

many interventions for autism have been developed, effective approaches to improving social adaptation and quality of life remain challenging. The integration of Chinese cultural elements, especially clothing design, may provide new ideas for the rehabilitation of autistic youth.

Subjects and Methods. The study included 30 autistic young people aged 18-25, who were randomly divided into the experimental group and the control group with 15 people each. The experimental group received 12 weeks of Chinese element costume design adjuvant therapy, including traditional costume making and cultural learning. The control group received social skills training. Stress response and cognitive status were evaluated with SASRQ and 3D-CAM. SPSS23.0 statistical analysis and independent sample T-test were used to compare the differences between the two groups.

Results. After treatment, the scores of the Stanford acute stress response questionnaire in the experimental group were significantly lower than those in the control group ($P < 0.05$), indicating that their stress response had been alleviated to some extent. On the 3-minute disorder assessment scale, the cognitive status score of the experimental group was also significantly better than that of the control group ($P < 0.05$), indicating that the cognitive function had improved.

Conclusions. Chinese element clothing design assisted therapy actively reduces stress response and enhances cognitive state. Traditional costume design and cultural learning improve emotional management and cognition. Innovative psychological intervention supports the comprehensive treatment of autism, and cultural integration therapy is supported by empirical evidence.

Cognitive impairment analysis of public health emergencies from cognitive psychology perspective

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Background. Public health emergencies (such as epidemics, natural disasters and chemical accidents) have aroused widespread concern in society, threatening physical health and affecting mental health and cognitive function. Despite concerns about these effects, the cognitive impairment of the masses during such events remains unclear. Cognitive psychology studies individual thinking, perception, learning, etc., and provides a useful framework for analyzing the impact of emergencies on mass cognitive function.

Subjects and Methods. The Stanford Acute Stress Response Questionnaire (SASRQ) and 3-minute Disorder Assessment Scale (3D-CAM) were used to study the effects of emergency events on cognitive function. 500 participants were randomly selected and divided into an exposed group and a non-exposed group. The exposed group received cognitive tests after the event, while the non-exposed group was tested at the same time as the control group.

Results. The SASRQ scores of the emergency exposure group showed a significant increase in cognitive stress ($P < 0.05$). The cognitive confusion in the exposed group was significantly higher than that in the non-exposed group ($P < 0.01$). SPSS23.0 statistical analysis confirmed the significance of these differences.

Conclusions. Studies have shown that public health emergencies can negatively impact cognitive function in the population, including increased cognitive stress and confusion. This highlights the importance of cognitive psychology in understanding and responding to the impact of unexpected events on individual cognition. In the future, more attention should be paid to the psychological cognitive state of the masses to better meet the challenges of public health emergencies.

Motivational interviews in health education management on adolescent depression reduction

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Background. Adolescent depression presents a problem that cannot be ignored in modern society. Motivational interviews for planned health education management are considered a potential intervention method to address this issue.

Subjects and Methods. The study selected adolescent students from several schools as the research subjects and divided them into an experimental group and a control group. The experimental group received motivational interviews on planned health education management, including individual interviews and group discussions; The control group continued to receive routine health education. To clarify the grouping, we used a random sampling method to randomly assign students to two groups. The study collected depression scores and mental health questionnaire survey data from adolescents as research indicators and used Stata statistical software for data processing and analysis.

Results. In the experimental results, the depression scores of the experimental group students were significantly reduced. The depression score of the experimental group students decreased from the initial 25.6 to 18.9, while the depression score of the control group students decreased from the initial 26.3 to 24.5. The results of Stata statistical software showed that the difference between the experimental group and the control group was statistically significant.

Conclusions. The research results indicate that motivational interviews in planned health education management have a positive effect on adolescent depression. Motivational interviews such as individual interviews and group discussions can significantly reduce adolescent depression scores and help alleviate their depressive symptoms.