



# 靜觀與ADHD

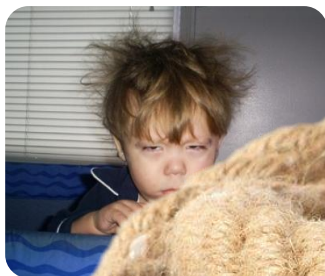
協康會 教育心理學家 陳鑑忠先生

# 靜觀與ADHD兒童 的家長



# ADHD兒童家長的生活

早上



早至晚



晚上

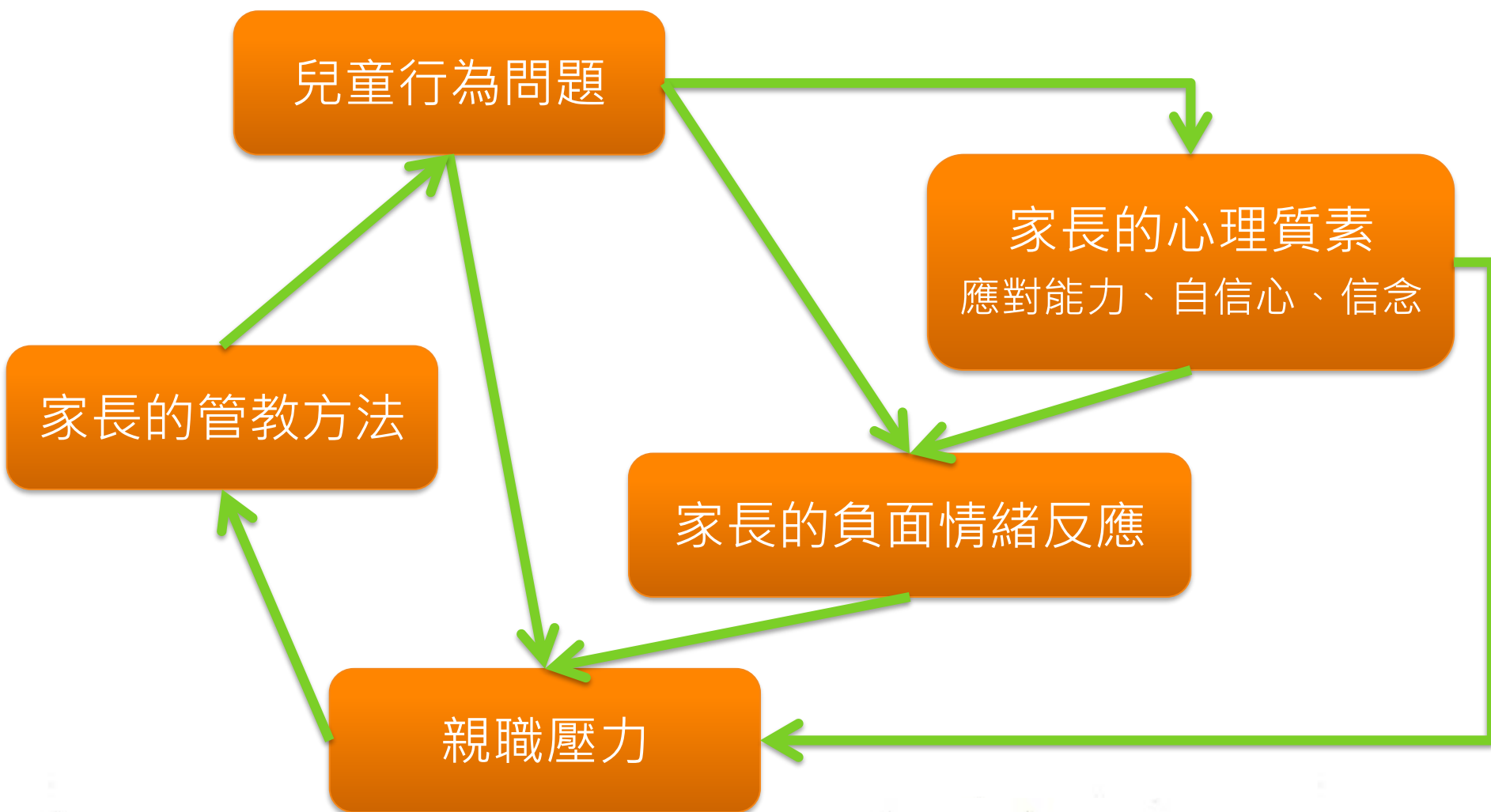


# AD/HD 兒童家長調查

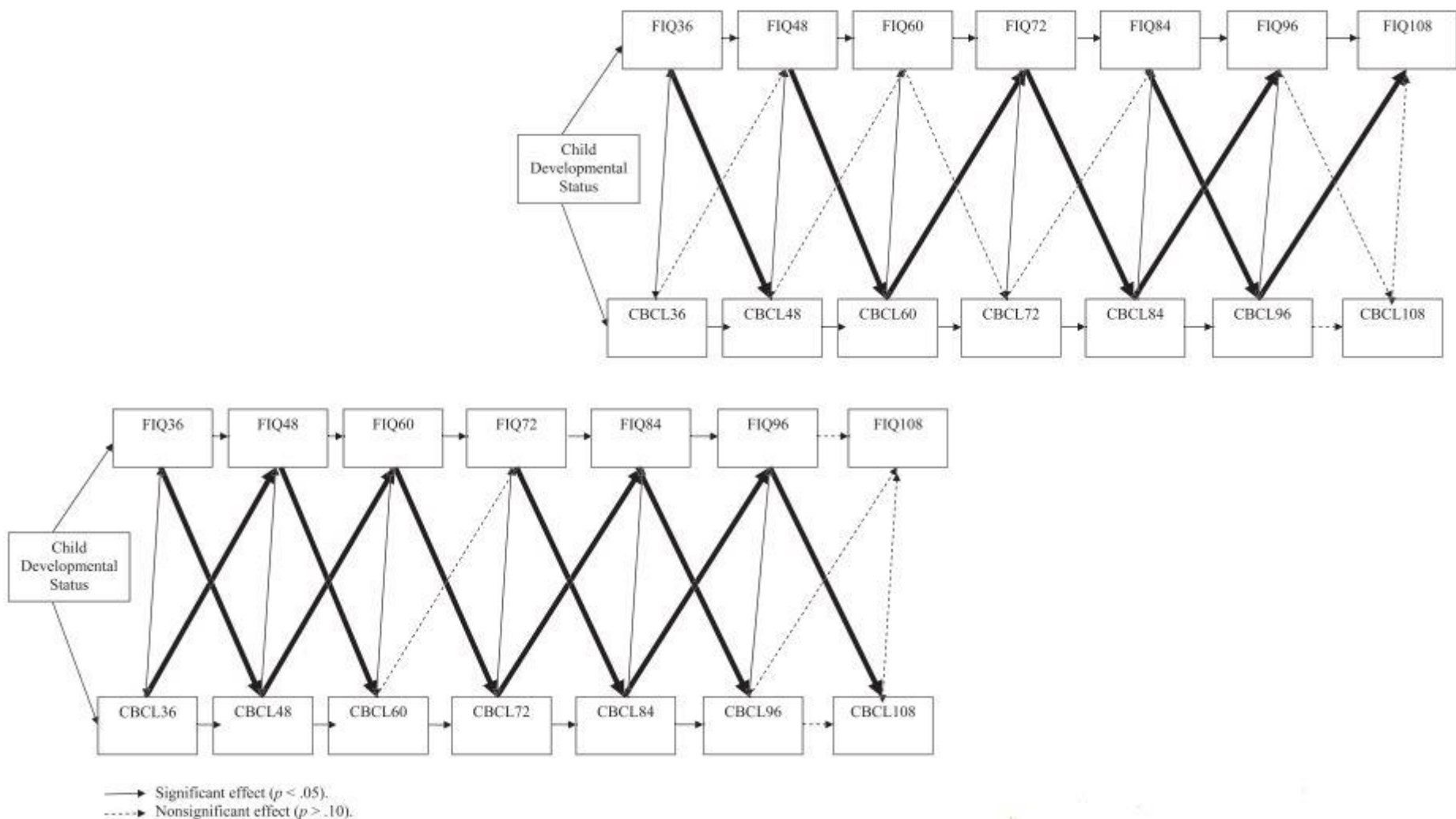
	一般家長 (N=186)	ADHD 兒童家長 (N=16)	<i>t, p</i>
家長子女 互動失調 (PSI-PCDI)	30.21 (5.81)	35.21 (5.36)	3.39, .001
家長壓力 (PSI)	98.88 (18.07)	108.19 (17.66)	1.98, .05
兒童行為 問題指數 (ECBI)	14.62 (9.05)	19.81 (7.16)	2.24, .03

來源: 香港城市大學及協康會 (2015)

# 兒童行為問題與親職壓力的關係



## 兒童行為問題與親職壓力的關係 (2)



Neece, C.L., Green S.A., & Baker, B.L. (2012). Parenting stress and child behavior problems: A transactional relationship across time. *American Journal on Intellectual & Developmental Disabilities*, 117(1), 48-66.

# 促進精神健康的方法 [加州大學醫學院; Walsh (2011)]

- 均衡飲食
- 適量運動
- 餘暇活動
- 親近大自然
- 親密關係
- 宗教
- 義務工作
- 靜觀



# 「靜觀」體驗



「靜觀」是什麼？

有意的

不加批判地

留心當下此刻

藉以瞭解自己

培育智慧與慈愛



# 「靜觀」是什麼？

覺察狀態

→ 內心空間

→ 自主應對



活在當下



# 一位母親的經歷



# 靜觀訓練在身體問題的應用

- 長期痛症
- 皮膚病
- 癌症
- 幫助病人減壓及提升整體狀況



# 靜觀訓練在精神健康上的應用

- 壓力
- 失眠
- 對其他治療反應欠佳之憂鬱症人士
- 焦慮
- 成癮問題
- 進食失調



# 「靜觀」主題練習

- 靜觀進食、身體掃描、靜觀呼吸、靜觀步行、靜觀伸展、靜觀思想
- 每天練習
- 是否放鬆，不是重點



# 靜觀訓練課程

- 靜觀認知治療 (MBCT)
- 靜觀減壓課程 (MBSR)



The screenshot displays the homepage of the Mindfulness Training website. At the top left is the logo with the text '靜觀訓練' and 'Mindfulness TRAINING'. To the right is a search bar and language links for 'English' and '中文'. Below the header is a navigation menu with links: '主頁', '靜觀簡介', '課程簡介', '最新課程', '畢業生活動', '靜觀心得', '聯絡我們', and '網站登入'. The main content area features a table of courses with columns for '日期及時間', '課程名稱', '導師', and '詳情'.

日期及時間	課程名稱	導師	詳情
31/03/2016 - 26/05/2016	"正念減壓"課程 (MBSR) 香港理工大學	葉麗璋	<a href="#">詳情</a>
01/04/2016 - 20/05/2016	給專注力不足過度活躍兒童的家庭為本靜觀訓練 香港家庭福利會香港東區分會, 香港	盧希皿	<a href="#">詳情</a>
22/05/2016 22/5/2016-22/5/2016 9:30 AM to 5:30 PM	靜觀減壓一天工作坊 香港靜觀中心, 香港中環	何麗薇	<a href="#">詳情</a>
01/06/2016 - 24/06/2016	靜觀減壓課程 (MBSR) 香港靜觀中心 香港德輔道中121號連車發展大廈17樓1701室	胡美心	<a href="#">詳情</a>

www.mindfulness.hk



# 「心寬歡」家長靜觀體驗課程

培養與孩子的  
親密關係

讓自己與孩子的  
心靈更健康



# 「心寬歡」 - 家長靜觀體驗課程一覽

第一節

知己知彼

第二節

靜觀其變

第三節

境隨心轉

第四節

反應、回應

第五節

風雨同路

第六節

同行一生



# 靜觀與ADHD



# AD/HD，從何而來？

## ❑ 遺傳

- ❑ 64% - 98%

## ❑ 腦部發展

### ❑ 結構：

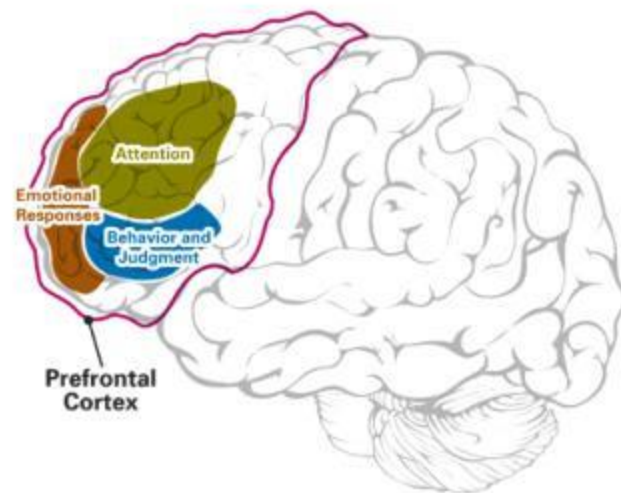
- 前額葉 (Pre-frontal Lobe)

- 基底神經節 (Basal Ganglia)

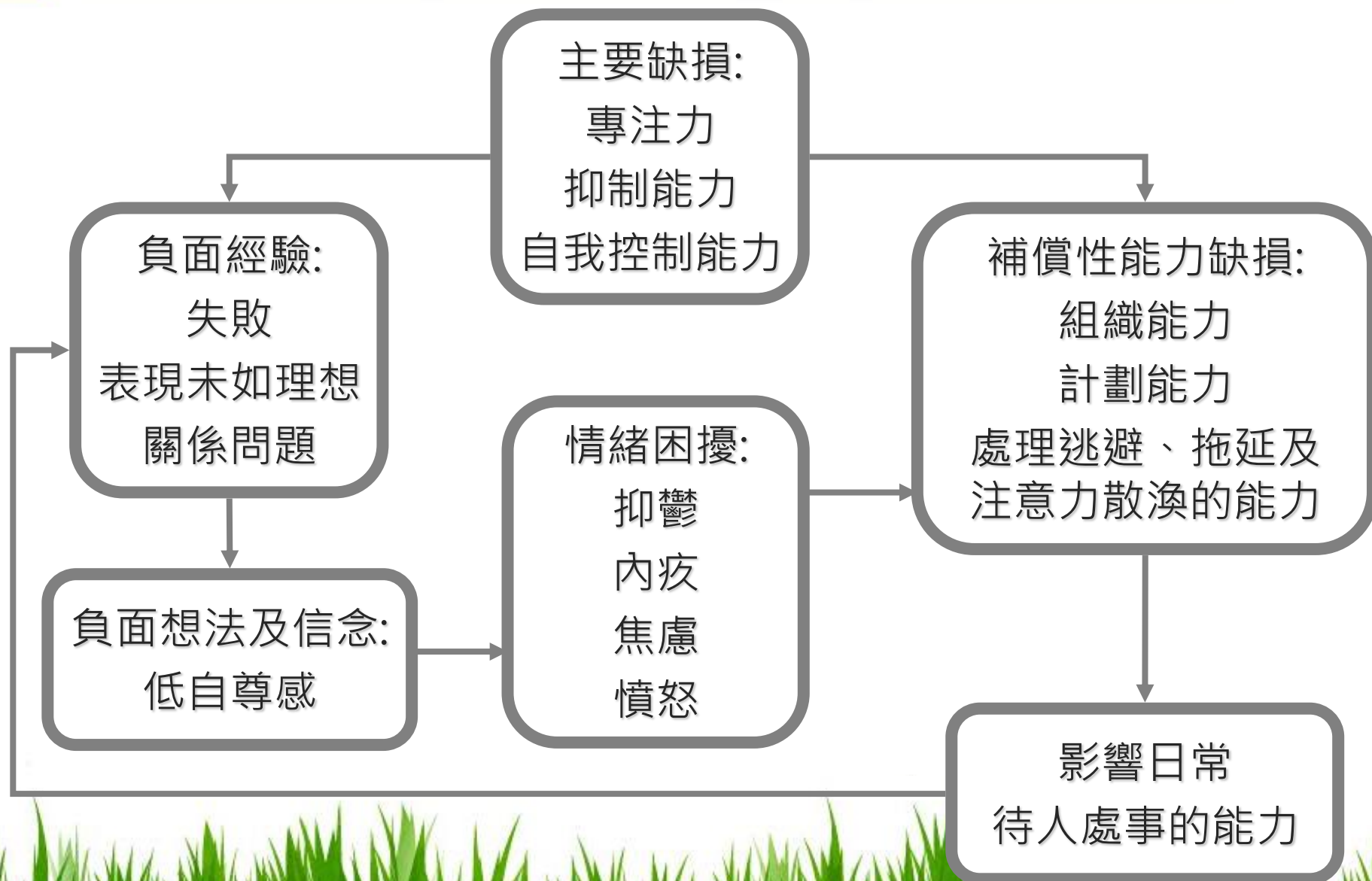
### ❑ 傳導物質：

- 多巴胺 (Dopamine)

- 去甲腎上腺素 (Norepinephrine)



# AD/HD 的影響



# 靜觀訓練對孩子的好處 (1)

**Table 1** Mindfulness-based interventions with pre-school children

Study	N	Participant type	Age/grade	Intervention location	Research design	Treatment group	Control group	Random assignment	Dependent variables	Effect size/data reported
Smalley et al. (unpublished)	44	Non-clinical pre-school students	4-5 years	Pre-school	Between group pre-post	MAPs, 2 x wkly, 8 wks	Yes, Typical play period	Yes	EF, social skills, temperament	Cohen's $f^2 = .37-.40^a$

MAPs Mindful awareness practices, EF Executive function

wkly Weekly; wks, Weeks

<sup>a</sup> Effect sizes reported only for measures that showed significant differences, i.e., 4 domains/indices of EF ( $p < .05$ )

**Table 2** Mindfulness-based interventions with elementary school children

Study	N	Participant type	Age/grade	Intervention location	Research design	Treatment group	Control group	Random assignment	Dependent variables	Effect size/data reported
Ott (2002)	1	Clinical, outpatient, gastroesophageal reflux	9 years	Outpatient clinic	Single case study	Mindfulness meditation intervention	No	No	Reflux symptoms, medication, sleep quality	No data reported
Semple et al. (2005)	5	Clinical, anxiety symptoms	7-8 years	School	Within participant pre-post	MBCT-C, 6 wks, wkly	No	No	Anxiety, internalizing and externalizing behavior	Trends in results, clinical observation
Singh, et al. (2009)	2	Clinical, ADHD	10-12 years	Not stated	Multiple baseline across participants	Mindfulness training, 12 wks parent, 12 wks chd	No	No	Children's compliance	Percentage data reported
Napoli, et al. (2005)	228	Non-clinical school students	Grades 1-3	School	RCT between groups pre-post	AAP fortnightly 24 wks	Yes quiet activities/reading	Yes	Attention; social skills; behavior	Cohen's $d = .39-.60$
Saltzman and Goldin (2008)	74 (39 chn, 35 parents)	Non-clinical self referred	Grades 4-6	Community setting	Between groups pre-post, wait list control	Modified MBSR, 8 wks, wkly	Yes, waitlist	Not stated	Attention, self compassion, depression, anxiety, mindfulness	Data analysis incomplete
Lee et al. (2008)	25	Non-clinical reading class	9-12 years	Community based reading clinic	Pre-post intent to treat, 2 phase open trial	MBCT-C, 8 wks, wkly	No	No	Internalizing, externalizing behavior, anxiety, depression	Cohen's $d = .11-.40$

MBSR Mindfulness-based stress reduction, MBCT-C Mindfulness-based cognitive therapy-children, AAP Attention academy program, ADHD Attention deficit hyperactivity disorder, chd Child, chn Children, wkly Weekly, wks Weeks, develop. disabilities Developmental disabilities

# 靜觀訓練對孩子的好處 (2)

**Table 3** Mindfulness-based interventions with high school adolescents

Study	N	Participant type	Age/grade	Intervention location	Research design	Treatment group	Control group	Random assignment	Dependent variables	Effect size/data reported
Bootzin and Stevens (2005)	55	Clinical, adolescents substance use, sleep disorders	13–19 years	Clinic	Pre-post within participant	MBSR, 5/6 wks, 6 wk cog th, light th, educ., stimulus control inst.	No	No	Sleep data, substance use, mental health, worry	$p < .05$ for some sleep indices, $p > .05$ all other measures
Zylowska et al. (2007)	32; 8 adol, 24 adults	Clinical, ADHD or probable ADHD	Adol mean 15.6 years; adult mean 48.5 years	Not stated	Pre-post within participant	MAPs, 8 wks, wkly	No	No	Attention, anxiety depression	Pooled results, $p < .01$ some attn meas., all others non-signif
Singh, et al. (2007)	3	Clinical, conduct disorder	13–14 years	Not stated	Multiple base line across participants	Mindfulness meditation, 4 wks, 3 × wkly, 25 wk mindfulness practice	No	No	Aggressive and non-compliant incidents	Percentage data reported
Singh et al. (2008)	1	Clinical, Prader-Willi syndrome	17 years	Home-based	Within participant multiple baseline-changing criterion design	Multiple components: mindfulness meditation × 24 months, exercise, food awareness program	No	No	Body weight	Weight change in lbs, BMI reported
Bogels et al. (2008)	14 adol and parents	Clinical, externalizing disorders, mixed	11–18 years	Community mental health clinic	Within participant pre-post, intent to treat, f/up	MBCT, 8 wks, wkly	Non-random waitlist	Not stated	Goals, behavior, happiness, mindfulness	Cohen's $d = -0.1-1.4$ ; f/up: $d = -.02-1.5$ , (at 8 wks)
Biegel et al. (2009)	102	Clinical, psychiatric disorders, mixed	14–18 years	Outpatient psychiatric clinic	RCT, pre-post, f/up within group	MBSR, 8 wks, wkly and TAU	Yes, TAU, waitlist	Yes	Mental health, GAF, stress, psych symp, self-esteem	Cohen's $d = .14-1.11$ ( $d = \text{pre-test}-\text{f/up}$ )
Wall (2005)	Not reported	Non-clinical school students	11–13 years	School	Nil	Elements of MBSR and Tai Chi	No	No	Nil	Informal observation, comments
Beauchemin et al. (2008)	34	Non-clinical volunteers	13–18 years	School	Pre-post within participant	Mindfulness meditation	No	No	Anxiety, social skills, academic performance	All $ps < .05$

MBSR Mindfulness-based stress reduction, MBCT Mindfulness-based cognitive therapy, f/up Follow up, MAPs Mindful awareness practices, ADHD Attention deficit hyperactivity disorder, BMI Body mass index, TAU Treatment as usual, GAF Global assessment of functioning, wkly Weekly, wks Weeks, adol Adolescents, attn meas Attention measures, cog th Cognitive therapy, light th Light therapy, non signif Non significant, psych symp Psychological symptoms

# 靜觀與 AD/HD (1)

Mechanism	Exemplary instructions	Self-reported and experimental behavioral findings	Associated brain areas
1. Attention regulation	Sustaining attention on the chosen object; whenever distracted, returning attention to the object	Enhanced performance: executive attention (Attention Network Test and Stroop interference), orienting, alerting, diminished attentional blink effect	Anterior cingulate cortex
2. Body awareness	Focus is usually an object of internal experience: sensory experiences of breathing, emotions, or other body sensations	Increased scores on the Observe subscale of the Five Facet Mindfulness Questionnaire; narrative self-reports of enhanced body awareness	Insula, temporo-parietal junction
3.1 Emotion regulation: reappraisal	Approaching ongoing emotional reactions in a different way (nonjudgmentally, with acceptance)	Increases in positive reappraisal (Cognitive Emotion Regulation Questionnaire)	(Dorsal) prefrontal cortex (PFC)
3.2 Emotion regulation: exposure, extinction, and reconsolidation	Exposing oneself to whatever is present in the field of awareness; letting oneself be affected by it; refraining from internal reactivity	Increases in nonreactivity to inner experiences (Five Facet Mindfulness Questionnaire)	Ventro-medial PFC, hippocampus, amygdala
4. Change in perspective on the self	Detachment from identification with a static sense of self	Self-reported changes in self-concept (Tennessee Self-Concept Scale, Temperament and Character Inventory)	Medial PFC, posterior cingulate cortex, insula, temporo-parietal junction

# 靜觀與 AD/HD (2)

## □ 以兒童為對象的研究

- 約由 2004 年開始

- 研究仍於早期階段，初步結果顯示，靜觀能有效地應對 AD/HD 的：

- 專注力問題
- 自我調節困難
- 執行功能困難
- 行為問題



# MYmind - AD/HD 家庭靜觀訓練 (1)

## 兒童組

1. • 來自火星的外星人

2. • 以身體為家

3. • 一吸一呼

4. • 分心

5. • 壓力

6. • 高速公路與散步小徑

7. • 練習、練習、練習

8. • 自己做主

## 家長組

1. • 初心 ~ 第一次接觸

2. • 以身體為家

3. • 一吸一呼

4. • 分心

5. • 壓力

6. • 高速公路與散步小徑

7. • 接納與自主

8. • 未來

# MYmind - AD/HD 家庭靜觀訓練 (3)

## 第一課：來自火星的外星人



你是否還記得當你今早吃第一頓早餐時，你身體的感覺及你吃到的味道嗎？請在合適的答案加“✓”

是 ☐ 否 ☐

大多數人都會有選“否”，我們沒有真正留意到早餐的味道，因為吃東西已成為一種自動的習慣。我們可以不需刻意去留意便可以進食，而同時我們也會做其他的事情，如思考、傾談、看電視或閱讀。另外一個自動習慣的例子，是上學：我們每天都上學，因此我們都機械化了。你還記得你今早上學時，你身體的感覺嗎？又或者你周圍在發生什麼？應該不記得了！你可能正在想其他的事情，例如「今天我們在學校會做什麼？」或者「我沒有完成家課，老師會知道嗎？」又或者「我要快點了，不然我又要遲到了！」當我們醒著時，幾乎每一秒，我們都會在想些什麼。

很多時我們都沒有留意到自己正在做什麼，我們的注意力在別的地方，這做「自動導航」(autopilot)。我們「自動導航」了很多事情，如吃飯、沐浴、散步、上學。但可能當父母跟我們說話時，或當覺得生氣時，我們「自動導航」式的作出反應。「自動導航」式的做事，有時候會有好處，有時候卻不。你能想到一個帶來方便的例子嗎？又在什麼時候，「自動導航」不啟動反而會更好些？把它們都寫下來：

什麼時候「自動導航」帶來方便？\_\_\_\_\_

什麼時候「自動導航」帶來不便？\_\_\_\_\_

## MYmind 靜觀親職 第一課 初心、第一次接觸 在家練習

準備  
金心金意閱讀此筆記的內容

你的孩子

1. 與孩子一起訂定規則計劃（參考孩子的筆記）
2. 每天將孩子所說練習的經歷，並記錄在孩子的筆記上
3. 盡可能和孩子一起閱讀練習的筆記
4. 如果孩子年幼，請每晚在孩子上床睡覺前和孩子一起練習五分鐘靜觀呼吸。你也可以與孩子一起伴隨錄音練習。如果自讀出孩子筆記中的練習指引來引導孩子練習，你也可以嘗試建議孩子如果他的孩子已進入青少年期，孩子或會較喜歡單獨練習，但你也可以嘗試建議孩子與中與你一起練習

靜觀親職

金心金意地觀察你的孩子，好像你是第一次見到他，就像我們做提子乾練習一樣。選擇一個孩子餐餐不到你正在觀察他的時候，在記錄表上記下你的經歷，並在下堂分享

靜觀練習

至少6次，伴隨錄音，練習「十分鐘靜觀呼吸（父母）」



將靜觀融入生活中

每天選擇一樣，靜心專注地吃第一口食物，就像我們在提子乾練習一樣。留意看到什麼，聽到什麼，口中感覺到什麼，味道如何？咀嚼和吞嚥的感覺是怎樣的？  
在日常生活中，選擇一項日常活動，每當做這項活動時，有意識地留心每一刻的感覺。這項活動可以是早上起床、刷牙、沐浴、梳髮、穿衣、進食、閱讀、倒垃圾、購物、等等。只需用心知道自己正在做什麼

# MYmind - AD/HD 家庭靜觀訓練 (4)

## 雙船式

1 二人面對面坐，雙腳腳板平放地上，膝頭向天。二人不要坐得太遠，腳指頭互相觸碰。互相緊握對方的手腕，雙手伸直。



2 提起雙腳，讓二人的左右腳掌互相緊貼。



3 嘗試讓身體平衡，伸直雙腳並讓身體向後傾。身體有什麼感覺？如果跌倒了，再試試看吧！



4 維持這姿勢十秒，然後重複三次。

CORLIEN ROGERS ©

## 雙人升降機

1 二人面對面站立，互相緊握對方的手腕，雙手伸直。



2 身體向後傾，並互相緊握著，維持站立。



3 身體保持向後傾，並讓腰部屈曲，好像在坐「無形椅」一樣。



4 伸直雙手，保持身體向後傾。慢慢你發現背部挺直了！有什麼感覺？



5 慢慢伸直雙腳，直至回復站立的姿勢。重複練習三次。

CORLIEN ROGERS ©

# MYmind - AD/HD 家庭靜觀訓練 (5)

## □ MYmind 課程本地先導計劃

- 2015年中
- 8-12 歲 AD/HD 兒童，三女八男
- 香港中文大學醫學院公共衛生及基層醫療學院  
與協康會合作
- 八星期訓練，家長組及兒童組並行
- 91% 家庭出席率達 75%
- 初步結果顯示對AD/HD兒童或有幫助
  - 專注力測試
  - 問題行為的頻密程度



## Mindfulness-Based Intervention for Chinese Children with ADHD and Their Parents: a Pilot Mixed-Method Study

Dexing Zhang<sup>1</sup> · Stanley Kam Chung Chan<sup>2</sup> · Herman Hay Ming Lo<sup>3</sup> · Christina Ying Ha Chan<sup>2</sup> · Jenny Ching Yin Chan<sup>4</sup> · Ka Tsun Ting<sup>5</sup> · Tiffany Ting Gao<sup>1</sup> · Kelly Yee Ching Lai<sup>6</sup> · Susan M. Bögels<sup>7</sup> · Samuel Yeung Shan Wong<sup>1,8</sup>

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**Abstract** This was a pilot pre–post-intervention study with added qualitative focused group discussions and interviews to examine the feasibility, acceptability, and effects of a mindfulness-based intervention (the 8-week MYmind course) for Chinese children with attention deficit hyperactivity disorder (ADHD) aged 8 to 12 years ( $n = 11$ ) and one of their parents ( $n = 11$ ). Outcomes included feasibility and acceptability of MYmind, objective measures of children’s attention and related problems, parent-reported child executive function and behavior problems, and parents’ parental stress, parenting styles, and mindful parenting. The attendance rate of MYmind ( $\geq 6$  out of 8 sessions) was 91%: only one family withdrew from the course. Participants expressed overall positive views about MYmind. They also expressed their changes after the course, barriers and facilitators for course participation and

completion, and suggestions on course improvement. The overall satisfaction scores were 7.3 (2.1) and 8.0 (1.2) out of 10 among the children and parents, respectively. With respect to the quantitative results, after multiple testing correction, positive results with large effect sizes only occurred on the objective attention tests: “time per target,” “attention score,” and “map mission” of the Test of Everyday Attention for Children (TEA-Ch) and “omissions” of the computerized Conners’ Continuous Performance Test 3rd Edition (CPT 3), whereas no statistically significant changes were seen in other measures, i.e., children’s other results in the TEA-Ch and CPT 3, parents’ perceived child problems on the Eyberg Child Behavior Inventory (ECBI) and the Behavior Rating Inventory of Executive Function (BRIEF), as well as parents’ scores of the Parenting Stress Index (PSI), Parenting Scale (PS), and Interpersonal Mindfulness in Parenting (IM-P). The MYmind course is a feasible and acceptable intervention

# RTHK - 鏗鏘集 · 我看見天使



# AD/HD 兒童靜觀訓練研究計劃



香港中文大學醫學院  
Faculty of Medicine  
The Chinese University of Hong Kong



- 日期：2018 年至 2019 年
- 對象：已確診、智力正常的  
8 -12歲AD/HD兒童
- 要求：父 及 / 或 母 必須 陪同出席  
一共八節的課程

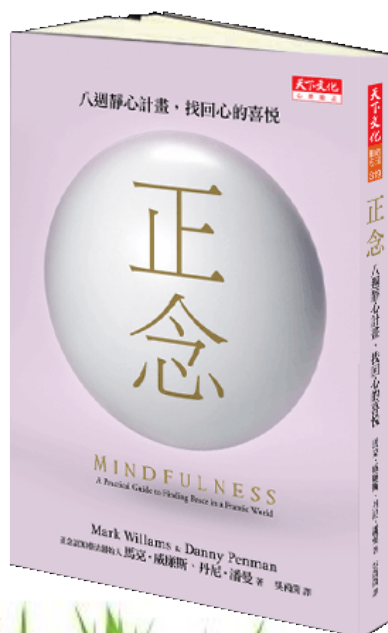
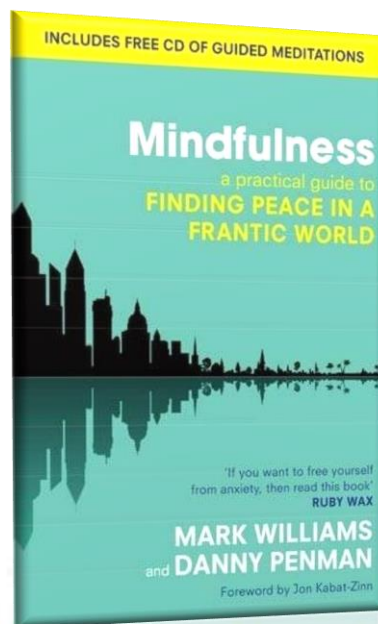
初步有興趣者  
請填妥回條交回



# 靜觀自我訓練書籍

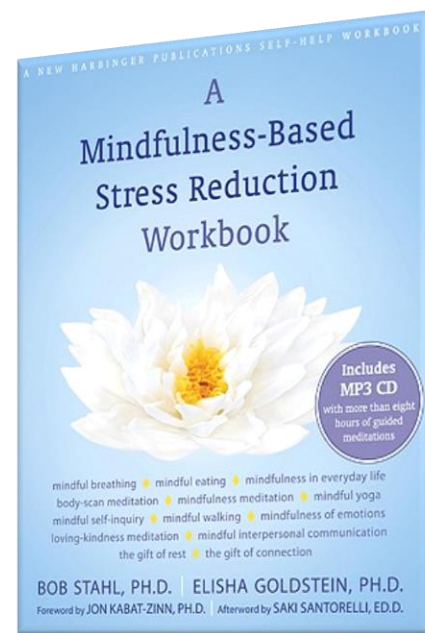
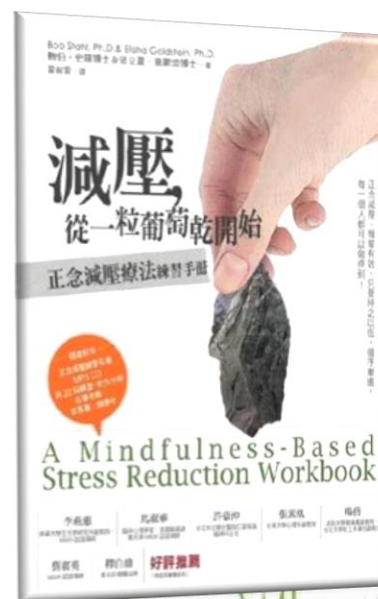
## Mindfulness: A Practical Guide to Finding Peace in a Frantic World

正念：八周靜心計畫，  
找回心的喜悅



## A Mindfulness-Based Stress Reduction Workbook

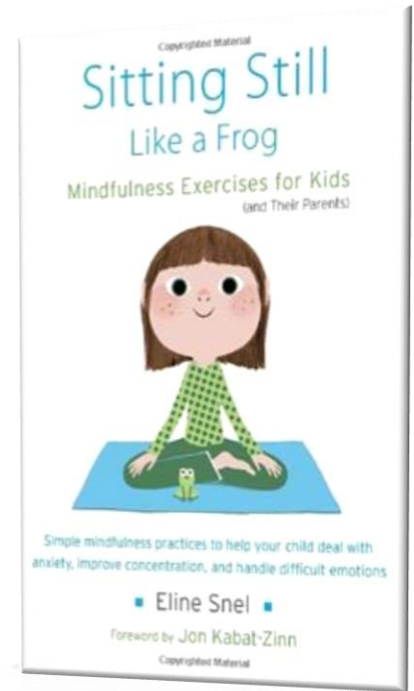
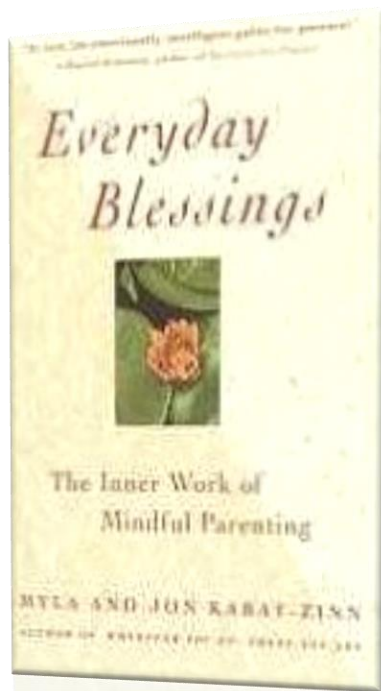
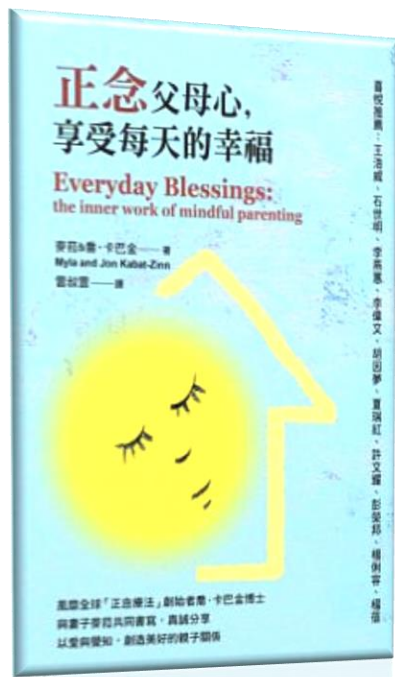
減壓，從一粒葡萄乾開始



# 靜觀與父母

Everyday Blessings: The Inner Work of Mindful Parenting  
正念父母心：享受每天的幸福

Sitting Still Like a Frog:  
Mindfulness Exercises for Kids  
像青蛙坐定：給孩童的正念練習



# 在家練習

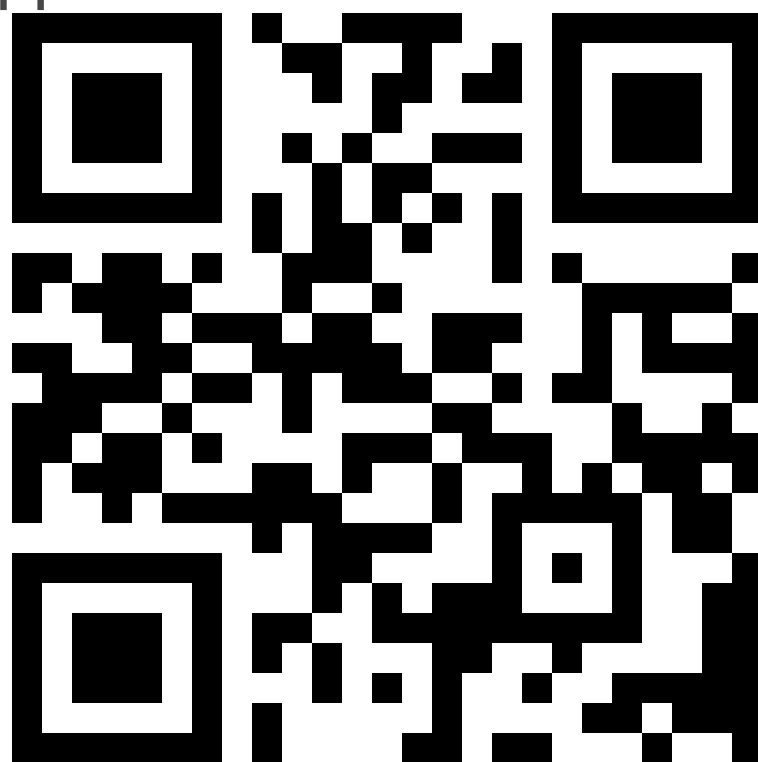
## ■ 成人靜觀呼吸練習

<https://goo.gl/RFWs5X>



## ■ 青少年靜觀呼吸練習

<https://goo.gl/MQdC1H>



# 功夫熊貓



昨日已成歷史

Yesterday is history,

明天仍是個謎

Tomorrow is a mystery,

但今天是上天賜予的禮物

But today is a gift,

所以英文的「現今」

And that's why it is called...

同時可解作「禮物」

"The Present".



# 問答時間

