuous improvement of people's living standards, parents are paying more and more attention to students' education. However, in the current educational environment and fierce competitive pressure, students' physical and mental health has begun to encounter problems. In the current student population, most students have more or less mental health problems, which have been overlooked by schools and parents for a long time. Therefore, in the future learning career of students, parents and schools should pay more attention to their psychological health development. In the face of students' psychological crisis, schools and parents should also take certain intervention measures.*

Keywords: Psychological crisis; Home school collaboration; Intervention pathway.

The healthy growth of students cannot be separated from both family education and school education. In the process of students' growth, parents and teachers should not only pay attention to their learning and physical health, but also pay attention to their psychological development. In the current social development, due to the influence of the surrounding environment, most students have experienced psychological crisis, which is closely related to their original family. Therefore, parents should collaborate with the school to provide psychological intervention to students. Therefore, this article will delve into the home school collaborative intervention path for students' psychological crisis. This article explores the essence of the rise of Motion comics by analyzing the historical background and technological conditions. In recent years, with the rapid development of mobile internet, the animation industry has also ushered in unprecedented development opportunities, with "Motion comics" characterized by short, flat, and fast gradually developing and growing. However, for a long time, people have had a vague understanding of Motion comics, only seeing them as a product of the fusion of old- fashioned animation and comics. However, this article proposes a different viewpoint. In the article, dynamic comics are a unique form of animation rooted in the decline of traditional animation and comics, and are rooted in the emergence of information technology. The article innovatively proposes that Motion comics are developed based on strip-type comics, the technology of Motion Graphics, and short videos. Chinese animation art has undergone continuous development and growth from the birth of the "Wan Brothers" era, through the age of Chinese cartoon, reform and opening up. Until now, animation has become more active on many mobile internet platforms, meeting the aesthetic needs of generations of the public. However, with the decline of traditional video websites such as Youku and iQiyi and the rise of platforms such as Tiktok, BiLiBiLi and Kuai Kan, "Motion comics" characterized by short, flat and fast are gradually growing as a native animation form in the soil of mobile Internet, which has gradually attracted the attention of the academic community.

1. THE IMPORTANCE OF FAMILY SCHOOL COLLABORATIVE INTERVENTION IN STUDENT PSYCHOLOGICAL CRISIS

Motion Comics generally refer to a form of Comics that incorporates some dynamic elements and simple dubbing. It is between animation and Comics, and is a transitional form of the two. It does not require readers to supplement elements outside the screen like Comics, nor does it require tedious processes and huge costs like animation. On the contrary, it is simple, lightweight, and highly narrative, making it a simple animation similar to a storyboard format. But as a new form of anime, motion comics seem to be inherently controversial. Many scholars believe that as an extremely low fidelity form of animation, motion comics have significant controversy over its independent significance; However, some scholars hold different opinions. Lei Chen, from the School of Fine Arts at Tsinghua University, proposed that when we look back at history, we will find that before the official appearance of motion comics, the art form of animation had a history of almost a hundred years, while the art form of comics is even older. If we consider motion comics as an intermediate form between animation and comics, which have a long history, why did this intermediate form emerge more than a hundred years later? He believes that motion comics have unique characteristics and are a free-form narrative technique that has emerged in the information society. The research also believes that motion comics are more suitable for the current era background, as they contain

enormous development potential and occupy an increasingly important position in the closed-loop of the animation industry.

1.1 Helping students develop their physical and mental health

Collaborative intervention from home and school can have a positive impact on students' mental health development. In the current educational environment, schools are increasingly paying attention to students' mental health education as part of talent cultivation. The collaborative intervention of parents and teachers on students' psychological crisis has to some extent enriched the management methods for students and changed the long-term interaction mode between students and parents. Conducting home school collaborative intervention on students' psychological crisis can reduce the probability of crisis events and corresponding safety risks, greatly improving the effectiveness of crisis intervention and providing warmth to the injured hearts of students. The home school collaborative intervention for students' psychological crisis has significantly reduced their psychological pressure and improved their mental health, which is very beneficial for their physical and mental health development.

Chinese Animation Film Box Office Rankings				
Rank	Title	Box Office of RMB (Billion)	Score of Douban	Release Date
1	Nezha: Birth of the Demon Child	50.36	8.4	26-Jul-19
2	Legend of Deification	16.03	6.6	1-Oct-20
3	Boonie Bears: Back To Earth	9.78	6.5	1-Feb-22
4	Monkey King: Hero Is Back	9.56	8.3	10-Jul-15
5	Boonie Bears: Blast into the Past	7.17	6.6	5-Feb-19
6	Boonie Bears: The Big Shrink	6.06	6.8	16-Feb-18
7	Boonie Bears: The Wild Life	5.95	6.3	12-Feb-21
8	Green Snake	5.80	6.8	23-Jul-21
9	Big Fish & Begonia	5.65	7.0	8-Jul-16
10	New Gods: Yang Jian	5.55	7.1	19-Aug-22

Figure 1: Box Office Rankings of Domestic Animation Movies in China

1.2 Helps to create a good educational environment

Collaborative intervention from home and school can also create a good educational environment for schools by addressing students' psychological crises. The home school collaborative education model can enable parents as participants to provide suggestions or opinions on various aspects of the school's work. At this time, the school will adopt the suggestions and opinions of students' parents based on the actual work situation of the school, thereby promoting better development of various aspects of the school's work. The home school collaborative education model can also enable parents to serve as witnesses to supervise the various educational work of the school, which will directly benefit students within the school, thereby improving the educational atmosphere of the school to a certain extent. In addition, the family school collaborative education model also allows parents to act as disseminators to promote the school to a certain extent. By being exposed to the school's mental health education work, parents will deeply understand the school's care for students and actively promote the school in society. Through word-of-mouth communication between parents, the school has established a good reputation in society, which can motivate the school to continuously improve the educational environment, School leaders will also have higher requirements for teachers, so that they can continuously improve their teaching plans and improve the quality of teaching.

1.3 With the advent of the information age and the gradual rise of the mobile internet

Smartphones have become the main tool for people's daily communication. 5G communication technology has made information exchange more convenient, and comics, which had previously dominated paper media, have had to shift online and gradually evolved into comic strips and soaring short videos to seize market share. At the same time, two-dimensional animation has also achieved digital production, but it only converts handmade celluloid sheets into digital layers. Compared to exquisite 3D animation, its production process always relies on tedious frame by frame drawing, and the pursuit of visual effects relies on high additional costs. From 2015 to 2022, among the top ten box office animated films in China, only "Big Fish and Begonia" ranked second to last with a box office of 565 million yuan, while the rest were all 3D animations. As a result, the decline of comics and two-dimensional animation seems inevitable. At the same time, dynamic comics combine the advantages of

animation and comics, showing strong vitality gradually.

1.4 The Essence of Motion Comics

The concept of motion comics is quite broad, and it is a product of the fusion of comics and animation boundaries, with blurred boundaries with low fidelity animation and micro animation. The author refers to it with a more tolerant attitude as the use of low-cost means to reduce visual effects to meet the narrative expression of anime forms. This form is not necessarily related to the duration of a single episode, but it does not prevent the current market for motion comics from generally focusing on 3-5 minutes. This form perfectly meets the common needs of creators and audiences in the context of the information age: for creators, motion comics, as the intermediate state between animation and comics, although not as good as visual effects, are more than enough. The most important thing is that their production costs are low, their cycles are short, and their technical requirements are low. In the face of today's rapidly developing and rapidly changing internet environment, it greatly liberates the production efficiency of animation, Improved hot spot fit, lowered production barriers, and provided strong support for the content creation of independent animators. This form of anime can also serve as a preliminary project to accumulate market feedback and expand fan base for subsequent high-fidelity anime versions or theater movies; For the audience, this form of animation also meets the habit of daily fragmentation watching, and because the production cycle is short and the content is more suitable for the hot spots of the times, it can almost achieve daily change, thus making the stickiness of chasing the diffuse stronger.

1.5 Simplified form of flash animation

In the early research on motion comics in China, it was referred to as the simplified form of flash animation, namely motion graphic, emphasizing its technical attributes, the possibility of using graphic animation technology to achieve picture motion in addition to frame by frame technology. But the subsequent flash animations gradually separated from comic labels in reality. Subsequently, works such as "Shan Hai Shi" and "Long Song Xing" emerged, and these graphic animation techniques were applied to motion comic works in narrative expression, achieving great success in the market. As users shift from computers to mobile devices, the horizontal screen mode of motion comics is gradually shifting to vertical screen mode. If early motion comics were more like a low fidelity animation, then today's more mature motion comics emphasize their content attributes, which are based on the dynamism of comic content. For more mature innovative models (represented by "Kuaikan"), the study refers to them as "New motion Comics" or "True motion Comics". This "New motion Comics" is not based on traditional animation frame reduction and simplification, but more on the development of strip composition, motion graphic technology, and short video mode, and is a product of the integration of the three. motion Comics works have abandoned the pursuit of action realism in animation and instead used motion graphic technology to advance towards the basic action mode. These basic dynamics (whether it is camera dynamics, action dynamics, or sound dynamics) are only intended to meet the dynamic communication at low costs, thereby more efficiently transforming narrative content into short video mode, and more quickly meeting the short, flat, and Fast consumer demand. Its essence is a product of the pursuit of "productivity liberation" based on the new soil of the "information age".

2. FAMILY SCHOOL COLLABORATIVE INTERVENTION PATHWAY FOR STUDENT PSYCHOLOGICAL CRISIS

Motion graphic animation is a form of artistic expression that integrates graphic design language and animation technology principles. Motion graphics animation has a strong interest and spread, and its technical implementation is relatively simple. Before the rise of dynamic comics, motion graphic animation technology had already been widely applied in many fields such as science popularization, publicity, and course development. However, no corresponding results have been achieved in narrative type animations. Under the background of the fast- paced era, the motion graphic animation pursues concise information transmission. In the movement graphic animation, the picture is only a supplement to the sound transmission information. Therefore, in the visual design, people tend to pursue symbolic, extremely simplified and abstraction processing, and show a congenital deficiency in detail expression. In contrast, narrative 2D animations require more visual details to support, and still use flash and other related technologies, such as "Pleasant Goat and Big Wolf". The dynamic anime produced by layering the content of the strip and then using MG technology is compatible with the advantages of both. It is neither as

cumbersome as Flash animation, nor as simple as regular MG animation. In fact, there are many similarities between Flash animation technology and AE motion graphics animation production technology. Both are based on keyframes for animation production, but the functionality of AE is much more powerful:

Firstly, AE motion graphic animation can edit both vector and bitmap style graphic materials, and has deformation and distortion functions. The production of simple actions does not require tedious frame by frame drawing, and can manipulate the deformation of individual control points, thereby achieving dynamic expression of limbs and other features. In contrast, Flash relies more on frame by frame technology and vector graphics.

Secondly, AE motion graphics animation technology has strong adjust ability for the rhythm of actions, requiring only key frames in the front and back ends. The rhythm of the action can be adjusted in real-time based on the motion curve. Eliminating the tedious process of key framing in flash greatly compensates for the rigidity of flash animation actions, and the action effect is easy to modify, greatly improving production efficiency.

2.1 Establish awareness of collaborative management between home and school

Parents and schools should establish a correct sense of collaborative management in the process of joint psychological intervention for students. As the psychological health status of students is related to the quality of school operation and also affects the happiness index of each family, it is the common responsibility of school teachers and parents to provide healthy psychological intervention for students. This requires a consensus between teachers and parents. Parents and teachers can strengthen their sense of responsibility by studying policy documents such as the School Student Management Regulations and the Mental Health Law. In addition, parents of students and school teachers need to have common educational goals in order to cooperate more smoothly. When students encounter psychological crises, both parents and teachers are unwilling to see them. When students encounter psychological problems, parents will unite with teachers to provide psychological intervention to the students, in order to intervene in the students' psychological crisis to the greatest extent possible. In addition, teachers and parents should have a clear sense of division of labor when coordinating interventions on students' psychological crises. Actively guiding students' mental health is a complex project in practical actions. School teachers and parents can only carry out education work in stages and levels during intervention, and each plays its own role in guiding students' psychological development, in order to maximize the effectiveness of home school collaborative intervention.

2.2 Develop a family school collaborative management mechanism

To carry out home school collaborative intervention on students' psychological crisis, it is necessary to develop a comprehensive home school collaborative management mechanism. Psychological crisis education is to some extent a process of helping students grow and become talented. In this process, relying solely on the strength of the school is not enough to help students with psychological rehabilitation training, so parents of students need to participate in psychological guidance for students. Teachers should invite parents of students to come to school on weekends or holidays to jointly develop professional growth plans for students with psychological crisis. In the current social context, every school has established a mental health education center. Teachers can use the resources of the school's mental health education center to provide professional guidance to parents of students. They should first change the traditional educational concepts of some parents and guide them to shift from overly focusing on student grades to paying attention to both student grades and their physical and mental health development. Teachers and parents should provide regular and methodical guidance to students in a jointly developed management mechanism, gradually entering their inner world and opening their hearts through a step-by-step approach. In addition, with the consent of parents and without affecting students' academic performance, schools can provide students with some opportunities for work-study assistance, and establish student unions within the school to allow students to compete for student cadres. By guiding students to actively participate in practical activities in this way, students can exercise their practical abilities through practical activities, thereby improving their self-confidence to a certain extent. The development of physical and mental health is of great help [4]. In addition, in the process of allowing students to engage in social practice, schools have also created more opportunities for parents to conduct educational management on students, thereby playing a certain role in the collaborative intervention of home and school for students' psychological crisis.

2.3 Creating a Home School Collaborative Management Platform

To maintain close communication between school teachers and students' parents during collaborative interventions, it is necessary to create a home school collaborative management platform that maintains information sharing in daily communication and exchange, in order to better intervene in students' psychological crises through home school collaboration. At present, the development of information technology in China is gradually maturing, so schools can use the Internet to establish a communication bridge between teachers and parents. School management departments can establish official websites for schools and create specialized accounts for teachers. At the same time, parents of students can also create their own accounts, so that students and parents can share information through the school's official website. In the official website of the school, management personnel should establish a specialized home school collaborative intervention module for student psychological crisis, and set up a communication area under this module, so that teachers can release students' school situation at any time in the communication area, so that parents of students can timely understand their children's learning situation and mental health status at school. In addition, teachers can also establish class communication groups through WeChat on their own, which facilitates communication between parents and students in the group. Teachers can also post students' daily situations in the WeChat communication group, and parents can timely learn about their children's school situation through group messages. After creating a good home school collaborative management platform, teachers and parents should form a normalized communication mode. Teachers can use the school's mental health center to share some relevant knowledge to relieve students' psychological crisis with parents, and update students' files in a timely manner in the collaborative management platform. In addition, the school arranges a dedicated person to contact students with psychological crisis and their parents separately. The relevant person in charge should maintain communication with the parents at all times and carry out special home visit activities when necessary. This way, students' psychological health will be further developed.

2.4 Establishing cooperative relationships with medical institutions

To relieve students' psychological crisis and achieve good intervention results through home school collaborative intervention, in addition to establishing awareness of home school collaborative management, developing a home school collaborative management mechanism, and creating a home school collaborative management platform, it is also necessary to establish cooperative relationships with relevant medical institutions. After all, when students have health problems, they also need to seek the advice of a professional psychologist in order to help them improve their mental health. Therefore, the mental health education center within the school should not only be a decoration, but also invite professional mental health experts to serve as counselors for students' mental health education, and establish long-term cooperative relationships with relevant medical institutions. When students have minor mental health problems, they can consult with the school's mental health education center under the guidance of parents and teachers. When students' mental health problems are severe, the school's mental health education center may not be able to completely solve their mental health problems. In this case, teachers and parents can lead students to relevant medical institutions to seek the help of more professional doctors.

3. METHODS

3.1 Participants

The participants in this study comprised 356 higher vocational students from a single higher vocational and technical institute in China. Among the cohort of participants, there were 145 females and 211 males, including 220 freshmen students and 136 sophomore students. Furthermore, 217 students were majoring in science, while 139 were pursuing degrees in the liberal arts. The Raosoft Sample Size Calculator was utilized to determine the sample size for participant selection.

3.2 Research Instruments

This research employed two distinct questionnaires for data collection. Firstly, the Online English Motivational Regulation Strategies Questionnaire (OEMRSQ) was utilized to assess the frequency of students' utilization of motivational regulation strategies when acquiring English online. The questionnaire was based on the Motivational Regulation Strategies Questionnaire (MRSQ) developed by Wolter and Benson (2013). In this study, modifications were made to the MRSQ, including the incorporation of a "4-point Likert scale" ranging from "strongly agree" to "strongly disagree." The OEMRSQ consisted of 21 items and was divided into five sub-scales.

Additionally, an adjusted version of the questionnaire which was originally established by Barnard et al. (2009),

was employed to assess the extent of learner autonomy among students in the milieu of online English learning. Four out of the six sections from the original questionnaire were included in this investigation. Participants were instructed to rate their responses on a four-point scale, using the following rating system: 1 for "strongly disagree," 2 for "disagree," 3 for "agree," and 4 for "strongly agree.

3.3 Data Collection and Analysis

Participants who consented to take part in this research were given two sets of questionnaires. Prior to distributing the questionnaires, participants were briefed on the study's objectives and instructed to provide truthful responses. The goal was to gather valuable insights into the utilization of motivational regulation strategies by students and their involvement in autonomous language learning.

The information attained from this survey was evaluated and analyzed using SPSS, a statistical software package, which facilitated the examination of both descriptive and inferential statistics. Descriptive statistics namely mean scores, percentages, and standard deviations were utilized as appropriate, while the Spearman Correlation was employed to explore the connection between students' utilization of motivation regulation strategies and their level of learner autonomy when studying English online.

4. RESULTS

4.1 Students' Usage of Motivational Regulation Strategies

Table 1 indicates how participants' motivational regulation tactics were used overall when studying English online. Oxford (1990) divided the extent to which the approaches were employed into three categories: high (3.5-5.0), medium (2.5-3.4), and low (1.0-2.4).

Table 1: Overall Usage of Motivational Regulation Strategies

Indicators	Mean	Interpretation	Rank
1. Regulation of value	3.36	Agree	1
2. Regulation of performance goals	3.21	Agree	4
3. Self-consequating	3.20	Agree	5
4. Regulation of situational interest	3.24	Agree	3
5. Regulation of mastery goals	3.27	Agree	2
Composite Mean	3.26	Agree	

Participants demonstrated a moderate level of utilization across all five motivational regulation strategies in their online English learning, as indicated in Table 1, with a composite mean value of 3.26. Regulation of value strategies was placed first with a mean score of 3.36, followed by regulation of mastery objectives strategies (M=3.27) and regulation of situational interest (M=3.24) in second and third place, respectively. Meanwhile, the regulation of performance goals approach came in fourth place with a mean score of 3.21, while the self-consequating method came in last with a mean score of 3.20.

Upon examining the strategies related to the regulation of value (refer to Table 2), the highest score was obtained by the statement -- While learning English online, I try to connect the learning knowledge to my personal interests (M=3.42). Following closely behind, the statement

-- I make great efforts to make it seem more useful by relating it to what I want to do in my life, ranked second (M=3.40), while the item

-- I tell myself that it is crucial to do so because I will need it in the future for my work ranked third (M=3.36). The item -- I make an effort to tie studying English online to enjoyable activities, like playing online games ranked the lowest (M=3.28).

Table 2: Students' Usage of Regulation of Value Strategies

Indicators	Mean	Interpretation	Rank
I try to make English learning seem more useful by relating it to what I want to do in my life when learning English online.	3.40	Agree	2
I make an effort to relate what I'm learning to my personal interests when learning English online.	3.42	Agree	1
I try to connect English learning with something I like (such as using some online games) in online English learning.	3.28	Agree	4
I tell myself that it is important to learn English because I will need it later in my future work when learning English online.	3.36	Agree	3
Composite zean	3.36	Agree	1

5. DISCUSSION

The results of the present study indicated that Chinese higher vocational college learners demonstrated a high preference for employing this strategy most frequently to control their motivation and interests when they achieved the objectives and goals of online English learning. This indicates that Chinese higher vocational college students prefer to use this strategy most frequently to regulate their motivation and interest when they accomplished the online English learning objectives and goals. Wolters (1999) defined the strategy of regulation of value as learners' proactive engagement in the building of greater enjoyment learning enterprises that are beneficial to them. For instance, students strive to enhance their conversational skills in the target language with the aim of securing better job opportunities in their future careers. This result is consistent with Li's (2017) findings, which claimed that Chinese university students were subject to high levels of regulation of value strategies. Due to the following two factors, Chinese higher vocational students may frequently employ regulation of value tactics when learning English online. On the opposite hand, China places a great value on English competence, especially in the employment sector. Many higher vocational students understand that honing their English abilities can improve their chances of landing a job in the future. To stay motivated and committed to their online English learning, they must use this tactic. Chinese higher vocational students, on the other side, frequently encounter academic pressure and may regard English competence as a tool to improve academic performance or obtain better grades. They may use this technique to keep themselves motivated and achieve successful learning results by reminding themselves of the advantages of online English learning.

In contrast, higher vocational students who completed online English courses employed the self-consequating method the least. This technique, according to Li (2017), implies that students rely on rewards from outside sources to stimulate their study. The lowest mean value of this technique in Table 1 compared to other domains showed that higher vocational college students in China do not enjoy utilizing this strategy to maintain their learning motivation in an online learning realm. The research findings of Wolters (1999) are not entirely supported by this conclusion, though. The survey objects may have contributed to the variations in the research findings. While Wolters (1999) focused on middle school students as research subjects, this study examined higher vocational college students. The participants are adults with somewhat mature working and thinking styles. To retain their interest in studying English, individuals are therefore more likely to encourage or stimulate their internal motivation than to seek out external rewards. As a result, this tactic is rarely used by higher vocational college students very often.

The findings of this research paper indicated that the participants exhibited varying levels of learner autonomy, allowing them to assume responsibility for their online English studies. Goal-setting and task strategies were the ones that were most frequently employed, therefore participants in this study were able to create goals, develop plans, and select some effective learning techniques for their online English study. These findings align with previous research conducted in ESL or EFL environments (Üstünlüolu, 2009; Yldrm, 2008). The student's maturity and age, which give them the self-assurance to engage in these autonomy-related activities, may be responsible for their good perceptions of their talents. Therefore, the instructor has to encourage more autonomy-related activities in the online classroom to support these skills.

A substantial relationship between students' usage of motivational management methods and their learner autonomy in a web-based learning environment was also found, according to statistical analyses of the data. These

findings support the hypothesis that, for Chinese higher vocational students, learner autonomy will increase with the increased use of motivation control tools. Students who exhibit significant learner autonomy are also likely to use more motivation control tactics to aid in English language acquisition. These findings are consistent with those made in the traditional classroom by several Chinese researchers, like Lv (2020) and Wang (2021), who discovered a favorable and significant association between students' utilization of motivational management tools and their autonomy.

6. SUMMARY

This article first briefly describes the importance of home school collaborative intervention in response to students' psychological crisis. Through home school collaborative intervention in student psychological crisis, it is beneficial for students' future physical and mental health development, and can also create a good educational environment for schools. Secondly, this article discusses in detail the path of home school collaborative intervention for students' psychological crisis. School teachers and parents should establish awareness of home school collaborative management, develop a home school collaborative management mechanism, and create a home school collaborative management platform. In addition, schools also need to establish long-term cooperative relationships with relevant medical institutions, so that school teachers and parents can play their due role in jointly providing psychological intervention to students, and at the same time, it will have a good impact on students' future mental health development.

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