



Research Article

## The Optimization Path of the Psychological Crisis Intervention System for Primary and Secondary School Students Under the Family-School-Community Collaborative Framework

Siyu Han<sup>1,\*</sup>, Shiming Sheng<sup>1</sup>, Huiqin Xu<sup>1</sup>, Yuhan Cao<sup>2</sup>

<sup>1</sup>School of Teacher Education, Shangrao Normal University, Shangrao 334000, China

<sup>2</sup>Foreign Language Education Section, Shouguang Modern Mingde School, Shouguang 262700, China

\*Corresponding author: Siyu Han, hsy20020404@163.com

---

### CITATION

Han S et al. The Optimization Path of the Psychological Crisis Intervention System for Primary and Secondary School Students Under the Family-School-Community Collaborative Framework. *Cognitive and Behavioral Science Digest*. 286; 2(1): 321.

<https://doi.org/10.63808/cbsd.v2i1.321>

---

### ARTICLE INFO

Received: 22 January 2026

Accepted: 24 February 2026

Available online: 22 May 2026

---

### COPYRIGHT



Copyright © 2026 by author(s).

*Cognitive and Behavioral Science Digest* is published by Wisdom Academic Press Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license.

<https://creativecommons.org/licenses/by/4.0/>

**Abstract:** Under the context of social transformation and the increasing complexity of educational situations in China, psychological crises among primary and secondary school students have shown latent and cumulative characteristics. The traditional school-centered, post-crisis intervention model is no longer effective in addressing these issues. Therefore, this paper, from the perspective of family-school-community collaborative governance, systematically analyzes the structural dilemmas in the current psychological crisis intervention system regarding information integration, division of responsibilities, and resource utilization. Theoretically, the study integrates the ecological systems theory and the public health three-level prevention model to create a multi-level, multi-stakeholder collaborative framework. Practically, it proposes actionable optimization paths focusing on early warning systems, standardized intervention processes, community resource activation, and professional capacity building. The study suggests that institutionalized collaborative mechanisms and a tiered information-sharing platform can significantly improve the timeliness of psychological risk identification and the professionalism of intervention responses, thus transforming psychological crisis intervention from a passive response to proactive prevention. This paper provides theoretical support and



practical reference for improving China's adolescent mental health service system and related policy development.

**Keywords:** Family-School-Community Collaboration; primary and secondary school students; psychological crisis intervention; ecological systems theory; three-level prevention model

---

## **1. Introduction**

### **1.1. Research Background**

Globally, mental health issues among children and adolescents have gradually evolved from individual developmental concerns to significant public health and social governance issues. The World Health Organization (2022) indicated that approximately half of all mental health problems first appear before the age of 14, and failure to intervene effectively in the early stages often leads to long-term effects on an individual's social adaptation and psychological functioning in adulthood. This highlights the critical window for preventing and intervening in psychological crises during the school period.

In the context of rapid social transformation in China, the developmental circumstances of primary and secondary school students have become increasingly complex. On one hand, the competitiveness and standardization of the academic evaluation system have continued to rise, resulting in some students being in a prolonged state of high stress. On the other hand, changes in family structures, reduced parent-child interaction time (Yang Chengzhou et al., 2025), and the deep integration of digital media into adolescents' lives (Liu Xuanxi et al., 2022) have profoundly impacted their emotional regulation and socialization processes. Previous studies (Liu Shuhong, 2025) have pointed out that academic pressure, insufficient family support, and tense peer relationships are significant risk factors for the psychological problems of primary and secondary school students in China.

In this context, psychological crises are no longer manifested only through extreme behaviors or obvious symptoms but often appear in more subtle forms such as emotional depression, behavioral withdrawal, and changes in aggression. This presents challenges to the traditional intervention model, which relies on the



“manifestation of problems” as a trigger for intervention, and underscores the urgent need to establish a proactive and systematic intervention system.

## **1.2. Problem Statement**

From a systemic perspective, the current psychological crisis intervention system for primary and secondary school students generally faces a structural problem of “collaboration failure,” which is specifically reflected in the following three aspects:

### **1.2.1. Information Silos and Delayed Warnings**

In current practices, psychological risk information for primary and secondary school students is often scattered across different contexts. Family members may be the first to notice emotional changes, teachers are more likely to observe abnormal classroom behavior, and abnormal social adaptation behaviors at the community level also hold significant early warning value. However, due to the lack of a cross-stakeholder information integration mechanism, these signals are often isolated. Shikan et al. (2024) pointed out in empirical research that one of the main reasons for intervention failure is the inability to collect and process risk signals in a timely manner within the system.

### **1.2.2. Ambiguity of Responsibility and Professional Boundaries**

In psychological crisis management, school teachers often serve as the “first responders.” However, teachers’ professional training mainly focuses on education and teaching, and they have limited expertise in psychiatric assessment and crisis level classification. Hoagwood and Johnson (2003) pointed out that in the current school-based psychological crisis management, teachers are “passively bearing the responsibility for medical judgments,” which not only affects the quality of intervention but also increases professional ethical risks.

### **1.2.3. Structural Idling of Community Resources**

Although the community psychological service system has been continuously improving in recent years, its target population is mostly adults, and there is a lack of stable connections with the school system. The role of the community in



psychological crisis intervention is often simplified to a “referral endpoint” rather than a process-supporting entity. Song Tao et al. (2025) indicated that the lack of integration of community psychological resources into the regular network of student psychological support is a major reason for the inefficiency of the current intervention system.

### **1.3. Research Purpose and Significance**

Based on the above practical background, this paper aims to systematically review the theoretical foundations and practical status of the psychological crisis intervention system for primary and secondary school students from the perspective of family-school-community collaboration, deeply analyze the structural problems within the existing system, and propose normative and actionable optimization paths.

Theoretically, this paper attempts to integrate ecological systems theory with the public health three-level prevention model to provide a comprehensive analytical framework for understanding the multi-level causes and intervention logic of psychological crises among primary and secondary school students. Practically, the research aims to offer institutional design insights that can be referenced by educational administrative departments, schools, and community psychological service institutions, promoting the transformation of the psychological crisis intervention system from a passive response to proactive prevention.

## **2. Theoretical Foundation and Current Research Status**

### **2.1. Theoretical Foundation**

The Ecological Systems Theory, proposed by Bronfenbrenner (1979), emphasizes that individual development is embedded within multiple interacting environmental systems, including the microsystem, mesosystem, exosystem, and macrosystem. In the study of child and adolescent psychological development, this theory is widely used to explain the comprehensive impact of family, school, and community environments on individual psychological adaptation.

From this theoretical perspective, psychological crises among primary and secondary school students are not caused by a single situational factor but are the result of long-term interactions between multiple system pressures. Family



dysfunction, insufficient school support, and community environmental risks can all amplify individual vulnerabilities through system coupling mechanisms. Therefore, if psychological crisis intervention focuses solely on the school context, it is unlikely to achieve sustainable outcomes.

The three-level prevention model (Caplan, 1964) proposed in the field of public health divides health intervention into primary prevention (reducing incidence), secondary prevention (early detection and interruption of the process), and tertiary prevention (reducing functional impairment). This framework has been widely applied in the construction of mental health service systems.

Introducing this model into psychological crisis intervention for primary and secondary school students helps to break through the traditional approach of “post-disposal” and emphasizes the front-loading of risk identification and the tiered nature of interventions, offering differentiated support for students at varying levels of risk.

## **2.2. International Research and Practical Status**

In Western countries, mental health services for primary and secondary school students have developed into a relatively mature collaborative governance model. These services typically adopt a multi-departmental collaborative governance approach, with clear boundaries of responsibility between schools, families, and communities established through legislation or policy documents. For example, in the United States, the school mental health system emphasizes cross-departmental collaboration, led by the education department with involvement from health and social services. Adelman and Adelman (2000) showed that institutionalized collaborative mechanisms help shorten psychological crisis response times and reduce the recurrence of high-risk cases.

These experiences indicate that collaboration does not emerge spontaneously but requires institutional design to clarify responsibilities and stabilize resource investment.

Research has shown that family involvement and the level of community resource integration are key variables influencing the effectiveness of psychological interventions. A systematic review has pointed out that the family-school-community collaborative intervention model significantly reduces the severity of student mental health issues and shortens intervention response times.



### **2.3. Domestic Research Status and Dilemmas**

In China, academic research on psychological crisis intervention for primary and secondary school students has mainly focused on the school level, emphasizing the construction of mental health curricula, teacher training, and collaboration mechanisms with school medical staff. In recent years, the integration of medical and educational collaboration has increasingly gained attention at the policy level, but significant limitations still exist in practice. Moreover, while substantial progress has been made in the development of mental health education curricula and school psychological service systems, research on collaborative mechanisms remains relatively weak. Most studies stay at the level of “advocating for collaboration” and lack process analysis of the collaborative operation mechanisms (Yao Yi et al., 2025). Additionally, discussions on ethical issues require further development.

Research by Wang Yucheng and Jiang Wen (2025) pointed out that the current system tends to emphasize “post-disposal” over “prevention,” and there is a lack of regularized and institutionalized collaborative mechanisms. Furthermore, the ethical tension between privacy protection and mandatory reporting obligations has, to some extent, hindered the development of information-sharing platforms.

## **3. Optimization Path for Collaborative Intervention System**

### **3.1. Proactive and Precise Early Warning System**

#### **3.1.1. Building a Unified Collaborative Early Warning Indicator System**

In the family-school-community collaborative psychological crisis intervention system, the core task of the early warning stage is to achieve early identification and dynamic monitoring of psychological risks. Based on the Ecological Systems Theory, it is necessary to construct a unified psychological risk identification indicator system from the interconnected levels of family, school, and community to avoid the information bias caused by a single stakeholder’s perspective. Sameroff (2000) pointed out that psychological crises among students are often not sudden events, but rather the result of the gradual accumulation of long-term risk factors, such as family dysfunction, changes in classroom behavior, and the quality of peer relationships, which are highly predictive early signals.



At the family level, the indicators may focus on the quality of parent-child interaction, the emotional atmosphere within the family, and the stress levels of guardians; at the school level, the focus may be on students' classroom participation, changes in learning attitudes, and social interactions; at the community level, student social adaptation behaviors and the accessibility of support resources can be considered. By collaboratively observing multidimensional indicators, it helps form a more comprehensive judgment of students' psychological states, thus enhancing the accuracy and reliability of early warnings.

On this basis, this paper introduces the concept of "microsystem sensitivity," emphasizing the continuous, contextual observation of students' daily behavior and emotional changes, rather than relying solely on periodic psychological assessments or standardized scale results. Although psychological scales have some scientific validity, their results are often influenced by the testing context and the students' willingness to respond. van de Leemput et al. (2014) pointed out that small changes in daily situations are often better at reflecting the development of psychological risks than a one-time assessment. Therefore, by enhancing the sensitivity of family members, teachers, and community workers to "abnormal changes," the early warning function can be proactively initiated without adding additional assessment burdens.

### **3.1.2. Establishing a Tiered Information Sharing Platform**

Information sharing is the technical foundation for achieving collaborative early warning and intervention, and is crucial for the effective operation of multi-stakeholder collaboration. Under the family-school-community collaborative framework, there are differences in the types of information held, professional judgment abilities, and responsibility boundaries among stakeholders. If there is no institutionalized information sharing mechanism, new information silos can easily emerge. Glossoff and Pate (2002) demonstrated that the construction of an information-sharing platform through institutionalized information processing protocols helps improve the efficiency of psychological crisis intervention while ensuring privacy protection.

Specifically, the information-sharing platform should set different access permissions based on the risk level and stakeholder roles to avoid excessive diffusion or improper use of information. At the same time, it is necessary to clarify at the institutional level which psychological risk information is subject to mandatory



reporting and which information can only be shared with the guardian's informed consent. By clearly defining the boundaries of information usage, ethical risks can be effectively reduced, and trust in the collaborative intervention mechanism can be strengthened among families and students.

## **3.2. Standardization of Intervention Processes and Rapid Referral**

### **3.2.1. Clear Division of Responsibilities in Rapid Response Processes**

In psychological crisis intervention practices, unclear processes often lead directly to delayed responses and ambiguous responsibilities. By systematically redesigning the existing intervention processes, it is necessary to clarify the functional positioning and division of responsibilities for schools, the medical system, and communities at different stages. Specifically, schools should be responsible for the initial identification and dynamic observation of psychological risks, the medical system should handle professional assessment and diagnosis, while the community should play a continuous role in support and rehabilitation during the follow-up stages. Research by Zeng Huijun et al. (2024) showed that process clarity is considered one of the key factors in improving the efficiency and professionalism of psychological crisis management.

In standardized processes, there should be clear connection mechanisms between each stage, such as risk escalation standards, referral triggering conditions, and feedback paths, to avoid intervention delays caused by individual judgment differences. This process-oriented intervention model helps reduce individual responsibility pressure while improving the overall stability of system operations.

### **3.2.2. Activating Community Resources as a Backup for Intervention**

In traditional psychological crisis intervention systems, community resources are often viewed as "supplementary support," and their role has not been fully realized. This paper suggests that community psychological service institutions should be formally integrated into the intervention referral network, making them an important backup force within the system. By methods such as government service purchasing and project cooperation, institutional guarantees can be provided for the continuous operation of community psychological services. Gu Yunfei (2018) pointed out that



sustained community support helps consolidate the intervention effect and reduce the risk of psychological crisis recurrence.

### **3.3. Professionalization and Capacity Building of Collaborative Stakeholders**

The effective operation of a collaborative intervention system ultimately depends on the continuous improvement of the professional abilities of each stakeholder. At the school level, a regular psychological crisis intervention supervision system should be established, with professional support to help teachers improve their risk identification and standardized referral capabilities. At the family level, a systematic “parenting growth course” can be introduced to enhance parents’ understanding of psychological risk signals and their emotional support abilities. At the community level, there is a need to strengthen resource integration, referral allocation, and case tracking capabilities. Research has shown that the overall improvement of professional abilities among collaborative stakeholders is a critical foundation for ensuring the long-term effective operation of the intervention system (Zeng Huijun et al., 2024).

## **4. Implementation Support and Evaluation System**

### **4.1. Institutional and Policy Support**

The effective operation of the family-school-community collaborative psychological crisis intervention system requires clear and stable institutional and policy support. First, at the institutional level, it is necessary to create a detailed and explicit list of collaborative responsibilities, clarifying the roles of schools, families, communities, and relevant professional organizations in psychological crisis intervention. Previous research has pointed out that unclear responsibility boundaries in multi-stakeholder collaborative governance situations are an important institutional reason for the failure of collaboration and the shifting of responsibilities (Bryson et al., 2006). By assigning key stages such as “discovery—assessment—referral—intervention—follow-up” to specific responsible entities, this can reduce uncertainty in practice and improve the standardization and predictability of collaborative operations.



Second, at the policy support level, the normalization of the collaborative mechanism should be promoted through special funding and institutional guarantees. Psychological crisis intervention is characterized by its strong professionalism and high sustainability requirements, making it difficult to rely solely on internal school resources in the long term. Shick (2015) pointed out that using government service purchasing, special subsidies, and performance incentive mechanisms to guide social professional forces to participate in public mental health services is an effective way to improve the sustainability of the system. On this basis, it is possible to explore incorporating the collaborative results into the performance evaluation system of relevant departments, thereby strengthening the initiative of each entity to participate in collaborative intervention through institutional incentives.

## **4.2. Ethical and Technological Support**

Ethical issues pervade the entire process of information collection, risk assessment, intervention implementation, and outcome evaluation in psychological crisis intervention for primary and secondary school students, constituting an important constraint on the operation of the system. First, it is necessary to establish ethical operational guidelines that cover the entire process, clarifying ethical requirements and operational boundaries at each stage. Research on the protection of minors both domestically and internationally commonly emphasizes that psychological interventions must carefully balance risk prevention with the protection of individual rights, especially the rights of minors regarding informed consent, guardian participation, and privacy protection (Glosoff & Pate, 2002).

At the technological level, information technology plays an important role in supporting collaborative interventions. On one hand, a tiered, authorized information management platform can be established to ensure the secure storage and limited sharing of psychological risk information; on the other hand, utilizing information systems to automate process reminders, risk alerts, and tracking of intervention nodes can help reduce human error. Relevant studies have pointed out that the reasonable use of information technology can improve the response efficiency and controllability of psychological crisis interventions without increasing the workload of frontline workers (Lupton, 2017). It should be emphasized that technological tools should serve ethical principles, rather than replace professional judgment, and their application scope and access permissions should be strictly regulated.



### **4.3. Establishing an Evaluation System**

A scientifically sound and reasonable evaluation system is an important guarantee for assessing the effectiveness of the family-school-community collaborative psychological crisis intervention system. This paper suggests that the evaluation should focus on “collaborative effectiveness” as the core indicator, comprehensively examining the intervention system’s performance in terms of operational efficiency, collaboration quality, and actual outcomes. Specifically, in terms of outcome indicators, attention can be paid to the average handling time of psychological crisis events, referral success rates, and the recovery and stability of students’ psychological states; in terms of process indicators, the frequency of information sharing, the operation of collaborative meetings or communication mechanisms, and the degree of participation of each stakeholder should be examined.

Donabedian (1988) pointed out that evaluating service effectiveness must include three dimensions: structure (resource allocation), process (collaborative behavior), and outcome (final health status). He clearly stated that focusing only on outcomes often masks “structural issues” in the process (for example, even though the crisis has been resolved, there may still be significant risks due to low efficiency in inter-departmental cooperation). Therefore, in practice, process evaluation and outcome evaluation should be combined, with attention to both short-term intervention effects and long-term follow-up and continuous improvement. Regular feedback from evaluation results can provide a basis for system optimization, resource allocation adjustments, and professional training, thereby creating an “evaluation—feedback—improvement” virtuous cycle.

## **5. Research Limitations and Methodological Reflections**

Although this paper has systematically explored theoretical integration and the construction of the family-school-community collaborative psychological crisis intervention path, there are still certain limitations in the research that require reflection and clarification. First, in terms of research methods, this paper primarily adopts a normative analysis and theoretical deduction approach to explain the structural logic and operational mechanisms of the collaborative intervention system, but it has not empirically tested the actual effectiveness of the proposed optimization



paths. Babbie (2020) pointed out that normative research helps provide a directional framework for institutional design, but its practical effectiveness still needs to be further validated through quantitative or qualitative research. Future research can combine methods such as surveys, interviews, or case studies to empirically assess the operational effectiveness of the collaborative mechanism.

Second, in terms of applicability, the optimization paths proposed in this paper have certain general guiding significance, but their implementation in practice must fully consider regional differences. There are significant variations across different regions in China in terms of educational resource allocation, the development level of community psychological services, and policy implementation conditions. Therefore, the paths proposed in this paper should be regarded as a framework, and their specific implementation should be contextually adjusted according to local realities.

Additionally, in terms of technological application and ethical governance, this paper has provided a principled discussion on the role of information-sharing platforms in collaborative intervention, but has not conducted in-depth analysis of their potential ethical risks and technological challenges. Psychological crisis intervention involves sensitive information about minors, and issues related to data security, privacy protection, and the boundaries of use are particularly critical. Existing ethical research emphasizes that mental health information technology applications must be based on strict ethical standards (Childress et al., 2002). Future research should take an intersectional approach, exploring risk prevention mechanisms for information platforms from both technological and ethical perspectives.

## **6. Conclusion and Future Outlook**

This study, based on the overall perspective of family-school-community collaboration, deeply analyzes the structural obstacles faced by the current psychological crisis intervention system for primary and secondary school students in China. A review of the current situation reveals that collaboration failure, delayed early warnings, and resource misallocation have become persistent issues restricting the effectiveness of interventions. The essential cause lies in the longstanding unidirectional governance logic of “focusing on post-crisis disposal while neglecting front-end prevention,” which has led to the delayed implementation of systematic risk identification and inter-stakeholder response mechanisms. To address these issues,



this paper attempts to organically integrate the ecological systems theory and the public health three-level prevention model, proposing a collaborative optimization framework with “proactive prevention, standardized guidance, and professional empowerment” as its foundation. The aim is to provide a replicable and actionable institutional approach to break the current deadlock in psychological crisis intervention.

In terms of theoretical explanation, this paper attempts to move beyond the limitations of a single domain, anchoring psychological crisis intervention within the multi-stakeholder collaborative governance framework and clarifying the deep interconnection logic of family, school, and community in risk-sharing and chain interventions. Unlike the traditional experience-driven model, this paper explores the value of information flow and process re-engineering from a data integration perspective, providing a new theoretical underpinning for transforming psychological crisis prevention from “emergency firefighting” to “long-term governance.”

From a practical transformation perspective, the optimization paths designed in this paper are not a simple patchwork of existing resources, but aim to achieve a deep reconstruction of the original intervention model through the extension of early warning functions, standardization of intervention processes, and overall enhancement of stakeholder capacities. The core logic of this path is to break down information barriers and responsibility gaps between stakeholders within the ethical bottom line and institutional framework, thereby fundamentally improving the agility and professionalism of responding to sudden crises. This governance idea, which shifts from “fragmented support” to “systematic collaboration,” offers practical reference value for optimizing the adolescent mental health service system.

Regarding future research directions, the integration of interdisciplinary perspectives will be key to deepening the exploration in this field. First, it may be helpful to introduce cooperative game theory to deeply deconstruct the behavioral motivations of families, schools, and communities in resource and responsibility games, and subsequently find a balance point for constructing an incentive-compatible mechanism to ensure the normalization of the collaborative model. Second, given the deep penetration of information technology into psychological intervention, the challenge of how to embrace technological empowerment while building strong ethical safeguards will be an urgent issue to address in the future. Future research must seek an optimal solution between



improving efficiency and protecting privacy, continually broadening the academic depth and practical boundaries of family-school-community collaborative interventions through ongoing empirical research and theoretical iteration.

**Acknowledgments**

---

Not applicable.

**Author contributions**

---

Not applicable.

**Funding**

---

Not applicable.

**Declarations**

---

**Conflict of interest**

The authors declare that there is no Conflict of interest.

**Ethics approval**

Not applicable.

**Consent to participate**

Not applicable.

**Consent for publication**

All authors have given their consent.

**Additional information**

---

**Publisher's Note**

Wisdom Academic Press Ltd. remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

**References**

- [1] Adelman, H. S., & Adelman, L. (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children's Services: Social Policy, Research, and Practice*, 3(2), 117-132.
- [2] Babbie, E. R. (2020). *The practice of social research*. Cengage Au.
- [3] Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design* (Vol. 352). Harvard University Press.
- [4] Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The design and implementation of cross-sector collaborations: Propositions from the literature. *Public Administration Review*, 66, 44-55. <https://doi.org/10.1111/j.1540-6210.2006.00665.x>
- [5] Caplan, G. (1964). *Principles of preventive psychiatry*.
- [6] Childress, J. F., Faden, R. R., Gaare, R. D., Gostin, L. O., Kahn, J., Bonnie, R. J., ... & Nieburg, P. (2002). Public health ethics: Mapping the terrain. *Journal of Law, Medicine & Ethics*, 30(2), 170-178. <https://doi.org/10.1111/j.1748-720X.2002.tb00384.x>
- [7] Donabedian, A. (1988). The quality of care: How can it be assessed? *Jama*, 260(12), 1743-1748. <https://doi.org/10.1001/jama.1988.03410120089033>
- [8] Glosoff, H. L., & Pate, R. H. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling*, 6, 20-27.
- [9] Hoagwood, K., & Johnson, J. (2003). School psychology: A public health framework: I. From evidence-based practices to evidence-based policies. *Journal of School Psychology*, 41(1), 3-21. [https://doi.org/10.1016/S0022-4405\(02\)00141-3](https://doi.org/10.1016/S0022-4405(02)00141-3)
- [10] Liu, X., & Jiao, R. (2022). An analysis of the internal causes and impacts of problematic media usage among adolescents in the digital age. *Talent*, (08), 1-4.
- [11] Liu, S. (2025). Research on the scientific prevention and effective intervention of mental health problems among primary and secondary school students. *Liaoning Education*, (16), 5-9.
- [12] Lupton, D. (2017). *Digital health: Critical and cross-disciplinary perspectives*. Routledge.
- [13] Sameroff, A. J. (2000). Developmental systems and psychopathology. *Development and Psychopathology*, 12(3), 297-312. <https://doi.org/10.1017/S0954579400003035>



- [14] Shi, K., Zhao, Y. M., Zhang, Z. Q., et al. (2024). A study on psychological screening and crisis intervention for college students. *Psychological Exploration*, 44(5), 464-473.
- [15] Shick, R. A. (Ed.). (2015). *Government contracting: A public solutions handbook*. Routledge.
- [16] van de Leemput, I. A., Wichers, M., Cramer, A. O., Borsboom, D., Tuerlinckx, F., Kuppens, P., ... & Scheffer, M. (2014). Critical slowing down as early warning for the onset and termination of depression. *Proceedings of the National Academy of Sciences*, 111(1), 87-92. <https://doi.org/10.1073/pnas.1312114110>
- [17] World Health Organization. (2022). *World mental health report: Transforming mental health for all*. <https://www.who.int/publications/i/item/9789240049338>
- [18] Yang, C., & Wang, R. (2025). The impact of family structure on child development: A literature review and reflection. *Home Economics Research*, (02), 142-167.
- [19] Yao, Y., Ma, L., Bai, X., Ma, L., & He, H. (2025). The role of parents' mental health literacy in the "medical-education-family" collaborative psychological education model. *Psychology Monthly*, 20(23), 106-109. <https://doi-org-s-174.erlist.cn/10.19738/j.cnki.psy.2025.23.028>.
- [20] Wang, Y., & Jiang, W. (2025). Reflections on improving the mental health service system for children and adolescents in China. *China Health*, (10), 13-14. <https://doi-org-s-174.erlist.cn/10.15973/j.cnki.cn11-3708/d.2025.10.002>.
- [21] Gu, Y. (2018). The role of community rehabilitation services in the reintegration of mentally ill patients into society (Master's thesis, Shanghai Jiao Tong University). <https://doi-org-s-174.erlist.cn/10.27307/d.cnki.gsjtu.2018.004307>.