

# Promotive Psychoeducational Poster-Based Intervention to Build a Supportive Psychological Climate in Special Needs School Communities

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**Abstract.** Special needs school environments represent communities with complex psychosocial dynamics, involving intensive and continuous interactions among children, parents, therapists, and educators. The complexity of children's needs, parental expectations regarding developmental outcomes, and professional demands placed on therapists may contribute to emotional strain and disrupt the psychological well-being of the community. This Community Service program aimed to foster a more supportive psychological climate through a promotive intervention using psychoeducational posters. The program employed a *Community-Based Participatory Research* (CBPR) approach, beginning with a situational analysis conducted through individual and group interviews with parents and therapists to identify core community issues. The findings revealed difficulties in understanding children's behavior as a form of needs communication, emotional strain experienced by therapists, and the lack of consistent psychoeducational media within the school environment. Based on these findings, psychoeducational posters were developed containing messages related to positive parenting, understanding children's behavior, strengthening self-confidence, and self-care for caregivers. The posters were displayed in strategic shared spaces within the school community. This intervention functioned as a *silent educator* that encouraged reflection, enhanced psychological awareness, and strengthened shared understanding among community members. The findings suggest that promotive interventions using visual media can serve as an effective initial strategy for strengthening a supportive psychological climate in special needs school communities on a sustainable basis.

**Keywords:** Community Psychological Climate, Community Service, Psychoeducational Posters, Special Needs Schools

## 1 Introduction

Community service represents one of the core missions of higher education institutions, aimed at bridging academic knowledge with real-world societal needs. In the context of special needs education, community service initiatives play a strategic role in supporting the psychological well-being of school communities that involve children, parents, therapists, and educators. Rather than focusing solely on resolving problems at the individual level, such initiatives increasingly emphasize the importance of fostering awareness, shared understanding, and a healthy psychological climate through promotive, community-based approaches.

Special needs education environments constitute communities with complex and interrelated psychosocial dynamics. These communities function not only as learning spaces for children but also as arenas of intensive, recurrent, and ongoing interactions among children, parents, therapists, and educators [1], [2], [3], [4]. From a developmental ecology perspective, special needs schools can be understood as micro- and mesosystems that bring together significant relationships in children's lives, where the quality of interpersonal interactions directly affects the psychological well-being of all parties involved [5], [6], [7], [8], [9], [10]. In this study, the ecological perspective is applied pragmatically to understand how shared school environments shape daily interactions and psychosocial experiences, rather than to provide a comprehensive ecological mapping. Accordingly, the term "ecological" in this article refers specifically to the shared physical and social school environment as a contextual setting for interaction and meaning-making, rather than to a comprehensive application of ecological systems theory across multiple systemic levels.

The complexity of children's needs requires deep understanding, patience, and adaptive responses from the surrounding environment. Children with special needs often display behaviors that differ from typical developmental norms, including communication limitations, immature emotional regulation, and behaviors that may appear challenging [11], [12], [13], [14], [15]. Theoretically, such behaviors should not be interpreted merely as misbehavior or noncompliance, but rather as forms of communication through which children express needs, discomfort, or limitations. When children's behavior is not understood within this framework, the likelihood of maladaptive adult responses increases substantially.

Field findings derived from individual and group interviews with parents and therapists indicate early signs of psychosocial strain within the school community. Many parents experience difficulties in interpreting children's behavior as a form of needs communication, leading to responses oriented toward pressure, punishment, or unrealistic developmental demands. Such response patterns may increase children's stress, hinder emotional regulation development, and reinforce problematic behaviors as reactions to environmental pressure. Moreover, developmental expectations that are misaligned with children's capacities can generate prolonged frustration for both parents and children, ultimately weakening the quality of parent-child relationships [16], [17], [18], [19], [20], [21], [22], [23], [24].

Therapists and educators also occupy a vulnerable position within this ecological context. They face high professional demands in supporting children with diverse needs while simultaneously managing strong parental expectations regarding developmental outcomes. Heavy workloads, sustained emotional engagement, and empathic involvement with children's conditions place therapists at risk of emotional exhaustion [25], [26], [27], [28], [29], [30]. Exposure to children's traumatic experiences—either through narratives or direct observation—may further trigger secondary traumatic stress, which over time contributes to compassion fatigue. Compassion fatigue is theoretically understood as emotional exhaustion resulting from prolonged empathic engagement without sufficient restorative support and is commonly experienced by human service professionals, including therapists working with children with special needs [31], [32], [33], [34].

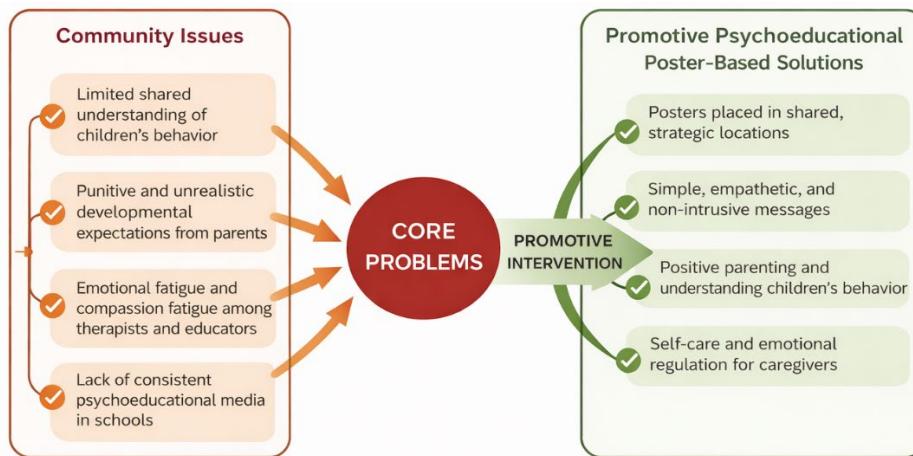
Importantly, these conditions have not yet escalated into clinical or disruptive problems that would require curative or remedial interventions. However, emerging indications of emotional fatigue among therapists and disengagement among some parents suggest the need for early, supportive responses at the community level. Field observations also indicate that school environments have not fully provided consistent, accessible, and sustainable psychoeducational media to bridge differences in understanding among parents, therapists, and educators. The absence of such media limits the collective internalization of positive parenting values, shared interpretations of children's behavior, and awareness of caregivers' mental health. Theoretically, changes in attitudes and interaction patterns within communities are more effective when reinforced by consistent and repeated messages embedded in everyday environments. Accordingly, the challenges identified in this context are best understood as early-stage psychosocial tensions that warrant strengthening existing community resources, rather than as conditions requiring preventive screening or curative intervention.

Thus, the primary challenge faced by special needs school communities is not merely a lack of individual knowledge but the absence of shared understanding among community members. This shared understanding encompasses agreement on children's developmental needs, empathic and adaptive responses to behavior, and recognition that the psychological well-being of therapists and educators is an integral component of the child support system. Addressing such challenges requires interventions that strengthen systems and relationships rather than targeting individuals in isolation.

In response, this community service initiative deliberately adopts a promotive intervention approach through the development and implementation of psychoeducational posters. A promotive approach was selected because the identified challenges reflect early-stage psychosocial tensions rather than conditions requiring curative or preventive clinical interventions. Promotive interventions aim to strengthen existing psychosocial resources, enhance awareness, and support adaptive interaction patterns across the community. Within the ecological context of special needs school communities, posters function as environmental cues that consistently reinforce positive parenting values, encourage empathic interpretations of children's behavior, and promote awareness of caregivers' psychological well-being. By embedding psychoeducational messages within shared school spaces, this intervention seeks to foster a more supportive, reflective, and mutually understanding psychological climate, serving as a foundation for sustainable psychosocial support within the community.

The interconnected psychosocial challenges identified within the special needs school community highlight the need for a promotive intervention that strengthens shared understanding and supportive interaction patterns at the environmental level. Rather than targeting individuals in isolation, this approach situates intervention within the everyday spaces where interactions occur, allowing psychosocial support to be embedded in routine community life. As a conceptual bridge between the situational analysis and the selected intervention strategy, Figure 1 illustrates how situational analysis findings informed the selection of a promotive, environment-based intervention within the school community ecological perspective. Throughout this article, the term "community

“ecological perspective” is used as an integrative concept to describe how shared physical spaces, social relationships, and routine interactions within the school community collectively shape psychosocial experiences.



**Figure 1.** Conceptual framework linking situational analysis and promotive intervention within a community ecological perspective

The decision to adopt a promotive approach in this community service initiative was grounded in the nature and severity of the psychosocial challenges identified within the special needs school community. Field findings indicated emerging signs of emotional strain among therapists and increasing frustration or disengagement among some parents; however, these conditions had not yet escalated into clinical, disruptive, or dysfunctional states requiring curative or remedial interventions. At this stage, formal preventive or clinical approaches were also considered disproportionate to the level of identified challenges. Instead, the situation called for an early-stage intervention aimed at strengthening existing psychosocial resources, enhancing shared understanding, and supporting adaptive interaction patterns before more severe problems emerged. Promotive mental health approaches emphasize environmental support, awareness building, and capacity strengthening rather than symptom reduction, making them particularly appropriate for addressing relational and systemic issues within educational communities. By focusing on reinforcing a supportive psychological climate at the community level, the promotive approach adopted in this study seeks to mitigate the risk of escalation while remaining contextually appropriate, non-intrusive, and aligned with the everyday realities of the special needs school environment.

## 2 Methodology

The implementation method of this Community Service activity was designed to ensure that the intervention addressed the needs and contextual characteristics of the target community. Accordingly, the approach emphasized an in-depth understanding of the community's psychosocial dynamics, active participation of community members, and the selection of interventions that were contextual, applicable, and sustainable.

### 2.1 Approach

This Community Service activity employed a *Community-Based Participatory Research* (CBPR) approach, which emphasizes the active involvement of the community as partners throughout all stages of the program. Within CBPR, the community is not positioned as a passive recipient of interventions but as an active subject possessing experiences, knowledge, and perspectives that serve as the primary foundation for intervention design. This approach enables the development of interventions that are contextual and aligned with the real needs of special needs school communities.

CBPR is grounded in the principle that social and health-related issues, including mental health concerns in educational communities, cannot be fully understood without incorporating the voices and lived experiences of community members. Therefore, data collection in this activity was conducted through individual interviews and group interviews with parents and therapists to explore psychosocial dynamics, emotional pressures, and interaction patterns within the school community.

The CBPR approach allowed for the identification of core problems genuinely experienced by the community rather than relying solely on external assumptions. The analysis revealed that the primary challenges were not limited to a lack of information, but rather the absence of shared understanding regarding children's behavior,

positive parenting practices, and the psychological well-being of caregivers. These findings formed the basis for designing a contextual promotive intervention.

Within the CBPR framework, psychoeducational posters were selected as the intervention medium due to their non-intrusive nature, accessibility, and potential for sustained impact. Through this approach, the community service activity focused not only on knowledge dissemination but also on community empowerment and the strengthening of collective psychological capacity.

## 2.2 Media Selection: Psychoeducational Posters

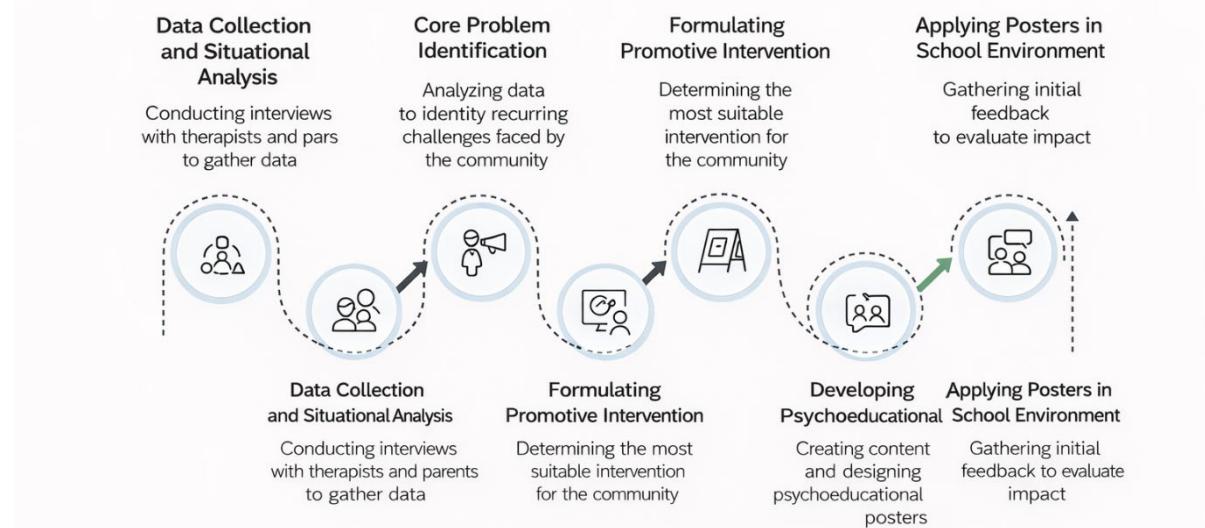
The selection of psychoeducational posters as the primary intervention medium was based on practical, contextual, and theoretical considerations aligned with the promotive orientation of this community service initiative. Given that the identified psychosocial challenges were at an early stage and did not require intensive or individualized interventions, a low-threshold and non-intrusive medium was considered most appropriate. Posters allow psychoeducational messages to be delivered in a simple, accessible, and non-confrontational manner, making them suitable for communities with diverse educational backgrounds and varying levels of psychological literacy. Compared to workshops or counseling sessions, posters do not demand additional time, emotional readiness, or formal participation, thereby minimizing potential resistance among parents and therapists.

The choice of posters was also informed by the increasing accessibility of creative tools, including AI-assisted and design-based applications, which enable the rapid development of visually engaging and contextually relevant materials. This accessibility supports the sustainability and replicability of the intervention, particularly in school settings with limited resources. Importantly, the intervention deliberately prioritized physical poster placement over digital dissemination. Gadget use is restricted within the school environment, and the intervention was designed to function within classroom spaces and shared work areas where daily interactions naturally occur. By embedding psychoeducational messages within the physical environment, posters serve as continuous visual reminders that reinforce awareness and reflection without disrupting routine activities.

Within a pragmatic ecological perspective, posters function as environmental cues that subtly shape how individuals interpret experiences and engage in interactions over time. Rather than delivering information in a single moment, posters enable repeated exposure to key messages, supporting gradual internalization of values related to positive parenting, empathic understanding of children's behavior, and caregiver self-care. This environmental embedding aligns with the promotive goal of strengthening the psychological climate of the school community through everyday, context-sensitive interventions.

## 2.3 Implementation Techniques and Process

The implementation of this Community Service activity was conducted through several interrelated stages in accordance with CBPR principles. Figure 2 illustrated that each stage was designed to actively engage the community and ensure that the developed intervention aligned with the needs and context of the special needs school community.



**Figure 2.** Implementation process of community service

The first stage involved data collection and situational analysis. This stage included individual interviews with therapists and group interviews with parents and therapists to explore emotional experiences, perceptions of children's behavior, interaction patterns among parents, children, and therapists, and challenges encountered in

supporting children with special needs. Semi-structured interview techniques were used to allow in-depth exploration while providing participants the freedom to express their subjective experiences.

The second stage focused on identifying the community's core problems. Interview data were analyzed qualitatively to identify recurring patterns, such as parents' difficulties in interpreting children's behavior, emotional strain experienced by therapists, and the limited availability of psychoeducational media within the school environment. The identification process incorporated perspectives from all stakeholders to ensure that the formulated problems accurately reflected community needs.

The third stage involved formulating the promotive intervention. Based on the identified core problems, the service team and community collaboratively selected psychoeducational posters as the most suitable intervention due to their non-intrusive nature, accessibility, and potential for long-term impact.

The fourth stage consisted of developing the psychoeducational poster materials. The posters included key messages related to positive parenting, understanding children's behavior as a form of communication, strengthening children's self-confidence, and self-care for caregivers. Language and visual elements were designed to be simple, empathetic, and contextually appropriate.

The fifth stage involved applying the posters in strategic shared spaces accessed by parents and therapists. The final stage consisted of initial reflection through observation of community responses and informal conversations, serving as a basis for preliminary evaluation and future program development.

## 2.4 Site and Duration

This Community Service activity was conducted at *My Sunshine*, a special needs education school located in Malang City. The program was implemented over a two-week period in November, encompassing all stages of the community ecological perspective-based service process, from situational analysis to the application of promotive interventions. The implementation was structured in stages to ensure systematic, participatory execution aligned with the school community's dynamics. The activity schedule is presented in Table 1.

**Table 1.** Community Service Activity Schedule

Week / Timeframe	Activity Stage	Description
<b>Week 1 of November</b>	Community situational analysis	Individual interviews with therapists and group interviews with parents and therapists to explore emotional experiences, interaction patterns, and perceptions of children with special needs.
<b>End of Week 1</b>	Core problem identification	Analysis of interview data to map recurring community issues and psychosocial needs.
<b>Beginning of Week 2</b>	Promotive intervention formulation	Selection of psychoeducational posters as a promotive intervention based on situational analysis findings.
<b>Week 2 of November</b>	Poster development	Development of poster content and design focusing on positive parenting, understanding children's behavior, and caregiver self-care.
<b>End of Week 2</b>	Implementation and initial reflection	Poster installation in strategic school areas and initial reflection through observation and informal discussions.

Through this structured schedule, the Community Service activity was implemented systematically and sustainably, allowing the promotive intervention to be applied contextually and in alignment with the needs of the special needs school community.

## 2.5 Target Participants

The target participants of this Community Service activity included the primary elements within the ecological system of special needs school communities, namely parents, therapists, and educators. These groups were selected due to their central roles in shaping the psychosocial environment that continuously influences children's development. Parents were identified as primary targets because they serve as the main caregivers with high interaction intensity with their children. Parents' understanding of children's behavior, management of developmental expectations, and response patterns directly affect children's emotional well-being.

Therapists and educators were also primary targets, as they function as professional caregivers within educational and therapeutic contexts. High workloads and emotional involvement place them at risk of emotional exhaustion, highlighting the need for enhanced mental health awareness and self-care practices. Children with special needs were indirect beneficiaries of this activity through the creation of a safer, more supportive, and

responsive environment. By addressing multiple layers of the community, this activity is expected to generate systemic and sustainable impacts.

### 3 Result & Discussion

This section presents the results of the Community Service implementation and discusses the relevance of the promotive intervention in relation to the identified community issues. The results are analyzed descriptively to illustrate the linkage between situational analysis, the intervention development process, and the potential impact on the ecological system of special needs school communities.

#### 3.1 Report on Situational Analysis Activities

The results of the situational analysis indicate that parents and therapists within the special needs school community were in relatively vulnerable psychological conditions. This vulnerability emerged as a consequence of high role demands, intensive emotional interactions, and developmental expectations that were not fully aligned with the individual capacities and needs of children with special needs. These findings were derived from individual and group interviews that enabled an in-depth exploration of subjective experiences and relational dynamics among community members.



**Figure 3.** Group discussions and interviews with parents of children with special needs (left) and therapists (right)

**Figure 3** shows documentation of discussion activities with parents of students (left) and therapists (right). These discussions served both as a means of information gathering and as a form of psychoeducation delivered through informal and interactive dialogue. The activities were conducted alongside the institution's routine biweekly meetings, which facilitate interactive communication among school administrators, professional psychologists, and parents, as well as during weekly evaluation sessions with therapists.

Among parents, psychological pressure was primarily associated with expectations regarding their children's development. Parents often occupied an ambivalent position between the desire to see optimal progress and the realistic limitations faced by their children in learning and adaptation processes. The discrepancy between expectations and developmental realities generated feelings of anxiety, frustration, and helplessness. Under such conditions, some parents tended to respond to children's behavior with excessive demands or less adaptive approaches, including the use of punishment as a means of behavioral control. These responses not only affected children's emotional well-being but also exacerbated the psychological strain experienced by parents themselves.

Therapists and educators demonstrated a different yet interrelated pattern of psychological vulnerability. They faced high workloads due to the demands of supporting children with diverse needs, coupled with relational pressure stemming from parental expectations regarding developmental outcomes. Intensive empathic engagement in caregiving processes, along with exposure to children's traumatic experiences, placed therapists at risk of emotional exhaustion and compassion fatigue. This condition was reflected in emotional fatigue, self-doubt regarding professional competence, and increased sensitivity in fulfilling professional roles.

The situational analysis further revealed that these psychosocial dynamics could not be understood as isolated individual problems. The pressures experienced by parents and therapists interacted with one another, forming recurring interaction patterns within the school community. Relational tension between parents and therapists, differing perspectives on children's needs, and the absence of shared reflective spaces contributed to the formation of a less supportive psychological climate. In this context, interventions targeting individuals in isolation were considered insufficient to address the complexity of the issues.

Therefore, the situational analysis indicates that community needs are better addressed through promotive interventions targeting systems and relationships within the community ecological perspective of special needs schools. Such approaches enable change at the level of shared understanding, interaction patterns, and the overall psychological climate. By emphasizing awareness enhancement, collective reflection, and environment-based psychosocial support, promotive interventions are expected to reduce emotional strain among parents and therapists and foster more supportive conditions for children's sustainable development. The detailed findings of the situational psychological analysis of parents, therapists, and the observed social environment are presented more clearly in Table 2.

**Table 2.** Results of Situational Analysis in Special Needs School Communities

Analyzed Aspect	Key Findings	Psychosocial Impact	Implications for Intervention
Parents of children with special needs	High pressure due to elevated developmental expectations and difficulty interpreting children's behavior as needs communication	Anxiety, frustration, and tendency toward less adaptive approaches (excessive demands or punishment)	Need for psychoeducation on positive parenting and behavior interpretation
Therapists and educators	High workload, layered professional demands, and pressure from parental expectations	Emotional exhaustion, self-doubt, and risk of compassion fatigue	Need for mental health awareness and self-care reinforcement
Parent-therapist relationships	Divergent perspectives on children's needs and development	Relational tension and ineffective communication	Need for unifying media to foster shared understanding
School environment	Limited consistent and accessible psychoeducational media	Collective internalization of positive parenting and empathy remains limited	Need for environment-based promotive intervention
Community system	Systemic and recurring issues	Ongoing emotional strain among community members	Need for promotive interventions targeting systems and relationships

### 3.2 Development of Posters as a Promotive Intervention

The development of psychoeducational posters as a promotive intervention was based on the premise that psychosocial challenges within special needs school communities are shaped not only by individual knowledge gaps, but also by shared meanings, interaction patterns, and environmental cues embedded in daily school life. Drawing from the situational analysis and participatory engagement with parents and therapists, the posters were designed as context-sensitive tools aimed at strengthening awareness, reflection, and adaptive responses across the community. Rather than delivering prescriptive instructions, the posters were intentionally framed to invite reflection, normalize emotional experiences, and reinforce supportive values through repeated visual exposure in shared spaces.

Each poster was developed with a clear logic model linking identified community needs, target audiences, and promotive outcomes. The content, language, and visual elements were tailored to address specific psychosocial issues observed during interviews, while remaining accessible to a heterogeneous community with diverse educational and cultural backgrounds. In this sense, the posters functioned as environmental reinforcements within the school ecology, supporting gradual shifts in perception and interaction rather than immediate behavioral correction.

Poster 1: Understanding Children's Behavior as Communication (Figure 4) addressed one of the most prominent issues identified during the situational analysis, namely parents' and caregivers' difficulties in interpreting children's behavior. The poster content emphasized that children's behavior—particularly in special needs contexts—often represents unmet needs, emotional states, or regulatory challenges rather than intentional misbehavior. Reflective prompts such as identifying what a child may be expressing or requiring were included to guide adult responses toward inquiry rather than control. The primary target audience for this poster was parents, although therapists and educators were also expected to benefit from its message. By reframing behavior as communication, the poster aimed to reduce punitive responses, foster empathy, and encourage more adaptive interaction patterns that support children's emotional regulation and psychological safety.



Figure 4. Poster on communication patterns with children with special needs

**Poster 2: Benefits of Support and Praise for Children** (Figure 5) focused on reinforcing the importance of positive support and acknowledgment in children's development. The content highlighted how praise directed toward effort and persistence—rather than outcomes—can enhance children's motivation, emotional security, and social engagement. This poster was designed in response to situational findings indicating high performance expectations and outcome-oriented demands placed on children by adults. The target audience included parents, therapists, and educators, as all play a role in shaping children's daily learning experiences. The promotive benefit of this poster lies in shifting adult focus from performance pressure toward relational support, thereby strengthening positive adult-child relationships and fostering a more nurturing developmental environment.



Figure 5. Poster on support and praise for children

**Poster 3: Fostering Children's Self-Confidence** (Figure 6) addressed the emotional consequences of repeated comparison, correction, and high expectations experienced by children with special needs. The poster content emphasized acceptance, recognition of individual strengths, and appreciation of learning processes as central to building self-confidence. Visual and textual elements were designed to convey that progress occurs at different paces and that each child's developmental trajectory is valid. This poster targeted all adults interacting with children on a daily basis, particularly educators and parents. Its promotive function was to encourage psychologically safe environments that support children's emotional resilience, reduce anxiety, and promote engagement according to individual capacities.



Figure 6. Poster on fostering children's self-confidence

**Poster 4: Self-Care and Emotional Awareness for Therapists** (Figure 7) was developed specifically in response to indicators of emotional fatigue and compassion fatigue risk identified among therapists and educators. The poster content focused on recognizing emotional limits, practicing self-compassion, and attending to personal well-being as integral components of professional caregiving. Rather than framing self-care as an individual weakness or luxury, the poster normalized emotional vulnerability as part of empathic work. The target audience for this design was therapists and educators, and its promotive benefit was to function as a protective environmental reminder that supports emotional regulation, reflection, and sustainability in caregiving roles.



**Figure 7.** Poster on self-strengthening for therapists

**Poster 5: Parents as Role Models** (Figure 8) emphasized the influential role of parents in shaping children's emotional and behavioral development. The content highlighted how parents' communication styles, emotional expressions, and coping strategies are modeled by children in everyday interactions. This poster was designed to encourage parental self-reflection rather than induce guilt, framing role modeling as an opportunity for positive influence. The primary target audience was parents, with the intended benefit of fostering more mindful parenting practices and strengthening consistency between home and school environments.



**Figure 8.** Poster on “parents as role models”

Across all poster designs, bilingual language (Indonesian–English) was deliberately employed to reflect the linguistic realities of the school community. Many parents and students are accustomed to bilingual communication within a private educational setting that adopts an international-oriented curriculum. The use of English in selected content was therefore not decorative, but functional, enhancing accessibility and resonance with the community’s everyday communication practices. Visual elements were designed to be friendly, culturally appropriate, and non-threatening, avoiding technical terminology and judgmental messaging.

Overall, the poster set was conceptualized as an integrated promotive system rather than as isolated messages. Together, the designs addressed interconnected psychosocial domains—child behavior interpretation, relational support, self-confidence, caregiver well-being, and parental role modeling—within the community ecological perspective. By embedding these messages into shared physical spaces, the intervention sought to support gradual, sustainable improvements in awareness, interaction quality, and the overall psychological climate of the special needs school community.

### 3.3 Application of Posters within the Community Ecological Landscape

The application of posters as a promotive intervention was deliberately designed in alignment with the ecological characteristics and institutional practices of the special needs school community. The decision to install posters in physical spaces, rather than disseminating psychoeducational content through digital media, was informed by both contextual and theoretical considerations. Within the school environment, the use of digital

devices is intentionally minimized in order to maintain children's focus, regulate sensory exposure, and support structured interpersonal interactions. Consequently, poster-based interventions were considered the most appropriate medium for embedding psychoeducational messages without disrupting existing school norms or routines.

Beyond practical considerations, the physical placement of posters on school walls reflects an ecological approach to mental health promotion, in which the environment itself functions as an active agent in shaping awareness and interaction. Posters were not positioned merely as informational displays, but as integral components of the psychosocial landscape where daily interactions between parents, therapists, and educators take place. By situating the posters in shared and routinely accessed spaces, the school environment became part of the intervention, continuously reinforcing key messages as part of the community's lived experience.

Placement areas were carefully selected based on interaction density and accessibility, including waiting rooms and frequently traversed school corridors. These locations ensured repeated, low-pressure exposure to psychoeducational content without interrupting daily activities. Such repeated exposure supports gradual internalization of values and reflective engagement, rather than compliance driven by instruction or authority. This strategy aligns with ecological systems perspectives, which emphasize that sustainable behavioral and attitudinal change is more likely to occur when supportive cues are embedded consistently within everyday environments.

From a community ecological perspective, the posters functioned as environmental cues that subtly shaped how individuals interpreted children's behavior, emotional challenges, and caregiving roles. In this context, environmental cues are understood as non-directive, context-embedded stimuli that support awareness and reflection, rather than as tools intended to regulate, control, or prescribe specific behaviors. By consistently presenting empathetic, non-judgmental messages, the posters contributed to the construction of a shared psychosocial environment grounded in understanding, emotional regulation, and mutual support. In this way, the intervention targeted not only individual cognition but also the collective social atmosphere being co-constructed within the school community.



**Figure 9.** Poster installation within the community ecological landscape

As shown in Figure 9, the poster installation process represents the actual implementation of the promotive intervention, where psychoeducational materials were deliberately placed within shared school spaces to function as continuous environmental cues. The posters operated as *silent educators*, facilitating indirect learning through visual presence and concise messaging. Rather than demanding focused attention, the posters allowed community members to engage with the content at their own pace, fostering reflection and personal meaning-making. This non-intrusive mode of engagement is particularly suited to emotionally sensitive contexts, such as special needs education settings, where gentle and respectful approaches are essential.

Through their integration into the community's physical and social environment, the posters supported the internalization of shared values related to understanding children's behavior, emotional support, caregiver self-care, and parental role modeling. Over time, this environmentally embedded approach is expected to contribute to the development of a more supportive, reflective, and psychologically safe community climate, thereby promoting the sustainable well-being of all members within the special needs school ecosystem.

### 3.4 Initial Indicators of Impact

Following the application of posters within the community ecological landscape, initial reflections and qualitative responses were observed among parents and therapists. At this stage, the impact of the promotive intervention was assessed through qualitative and reflective indicators rather than formal outcome measurements. Given the promotive orientation and short implementation period, the evaluation focused on early signs of awareness and perceptual shifts among parents and therapists rather than observable behavioral change. Initial

observations and informal conversations suggested that the presence of psychoeducational posters prompted reflection among community members, particularly regarding interpretations of children's behavior and the emotional demands associated with caregiving roles. Some parents expressed increased awareness of the need to pause and reconsider their responses to children's behavior, while therapists reported feeling acknowledged and emotionally validated by messages addressing caregiver self-care.

These qualitative indications point to subtle changes in how psychosocial experiences were discussed within the school community. Conversations during waiting times and informal interactions increasingly reflected empathetic language, shared concerns, and recognition of emotional limits, especially among therapists. Although these changes cannot be interpreted as definitive outcomes, they represent early signals that the intervention contributed to a more reflective and supportive psychological atmosphere. Importantly, the absence of resistance or negative reactions toward the posters further suggests that the non-intrusive nature of the intervention was appropriate for the community context.

In addition to informal observations, initial indicators of impact were also reflected in participants' post-session written responses following the psychoeducational activities. Participants demonstrated an increased ability to articulate the concept of compassion fatigue, describing it as emotional, physical, and empathic exhaustion resulting from prolonged exposure to others' distress. Responses further indicated heightened awareness of risk factors among therapists and caregivers, including repeated exposure to traumatic narratives, sustained empathetic engagement, and emotional overload. Participants were also able to identify warning signs of compassion fatigue across emotional, physical, and interpersonal domains, such as irritability, sleep disturbances, emotional numbness, and withdrawal. Moreover, reflections on daily self check-in practices and self-care strategies suggested an emerging awareness of the importance of self-monitoring, boundary setting, and restorative activities. These responses do not represent behavioral change outcomes, but rather indicate early cognitive and reflective shifts aligned with the promotive goals of the intervention.

Overall, these initial indicators align with the intended promotive objectives of the intervention, namely enhancing psychological awareness and fostering a supportive climate within the school community. While longer-term evaluation would be necessary to assess sustained impact and behavioral change, the qualitative responses observed during implementation provide preliminary evidence that environment-based psychoeducational media can serve as an effective entry point for strengthening psychosocial support in special needs school settings. These indicators should therefore be interpreted as promotive signals of increased awareness and reflection, rather than as evidence of behavioral change or intervention effectiveness.

### **3.5 Limitations and Sustainability**

Given its promotive orientation, this community service initiative was not designed to produce measurable clinical or behavioral outcomes, but to strengthen awareness, shared understanding, and environmental support within the school community. This community service initiative has several limitations that should be acknowledged. First, the promotive intervention was implemented within a relatively short time frame, which limits the ability to observe long-term changes in behavior or sustained shifts in interaction patterns among parents and therapists. The evaluation therefore relied primarily on qualitative reflections and early indicators of awareness rather than systematic or longitudinal outcome measures. Consequently, the findings should be interpreted as preliminary indications of impact rather than definitive evidence of effectiveness.

Second, the use of psychoeducational posters as the primary intervention medium, while contextually appropriate and non-intrusive, has inherent limitations. Posters function mainly as tools for awareness-building and reflection and cannot replace more intensive psychosocial interventions such as counseling, supervision, or structured training programs when deeper or more complex psychological difficulties arise. As such, poster-based interventions should be viewed as complementary rather than substitutive forms of psychosocial support.

Despite these limitations, the intervention demonstrates strong potential for sustainability. The simplicity, low cost, and ease of replication of poster-based psychoeducation make it feasible for continued use within school environments. By embedding messages within everyday physical spaces, the intervention allows psychoeducational content to remain present without requiring additional resources or time commitments from community members. Furthermore, the increasing accessibility of digital design and AI-assisted creative tools supports the ongoing adaptation and renewal of poster content to meet evolving community needs.

For long-term sustainability, poster-based interventions may be strengthened through integration with other promotive activities, such as reflective discussions, peer support sessions, or periodic psychoeducational workshops. Future community service initiatives may also consider longitudinal follow-up to examine how sustained exposure to environmental cues influences interaction patterns and psychological climate over time. Through such integration, promotive interventions embedded in the community ecological perspective can contribute more robustly to the development of sustainable psychosocial support systems in special needs school communities.

## 4 Conclusion

This Community Service activity demonstrates that promotive interventions using psychoeducational posters can serve as an effective and relevant strategy for fostering psychological awareness within special needs school communities, as a promotive, non-clinical strategy embedded within the community ecological perspective. Through a community needs-based approach, the developed intervention addressed not only surface-level issues but also the psychosocial dynamics embedded in the relationships among parents, therapists, and the school environment as an integrated community ecological perspective.

The use of posters as a promotive intervention medium proved to function beyond simple information dissemination. The posters acted as *silent educators* that continuously presented empathetic and reflective messages within shared community spaces, thereby encouraging shifts in perspectives on children's behavior, strengthening positive parenting practices, and enhancing awareness of caregivers' mental health. The presence of posters in commonly accessed areas allowed these values to be gradually internalized without eliciting resistance or judgment.

Furthermore, this activity underscores that interventions targeting systems and environments have greater potential for sustainable impact than those focusing solely on individuals. By fostering shared understanding among all elements of the school community, a more supportive and empathetic psychological climate can be established, promoting the emotional well-being of children, parents, and caregivers simultaneously. This approach also functions as a preventive effort to reduce the risk of emotional strain and burnout among caregivers.

Ultimately, this Community Service activity highlights the importance of community ecological perspective-based promotive interventions in the context of special needs education. Participatory and contextually designed interventions integrated into everyday community environments offer a promising strategy for strengthening psychosocial support systems sustainably. Future initiatives may further develop similar approaches by integrating additional promotive media or conducting long-term evaluations to enhance intervention effectiveness in educational communities.

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