「學童情緒有轉機 – 正向介入與對策」

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社交情緒能力的重要性

- 不論性別、家庭經濟背景及早期學習能力
- 情緒社交能力較好的幼兒長大後：
  - 較大機會完成大學
  - 較大機會找到理想工作
  - 較少機會行差踏錯
  - 較少機會有精神病

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*, 2283-2290.

情緒教育

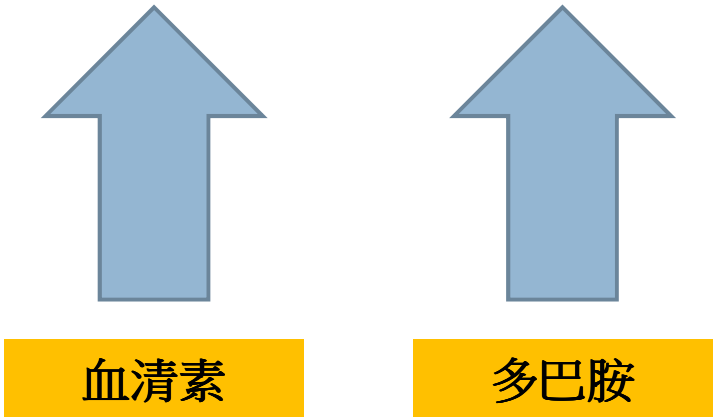
- 點出情境
- 命名情緒
- 處理情緒及解決問題

支持你自己的情緒

- 感恩
- 命名負面情緒
- 寫下自己的決定和計劃
- 身體接觸

感恩

- 寫下一樣今天令你覺得感恩的事：

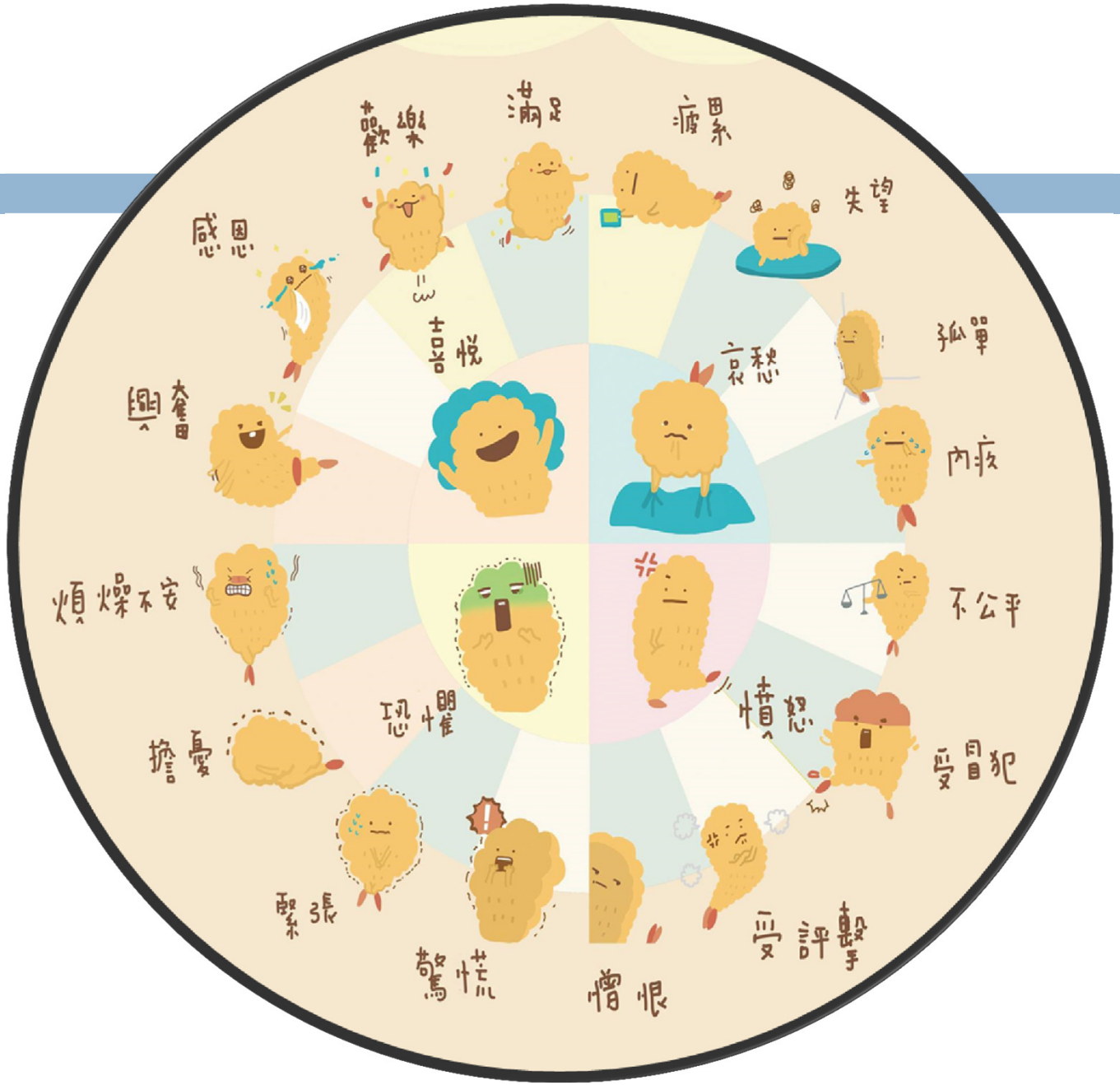


Korb, A. (2015). The upward spiral: Using neuroscience to reverse the course of depression. Canada: Raincoast Book.

命名負面情緒

- 我覺得_____，（好似_____）

Lieberman, M. D., Eisenberger, N. I., Crockett, M. J., Tom, S. M., Pfeifer, J. H., & Way, B. M. (2007). Putting feelings into words: affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological Science, 18*, 421-428.


滿足
疲累
失望
感恩
歡樂
喜悅
興奮
孤單
哀愁
內疚
煩燥不安
不公平
擔憂
恐懼
憤怒
受冒犯
緊張
驚慌
憎恨
受評擊

寫下自己的決定和計劃

- 我決定_____

Korb, A. (2015). The upward spiral: Using neuroscience to reverse the course of depression. Canada: Raincoast Book.

身體接觸

- 拍膊頭、牽手、依偎、擁抱

Coan, J. A., Schaefer, H. S., & Davidson, R. J. (2006). Lending a hand: social regulation of the neural response to threat. Psychological Science, 17,1032–1039.

同理心

- 我感受**孩子的感受**

Empathetic mindset 同理的心態

1. "A focus on relationships helps humanize students." Okonofua said. "Then you see them as not just a label but as growing people who can change, who can learn to behave more appropriately, with **help**."

2. (P)articipants (students) **responded far more favorably** when the teacher took an empathic response. They said they would respect the teacher much more, and would be more motivated to behave well in class in the future.

Empathetic mindset

3. The findings revealed that students whose teachers completed the empathic mindset exercise – as compared to those who completed a control exercise – were half as likely to get suspended over the school year, from 9.6 percent to 4.8 percent.

情緒

- 事情
- 角色/身份/位置

- 強烈程度 intensity
- 頻率 frequency

- 行為
- 想法/立場
- 生理

情緒急救 T.V.B.

T: Thought

V: Verbal

B: Behavioral

Thought 想法

Cognitive Reappraisal 認知重估

有方幫助的想法？

- 以事實或實際資料為基礎
- 合符情理
- 沒誇張、不輕視
- 讓情緒平和下來
- 使人有能力(正面)面對

- 沒有事實根據
- 誇大負面後果
- 令焦慮不安升級
- 使人逃避

心態：可改變

1. 相信情緒可轉變，特別是自己的情緒可變
   - 「成長心態」

2. 影響情緒調控方法的應用 (可控制)
   - 認知重估

面對不安的調節

(Rood, Roelofs, Bögels & Arntz, 2012)

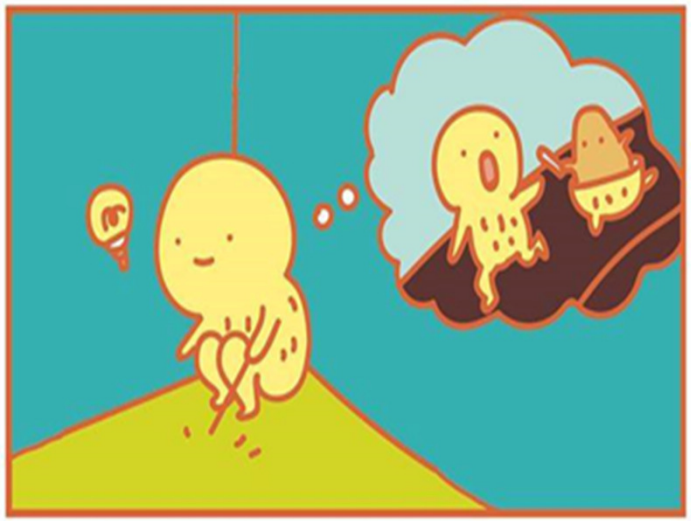
A	反覆思慮型： 不斷思考事情發生的原因
B	平安接受型： 接受事情已經發生，無論結果是好與壞，均平安接受
C	抽離觀察型： 從第三者的角度，觀察整件事件的發生、起承轉合等
D	正向重估型： 將事件重新評估演繹，再思考事件為自己帶來的成長

【「正面重估」助孩子「遇挫不撓」】

人生偶然會有跌倒的時候

不妨回頭想想在過程中得到甚麼

學習到甚麼

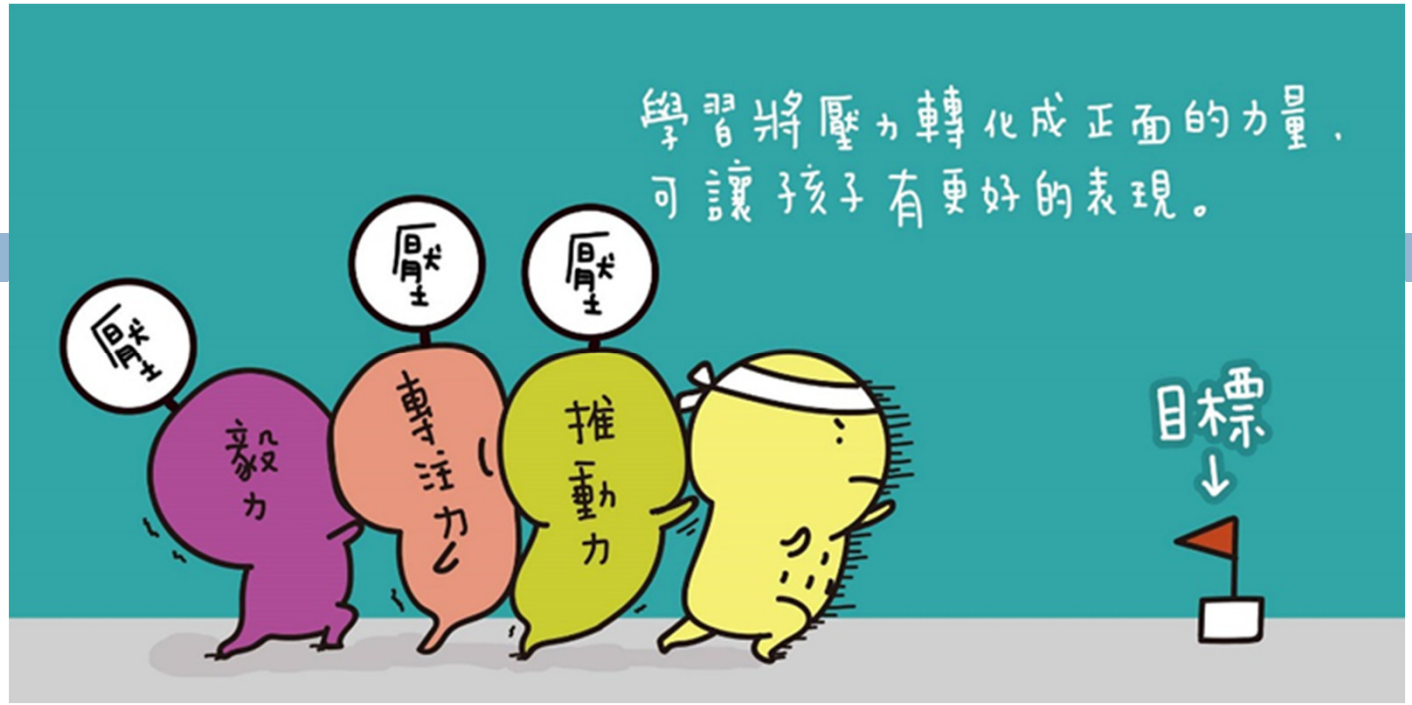


圖/文:洗腎

OHKASHI | 純粹福製

正面及負面感覺 (Rood, Roelofs, Bögels, & Arntz, 2012)

- 正向重估：
  - 最有效提升正面感覺、減低負面感覺
  - 「事件最終如何令我更強」(how this event has finally made me stronger)
- 抽離觀察：
  - 相對無效



將因壓力產生的身體反應演繹成**「那些感覺能讓我較小心謹慎/ 集中精神/ 保持水平/ 表現更好」**等較中性或正面的情況，相對於其他被引導「不用理會那些感覺」、或未有特別教授處理方法的人，的確能夠表現出較佳的集中力、較平和的心情和較好的工作表現。(Jamieson, Mendes, & Nock, 2013)

想法句式

- 雖然 _____，
  但總算_____。

例：雖然 今次比賽輸了，但總算 大家在練習時都覺得好開心、好投入 。

想法句式

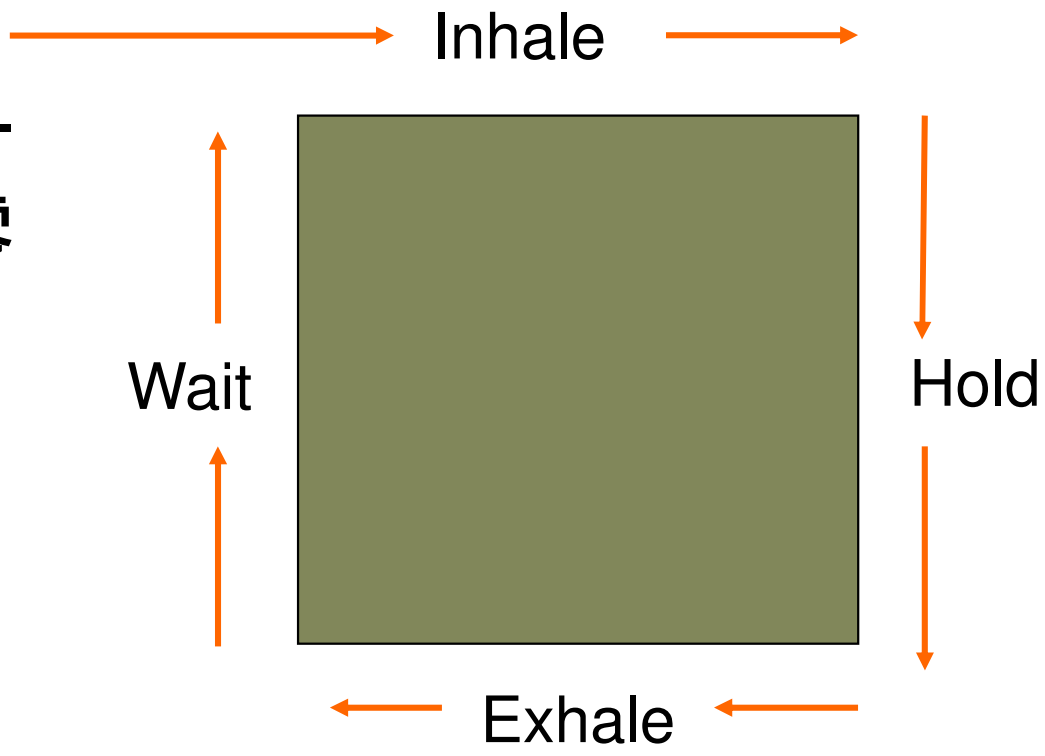
- 感覺/身體反應：「我很期待」、「讓我更集中精神」
- 過程：「雖然輸了比賽，但我的努力令我進步了！」
- 結果：「比賽輸了，我雖然不開心，但其實也沒有甚麼大不了，下一次又會再盡力！」

Verbal & Behavioral

- Verbal 說話
  - 「我」的訊息
- Behavioral 行動
  - 握姆指方法
  - 呼吸法

呼吸法

- 吸、留、呼、等：各3 秒
- 「一千零一、一千零二、一千零三」
- 重覆 5 次



行為小改變 (Siegel & Bryson, 2011)

1. 緩緩深呼吸
2. 暫時離開
3. 飲杯水
4. 找其他事做
    1. 輕鬆事
5. ……

M：Modeling 技巧模仿

1. **自己**有負面情緒時，在孩童面前展示情緒調節技巧，例如重估、深呼吸、數數字、飲杯水等
2. 抽時間**教導**
3. 引導孩子實習**模仿**

正向介入策略

負面情緒

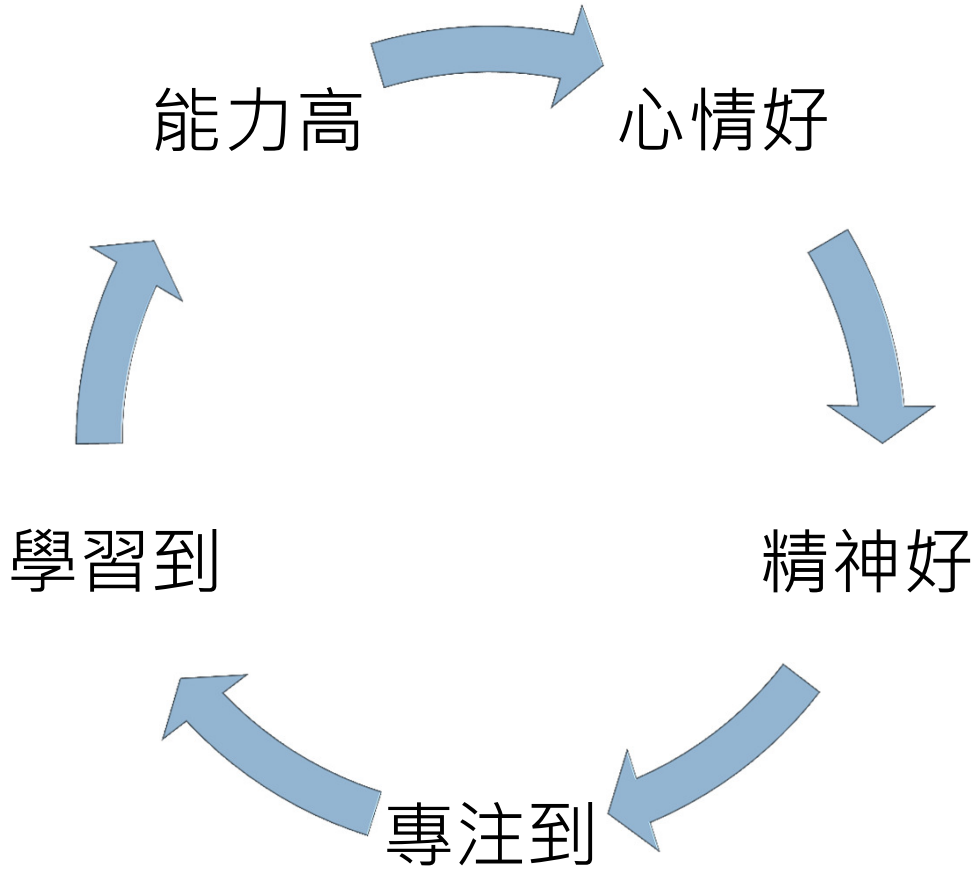
- Fight-or-flight
- 專注度被限制於較狹窄的範疇
- 預備離開、反抗或攻擊

拓展和構建理論
Broaden & Build Theory

正面情緒可以：

1. 開闊心胸，擴闊視野
   - 更專注、更投入的精神
   - 更廣闊、創新的想法
2. 構建資本與資源
   - 新學習、新技能、新知識、新人際

拓展和構建理論
Broaden & Build Theory



P.R.I.S.M.

P.R.I.S.M.

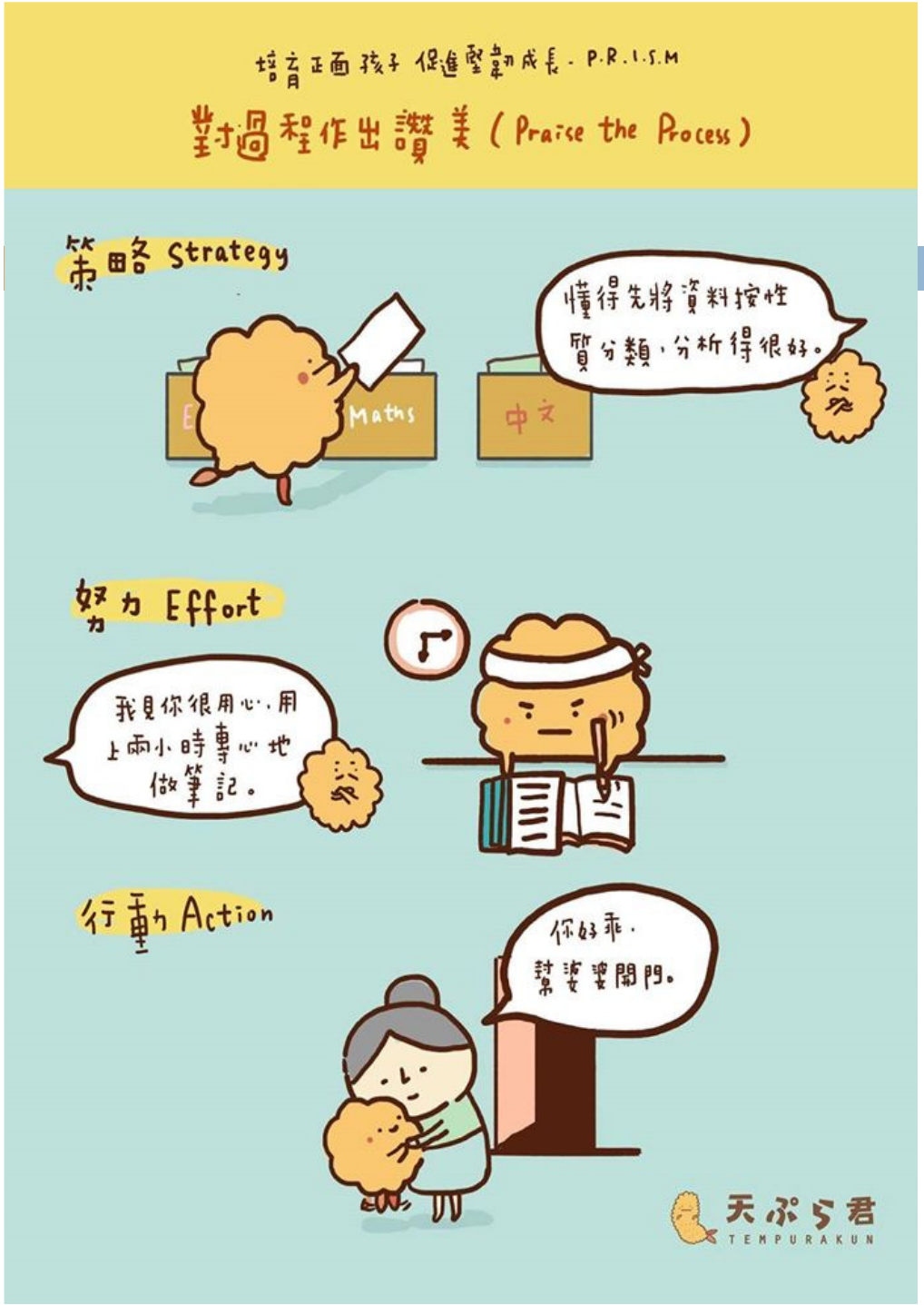
- P: Praise the Process
  - 對過程作出讚美
- R: Recognize the Strengths
  - 認清孩子的優勢
- I: Interpret the Meaning
  - 演繹生活的意義
- S: Sustain the positivity amid difficulties
  - 保持面對困難的正面力量
- M: Motivate intrinsically for continuous growth
  - 培育內在動機 持續成長

讚賞的好處

- 表示准許
- 增加被稱讚的行為
- 提升孩子的自尊感(能力感、安全感等)

好的讚賞

- 真：真心誠意，表裡如一
- 快：把握時機，立時讚賞
- 準：過程 S.E.A.



- 「過程讚美」 (process praise)
  - 採用過的策略 (strategy)
  - 付出過的努力 (effort)
  - 所作出的行動 (action)

讚賞過程 (Praise the Process)

- 策略 (Strategy)：

「懂得先將資料按性質分類，分析得很好。」

- 努力 (Effort)：

「我見你很用心，用上兩小時專心地做筆記。」

- 行動 (Action)：

「你好乖，幫婆婆開門！」

R: Recognize the Strengths

認清孩子的優勢

Recognize 認識

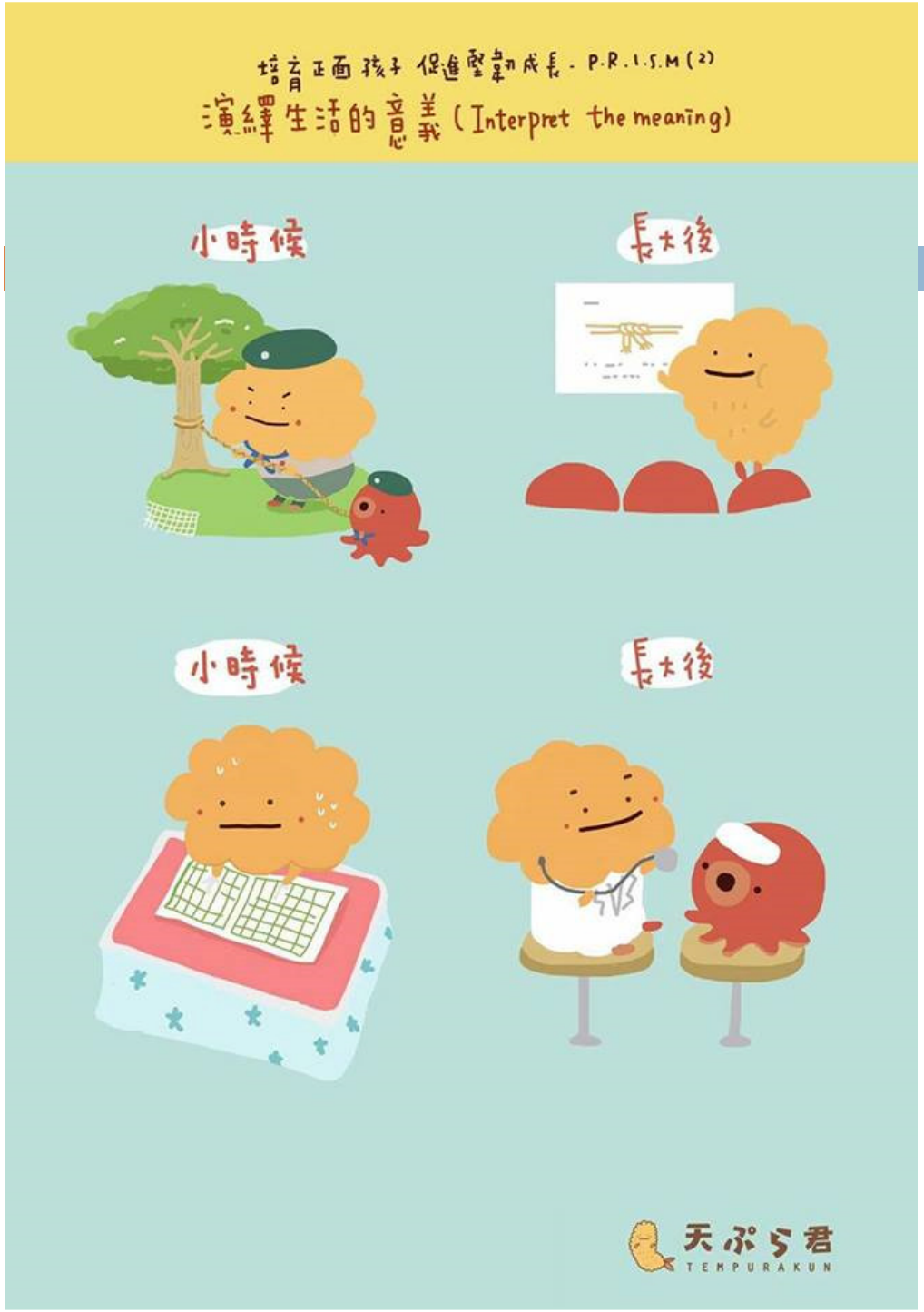
- Character Strengths 性格優勢

- "Character strengths are ways of thinking, feeling, and behaving that come naturally and easily to a person and that enable high functioning and performance." (Linley, 2006)
- "Character strengths are the psychological ingredients for displaying human goodness and they serve as pathways for developing a life of greater virtue. While personality is the summary of our entire psychological makeup, character strengths are the positive components - what's best in you." (VIA Institute, 2014)

- 「智」：獲取與運用知識（認知）
- 「勇」：面對困難、逆境時，展現意志，達成目標（情緒）
- 「仁」：人與人相處時的能力與關愛（社交）
- 「義」：營造公平公正的社群（公民社會連結）
- 「禮」：個人設限，以防過度（個人調節）
- 「靈」：對萬物的欣賞與連結（心靈）

Interpret the Meaning

演繹生活的意義



- 引導孩子演繹和理解目前生活中意義 (presence of meaning)
- 輔助他們尋找未來人生的意義 (search of meaning)

S: Sustain the positivity amid difficulties

保持面對困難的正面力量

Mental Contrasting 心智對比

- 自我調節的方法
- 連繫「正向情緒(想法、願望)」與現實狀況

- "… the strategy of mental contrasting entails conjoint mental elaboration of the desired future and the present reality, thereby making simultaneously accessible and creating strong associations between them (Duckworth, Grant, Loew, Oettingen, & Gollwitzer, 2011, p. 18)"

Implementation Intention 應對為本

- Mental rehearsal 心智想像採排

1. “I intend to achieve X!”
2. “And if situation Y occurs, then I will perform the goal-directed behaviour Z.”

(Duckworth et al., 2011, p. 19)

應對為本

- 「如果……，我就……」

應對為本
(Implementation Intention)
三點啦！
有卡通片睇啦！
你未做晒功課，
唔準走住！
但係真係做到好悶吖嘛！
如果你做功課做到好悶，
你就可以同自己講：
『我要做埋功課先睇電視！』
好啦！我要做埋先睇電視！！
HA! HA!
在不同情況下，
教孩子用適合的應對方法，
對他們完成任務會有明顯的幫助喔！

M: Motivate intrinsically for continuous growth

培育內在動機 持續成長

Motivate 推動

- Self Determination Theory 自我決定理論
  - Competence 能力感
  - Autonomy 自主感
  - Relatedness 關係感

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