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## A Case Study on The Psychological Effects of Custodial Grandparenting on Left-Behind Children

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### Abstract

With the development and reform of social economy, the income of rural farming economy cannot or is not enough to maintain the basic living expenses of the family, leading to a large number of farmers leave their hometown to go out for work. As a result, there is a special group of left-behind children, most of whom are partly taken care of by their grandparents as family caregivers which we call custodial grandparents or grandparent caregiver. Custodial grandparents are responsible not only for the lives of these left-behind children, but also for their education. Usually, we refer to the education of left-behind children by custodial grandparents as "Custodial Grandparenting". Custodial grandparenting has a profound influence on the hearts and behaviors of left-behind children. Adopting literature method, interview method, observation method and other research methods to analyze the case, this paper mainly studies the psychological effects and tries to propose solutions.

The of this case are two children in Mace Village, Yicheng County, Linfen City, Shanxi Province. The purpose of this paper is to understand the psychological impact of Custodial grandparenting on left-behind children, and to intervene in this problem, through the study of the current situation to find problems and put forward corresponding suggestions and countermeasures.

**Keywords:** Custodial grandparenting, left-behind children, psychological impact, custodial grandparents.

### Introductions

All parents have sky-high hopes for their children. The good wishes of parents are the healthy development, happy growth and success of their children. The World Health Organization (WHO) points out: "health is not only the absence of disease and morbidity, but also a state of individual health, mental and social adaptation"(as cited in Huang, 1991). Family is the starting point of everyone's life. The shaping of good psychological character cannot be



separated from successful family education (Liu, 1997). In reality, the number of children left behind in rural areas increases, and the scale of Custodial grandparenting that follows increases. Even in the United States, the number of grandparents who are responsible for the care and rearing of their grandchildren has increased dramatically in the past few decades (Kropf & Burnett, 2003). The negative psychological effects of Custodial grandparenting on children left behind have long been studied both at home and abroad. Relevant research results have also been recognized by experts in relevant fields at home and abroad. According to Wang and Zhu (2015), nationwide, more than half of children aged 0 to 6 are receiving Custodial grandparenting at home, which actually produces Custodial grandparenting problems for rural left-behind children.

Multivariate models show that children of migrant populations in Southeast Asian countries such as Indonesia and Thailand are more likely to have poor mental health than children from non-immigrant families (Graham & Jordan, 2011). Accordingly, compared with parent-raised children, children reared in intergenerational parentage have significant cognitive, emotional, moral and personality deficits. This problem, which cannot be ignored, has aroused people's great attention.

## **Research Objectives**

To understand the psychological impact of Custodial grandparenting on left-behind children, and to intervene in this problem

## **Literature Reviews**

### **Conception of Left-behind children and Custodial Grandparenting**

#### **1 Left-behind children**

The term "left-behind children" first appeared in the early 1990s, referring to children left behind in China because their parents went abroad to study or work. At present, left-behind children refer to children under the age of 17 who are under the guardianship of others or live independently while their parents or one of them has left their hometown and cannot live together with their parents (Wang, 2012).

#### **2 Custodial grandparenting**

Nowadays, some young parents are too busy to take time off, or due to divorce and other reasons, they leave all the responsibilities of their children's education and life to their grandparents. These grandparents consciously become the "parents" who take care of the third generation. This upbringing and education of grandchildren by grandparents is called Custodial Grandparenting (Qin, 2013).

## **Research Methodology**



The research subjects of this paper is a village in Shanxi Province. Two left-behind children in different age groups of custodial grandparenting in the village were selected. One was a 4-year-old left-behind child, Lei. The other is Lu, a left-behind child who is eight years old in custodial grandparenting.

Case 1: Left-behind child Lei, four years and seven months old, male, from a poor family. He attends the village kindergarten. During interviews with her guardians, the researchers learned that Lei had been reared by her grandparents since she was weaned. In order to increase the family's income and improve their living conditions, Lei's parents work outside the country all the year round. They only go home during the Spring Festival every year and stay at home for six or seven days. So Lei's parents spend very little time with their children a year, not to mention educating them in the process of accompanying them. At the same time, Lei's grandparents are also busy with farm work, and actually have little time to educate Lei just to ensure the basic food and clothing of the daily life.

Case 2: Lu, eight years old, male, from an ordinary family, dropped out of school at home. When he was three years old, their father left home for work and has not returned home since then. Unable to bear the poverty, his mother also left him and remarried to another village. Lu has been living with her grandparents ever since. Both grandparents were illiterate, unemployed and lived in the countryside for a long time, their only family income being the family's apple orchard. His grandparents are always busy with farm work, so they take little care of him.

The qualitative research methods of seed data collection (interview, observation, physical analysis) in this study were used to conduct an in-depth and holistic exploration of the research phenomenon. Conclusions and theories are drawn from the original materials, and interpretative understanding of the behavior and meaning construction is gained through interaction with the object of study (Wang, 2011).

**1. Interview** The interviewees of this study are four-year-old Lei and his grandparents, eight-year-old Lu and his grandparents, respectively, through the pre-prepared interview outline. The Custodial grandparenting influence on left-behind children's cognition, moral influence, emotional influence and personality influence are the main aspects of the interview. The interview of the guardians of left-behind children is mainly carried out from the basic situation of the family, parents' educational concepts, children's growth process, children's cognition, moral, emotional, personality development and other aspects.

**2 Literature method** Through library materials (books, periodicals, newspapers) and Internet resources (CNKI, ebooks, Baidu, Google, etc.), the researcher searched and read relevant materials related to this research, sorted out the existing relevant researches, and obtained some new concepts and theoretical knowledge that could be widely available on the basis of the existing relevant researches.



## **A case study on the psychological effects of Custodial Grandparenting on left-behind children**

Family is the first environment for children to grow up. If parents are away from their children for a long time, children cannot get parental care and love, their sense of security will be reduced. For children, the negative impact brought by family breakage is long-term, which will accumulate continuously. It is easy to have a great impact on children psychologically, and then lead to deviation of behavior. Although the left-behind children are taken care of by their grandparents, according to several studies, the children raised by their grandparents are more likely to have cognitive and moral problems. Grandparents are older, it is difficult to find the child's psychological problems, even if found do not know how to do (Cao, 2005). So it is very important to study this topic. The study analyzes the effects of custodial grandparenting on left-behind children from cognitive, emotional, moral and personal aspects (Xi, 2011).

### **The influence of Custodial grandparenting on the cognition of left-behind children**

#### **1 Cognitive impact on parents' work .**

The two left-behind children have a very vague understanding of their parents' work. When asked where their parents are, they all say they have gone to earn money and do not know where they work. While they are vaguely aware of their parents' work, they are not completely unaware. Their vague understanding comes from the concealment of their grandparents, who do not tell the left-behind children where their parents work or what they do.

Case 1: "My parents go out to earn money. Every time they come back, they buy me lots of toys and new clothes." (When being asked where their parents go to earn money, he says,) "I don't know. It's a long way. My dad takes such a long bus ride every time." (When being asked what jobs their parents do, he says,) "Hey, I don't know. My grandparents didn't tell me about it."

Case 2: "My grandparents told me that they would not let me learn from my father, and what they did was not serious work, so that I could learn well". "I don't know what he does, anyway, my grandparents said they don't work hard to earn money, they just know to play."

**2 Cognition of doing housework.** Compared with children raised by parents, children under the control of grandparents are more spoiled. Also, since grandparents are too old to keep an eye on their children doing housework slowly, they do it all by themselves. Lei, the left-behind child, has no idea about housework. And after being stopped time and time again, the left-behind children Lu also gradually does not do housework.

Case 1:

"What is housework? It's what you can do yourself. Can you do it yourself? Can you



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get dressed? Can you feed yourself?"

"My grandmother says I'm still young and will wear them when I grow up. I'm dressed by my grandmother now. When I eat, I always make the bowl down. Grandma thinks I'm dirty, so she feeds me."

Case 2:

"I've tried doing chores myself, like wiping the table. But every time I clean it, grandma thinks I can't clean it, so she won't let me clean it. Then I stopped, and I stopped doing other chores."

**Cognition on themselves.** Custodial grandparents can only focus on taking care of their children with enough food and warm clothes, and seldom take care of their children's soul. For example: They seldom praise their children, and remind them when they make mistakes. Although the starting point is for the good of their children, left-behind children are prone to be sensitive and feel that they have many shortcomings, which leads to a low level of self-awareness.

Case 1:

"Grandma always said I was black, said I was skinny, said I was too naughty, I think I am not a good boy. The teachers don't like me because I don't listen to them."

Case 2:

"When my grandparents get angry, I think I made a mistake and I'm not good. They must think I'm a burden, so they get angry. They say I'm unattractive."

## **2 The Influence of Custodial Grandparenting on the Emotional Effects of Left-behind Children**

The emotional needs of children are very important, and left-behind children are prone to many psychological problems because they are far away from their parents and their needs for love and belonging cannot be satisfied. Research shows that, compared with children from normal families, the vast majority of left-behind children have imperfect communication with their parents, and the parent-child relationship is distant and indifferent. These problems cannot be improved for a long time, thus causing the common emotional problems of left-behind children (Cao, 2005).

Case 1:

"I was afraid to play with other children because I was afraid they would bully me. If other children are being bullied, they can ask their parents to call a teacher. But if I was bullied, no one would help me."

In the contact process with the left-behind child Lei, the researcher found that his sensitivity, inferiority, loneliness of the component proportion is very large. This is because Lei has been separated from his parents since the beginning of his life, and his love and sense



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of belonging have not been fulfilled.

Case 2.

The Custodial grandparenting child, Lu, has always considered him a nuisance to his grandparents and felt resentful because his parents did not want him. The following is a transcript of the interview. The following is a transcript of the interview:

Researcher: "Why don't you mention your mom and dad?"

Interviewee: "I hate them, they all don't want me, I don't miss them at all."

Researcher: "Mom and dad leave you, because they may have their own pain cannot say."

Interviewee: "I heard my grandfather told the village head that my father had a home outside and my mother had a new home. I'm not a kid now, and you don't have to kid me. Why did they give birth to me when they did not want me?"

## **The Influence of Custodial Grandparenting on the Morality of Left-behind Children**

### **1 The influence of Custodial grandparenting on the moral cognition of left-behind children**

Lu: "I prefer Wolffy, I prefer witches. I think it's good to be the bad guy, because the bad guy can't be bullied." From the child's answer, we can see that his moral cognition is biased. Huang (2006) argued, "The acquisition, content and degree of moral cognition are inevitably affected by the family environment in which children live". In family education, parents are the direct impart of children's moral concepts, while left-behind children stay away from their parents for a long time, and their grandparents as guardians are often old and poorly educated, unable to give scientific education and correct guidance (Zhao, 2011). Under such circumstances, it is difficult for left-behind children to form a correct moral cognition.

### **2. The influence of Custodial grandparenting on the moral feelings of left-behind children**

In the contact with Lei, a left-behind child, the researcher found that his moral and emotional performance deviated from that of normal children, and he did not feel ashamed of doing wrong.

He said, "I'm not blushing. I'm a kid. My grandmother said it doesn't matter what mistakes I make." In addition, according to his guardian, he often mistreated small animals, such as when he saw a pile of ants, he would water them, and his mouth said to water them to death. It can be seen that Lei's moral feelings have deviated from the correct track. The contemporary psychologist, Huang (1991) once said, "If parents are sensitive and reactive in their children's early childhood, and can help their children realize their wishes and share



positive emotional experiences with them during interactive games, then children will form secure attachment to their parents, thus promoting the germination of their children's conscience."

Lei, the left-behind child, has made it difficult for him to properly guide and release his psychological hostility and anxiety, making it difficult to form good moral feelings due to the lack of moral and emotional supervision from his grandparents.

#### **4 The influence of generational separation on the personality of left-behind children**

Lei, "I want what must give me what." Lei is so wayward that he gets what he wants by crying. Lei has been living with his grandparents since he was weaned. His grandparents doted on him very much. As time passes, it is easy to cause the bad personality of the child to be self-willed and selfish.

"When a child does something wrong, I usually don't criticize him in front of others. I usually protect the child," said Lei's grandparents. In the interview, the researchers found that when Lei's grandma and grandpa are "too protective of children". When Lei did wrong they almost don't criticize him, they believe that their child is as a child away from their parents and already very poor. So for children, the children's shortcomings go uncorrected for a long time, so get into bad behavior and personality.

Lu, "I don't have any good friends, my grandparents almost don't let me go out. If I go out, I follow them to the fields." Lu's grandparents are on the other end of the spectrum. They adopt a strict "caretaker" education, which leads to his very low interpersonal skills. The reason for adopting this kind of education is that if he wants to go out to play, it will take a long time, and the two old people don't have the energy or time to look at him all the time.

It will have a lot of risk factors to the child go out to play by himself, so he has been watching around. Therefore, Lu's active communication ability is very weak. Also because of this closed education, Lu is very timid, introverted, few words.

#### **Case Study on Psychological Problems of Left-behind Children under Custodial Grandparenting**

According to the actual situation, this study selected Lu from Case 2 as the case study object, and presented the relevant research elements through the table, including the psychological problems of the children before the intervention, the intervention measures of the researcher, and the changes of the children after the intervention (Chen, 2012).

##### **1. First contact**





**Table 1** The researcher's first contact with the client

Times	Date	Contents
1st contact	2015.12.13	The first professional contact between the researcher and the interviewee Lu was at the home of the client. At first, he was shy when meeting researchers, and did not take the initiative to speak, and answered questions passively. The contact was short, one hour and 13 minutes.

## 2 Intervention of Cognitive Problems of Left-behind Children under Custodial Grandparenting

**Table 2** Intervention of cognitive problems of left-behind children under intergenerational education

Intervention of cognitive problems of left-behind children under intergenerational education	
Date	2015.12.18
Times	2nd Contact
Before intervention	In terms of cognition of his parents' work, Lu doesn't know how hard his parents work. On the contrary, he thinks his parents reject him because of their work.
	In terms of the cognition of housework, Lu has no intention of taking the initiative to help his grandparents with housework and has no concept of doing housework.
	In terms of his own cognition, Lu thinks he is a burden to his grandparents and always makes mistakes to make them angry.

**Table 2** Intervention of cognitive problems of left-behind children under intergenerational education (continued)

Intervention of cognitive problems of left-behind children under
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intergenerational education	
Date	2015.12.18
Times	2nd Contact
Interventions	<p>In the second contact, the researcher assigned three assignments to the subject(Lu). First, to asked their grandparents what their parents did, whether they were tired from work, when they went to bed and when they had meals.</p> <p>Second, to help grandparents do housework, and tell the researcher about their own housework next time.</p> <p>Third, to think about what he is good at and what he wants his grandparents to praise him for.</p>
After interventions	<p>In terms of cognition of his parents' work, Lu learned that his parents worked very hard and his breakfast, lunch and dinner were not as rich as his own. Although he doesn't know the specific content of his parents' work at his age, he can understand that his parents go out to work for a better life for him and his grandparents in the future.</p>
	<p>In terms of housework, Lu can fold quilts, put on clothes, wash socks, sweep the floor and clean the table by himself (just like learning from his grandparents). Lu thought he was a fast runner and his grandmother praised him for being more sensible than before. He began to affirm himself.</p>

According to the above intervention analysis, we can see that because Lu is far away from his parents too early, he lacks the care and love, encouragement and support of his parents, and also lacks the communication and exchange with his parents. Therefore, he is easy to form a sense of inferiority, denying himself at the same time to others are full of vigilance and distrust. After the intervention, Lu's perception of himself, his parents' work and his perception of housework improved dramatically.

### 3 Intervention of Cognitive Problems of Left-behind Children under Custodial Grandparenting

**Table 3** Intervention of Emotional Problems of Left-behind Children under Custodial Grandparenting



<b>Intervention of Emotional Problems of Left-behind Children under Custodial Grandparenting</b>	
<b>Date</b>	<b>2015.12.23</b>
<b>Times</b>	<b>3rd Contact</b>
Before intervention	At the beginning of the contact with Lu, he always thought that he was a burden to his grandparents and that he was rejected by his parents. He had a lot of grievances against his parents.
Interventions	<p>When contacting for the third time, the researcher told Lu that his grandparents and parents loved him very much. They bought him new clothes and delicious food, and they cared a lot about him. He is not an unwanted child. His second uncle, grandparents all regard him as a treasure.</p> <p>Mom and Dad buy gifts for him when they come home every New Year.</p> <p>After the contact, the researchers gave Lu a new assignment to count the number of new clothes bought by his grandparents and parents this year, and ask him which gifts he particularly liked.</p>
After Intervention	After intervention, the subjects' feelings of distress in negative emotions were greatly reduced. With a renewed focus on the gifts, he gradually lost the sense that his grandparents were ignoring him, that his parents didn't want him.

The emotional needs of children in their growth stage are very important, but the emotional needs of left-behind children are often difficult to be met. This is because the parents are not around for a long time, and the guardians who are responsible for care do not know how to pay attention to these emotional needs, which will easily cause their psychological stress over time. At the same time, it will also cause their character defects and communication difficulties with others. However, after the intervention of researchers, left-behind children get some satisfaction of being cared for, and their sense of distress gradually decreases.

#### **4 Intervention of Moral Problems of Left-behind Children under Custodial Grandparenting**

**Table 4** Intervention of Moral Problems of Left-behind Children under Custodial



## Grandparenting

<b>Intervention of Moral Problems of Left-behind Children under Custodial Grandparenting</b>	
<b>Date</b>	<b>2015.12.28</b>
<b>Times</b>	<b>4th Contact</b>
<b>Before intervention</b>	Lu was biased in moral cognition. He thinks he likes being bad more than being good, because bad people are not easy to be bullied.
<b>Interventions</b>	<p>The main purpose of this contact is to correct some incorrect moral cognition of Lu. The main way is to tell him by reasoning and telling stories that he should not bully the weak and should be brave and actively deal with being bullied. At the same time, I also listened to him tell the scenes of conflicts with his friends in the past, and told him how to deal with some situations and the mentality he should have through retelling and guiding these experiences.</p> <p>Through the communication between the client and the researcher, the client began to be willing and active to face the conflicts between partners and to play the role of kindness to deal with various situations he faced.</p>
<b>After Intervention</b>	Through the fourth contact, Lu was no longer indifferent to the people and things around him. Although he occasionally showed the common child's mischievousness, he had a basic understanding of what was right and what was wrong, and what was right and what was not.

Ecosystem theory holds that the formation of moral ideas is inseparable from the surrounding environment; especially the interaction with the surrounding environment in early childhood often plays a deep-rooted role (Si, 2012). Once the deviation of children's moral cognition is found, it should be intervened as soon as possible and corrected in time. The way is to improve their living environment, especially the guardians who are in close contact with them to improve their ideas, pay attention to their own words and deeds, strengthen the attention to the children's moral cognition, and create good conditions for the children to form a good moral cognition (Zhu, 2012).

### **5 Intervention of personality Problems of left-behind Children under Custodial Grandparenting**



**Table 5** Intervention of personality Problems of left-behind Children under Custodial Grandparenting

<b>Intervention of personality Problems of left-behind Children under Custodial Grandparenting</b>	
<b>Date</b>	<b>2016.01.07</b>
<b>Times</b>	<b>5th Contact</b>
Before intervention	The subject's personality turns out to be introverted, timid and unwilling to communicate with others, the reason being that the guardian usually takes care of the type of education.
Interventions	In this contact, the researcher took the client to attend the classmate party of the researcher. Through this experience, the subject came into contact with more strangers and experienced the process from being unfamiliar and timid to getting familiar with and then to friendly play with many people. Meanwhile, the interaction between researchers and classmates was observed. In order to make the client experience to eliminate the psychological fear of strangers, and learn the relationship between partners. The researchers then gave the subjects an assignment to go out and talk to other children, in a friendly and proactive manner.
After Intervention	After the fifth intervention, the researcher found that the subject's personality was much more cheerful. The most obvious point was that he was more willing to say hello to his neighbors and to go out to play with children. Although still very timid, very introverted, but in the initiative this aspect has made a lot of progress.

According to the above investigation and analysis of caretaker education, although the guardians have a variety of reasons and difficulties, they do objectively lead to children's weak awareness of taking the initiative to communicate. Childhood is a critical period for the formation of a child's character, which requires exposure to a wider world and more stimulation and exercise. And if the children are often closed in a small environment, it is not conducive to the physical and mental development of children (Wang, 2012). At this time, it is necessary to adjust the education model in time, to create more opportunities for children to contact the



outside world and communicate with people. After a period of time, the effect is natural and immediate.

**Table 6** The last contact between the researcher and the client

Times	Date	Contents	Change
6th Contact	2016.01.12	<p>This time, the researchers came with Lu's mother and bought him the promised toy.</p> <p>Previously, the client had some resistance to the meeting with his mother, so the researcher conducted psychological counseling to the client before the meeting.</p> <p>After counseling, the client did not have too much resistance to his mother.</p> <p>Through the meeting, the client has a deeper understanding of his mother.</p> <p>He learned that although his mother left him, it was mainly to go out to work and to make a better life for him and his grandparents. Moreover, her love for him did not decrease and she missed him very much.</p>	<p>Through this contact with his mother, the client and his mother enhanced their mutual affection, and he also better understood the difficulties of his parents.</p>

### **7 Case closure and follow-up services**

Through six interviews and interventions with deer, he has improved a lot and has basically achieved the counseling goals set by the researchers at the beginning. Thereafter, the contact between the client and the researcher will cease. After the conclusion of the case, the researcher kept in touch with the client by telephone so as to follow up the growth of the client.

### **Countermeasures to solve the psychological problems of Custodial grandparenting for left-behind children**

#### **Countermeasures to solve the cognitive deviation of Custodial grandparenting for left-behind children**

To overcome the cognitive bias of custodial grandparenting among left-behind children, three steps can be taken:

##### **1) Help left-behind children find out their cognitive biases.**



Left-behind children because of age and experience is not enough, it is difficult to find out the cognitive bias. This requires researchers to actively communicate with clients and their guardians in order to make children aware of this cognitive bias in an appropriate way.

**2) Communicate with left-behind children about their deviations.**

Let the child realize that some knowledge is wrong through various ways in the communication, and combine with his actual experience, re-understand the people and things around and related to him.

**3) Help left-behind children form a correct cognition.**

After letting children know their own cognitive biases, they also need to establish a correct cognition for them. Through reasoning, telling stories, arranging various practical tasks, they can personally experience the feelings brought by correct cognition, so as to slowly form a new habit of thinking.

**Countermeasures to solve the emotional fluctuations of custodial grandparenting for left-behind children**

Left-behind children are separated from their parents for a long time, and custodial grandparents fail to adapt to the children's psychological development and timely guide their emotions (Cao, 2005). Therefore, emotional fluctuations will become an important psychological feature of left-behind children. In order to ensure the mental health of left-behind children, psychological intervention should be carried out on their emotional problems in time. There are four commonly used psychological interventions:

**1) Relaxation therapy: in the implementation of relaxation therapy,**

researchers should first select a quiet indoor environment, let the children choose a comfortable posture to sit well, regulate breathing, and establish a pleasant environment;

It can also be paired with soothing or upbeat music.

Limit your relaxation time to 10-15 minutes.

**2) Catharsis therapy: when children mood swings abnormal,**

if cannot by relaxing the slow mood swings, can take catharsis therapy: can take a child to an open place, relatively vigorous exercise such as running, exercise can yell into the air after the relatively positive words, such as "I am a good boy," "mom and dad loved me", "I love mom and dad". In this way, negative emotions can not only be relieved, but also can be transformed into positive thoughts and actions. Over time, children can maintain their own mental health.

**3) Build a parent-child communication platform.**

Children separated from their parents for a long time is the cause of many problems, and through the telephone, Internet and other equipment, let children often communicate with



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their parents, can reduce the negative psychological separation, reduce the estrangement between children and their parents.

#### **4) Establish surrogate patriarchal system.**

Should have support in the case of intergenerational rearing, many moral problems of left-behind children are caused by the absence of their parents (Zhu, 2012). Researchers can perform the role of surrogate parents, providing assistance in children's development, especially in moral and psychological growth, and providing children with the education and warmth that parents should provide.

### **Countermeasures to Solve the Moral Problems of Custodial Grandparenting for Left-behind Children**

#### **1) Tell stories to make sense.**

Not only are there a wide variety of books to choose from, but in today's Internet age, it's easy to find a wealth of fables that are conducive to children's moral development. Researchers and guardians can use the story in light of the children's own experiences. Through the story and children communicate feelings, and make him understand the corresponding truth.

2) Watch some expressive animations and let him feel the emotions of the characters. Healthy multimedia programs have a more direct impact on children and are more attractive to them. Researchers and guardians can accompany children to watch such media programs to guide them to build a healthy emotional system and build a sense of kindness and love for life from the root.

3) set a situation, test his moral will and moral behavior. This can be in the form of a question-and-answer exchange. For example, if you go to the grocery store to buy something, and find that it is at your hand, no one is there, would you just take it away? No matter what the child says, the consequences of both choices can be both positive and negative.

We can also set an example, for example, walking together on the side of the road, see the waste drink bottles on the side of the road, then you can guide the children to throw the bottles into the trash can, and tell the children who do not throw garbage are good children. These little situations are also an important way for guardians and children to communicate emotionally. Only by closely combining healthy behavior habits and healthy feelings can we finally get a healthy psychology.

4) rewards and punishments are clear, and the use of reinforcement method to further consolidate or guide it. Children need a long process to distinguish right from wrong, in this process, children will make all kinds of mistakes, this time can use appropriate punishment to deepen the child's cognition of wrong behavior, once again to avoid the repetition of such mistakes; And when the child can change the wrong behavior, it needs to be timely to reward,





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to encourage his correct behavior habits.

### **Countermeasures to Solve the Personality Problems of Left-behind Children under Custodial Grandparenting**

#### **1) Encourage him to communicate with children.**

For example, in the case of Lu XX who does not love to get along with other children, first of all, let him eliminate the resistance to contact with other children, once he is integrated into other children, give praise in time; Secondly, when he and other children play, timely supervision of their words and deeds; At the end of each play, it is also necessary to timely review the mood when the next play, for some of the bad behavior to point out.

**2) Example demonstration**, edification infection. The researcher can take the client to attend the party of his classmates or friends, and let the child participate in the contact between himself and others, so as to learn the way the researcher communicates with others. At the same time, this process is also helpful for children to eliminate the shyness of strangers, thus improving the introverted and withdrawn character.

### **Conclusion**

"Left-behind children" and "Custodial grandparenting" are common problems in today's society. Therefore, on the basis of understanding the general rules of children's psychological development and healthy growth, we need to deeply investigate and study many problems and coping strategies in the growth process of left-behind children. Through these visits, we can see that it is necessary to observe children's self-cognition, emotions, moral development, personality development and many other aspects, and take effective interventions to improve the growth of left-behind children. The relevant departments should have a good management system. and should provide proper education to the youth and their parents.

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