

Establishment and Function Analysis of Psychological Evaluation Mode for Mentally Retarded Children

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Abstract: As a special group, mentally retarded children are relatively weak in both ideological consciousness and emotional psychology, and they need more concern and care from society. Mentally retarded children have their own mental emotion and psychological activity. Therefore, it is of great practical significance to attach importance to evaluation mode for their psychology. Besides, a scientific evaluation mode will actively guide the development of taking care of these children. First, the psychology performance of mentally retarded children was introduced in this work. Then, the evaluation mode for psychology was described. After that, the principal idea and evaluation flow in establishing evaluation mode was analyzed. We hope that this evaluation mode can provide good reference for taking care of mentally retarded children.

1 DESCRIPTION OF MENTALLY RETARDED CHILDREN

Mentally retarded children cannot contact with people normally. They prefer to stay in their own world rather than rely on adults. They often seem to be indifferent, even ignoring others around them. They are unwilling to initiatively analyze problems or play with peers, without relying on adults. In addition, there are communication barriers in the growth of mentally retarded children, especially language barriers. Non-verbal barriers are always shown in dull look, never expressing subjective desire by body language and repeating some actions. If things do not go in accordance with their wishes, they will exhibit anxiety and care nothing around them. Generally, they are insensitive to parents' calling, thus often having no response to parents' calls. From an objective point of view, the number of mentally retarded children is large, so more attention and care of the society should be paid to them. The intelligence flaw of mentally retarded children will inevitably lead to multi-psychology, so it is important to effectively evaluate their multi-psychology (Wang Hui, 2010). First, the prerequisite is a comprehensive and thorough understanding of the mental performance of mentally retarded children. Thereby, this special group can be clearly understood, and the psychological evaluation can work.

2 PERFORMANCE OF MULTI-PSYCHOLOGY OF MENTALLY RETARDED CHILDREN

Although different with normal people, mentally retarded children still have their own mental characteristics and psychological performance, which can be projected outside. Therefore, the accurate psychological characteristics of mentally retarded children can be grasped through their external manifestations.

2.1 Dull and slow perception

For mentally retarded children, only the stimulus with eye catching colors or huge volume can come into their mind. Otherwise, mentally retarded children cannot concentrate their limited energy on the stimulus, being imperceptible to things. Besides, as they only use mechanical memory, the received information of mentally retarded children from outside in unit time is significantly less than normal ones.

2.2 Low learning ability

Mentally retarded children are only interested in special things, such as special sound or things with

bright colors (Wang Liping, Lan Jijun, 2011). Therefore, it is difficult for them to concentrate on learning, thus resulting in their low learning abilities and bad abstract thinking ability.

2.3 Lack of language ability

Most mentally retarded children have difficulty in language and phonation. Sometimes conveying simple commands would cost teachers a long time. Some of them can say some simple sentences with limited content. Generally, their expressions are unsmooth and incomplete, thus puzzling teachers and parents.

2.4 Easy excitement

With ADHD, mentally retarded children are accustomed to play individually, which seems very unsociable. Once encountering some interesting scenes or things, they will behave excitedly, like clapping, laughing and jumping.

2.5 Emotional instability

Emotional instability is also a significant feature of mentally retarded children. They often burst into laughing or crying when meeting things. Therefore, much patience of teachers and parents is required to make limited communication with them.

2.6 Lack of independent living ability

Many mentally retarded children are unable to use spoon, dress themselves or do basic trivia. Meanwhile, some parents prefer to spoil their children rather than exercise children's daily living ability. Therefore, mentally retarded children really lack the independent living ability.

2.7 Full of curiosity

Mentally retarded children are not interested in familiars, but show great interest in strangers; once touching something new, they will play it without stopping. So, it is evident that mentally retarded children still have curiosity. Besides, most mentally retarded children love music, sometimes dancing with the music.

2.8 Possessive instinct

Some mentally retarded children are unwilling to share their favorite sports or things with others.

Furthermore, they will show strong rejection when someone joins in his playing of a game or toy.

3 ESTABLISHMENT AND REALISTIC FUNCTION OF PSYCHOLOGICAL EVALUATION MODE FOR MENTALLY RETARDED CHILDREN

Mentally retarded children should be paid more concern and care for their congenital diseases. Besides, it is the realistic requirement of social development to establish an effective psychological evaluation mode to care mentally retarded children. Therefore, the establishment of such a scientific and reasonable evaluation mode is of realistic function.

3.1 Establishing psychological evaluation mode to give children more care

While facing mentally retarded children, normal persons always have the mixed feelings of helplessness and sympathy. Therefore, paying more care to mentally retarded children is the desire of every normal person in society. In this way, mentally retarded children can grow in a better environment. Besides, establishing a scientific and reasonable evaluation mode can effectively treat and guide the psychology of mentally retarded children. Then, mentally retarded children will get more care and help, thus living and learning better.

3.2 Establishing psychological evaluation mode to perfect social security system

Caring for mentally retarded children cannot be achieved by individuals. Therefore, perfect social security system is required to provide more scientific and effective help. Otherwise, the existing situation will become worse. To establish this evaluation mode, some professional problems should be solved to ensure a right developing direction of concerning mentally retarded children. Then, the social security system will become more complete and powerful, thus exerting its function more timely and extensively. In this way, the cause of concerning the mentally retarded children will be paid more attention.

3.3 Establishing psychological evaluation mode to reveal warmth between people

Undoubtedly, mentally retarded children need more concern and care. However, there are still many people do not realize it. The reasons are the lack of social responsibility as well as the indifference of people. This is the exclusion of social development, also the phenomenon people are unwilling to see. Therefore, giving more care to mentally retarded children can highlight the warmth and sincere between people in social development. Therefore, establishing such evaluation mode can effectively play a leading role. Then, people's indifference psychology will be awoken to pay attention to mentally retarded children timely, thus changing the indifferent relationship between people.

3.4 Establishing psychological evaluation mode to better communicate with children

Usually, there are conflicts among mentally retarded children. Establishing an evaluation mode can effectively avoid this phenomenon, even helping children to find a common way of communication. Then, more communication should be realized to iron out conflicts, thus enabling them coexist peacefully.

4 PRINCIPALS AND IDEAS IN ESTABLISHMENT OF EVALUATION MODE

The psychological evaluation mode for mentally retarded children is necessary and important. Therefore, to establish such evaluation mode is imperative. Although the advantage of this mode has been affirmed, it is also necessary to make a correct analysis. So, some principals and ideas are required to ensure the correctness of evaluation.

4.1 Principle of effective communication

An effective evaluation of multi-psychology for mentally retarded children requires good communication between teachers and children. After all, certain processes are needed to evaluate children's psychology. Teachers should learn to

make psychological communication with children to avoid children's contradiction, which may lead to an interruption of evaluation. Prior communications are beneficial for the unexpected situations as it can save time to communicate with children during the process, thus ensuring a smooth evaluation.

4.2 Coordinating and supervising principle for parents

In view of the physical and mental characteristics of mentally retarded children, parents' coordination and supervision are required during the psychology evaluation. It is known that the psychology of mentally retarded children has the features of particularity and variability. Parents should better understand children's habits as well as their body language. Thus, psychological evaluation can be completed better with the cooperation of parents. In other words, parents' participation is also a kind of direct supervision, because they can take the floor to the evaluation process, quality of staff and evaluation results. It is also an effective way to promote and improve the psychological evaluation of mentally retarded children.

4.3 Scientific and rational principle of evaluation flow

For mentally retarded children, psychology evaluation is not an easy thing. Only with simple and efficient evaluation process, as well as scientific and rational content, can the effectiveness of evaluation be guaranteed. In other words, simple flow, proper method and rational content are all required to achieve the expected goal. This is responsible both for the assessment and the mentally retarded children. Otherwise, the psychological evaluation will lose its significance.

5 PSYCHOLOGICAL EVALUATION FLOW FOR MENTALLY RETARDED CHILDREN

Standing on the physical and mental characteristics of mentally retarded children, the psychological evaluation should also stick to some principles and ideas. Then, the evaluation can be carried out smoothly. Hence, scientific and rational evaluation flow seems especially important.

5.1 Achieving children's trust with preliminary understanding

Psychology evaluation for mentally retarded children cannot be done directly because they are a special group. That is why professional evaluators will have a preliminary understanding of these children through their parents before evaluation. This link is critical, because it is conducive to the formation of targeted evaluation content. While communicating with children, evaluators should shorten the distance with children by smiling or showing toys and snack foods, thus eliminating their strangeness. Once an amiable and kind impression of evaluators has left, children will trust the evaluators to cooperate during the evaluation. Therefore, evaluators should learn to encourage as well as treat children equally. Through this process, evaluators can have a general understanding of children's intelligence, thus stimulating their desire to communicate with evaluators.

5.2 Objective positioning and effective identification of screening results

Many children with mild mental retardation will choose ordinary schools. Therefore, the children in special schools are almost deep retarded ones. So, it is necessary to evaluate the psychology of children objectively. For the children with obvious mental obstacles, school should make specially registrations. Then, these children can be rationally arranged for special learning. Through some targeted questions, the intellect degree of children can be determined, ensuring an objective and true identification results.

5.3 Rigorously evaluating mental retardation level to provide basis for education of children

The severity of mental retardation of children directly influences their choosing and learning. Therefore, effective methods and aids are necessary to measure the severity of mental retarded children. Among them, application-oriented intelligence tests and adaptive behavior assessment are effective ways to measure the degree of retardation. Once the degree has been determined, schools can draft targeted teaching plan and scheme to provide reliable basis for teaching.

After communication, visual observation and screening, the mentally retarded children preliminarily determined shall be further diagnosed

by intelligence scale and social behavior rating scale. Following that, the medical history and inspection results of relevant departments of hospital will be analyzed and identified in detail. Medical history includes the history of growth, disease, family and others. Inspection results include the examination of neurology, mental status, biochemistry and other physical examinations.

Certainly, every link of the diagnostic process should be emphasized, otherwise the data will not be objective. Furthermore, untruthful data will cause unnecessary disruption to psychological evaluation, even leading to testing suspension or misdiagnosis. Mostly, each behavior of children may reflect certain representation problems, which should be paid attention to.

5.4 Rationally extending evaluation flow and paying full attention to mentally retarded children

The evaluation of children is not once for all. Psychological evaluation of children should be rationally extended to schools, teachers and parents, because many factors outside will change the degree of children's mental retardation. Parents and teachers should communicate with children regularly to observe children's actual situations. Besides, teachers and parents should also make timely and effective communication with evaluation institutions, thus timely providing them with children's real reaction and relevant performance. Thus, mentally retarded children can be concerned and cared through the joint efforts of all parties.

6 CONCLUSIONS

As a special group, mentally retarded children need psychological evaluation badly. Indeed, mentally retarded children need our concern and that is what we should do. Therefore, the warmth can be spread during the development of society, contributing to their growth. Everybody should take their responsibility and do it from now on, so as to effectively consolidate psychological assessment for mentally retarded children.

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