

# Interpersonal Problems of Urban Poor Children Case Intervention Study—An Attempt to Integrate Social Work Approach in China

Huijia Xu<sup>1</sup>

<sup>1</sup> The Chinese University of Hong Kong

Correspondence: Huijia Xu, The Chinese University of Hong Kong.

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## Abstract

As cities grow, the issue of urban poor children comes to the fore. Whereas, professional skills of Social Work are not widespread in China since it is a new subject. Besides, people find that using a single method of Social Work is not always effective in dealing with complex problems. Therefore, this paper attempts to flexibly utilize the social work approach, as well as integrate various professional skills to achieve better results. After selecting a child as a case in the Y community and the assessment, it finds that interpersonal barriers and a weak social support system were his critical problems. Therefore, the intervention aims to strengthen his social support system and improve his interpersonal communication capability. The practice study is based on the social system theory, analyzing the client's egotism living conditions and social interaction. According to the Pincus-Minahan model, this paper sets service goals and intervention objects, choosing the client's personal, family, and school system as intervention objects. The intervention process combines interview and scale, and adopts a variety of special practical skills suitable for the client's situation, such as game therapy and relaxation mode. To progressively achieve goals, the intervention comprises five phases, including "the establishment of professional relations", "venting emotions stage", "establishing rational cognition stage", and "promoting positive interaction with the family system stage", and "social skills enhancement stage". The service successfully alleviates interpersonal interaction trouble. In addition, in order to make the study more objective and comprehensive, this practical study combines interviews with scale, integrates qualitative and quantitative evaluation research models, and carries out process evaluation in each service stage. In the selection of research methods, this paper gives full play to the advantages of casework, and makes up for the weakness by integrating various practical skills. This practical study has achieved remarkable results. The client is more willing to communicate with others after the intervention, and his interpersonal relationship has been significantly improved.

**Keywords:** urban poor children, interpersonal communication, case study

## 1. Research Background and Literature Review

### 1.1 Research Background

With the accelerated urbanization in China, urban poverty has become an increasingly important issue to be studied in recent years. Urban poverty is different from previous poverty in that its manifestations and causes are complex. The most typical example of urban poverty is in Shenzhen, Guangdong Province, where the rapid socio-economic development after the 1980s attracted a large number of migrant workers in search of job opportunities. However, the income level of the city residents varies greatly, and "urban villages" have become a more common phenomenon. Many of the families that migrate from the city are in poverty for various reasons, and the children in these families inevitably face poverty and the other problems that come with it. Living in poverty may lead to a situation where some children's rights are not well protected, and some negative social interactions may have different effects on the growth and development of children. On the one hand, because the ability to live independently still needs to be developed, children's development is highly dependent on their

families and parents, and outside forces are the main factor in helping children grow; on the other hand, because of the large population and the complexity of problems and causes, government and local policies sometimes fail to meet the unique needs of some children or to address their uniqueness. Therefore, community benefit agencies become a key player in identifying and targeting problems.

In addition, traditional social work practice often uses a single approach, which is sometimes ineffective when confronted with complex problems and causes. In addition, social work is a relatively new profession and occupation in Chinese society, and the professional skills of social work are not yet widespread, which makes social work less effective than it should be. Although social work has a case management approach to deal with intertwined and complex problems, the author found that case management is rarely used in Chinese society because of the high requirements for resources and workers.

Therefore, this practice is based on a case received by a social work organization in Shenzhen Y community, with a social work approach as the main tone, focusing on the use of multiple resources in the service process, integrating other service approaches according to the actual needs of the client, and using various professional skills in order to achieve better results.

## *1.2 Literature Review*

### *1.2.1 Studies Related to Urban Poor Children*

Poverty is a long-standing social topic. There are many different types of poverty, and different groups are caught in poverty scenarios for diverse reasons. Poverty living in less developed areas and relative poverty in cities are both topics of much interest for research. Among the studies on urban poverty, some scholars have argued that developmental poverty is the most important type of urban poverty, and that poor groups and causes of poverty are very diverse, and suggested that the goals and levels of social assistance should be improved (Guan Xinping, 2019).

Poverty is usually not caused by a single reason, and the impact of poverty on people is complex and far-reaching. Poverty may not only produce inter-generational transmission, but also directly or indirectly affect children's psychology and behavior due to the lack of resources. According to Ren Yuan, poverty constrains the availability of educational and medical resources for children, and affects children's psychological health and interpersonal interactions. These negative effects make children in poverty scenarios vulnerable to inter-generational poverty. Escaping urban and inter-generational poverty requires improving social protection systems (Ren Yuan, 2005). Through a survey of some poor urban children in Indonesia, UNICEF has learned that poverty has many other life issues, including lack of resources and deviant behavior. Among the problems that arise from poverty, those related to parents and families are the most immediate and central, directly affecting other aspects of children's development. The study suggests that interventions for children in poverty need to focus on their families, but that children themselves have the capacity to understand and cope with complex situations, so their own active participation and change is also key (Luhur Bima & Cecila Marlina, 2017). Children's needs that are neglected by their parents and families for long periods of time can easily lead to low self-esteem and have a negative impact on children's interpersonal interactions (Brooks-Gunn J & GJ Duncan, 1997). In addition, poverty has a negative psychological impact on children and limits their opportunities to socialize, so children in urban poverty are more likely to be socially distressed (Liu Xiaoling, 2018).

Given that poverty often has a multidimensional negative impact on people and severely hampers their overall development, many scholars in China and abroad have devoted themselves to conducting empirical research on poor groups, especially poor children. Scholars have established and developed relevant practice theories and drawn practical lessons that are relevant. At present, research theories on children in poverty tend to emphasize the subjectivity of children, and stress the importance of seeing and thinking about problems from the perspective of children, not just "for children" or "with children" from the standpoint of adults. It is not just "for the child" or "with the child" from the adult's standpoint. Prior to this, it was prevalent for research on children to study children as an object of study. At that time, scholars generally believed that children were disadvantaged and subordinate to adults, and therefore enjoyed fewer rights in the socialization process than adults (Mayall.B., 2022). With the emergence of new social research on children and the popularity of debates about children's rights, children's subjectivity was valued, children were considered full social subjects, and a growing number of scholars believed that only children knew themselves best (Turmel.A., 2008). The shift in the theoretical underpinnings of research often implies a change in research methods. Traditional research on children mostly used observation and questionnaires, and conclusions were drawn by compiling data (Ann Lewis & Geoff Lindsay, 1998). Later, participatory research and improvements to traditional questionnaire methods, as well as research methods that integrate multiple strategies, became popular. In the practical research, Zhang Haomiao argues that the economic approach to poverty alleviation adopted by a large number of developing countries facing child poverty in Latin America is not effective in cutting off the inter-generational transmission of poverty,

thus failing to alleviate poverty at the root (Zhang Haomiao, 2013). This inspires us to focus on providing comprehensive services when facing poverty. In addition, many scholars have tested the effectiveness of some service approaches in practice for issues related to poor children. Wang Yizhi found that using strengths-based perspective group work was effective in improving the socialization of children who were socially distressed due to their poverty situation (Wang Yizhi, 2016). Studies by foreign scholars have found that resilience-based intervention programs are effective for the personal development and health of children who have migrated from rural to urban areas (Cheuk Chi Tam & Eric G. Benotsch, 2020).

Children living in urban poverty often face multiple problems, including, among others, inadequate or poor quality educational resources, low levels of child nutrition, inadequate health care, lack of social interaction, and low levels of family education (Li M & Chen W., 2007). Inadequate resources in all areas due to poverty usually cause urban poor children to experience inter-generational transmission of poverty and also tend to cause psychological problems in children. The child's own situation and the condition of the surrounding environment in turn affect the child's situation and status in society (Zhang W, Li D P. & Xie C J., 2007).

### 1.2.2 Studies Related to Children's Interpersonal Relationships

Children's attachment patterns formed during infancy, tendency to aggressive and cooperative behavior in interactions, and social interaction skills acquired during socialization have an important impact on children's interpersonal interactions. Family and peer group interaction patterns also play a key role in children's psychological and behavioral aspects of socialization.

Attachment theory has a close relationship with interpersonal behavior patterns. According to Bowlby, the emotional attachment of infants to their caregivers is attachment. Attachment has four types of attachment: avoidant, secure, anxious, and insecure. The different attachment types not only affect the personality and interpersonal behavior patterns of children, but also play a role in the relationships between adults. For example, securely attached individuals are often characterized by independence, confidence, and the ability to be friendly with strangers; insecurely attached individuals are unable to actively explore the external environment (Bowlby, J., 1951).

Different children have different patterns of behavior when interacting with peer groups. Scholars have found that positive behaviors such as children showing cooperation in interpersonal interactions show a positive correlation with children's acceptance by peers, while children's hostile behaviors in interactions may lead to peer rejection (Chen Xinyin, 1995). This does not mean, however, that children with high levels of aggressive behavior are unable to make friends; rather, these children are prone to mutual support with groups that are also aggressive. Peer groups of this nature are more likely to produce collective transgressive behavior (Shi W., 1999).

In addition to children's personalities and behavioral expressions that influence children's interpersonal interactions, children's social interaction skills are a key factor in their interpersonal relationships. Research has found that cognitive training, affective training, and behavioral training teams have different effects on children at different ages. Cognitive and affective training skills are more effective the older the child is (Wang Qingyan, 2000).

Family status also affects children's performance in interpersonal interactions. Studies have found that children growing up in able-bodied families are more likely to be accepted in their interactions with peers than children growing up in divorced families (Yu G-L., 2000).

Peer groups play a very important role in children's growth and development. Interacting with peers is beneficial in developing children's social interaction skills, improving their self-esteem, and even refining some of their ability deficits (DH Schunk., 1987).

### 1.2.3 Research Related to Social Work Interventions with Children in Poverty

Social work practice has a long history of focusing on poor groups. Social work researchers and practitioners have drawn many conclusions and effective practice methods in their continuous practice.

The impact of poverty on children has been concretized in practice. The inter-generational transmission of poverty, the impact on children's interpersonal behavior, and the impact on children's education are some of the areas that have received the most attention from practitioners. Scholars point out that family status, parenting patterns, and parents' educational attainment are critical to children's future development. Providing a full range of services in early childhood, rather than just monetary support, to help parents of children in poverty and provide more opportunities for children to develop their full range of abilities can effectively improve the employment and standard of living of children in poverty when they reach adulthood, and reduce inter-generational poverty (Frank Field, 2010). Some scholars have also found that poor children's peer relationships may be affected by their withdrawal or aggressive behaviors (Bierma.K.L, Smoot.D.L &

Aumiller.K., 1993). In terms of education and reading, children in poverty are more likely to lack experiences that foster reading, language, cognition, and thinking. Children living in early home environments with low levels of cognition may also affect their ability and willingness to actively try to read later in life. Children's physical disadvantages or deficits due to economic and other constraints can also affect their ability to achieve success in reading and education (Jennifer Buckingham, 2013).

In social work practice, effective practice paradigms and approaches to this issue are being identified and recognized. Some scholars have summarized and reflected on four paradigms of social work practice: the repairer paradigm, the meaning-seeker paradigm, the uplifter paradigm, and the revolutionary paradigm (Chen T & Zhou W. Yu, 2020). Foreign scholars suggest that in social work practice on poverty issues, special attention should be paid to the stigmatization of the poor, and suggest that an effective approach for social workers is to use integrated case studies, pay attention to the voices of the clients, and understand the harm caused by the stigmatization of poverty (Liz Beddoe & Emily Keddell, 2016). Wang Ting uses social support theory to analyze the lives of poor foster children in rural areas and uses emotional therapy to improve the lives and psychological conditions of the clients, suggesting that improving relevant policies and the role of civil society organizations are key measures to improve the situation of poor children (Wang Ting, 2019). There are also scholars who continue to reflect on their practice and alert subsequent social work practitioners. Some scholars have suggested that in response to many of children's predicaments and problems, strengthening children's legal awareness and providing legal protection are key, but social work interventions in related areas suffer from insufficient assessment work (Wang Dan, 2021). Social work intervention in relative poverty has the advantage of being objective, professional and continuous, which can accurately identify relative poverty and enhance the service effect. However, at the same time, social work practitioners should pay attention to issues such as clear identification indicators, enhancing the trust of target objects, and improving the administrative legitimacy of third parties in the process of practice (Luan WJ & Ou SHL).

#### 1.2.4 Review of Research

The definition of related concepts has been supported by a large number of theories in different fields, and a variety of practical methods have been proven to be effective in practice. The existing practice and experience not only contribute to the maturation and development of theories, but also contribute to the solution of the problem of urban poor children in a practical sense. However, there are also some problems in past research and practice that deserve reflection. First, there is a single definition of poor children, and most scholars use the criterion of absolute poverty to define them in practice. In fact, the overall living standard of urban residents has changed greatly compared with the past. Moreover, since the development status of different cities varies, it is not objective to measure the poor people in different regions by a uniform standard. Secondly, although there are many theories that can be used as the basis of overall practice for social work interventions with poor children in urban areas, most of the practice studies seldom use professional and targeted practice methods in the process of service interventions, and questionnaires, interviews and scales have become the most common methods of social work interventions. The author believes that social work has strong professionalism and many effective practical methods, such as group work and rational therapy, and if the previous research methods can be further combined with the professional methods of social work in practice, the role and professionalism of social work in solving such problems will be more obvious. This paper hopes to make a valuable attempt to improve the relationship between urban poor children by applying social work theories and methods.

## 2. Research Design

### 2.1 Theoretical Basis

#### 2.1.1 Ecosystem Theory

Ecosystem theory suggests that parents' and children's perceptions of their experiences and the environment they live in work together to determine the influence of the environment on children's growth (Dawes & Donald, 2005). In addition, the theory also emphasizes the interaction between individuals and systems, and stresses that individuals and their environment change over time. The persistence and nature of the interactions between systems during the interactions have a crucial influence on the developmental status of children. Studies have found that prolonged, proximate interactions have the most profound and long-lasting effects on children's development.

Since children's living environment and the difficulties they face are mostly related to social systems with close interactions such as parents and peer groups, this practice focuses on analyzing and intervening in the ecosystem of the clients, discovering the poor interaction patterns of the clients and the systems involved, and setting up service goals and service plans accordingly.

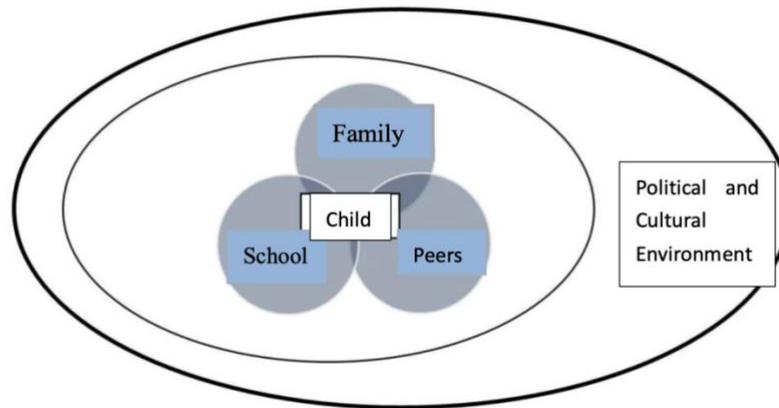


Figure 1. Framework of system theory

### 2.1.2 Social Support Theory

Social support is instrumental or expressive support provided by communities, social networks, and intimate partners. Developmental, personal, and environmental factors are factors that influence the degree of social support. Among the developmental factors, the individual's perception of the relationship influences subsequent relationship building, which is formed by the interaction of the individual's internal traits and external environment. From a developmental perspective, the key issue is how an individual's past experiences affect future life, if by changing the negative experiences of the individual's past life and thus changing the problems that arise in the present life. In terms of personal factors, the individual's level of self-esteem, sociality and autonomy influence the degree of acceptance by others, the tendency to use social resources, and the possibility to fund problem solving, respectively, and thus the establishment of the individual's social support system. The social environment also influences the establishment of social support systems; an open social environment helps to build social support networks, and in a closed system, the individual's use of social support systems is reduced.

### 2.2 Concept Definition and Service Object

#### 2.2.1 Definition of Children in Poverty

The concept of poverty has been defined differently at different times. Early definitions of poverty were mostly focused on the assessment of the economic field, and economic lack was usually defined as poverty (David Piachaud, 2009). With the development of the times, people began to include more diverse factors to define poverty.

Traditional definitions used income and income points as the criteria for measuring poverty. Poverty was defined when income was less than the amount of consumption of the necessities people needed (Townsend & Peter, 1993). This definition model suffers from the difficulty of measuring income levels, the inability of income to effectively measure an individual's ability to access resources, and the ambiguity of the definition of needs. Absolute poverty and relative poverty are alternative models for defining poverty. The threshold of absolute poverty is usually defined by the World Bank or the government, and its criteria change with the times and technology. Relative poverty is defined more fluidly, usually as exclusion from social activities, below-average standard of living, and so on. Some social indicators are also used to define poverty, such as life expectancy, household consumption of food, school attendance, etc. Since social indicators avoid the problem of different price levels in different regions relative to other methods, this method is often used to compare welfare levels in urban and rural areas. Amartya Sen introduced the concept of entitlement poverty, arguing that poverty is caused not only by a lack of economic aspects, but also by weaknesses in other areas such as politics, culture, and institutions. The prosperity of the economic market does not necessarily make the society as a whole rich; on the contrary, if the distribution, and the relationship of rights between citizens and the state are not effectively adjusted, the prosperous economic development will most likely lead to social division (Ma Xinwen, 2008). Poverty is not only a lack of supply, but also a lack of rights. Such rights poverty occurs most often in times of prosperity. Only when people have more opportunities and choices can poverty be fundamentally eliminated (Jean Deleuze & Amartya Sen, 2006).

Because of the diverse causes of poverty in cities, this paper defines urban poor children as those who are between the ages of 3 and 12 and who live below the average standard of living in the same city, have access to fewer resources in terms of housing, education, and health care than the average in the same city, and are

relatively poor.

In this paper, we define urban poor children as those who are between 3 and 12 years old and whose standard of living is lower than the average standard of living in the same city.

### 2.2.2 Service Object

Community Y is one of the communities in the “urban village” of Shenzhen. Compared to the general standard of living and welfare conditions in the city, many families in this community enjoy a lower standard of living and fewer resources, and they are in a situation of relative poverty for a variety of reasons. The children of these families are also living in conditions of relative poverty that result in a lack of protection of some of their rights. While investigating and learning about the overall living conditions of the children in the community through a local charity, the client’s parents approached the local charity for help with the client’s interpersonal issues. As a result, the author began to get in touch with the client. After collecting and assessing the client’s problems and needs, and checking whether they were in line with the organization’s mission, the client was identified as the target of this paper, and a service objective was established based on the core needs of the client found in the practice. (The client’s abbreviation is Z in the following paragraphs.)

## 2.3 Research Methodology

Given the characteristics of children’s stages, this paper mainly adopts a qualitative research method to investigate and intervene in cases in order to enable the clients to express their views and ideas freely, and to understand the living conditions of children in poor environments and their subjective views from their own perspectives, and to collect information in a more flexible and adaptable manner.

### 2.3.1 Semi-structured Interview

Based on the principle of understanding the children’s life situation and needs from their own perspective, and in order to encourage the children to express their own views and opinions, and to collect information according to the actual situation, this paper mainly adopts the semi-structured interview method, and conducts several semi-structured interviews with the clients repeatedly according to the general themes and rough outlines that have been established, to collect specific information from the clients and to formulate targeted plans and goals. Based on the client’s needs and case intervention goals identified in the later stages of the study, the interview topics mainly included family life environment, education status, community activity status, personal perspectives, interaction with peers, and medical and health conditions.

### 2.3.2 Participant Observation

In order to establish a good relationship with the client and to understand the living conditions of poor children from different perspectives, this paper integrates the participant observation method to have a more comprehensive understanding of the living conditions of poor children.

### 2.3.3 Questionnaire

In order to identify the needs of the clients, to develop a suitable service plan for the clients, to evaluate the effectiveness of the casework interventions, and to find out the changes in the needs of the clients and the environment during the service interventions in order to adjust the strategies, this paper administered scales and questionnaires to the clients before and after the case study. The main scales used in this paper were the Social Avoidance and Distress Scale, the Cognitive Assessment of Interpersonal Behavior Scale, and the Social Skills Assessment Scale, based on the goals set by the client’s needs identified at the end of the study.

## 2.4 Research Ethics

### 2.4.1 Informed Consent

In accordance with the research ethics of informed consent, it is the obligation of this study and service intervention to explain the main content and purpose of the study to the primary client prior to the start of the study, as well as to make the client aware of the contribution that his or her active participation can make to the study and service. In addition, the data collection process was conducted in a simple and clear format and content for children to use and understand. At the same time, the client or service recipient is informed prior to the start of the study and service that the data collected and the results of the analysis will be treated confidentially and anonymously, informed of exceptions to the principle of confidentiality, informed of how the results of the study will be used, and signed a confidentiality agreement.

### 2.4.2 No Harm to Participants

This paper focuses on the possible impact of the survey and service approach on the client during the design of the study, and minimizes the possible harm to the client during the initial design and service intervention. During the service process, dynamic process evaluation is implemented and referrals to other counseling services are made when necessary.

### 2.4.3 The Principle of Confidentiality

We will remove some of the personal information of the client and ensure that the information will not be disclosed or provided to others without the consent of the client, and will inform the exceptions to the principle of confidentiality in the service process.

## 3. Evaluation and Service Plan

### 3.1 Data Collection

#### 3.1.1 Basic Information of the Case Subject

the client was born in 2011, is an 11-year-old boy, Han nationality, Jiangxi, moved to Shenzhen with his family since kindergarten, and now lives with his parents in Y community, studying in the fifth grade in an elementary school in Shenzhen.

#### 3.1.2 Realistic Problems

Through the data collection, we found that the main reason affecting the client's life is the weak social support system of the client. Since he could speak, the client has been relatively quiet compared to his peer friends and seldom talks loudly with others. Since childhood, he was more introverted and seldom initiated friendships. In 2015, the client's family decided to move to Shenzhen, and the client became more and more silent, preferring to be alone at home and not interacting with relatives or neighbors.

#### 3.1.3 Family Background and Early History

The client is now living with his mother, father, mother and the client. His father was born in 1982 in Jiangxi, with a high school education, his current job is unknown, he used to be a self-employed businessman, running a small store on his own. The client's mother divorced her father shortly after the client's family moved to Shenzhen and left the client's mother to raise the client. After the divorce, the father occasionally provided a small amount of support, and the client's mother bore most of the parenting costs. At present, the client's father is basically out of contact with the client and his mother and does not see them regularly, and his father knows very little about the client's life and education. The client's mother, born in 1983, is a Liaoning native with a secondary school education and now works temporarily as a former professional tour guide. During the day, the client's mother works outside the home while the client studies at school and does not return home during the lunch break, and the client's mother returns home to prepare food for the client at dinner time.

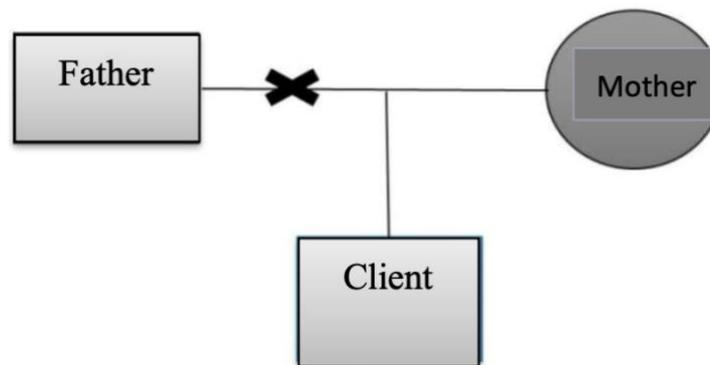


Figure 2. Family tree of the client

#### 3.1.4 School Performance

The client attends an elementary school near his home and walks alone to and from school every day, with little contact between his parents and school teachers. According to our understanding, the client's performance in school is moderate, with English sometimes at the top. After-school study assignments are sometimes completed and sometimes not. the client can observe classroom discipline in the main class and does not play with the students around him, but he does not communicate with his classmates for fun during and after class, does not participate in group activities at school, or hides away from other students.

#### 3.1.5 Health Condition

The client is weak in stature and is known to have had asthma during kindergarten, which rarely recurs after elementary school, but cannot participate in strenuous exercise. There are no other known congenital diseases.

However, no physical examination has been done except for the regular school physical examination.

### 3.2 Prediction

In this paper, the basic framework of the Pincus-Minahan model was used to assess the client's situation and to develop a service plan. In the data assessment section, this paper uses interviews and scales to assess the client's perceptions of his or her living situation and to learn about the client's overall living situation from the agency and parents.

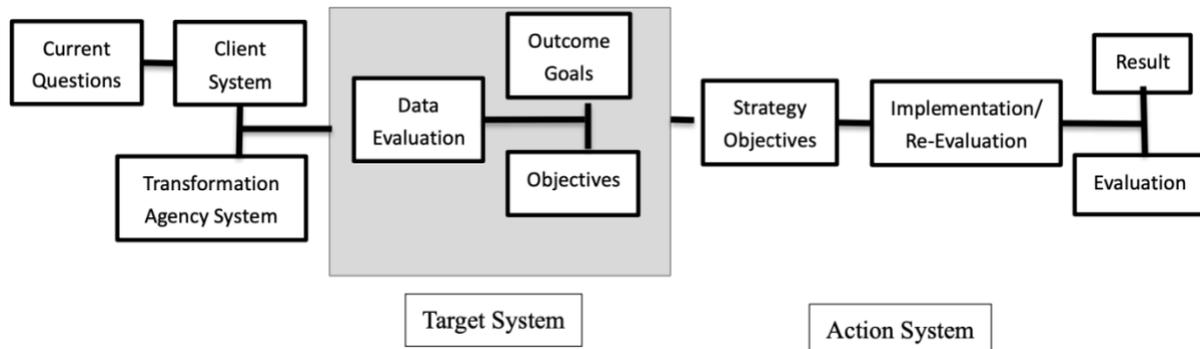


Figure 3. Pincus-Minahan mode

From the questionnaires and semi-structured interviews, it is known that the main problems of the client arise from the following reasons.

#### 3.2.1 Bad Social System Interaction

The client's parents divorced after moving to Shenzhen's Y community when the client was in elementary school, and the client's father basically did not interact with the client thereafter, leaving the client's mother alone to take care of him. The client's mother often worked outside the home on a freelance basis and spent little time with the client. In addition, the client's mother did not know her neighbors well and had no contact with them. The client and his mother did not know their neighbors well and did not interact with each other. The client also often kept to himself at school.

#### 3.2.2 Irrational Beliefs

During the interview with the client, we learned that the client believed that making friends was meaningless and that the friends he made were transient existences, so there was no need to waste time getting along with others. Therefore, the client has little motivation to socialize and does not want to be friends with others.

#### 3.2.3 Bad Emotional Expression

In an important incident of the client's interaction with others, the client had an argument with a classmate because the client's classmate teased the client about his appearance and the client responded with violent expressions such as slamming tables and books, thus causing an argument between them. Interviews with the client's mother revealed that the client's mother and father had inevitably had arguments and fights at home before their divorce, sometimes with the client right next to them but without any reaction. Therefore, the client may have acquired poor emotional expressions and used to express his negative emotions violently.

#### 3.2.4 Lack of Social Skills

With less support from family or parents, infrequent community interactions, and little peer group support at school, the client's socialization process was mainly advanced by routine learning at school or observation of others. During the interview process, the author found that the client's mastery of social skills needed improvement.

### 3.3 Service Plan

Based on the basic principles of ecosystem theory and social support theory, the worker analyzed Xiao Zhang's problems and their causes and found that the core problem of the client was poor interpersonal relationships, so the ultimate goal of the service was to improve the client's interpersonal relationships and make him receive social support. Based on the assessed causes of the client's problems, the worker planned to intervene in four areas: the client's emotions, cognition, interaction between people and the environment, and behavior change, and formulated a service plan with the help of the Pincus-Minahan model to accomplish the goals in stages and finally achieve the service objectives.

3.3.1 Goal and Objectives

(1) Goal

To improve the client’s interpersonal relationship and social support so as to improve the client’s living condition.

(2) Objectives

- To assist the client to explore and vent negative emotions related to interpersonal distress, and to enhance the client’s motivation to integrate into the group.
- To help the client clarify irrational perceptions about interpersonal interactions and deal with interpersonal interactions in a rational manner.
- To help clients master social skills and improve their ability and confidence in interacting with others.
- Promote positive interaction between the client and the family system, so that the client can feel the love and companionship of parents.
- Influence the client’s school system and help the client to better interact with peers in school.

3.3.2 Intervention Plan

Table 1. Service plan

Service Stage	Stage Objective	Service Content
Phase 1	Establish professional relationship with the client.	Understand the client’s situation and needs; assess the client’s problems and resources; Negotiate and develop a service plan.
Phase 2	1. Assist the client in exploring and venting negative emotions related to interpersonal distress.	Use game therapy and relaxation models to help the client in venting negative emotions; Use scales for pre and post intervention assessment.
	2. Help the client clarify irrational cognition in interpersonal interactions.	Use the cognitive-behavioral modification techniques of the rational therapy model to help the client establish a more rational cognition; Conduct a pre and post assessment of interpersonal beliefs.
Phase 3	1. Assist parents to learn about parenting and establish rational cognition.	Use parent effectiveness training techniques to help parents establish rational cognition in parenting.
	2. Promote positive interaction between the client and the family system.	Provide opportunities for the client and the parents to talk to each other and guide them to a positive interaction pattern.
Phase 4	1. Help the client to master social skills and improve the client’s ability and confidence in interacting with others.	Help the client acquires new behaviors to get along with others through videos and group activities; pre-test and post-test of social skills level.
	2. Help the client to better interact with peers on campus.	Contacted the teachers in the client’s class; Encouraged the client to establish a social support system in the school initially.
	3.Link social resources to help the client’s family get life support.	Obtaining various types of support through contacting local government departments or agencies
Phase 5	Summarize and evaluate the service process and prepare to close the case.	Have a ending meeting; Get feedback from the client and her mother; Inform the end of the service relationship and the follow-up plan of the agency, and deal with the parting emotions of both parties.

#### 4. Case Intervention Process of Interpersonal Relationship Problems of Urban Poor Children

##### 4.1 Establishing Professional Relationship Stage

**Time:** December 2021 to January 2022

**Location:** Y community, the agency's office and the client's home

During this stage, the author used a step-by-step approach to get acquainted with the client. Initially, the client was reluctant to talk to the agency. Initially, the client was reluctant to communicate with me, so I started with small talk and walked the client home from school several times to become more familiar with the client. The process of contact with the case owner always upholds the principles of respect, sincere care, empathy and acceptance, and the case owner the client gradually became familiar with the author and was willing to communicate with the author. On the basis of a certain degree of trust, the author began relatively formal meetings. A number of meetings were held during the case intake period to build the relationship, the following are some of the meeting clips.

First meeting clip:

Worker: Z, it's suddenly very cold today. Is this room warm enough?

Client Z: (silent, nodding)

Worker: That's good. has Z been to the institution before?

Client Z: No.

Worker: Hmm! Mom is quite familiar with the institution, would you like to take a tour inside the institution? I'll take you for a walk.

Client Z: (shakes head)

Worker: Well, that's okay, you're always welcome to come and play later. There are many friends in the institution who are as old as you are, sometimes there are games on weekends, and the snacks on the table are all edible, too.

Client Z: (nods)

Worker: Thank you for promising to come to the agency with me today! I was happy to see you come. Today we talk about things I will not tell others oh, outside also can not hear us talk.

Client Z: (laughs) Good.

Worker: Although we have chatted before, I'd like to introduce myself briefly again. My name is X. I'm a trainee worker at the agency where your mother met me and put us in touch. If you have any questions during this period, you can talk to me.

Client Z: Okay.

Worker: How are you doing at school lately, are you still happy?

Client Z: (nodding hesitantly)

Worker: I heard that there is an English test recently, do you feel any pressure? (English is the subject taught by the teacher with whom Z has the best relationship)

Client Z: (shakes head) No.

Worker: Great, I heard your English is very good! How did you do on the last test?

Client Z: I came in second place last time.

Worker: That's great! It's not easy to come in second place.

Client Z: Well, I got first place before.

Worker: You are so smart. First place is not something you can just take. As the "English god", did you teach other students?

Client Z: No, I didn't. I learned it all by myself.

Client Z: No.

The first meeting took Client Z's area of expertise as an entry point, and made the client willing to express himself. In this meeting, we learned about the client's classmates and family members, teachers, and some of the client's preferences. Later, we used several meetings to accomplish the three basic goals of building a relationship with the client, assessing the client's situation and needs, and developing and agreeing on a service plan.

#### 4.2 Venting Emotions Stage

The main goal of this stage was to explore the negative emotions of the client's past interpersonal interactions and to help the client vent these negative emotions. Since the client was not yet willing to reveal his feelings, the author decided to conduct a family interview with the client's parents in order to explore the scenarios and causes of his emotions. Through two interviews and data collection, I learned that the main reasons why the client gradually became silent and did not interact with others were that he was afraid of interacting with others and felt that others would laugh at him for not having a father; he was not good at socializing and did not know how to communicate with others, and he had learned from his parents to express his emotions in a bad way; he lacked the company of his parents and was emotionally absent, which led to an avoidance mentality.

After understanding the main negative emotions and their causes, I decided to use the game therapy and relaxation model to guide the client to express his negative emotions based on his inability to speak and his resistance to verbal expression, and to evaluate the effectiveness of the service using the Social Avoidance Scale (see Appendix I). The specific process is as follows.

##### 4.2.1 Game Therapy

**Time:** January 2022

**Place:** Institutional game room

**Process:** Only the author (worker), the client, and an agency mentor were in the playroom, which contained a family of dolls, toy animals, clay, blocks, a toy house, crayons, toy weapons, and kitchen utensils. Before starting, the worker explained the rules of the playroom to the client. The game was stopped when the deadline was reached and the game lasted 45 minutes. After helping client relax his tension and motivate his willingness to play, client played freely with the toys in the playroom while the worker and the agency supervisor observed and recorded.

In order to limit the length of the article, some of the records are shown below.

Client looked around the playroom for a week and then focused on the pile of toy weapons. He first picked up a rubber knife toy and waved it in front of him, but did not speak. Then he looked at the other toys, but did not reach for another toy. After a moment of silence, he kept looking at the toy puppets, and seemed to notice that there were different gender and age distinctions in the toy puppets. Then he put the rubber knife on the side of the puppet, picked up a male and a female puppet, and let the two puppets collide with each other, making a collision sound from his mouth. He tried to get one of the puppets to hold a weapon, then let the puppets collide, but never simulated the dialogue of the puppets. There was a small puppet lying next to it, and the client never picked up that small puppet. After maintaining this for some time, the client stopped.

...

During the game, the client reflected his inner closed state by building a closed wall; reproduced his early negative experience in the family through the quarrel between the puppets; vented his inner anxiety and anxiety through clay and crayons; and expressed his inner longing for family and friends' companionship through the toy house. After the game, the worker had a brief meeting with the client to explore his thoughts during and after the game, and conducted a scale test after the meeting.

Through the assessment of the game process, it was found that the focus of client at the beginning of the game was on weapons, human dolls and blocks. The dolls attacked each other and the blocks were used for isolation, projecting the client's inner feelings about quarrels with the family and his own neglect and rejection. During the game, the subject the client did not speak too much, just like his perception of himself and the world, they were all silent. In the middle clay stage of the game, the case owner tends to squeeze and poke hard, mapping the case owner's inner feelings, feeling hurt and ostracized. In the early stage of the game, the client showed the events he cared about and the world he saw. In the middle stage of the game, the client began to express his inner feelings, and gradually entered the stage of emotional release while showing his feelings. Towards the end of the game, the client's focus was on the toy house, initially turning the house into a mess and rejecting too many puppets, but finally tidying up the house and letting several small dolls sit with each other, which was the stage where the client went from emotional catharsis and expression of feelings to the stage of showing his own wishes. Although she had a lot of negative feelings, she had the desire to be accompanied and accepted.

##### 4.2.2 Relaxation Mode

**Time:** January 2022

**Location:** Agency office

**Process:** Shortly after the game therapy, the worker used the relaxation mode to further help the client to

ventilate his emotions and self-acceptance. After the venue was set up, the worker first guided the client through a 15-minute muscle relaxation session, followed by a 10-minute imaginary relaxation session, in which the client was gradually guided to imagine that he was doing the happiest thing in the most comfortable and pleasant place to reduce anxiety and anxiety. After the relaxation training, a brief meeting was held to explore the client’s feelings.

The client’s negative feelings about social interaction and interpersonal relationships were assessed with the Social Avoidance Scale (see Appendix I) before and after this phase of the intervention.

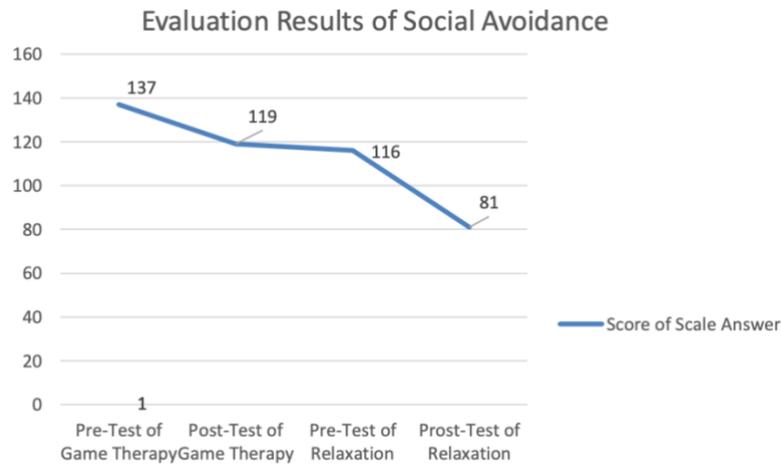


Figure 4. Evaluation results of social avoidance

\*The higher the score, the higher the level of social anxiety.

#### 4.3 Establishing Rational Cognition Stage

The main purpose of this service was to discover the irrational beliefs of the client in interpersonal communication and to help the client establish rational beliefs through rational therapy techniques. The worker followed the steps of exploring real events - clarifying the client’s perceptions - detecting the emotions generated by the perceptions to understand the client’s irrational beliefs, and clarifying and examining the irrational perceptions of the client, helping the client to self-awareness and gradually build up rational beliefs.

Several irrational beliefs in the process of interpersonal interaction were found through several meetings: the belief that no one else would understand him, so there was no need to interact with people; the belief that there would always be arguments with people, and in order to avoid arguments, one should not interact with people. The relevant statement of the case owner: “There is no need to be friends with them. Sometimes they don’t listen to what I say, and I don’t like to listen to what they say. Friends also quarrel with each other, it’s troublesome, not when one is alone.” Based on the information collected and the results of the assessment, the worker conducted several sessions to address these two irrational beliefs and clarify the client’s irrational beliefs about the foreign investment incident. The following is a clip of the interview transcript.

**Time:** January 2022

**Place:** Agency office

...

Client Z: I don’t care what the grades are.

Worker: Did you talk to your classmates about it?

Client Z: Yes, he thought I was weird.

Worker: Do you remember what he said?

Client Z: He said that his mother would scold him for not doing well on the test and that I was different from him.

Worker: How did you feel when you heard that?

Client Z: He thought I was different and thought I was strange.

Worker: And then what, how did you talk to him?

Client Z: I didn't want to talk to him anymore.

Worker: You and he do have differences in this area. But he didn't say you were strange, did he?

Client Z: (After a moment of silence) He said I was different.

Worker: Yes, it's true that you are different. But he didn't say you were weird or wouldn't play with you, right?

Client Z: (Silent for a moment) Yes.

---

Client's irrational beliefs about interpersonal interactions were not constituted by a simple one or two incidents, but were basic ideas that gradually formed after many different incidents were interpreted by the client with the same irrational perceptions. Therefore, this phase of the interview was aimed at clarifying several important events and the resulting perceptions and emotions of the clients, and when similar events occurred in the subsequent practice, the worker would understand the client's perceptions and thoughts about the events in order to help the client gradually establish rational beliefs about interpersonal relationships. In order to objectively assess the effectiveness of the service, a pre- and post-test was conducted using the Interpersonal Beliefs Scale (see Appendix II for the Interpersonal Beliefs Scale).

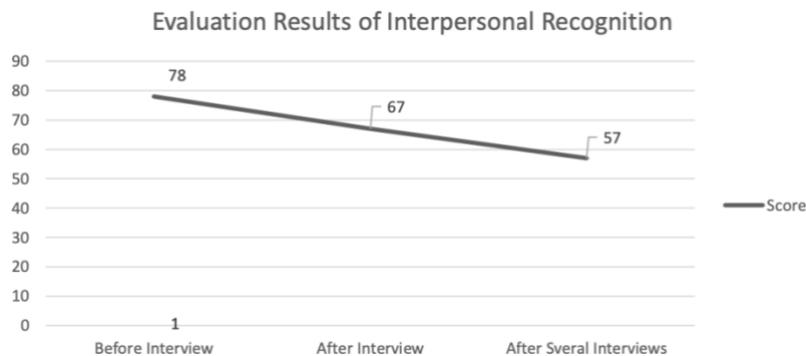


Figure 5. Evaluation results of interpersonal recognition

\* The higher the score, the more irrational belief.

#### 4.4 Promoting Positive Interaction with the Family System Stage

The main service goal of this phase is to facilitate positive interaction between client and the family system and to obtain the mother's companionship and care so that the client can gain emotional support. Because the services in this stage include exploring and clarifying the mother's concept of parenting, improving the interaction and understanding between the client and the family. In actual practice, the worker and the agency contacted the father several times without success, so the intervention was mainly targeted at the mother.

##### 4.4.1 Clarifying the Mother's Perceptions of Child-Rearing

According to the assessment results of the semi-structured interviews, it was clear that the mother did not have strong motivation to entertain, communicate, or educate the case, mostly due to his lack of relevant knowledge and perceptions. During the interviews, it was found that the mothers did not see much meaning in "communicating with the children" and therefore had less interaction with the client. The mother said during the interview that

I don't talk to him, and I don't talk much in general.

– I'm very busy, I have to make money, I don't have time, don't you think so?

– I don't want to talk about it, it won't solve the problem, it's a waste of time.

Based on the information collected and assessed, the worker mainly used a combination of videos and brief talks to help the case mother establish the correct concept of child rearing. The frequency was 30-45 minutes each time, 1-2 times a week. After several sessions, the frequency of communication between the case mother and the case manager increased significantly.

##### 4.4.2 Improve the Positive Interaction Between the Client and His Mother

After the intervention on the mother's parenting concept was evaluated as effective, in order to create

opportunities and situations for the client and his mother to interact and establish a positive interaction pattern, and to increase the emotional support of both parties in the process of interaction, the worker organized a meeting between the client and his mother.

In order to create opportunities and situations for the client and his mother to interact and establish positive patterns of interaction, and to increase the emotional support of both parties in the process of interaction, the worker organized activities for the client and his mother to participate together. The specific activities were as follows.

Table 2. Intervention process to enhance the interaction between the client and the mother

No.	Content and process	Activity theme
1	<p><b>Time:</b> February 2022</p> <p><b>Location:</b> Agency office</p> <p><b>Process:</b> The purpose of this activity is to promote emotional support for the client and his mother, while making the mother more understanding of the client and guiding both parties to initially establish a positive communication pattern. The activity began with the agency mentor, the worker (the author), the client and his mother in the same office. After a brief ice-breaker, the worker started with the core events related to the client's family and guided the client and his mother to express their views. During this meeting, the client and his mother gradually started to interact and talk, and even hugged each other, from rarely interacting and being far apart. Under the guidance of the worker, the client and his mother began to experiment with non-violent communication as a benign mode of interaction, and the emotional link between them increased significantly</p>	Parent-Child Confession—Sincere Communication
2	<p><b>Time:</b> February 2022</p> <p><b>Place:</b> Institutional recreation room</p> <p><b>Process:</b> Through making dumplings together, the client and his mother had more frequent and deeper interactions. The recreation room was prepared with basic materials and ingredients for making dumplings, and a relatively free environment was provided for the client and his mother to interact. The activity lasted about 60 minutes, and at the end of the activity, the agency took photos of the two of them and gave them to the client and his mother to take home.</p>	Parent-Child Recreation
3	<p><b>Time:</b> February 2022</p> <p><b>Place:</b> Agency office</p> <p><b>Process:</b> A brief meeting to review the previous two activities and to consolidate the positive interaction pattern between the two parties.</p>	Activity Review

#### 4.5 Social Skills Enhancement Stage

The main purpose of this phase of service is to facilitate behavioral changes in interpersonal communication and to apply the emotions and perceptions acquired in the early stages to practical actions. In order for the client to learn new behavioral patterns in a gradual and effective manner, the service intervention is divided into several steps.

##### 4.5.1 Social Skills Counseling

In the stage of social interaction skills counseling, the worker mainly uses video education, showing videos on how to interact with people and how to properly express emotions for 20-30 minutes each time.

##### 4.5.2 Participation in Group Activities

Contact the worker in charge of group activities in the institution and introduce the client to participate in some of the peer play activities in the institution and learn new behavior patterns in the group activities.

##### 4.5.3 Interviews from Time to Time

From time to time, we meet with the client to discuss problems at home and at school with peers, to explore and

clarify the client's perceptions and emotions, to discover inappropriate social behavior patterns, and to teach the client the skills of dialogue with others.

After a period of service, the client began to understand how to interact with others and learned to express his opinions and emotions in a rational manner. At the same time, the formerly timid client became more courageous to initiate conversations with others, and no longer avoided questions from others.

In addition, the worker and the organization also linked the client to external resources, contacted the client's teacher, made the school teacher aware of the situation, helped the interaction and communication between the teacher and the client, and the client and his classmates, and donated some school and living materials to the client.

A quantitative assessment of the social skills of the client was conducted before and after each stage of intervention (see Appendix III) and recorded in the following chart.

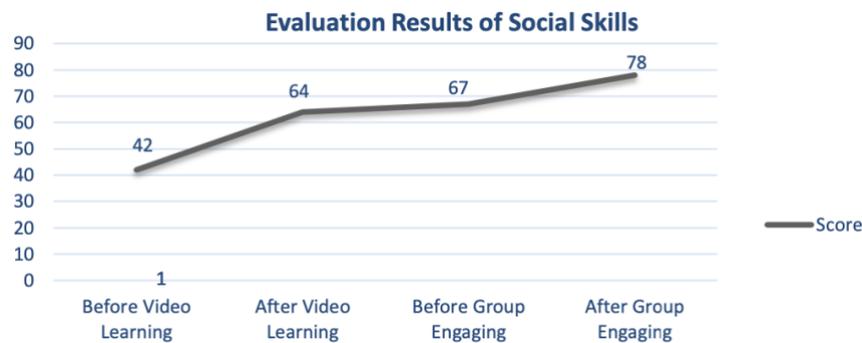


Figure 6. Evaluation results of social skills

#### 4.6 Evaluation and Closure

##### 4.6.1 Assessment

The purpose of this study service is to improve the interpersonal situation of the client and to assist the client in establishing a social support system to improve his current living situation. According to the pre-intervention service plan, the purpose of this service was to improve the client's interpersonal relationships and enable him to gain social support. According to the established sub-goals, the service was conducted in five phases to achieve the goals step by step. The evaluation of this research service was a combination of process and outcome evaluation, which mainly assessed the degree of achievement of each goal.

The second and third phases of the service—venting emotions and building rational cognition—aimed to “assist the client in exploring and venting negative emotions related to interpersonal distress, and enhance the client's motivation to integrate into the group” and “help the client clarify irrational cognition in interpersonal interactions and deal with interpersonal interactions rationally “. During this phase, the client's negative emotions related to interpersonal distress and past experiences were effectively resolved through play therapy and relaxation mode, and multiple interviews to explore and clarify the client's perspective, while rational cognition was established. At the beginning, the client had strong interaction anxiety, nervousness and avoidance, rejected interaction with the outside world, and seldom responded to other people's active gestures and questions. When in conflict with others, the client tended to express his negative emotions in a relatively violent way, and had difficulty in expressing his feelings or opinions effectively in the process of interacting with others. At the later stage of the service, there was a significant change in the way the client handled and expressed his negative emotions in his interactions with others. According to the school teacher's response, before the service, the client had conflicts with other students at school, and the client would slam tables and push people, and did not have good friends in the classroom. In the later stage of the service, the client no longer behaved in a similar way at school and was more willing to communicate with others. According to the feedback from the school teachers and the agency, the client was basically free from excessive violent conflicts. The client was gradually willing to express his true feelings when she was with his mother, instead of being silent in front of him. When faced with the worker's questions, the client no longer responds with silence, but is willing to express his own views. When they found that the views of others conflicted with their own, they gradually learned to listen or express them in an accepting manner. At the same time, the interpersonal beliefs of the client also changed significantly. In the first phase of data collection, we learned that the client had irrational beliefs such as “interaction is useless”, which improved significantly after clarifying them in several meetings and after participating in and observing

other group activities in the organization. The client began to realize that everyone is different and that it is normal for people to have different opinions. Later in the service, the client was more willing to interact with other students at school and gave feedback to the worker on how much fun she was having in the process, and began to realize that some of his previous views were not entirely correct. As a result of this change in attitude, the client is now more willing to accept invitations to interact with others and participate in group activities.

The third phase of the service aims to achieve the fourth goal of “promoting positive interaction between the client and the family system, allowing the client to feel the love and companionship of parents”, and the fourth phase aims to achieve the goal of “helping the client to master social skills and improving the client’s ability and confidence in interacting with others. “. According to the assessment results, the goals of these two phases were also basically achieved. The change in the client’s behavior was profound as his mood and perception changed. In the early stage, the client was reluctant to meet the worker’s eyes during talks, and others were reluctant to respond directly when they communicated with him, choosing to respond in silence more often. In the later stages of the service, the client communicated more with the worker and no longer rejected eye contact with the worker. The most obvious change was the client’s relationship with his mother. Initially, the client treated his mother like a stranger and was reluctant to approach or communicate with him. According to the observation, after the service intervention, the client was more willing to interact with others and did not refuse to communicate with others, and even found good friends in the class.

During the intervention, the worker also contacted the client’s classroom teacher through the agency to let the teacher understand the client’s situation and support the client’s interpersonal relationship in school. The agency also donated some clothes for the family and assisted the mother to receive the city’s low income insurance. The fifth and sixth sub-goals of the service plan were also progressively achieved throughout the service process. However, the financial and living situation of the family could not be changed overnight, and the agency and the worker still need to follow up with the client and his family after the case is closed.

#### 4.6.2 Case Closure

Through the scale assessment during the process, the worker’s observation during the intervention, and the client’s answers during the interview, the purpose of the intervention - to improve the client’s interpersonal relationship - and the objectives of the intervention were achieved. After consultation with the client and his mother, the worker decided to close the case. According to the service plan and the results of the various stages of assessment, the client had become more motivated in interpersonal relationships than before the service, and was able to interact with others and gradually build up his social support system. At the end of the case, the worker encouraged the client to express his feelings during the service and his emotions at the end of the case, and encouraged the client to increase his initiative in future interpersonal interactions. After the case is closed, the worker continues to provide regular follow-up services.

## 5. Conclusion and Reflection

### 5.1 Conclusion

Based on the core problems of the clients assessed in practice, this study was conducted with the ultimate goal of improving the interpersonal situation of the clients. According to the assessment, the clients were in a self-contradictory situation because they desired good interpersonal relationships and wanted to be understood and supported, but were unable to establish good interpersonal relationships due to some negative emotions, irrational beliefs, and lack of skills. After determining the purpose of the service and assessing the causes of the client’s core problems, this service process set up several sub-goals to ventilate emotions, establish rational cognition, promote positive interaction between the client and the family and school system, and enhance social skills, and achieve the final goal of the service in five stages. In addition, this practice study combined the special situation of the case and used appropriate methods according to the age and needs of the client, such as the game method, relaxation model and other professional methods, which achieved remarkable results. In order to ensure that the service is always based on the needs of the client and that the service methods can effectively achieve the service goals and objectives, this practice focused on using scale assessment and combined with interviews in order to more objectively and comprehensively assess the service effects and the needs of the client. According to the assessment and observation results, the client had positive changes at all stages of the service. After the completion of the whole service plan, the client was more willing to interact with others, and the interpersonal situation had improved significantly, and the service goal was basically achieved.

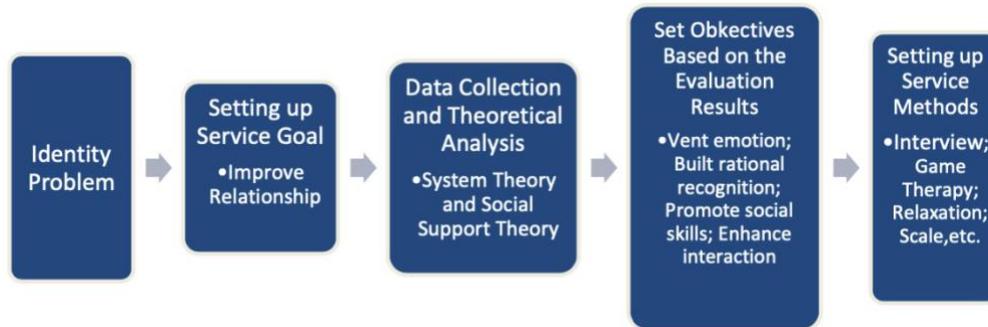


Figure 7. Intervention process

### 5.2 Reflection on Practice—Flexible Application of Professional Social Work Methods According to Actual Needs

The problems of modern society are becoming increasingly complex, and even poverty, a very familiar field in social work, is different from before. Urban poverty is an emerging poverty phenomenon, and the causes, manifestations and effects of urban poverty are diverse and unique. Faced with the changing social problems, the author also began to think about whether social work practice could be adjusted according to the needs of social development and changes in social problems.

Traditional social work practice usually adopts a single approach, such as casework and group work, which can bring out their respective advantages but sometimes are ineffective when facing the complex problems and causes of modern society. In addition, although social work has a long history, it is a relatively new profession and occupation in Chinese society. At present, many Chinese social workers have little expertise and rarely use their professional skills in the service process, which makes social work less effective than it should be. Although there are case management approaches in social work to deal with complex problems, I have found that case management is rarely used in Chinese society because of the constraints on the full range of resources available to workers. Agency funding, manpower and time, client motivation for change, etc., are all considered when conducting a practice. In Chinese society, social work is still immature and not well accepted by the general public, and the professionalism of social workers is far from adequate. Case management is often not used because it requires the use of more resources and requires a higher level of professionalism and coordination among agencies.

Therefore, the author (i.e., the practitioner in this practice) made a useful attempt to use a social work approach as the main tone, while making good use of resources, i.e., not taking the casework approach as the tone, but focusing on using multiple resources in the service process, integrating other service approaches according to the actual needs of the clients, and using professional skills to achieve the best results. For example, we introduce the clients to participate in short-term groups to better achieve the service effect. In this practice, the author focused on social support and system theory as the basis of analysis, and used the Pincus-Minahan model to estimate and plan the service, and used more professional methods such as scales, game therapy, and relaxation model, and introduced the clients to short-term group activities at a later stage according to their needs. The service proved to be effective within a relatively short period of several months, and the changes in the client were noticeable, as were the changes in the scale assessment data.

Focusing on the flexible use of social work methods and the service's professionalism are key factors in making social work recognized by the general public and fulfilling its role in solving social problems. These factors distinguish social work from voluntary work and make it worthy of becoming a profession and a career, as well as allowing it to continue to grow in the future society.

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## Appendix

### Appendix I. Social Avoidance and Distress Scale (SAD)

Please circle the answer that best matches your feelings according to your current feelings. The results will be kept confidential.

If there is a sentence you cannot understand, please tell the worker.

1=Strongly disagree, 2=Disagree, 3=Unsure, 4=Agree, 5=Strongly agree

No.	Content	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I still feel relaxed even in unfamiliar situations	1	2	3	4	5
2	I try to avoid situations where I have contact with other people	1	2	3	4	5
3	I feel relaxed with strangers	1	2	3	4	5
4	I don't really want to avoid people	1	2	3	4	5
5	I feel annoyed in situations where there are many people	1	2	3	4	5
6	I feel comfortable in social situations	1	2	3	4	5
7	I feel relaxed when talking to the opposite sex	1	2	3	4	5
8	I try to avoid talking to people unless I know them particularly well	1	2	3	4	5
9	I take the opportunity to meet new people	1	2	3	4	5
10	I feel anxious and nervous when the opposite sex is present at certain events	1	2	3	4	5
11	I feel anxious when I am with others unless I know them well	1	2	3	4	5
12	I feel relaxed when I am with a group of people	1	2	3	4	5
13	I often want to leave the group	1	2	3	4	5
14	I feel uncomfortable if I'm in a group of people I don't know	1	2	3	4	5
15	I am relaxed when meeting someone for the first time	1	2	3	4	5

16	I feel anxious when I am introduced to others	1	2	3	4	5
17	I go in even though the room is full of strangers	1	2	3	4	5
18	I will avoid joining a group of people	1	2	3	4	5
19	I am happy to talk to a teacher when he/she speaks to me	1	2	3	4	5
20	I feel uneasy when I am with a group of people	1	2	3	4	5
21	I like to avoid crowds	1	2	3	4	5
22	It is easy for me to talk to people at events	1	2	3	4	5
23	I rarely feel comfortable in a large group of people	1	2	3	4	5
24	I often come up with excuses to avoid interacting with others	1	2	3	4	5
25	I often introduce people to each other	1	2	3	4	5
26	I try to avoid formal situations	1	2	3	4	5
27	I go to events where I can socialize with others	1	2	3	4	5
28	I find it easy to relax when I am with others	1	2	3	4	5

Note: Questions 1, 3, 4, 6, 7, 9, 12, 15, 17, 19, 22, 25, 27, and 28 are scored in reverse. The original version of the SAD scale was a two-level scale, and to ensure the validity of the assessment results, this practice study changed the original version of the scale to a five-level scale. At the same time, since the clients of this practice are children, some of the questions have simplified language for their understanding. Those with higher scores had more pronounced social anxiety and vice versa.

**Appendix II. Interpersonal Behavior Cognitive Assessment Scale**

Please circle the answer that best matches your feelings according to how you actually feel now. The results of your answers will be kept confidential.

If there is a sentence that you cannot understand, please tell the worker.

1= Strongly disagree 2= Disagree 3= Unsure 4= Agree 5= Strongly agree

No.	Content	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I don't like to study or play with others	1	2	3	4	5
2	I don't like to talk about my worries	1	2	3	4	5
3	I sometimes envy others	1	2	3	4	5
4	I am not satisfied with my appearance	1	2	3	4	5
5	I can't listen to other people's complaints about me	1	2	3	4	5
6	I don't like to listen to other people's opinions	1	2	3	4	5
7	I think people hate me	1	2	3	4	5
8	I don't like people who hate me	1	2	3	4	5
9	No one else can understand me	1	2	3	4	5
10	I get laughed at when I talk to people about myself	1	2	3	4	5
11	I think most people don't try to help people in trouble	1	2	3	4	5
12	People appear to care about each other, but they don't	1	2	3	4	5
13	I hold a grudge against people who have made	1	2	3	4	5

	me uncomfortable					
14	Getting along with people is more of a hassle than a pleasure	1	2	3	4	5
15	Getting along with other people is a pain in the ass	1	2	3	4	5
16	I like to be alone	1	2	3	4	5

Note: This scale was created by combining the existing Interpersonal Trust Scale, the Human Philosophy Scale, the Interpersonal Harmony Scale, and the irrational beliefs of the clients in the actual interviews, including the dimensions of trust in others, motivation to interact with others, and perceptions of interpersonal relationships. Higher scores indicate more irrational perceptions about interpersonal interactions.

### Appendix III. Social Skills Assessment Scale

Please circle the answer that best matches your feelings according to how you actually feel now. The results of your answers will be kept confidential.

If there is a sentence that you cannot understand, please tell the worker.

1= Strongly disagree, 2= Disagree, 3= Unsure, 4= Agree, 5= Strongly agree

No.	Content	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I can respond well when people initiate a conversation or invite me to an activity	1	2	3	4	5
2	I can hear people clearly when I speak	1	2	3	4	5
3	I look at people when I talk to them	1	2	3	4	5
4	I can say "thank you" and other words	1	2	3	4	5
5	I sometimes use hand gestures when talking to others	1	2	3	4	5
6	I usually follow the rules of the class	1	2	3	4	5
7	I can work with others to complete tasks	1	2	3	4	5
8	I can express to others when I feel uncomfortable	1	2	3	4	5
9	I can find and tell the good in others	1	2	3	4	5
10	I am not worried about asking adults for help	1	2	3	4	5
11	I can ask questions about rules that I think are problematic	1	2	3	4	5
12	I speak up or do something when a problem occurs	1	2	3	4	5
13	I am careful when I use other people's belongings	1	2	3	4	5
14	I don't do anything out of line even if I'm not being watched	1	2	3	4	5
15	I will do my job in a group	1	2	3	4	5
16	I can forgive others	1	2	3	4	5
17	I can show concern for others	1	2	3	4	5
18	I am sad when others are sad	1	2	3	4	5
19	I often participate in group activities	1	2	3	4	5
20	I can calm myself down when I am upset					
21	I compromise when I have conflicts with	1	2	3	4	5

	others					
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Note: This scale is simplified from the Social Skill Rating System (SSRS) to make it easier for the respondent to understand and answer. The higher the score, the more mature and competent the social skills are.

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