

主辦機構：



東華三院

Tung Wah Group of Hospitals

何玉清教育心理服務中心

Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



中國銀行(香港)
BANK OF CHINA (HONG KONG)



「腦」力教出情緒智慧®

家長
自我關懷



情緒
腦知識



「腦」力教出情緒智慧®



情緒啟導
的技巧

主辦機構：



何玉清教育心理服務中心
Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



「至少有一位讓孩子感到可靠與愛的大人」

“....The single most common factor for children who develop resilience is **at least one stable and committed relationship** with a supportive parent, caregiver, or other adult



Center on the Developing Child
HARVARD UNIVERSITY

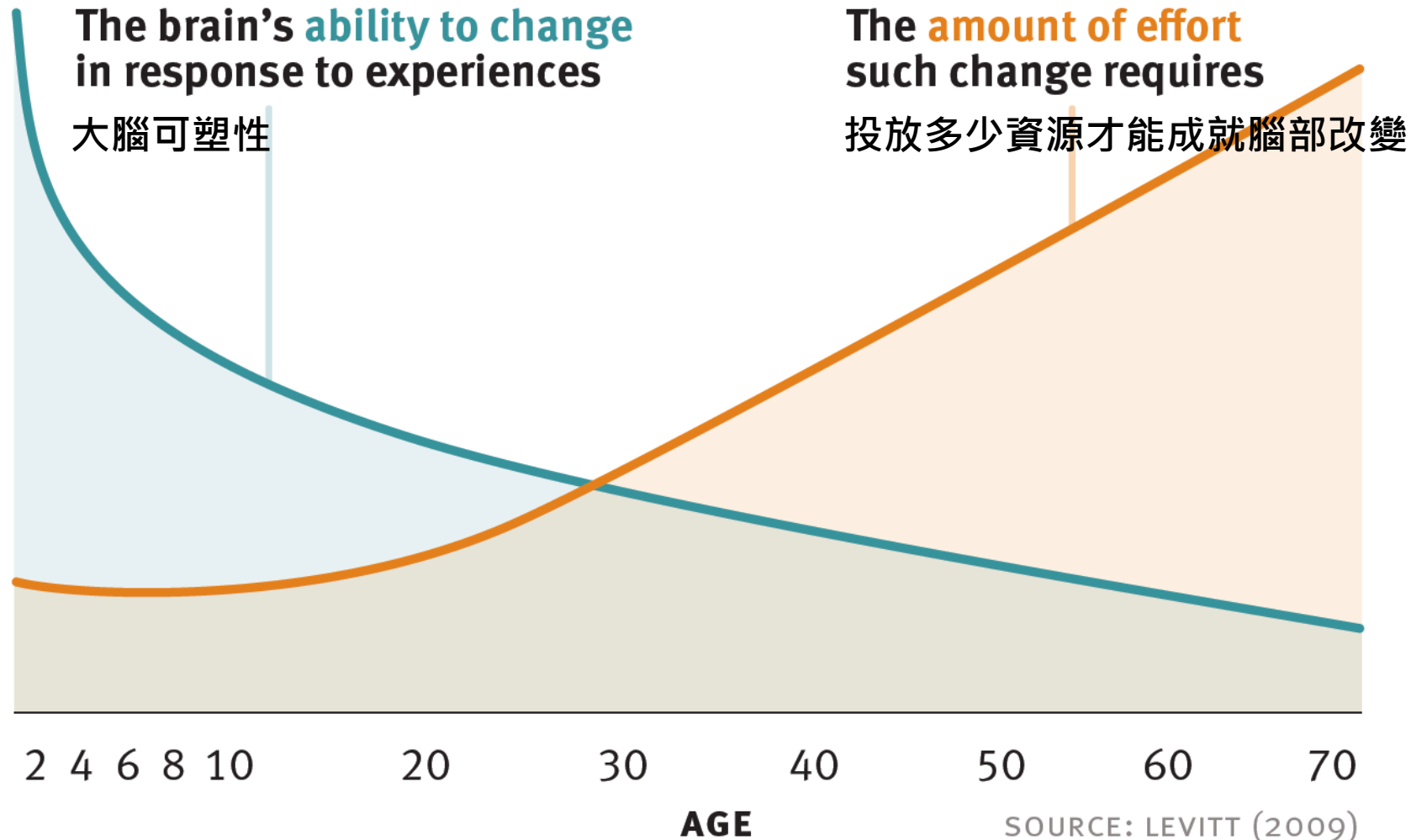


主辦機構：



何玉清教育心理服務中心
Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



主辦機構：



何玉清教育心理服務中心
Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



過往研究

家長(育有4-5歲小孩)

7-8歲的孩子

- 回應自身情緒的經歷
- 對孩子情緒的看法

自我療癒

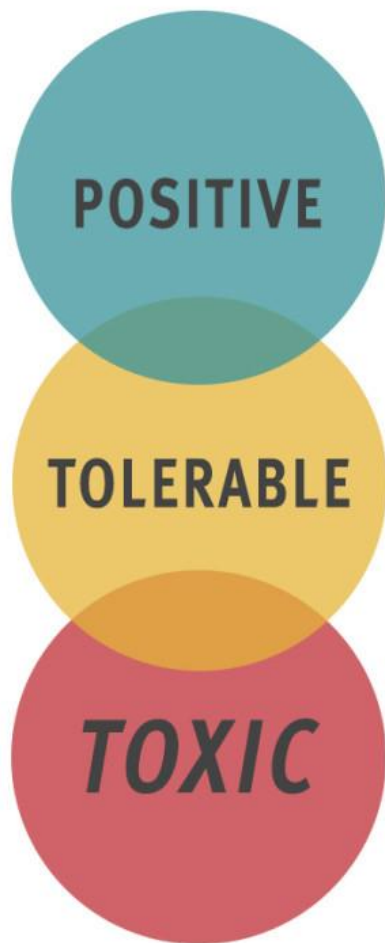
覺察 → 親近 → 同理心 → 情緒命名 → 引導思考

主辦機構：



何玉清教育心理服務中心
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Educational Psychology
Service Centre

資助機構：



情緒啟導的 積極作用

- 身體狀況 + + + + +
- 學業成績 + + + + +
- 較快能從情緒中恢復 + + + + +
- 行為問題 - - - - -



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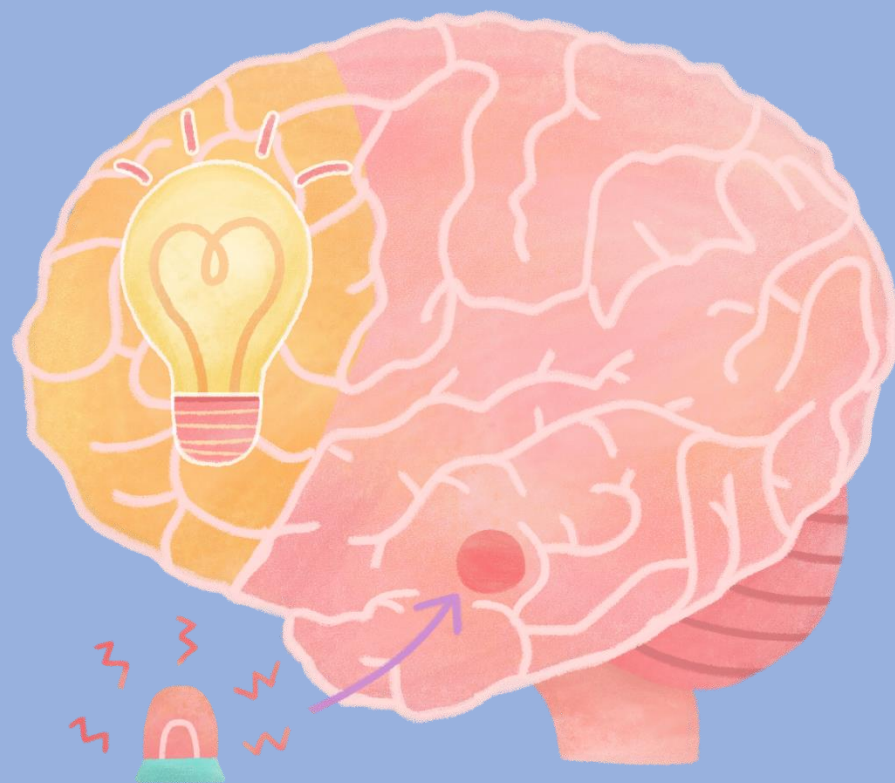
資助機構：



平靜時候的大腦



情緒高漲時的大腦



主辦機構：



何玉清教育心理服務中心
Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



幼兒情緒有時好勁?

記住「先處理心情 後處理事情」



主辦機構：



何玉清教育心理服務中心
Ho Yuk Ching
Educational Psychology
Service Centre

資助機構：



NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Excessive Stress Disrupts the Architecture of the Developing Brain

WORKING PAPER 3



Center on the Developing Child HARVARD UNIVERSITY

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience

WORKING PAPER 13



Center on the Developing Child HARVARD UNIVERSITY

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined

WORKING PAPER 15



Center on the Developing Child HARVARD UNIVERSITY

PSYCHOLOGICAL SCIENCE

Putting Feelings Into Words Affect Labeling Disrupts Amygdala Activity in Response to Affective Stimuli

Matthew D. Lieberman, Naomi I. Eisenberger, Molly J. Crockett, Sabrina M. Tom, Jennifer H. Pfeifer, and Baldwin M. Way

University of California, Los Angeles

ABSTRACT—Putting feelings into words (affect labeling) has long been thought to help manage negative emotional experiences; however, the mechanisms by which affect labeling produces this benefit remain largely unknown. Recent neuroimaging studies suggest a possible neurocognitive pathway for this process, but methodological limitations of previous studies have prevented strong inferences from being drawn. A functional magnetic resonance imaging study of affect labeling was conducted to remedy these limitations. The results indicated that affect labeling, relative to other forms of encoding, diminished the response of the amygdala and other limbic regions to negative emotional images. Additionally, affect labeling produced increased activity in a single brain region, right ventrolateral prefrontal cortex (rvLPFC). Finally, rvLPFC and amygdala activity during affect labeling were inversely correlated, a relationship that was mediated by activity in medial prefrontal cortex (MPFC). These results suggest that affect labeling may diminish emotional reactivity along a pathway from rvLPFC to MPFC in the

physical health (Eisenberger, 2003; Pomeroy, 1997). Although conventional wisdom and scientific evidence indicate that putting one's feelings into words can attenuate negative emotional experiences (Wilson & Schooler, 1991), the mechanisms by which these benefits arise remain largely unknown. Recent neuroimaging research has begun to offer insight into a possible neurocognitive mechanism by which putting feelings into words may alleviate negative emotional responses. A number of studies of affect labeling have demonstrated linguistic processing of the emotional aspects of an image produces less amygdala activity than perceptual processing of the emotional aspects of the same image (Hariri, Mattay, Fera, & Mattay, 2003; Lieberman, Hariri, Jascha, Bushnell, & Mattay, 2005). Additionally, these studies have demonstrated greater activity during linguistic processing than during perceptual processing of emotion in right ventrolateral prefrontal cortex (rvLPFC), a region associated with the symbolic processing of emotional information (Cunningham, Lamm, Camels, Gee, & Banaj, 2003; Nunnari et al., 2003; Johnson, Canino, Gee, & Banaj, 2003; Nunnari et al., 2003) and with top-down inhibitory processes (Aron, Robbins, & Pollock, 2004). Finally, the magnitude of rvLPFC activity during affect labeling has been inversely correlated with the magnitude of amygdala activity during affect labeling in these studies. Together, these results suggest that putting feelings into words may activate rvLPFC, which in turn may dampen the response of the amygdala, thus helping to alleviate emotional distress.

Putting feelings into words has long been thought to be one of the best ways to manage negative emotional experiences. Talk therapies have been formally practiced for more than a century and, although varying in structure and content, are commonly based on the assumption that talking about one's feelings and negative emotional events can attenuate their impact. More recently, psychologists have discovered that merely putting pen to paper to express one's emotional ailments has benefits for mental and physical health (Eisenberger, 2003; Pomeroy, 1997). Although conventional wisdom and scientific evidence indicate that putting one's feelings into words can attenuate negative emotional experiences (Wilson & Schooler, 1991), the mechanisms by which these benefits arise remain largely unknown. Recent neuroimaging research has begun to offer insight into a possible neurocognitive mechanism by which putting feelings into words may alleviate negative emotional responses. A number of studies of affect labeling have demonstrated linguistic processing of the emotional aspects of an image produces less amygdala activity than perceptual processing of the emotional aspects of the same image (Hariri, Mattay, Fera, & Mattay, 2003; Lieberman, Hariri, Jascha, Bushnell, & Mattay, 2005). Additionally, these studies have demonstrated greater activity during linguistic processing than during perceptual processing of emotion in right ventrolateral prefrontal cortex (rvLPFC), a region associated with the symbolic processing of emotional information (Cunningham, Lamm, Camels, Gee, & Banaj, 2003; Nunnari et al., 2003; Johnson, Canino, Gee, & Banaj, 2003; Nunnari et al., 2003) and with top-down inhibitory processes (Aron, Robbins, & Pollock, 2004). Finally, the magnitude of rvLPFC activity during affect labeling has been inversely correlated with the magnitude of amygdala activity during affect labeling in these studies. Together, these results suggest that putting feelings into words may activate rvLPFC, which in turn may dampen the response of the amygdala, thus helping to alleviate emotional distress.

In studies of affect labeling, an emotionally evocative image is usually shown along with two options for categorizing the image. The images in Figures 1a and 1b provide examples of typical affect-label and affect-match trials, respectively. During affect-label trials (i.e., linguistic processing of affect), a pair of affect-label trials is presented at the bottom of the screen, and the subject chooses the label that best characterizes the emotion displayed by the target face at the top of the screen. During affect-match trials (i.e., nonlinguistic processing of affect), a

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情緒啟導
的技巧



情緒啟導

照顧者的情感調節

建立情感連結4個♥

1 初心

保持覺察

2 心連心

把握連心機會

3 同理心

身同感受

4 談談心

說出感受



引導 孩子 思考

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腦知識



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情緒啟導
的技巧

學習自我關懷

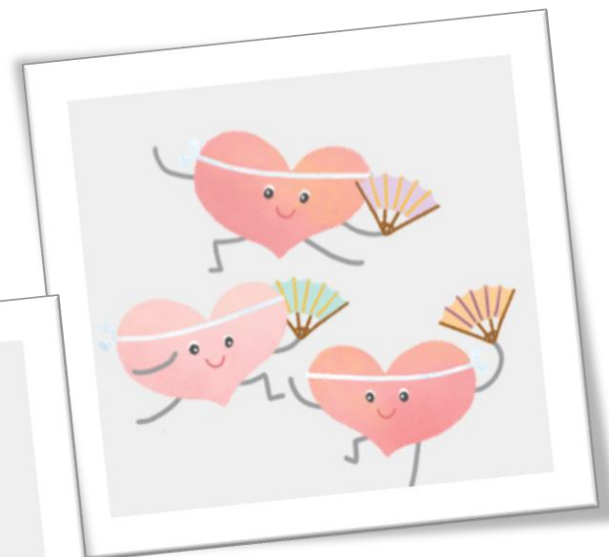


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情緒啟導

照顧者的情感調節

建立情感連結4個♥

1 初心

保持覺察

2 心連心

把握連心機會

3 同理心

身同感受

4 談談心

說出感受



引導 孩子 思考

第1節

大腦

首 2000 日

你很重要!

第2節

談談心
靜靜心

第3節

初心覺察
如實觀察

第4節

同「理」談談心

第5節

你值得自豪感

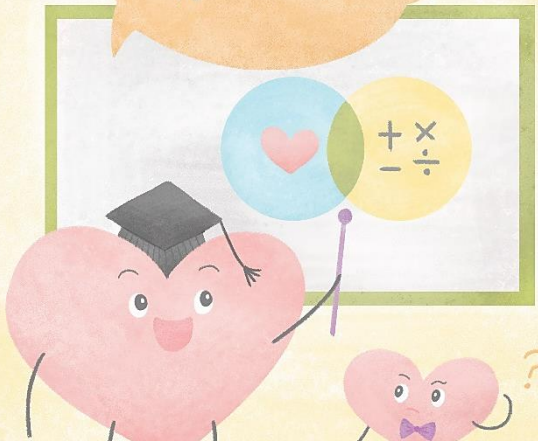
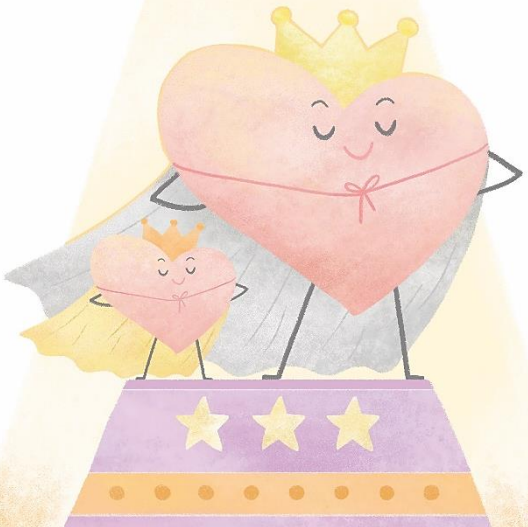
✓ 情緒好有用

第8節

設置界限
情理兼備

學習自我關懷

自我關懷與總結



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資助機構：



課程三大元素

協助家長成為

內心渴望的那位可靠的大人



課程成效研究



Department of Psychology
The University of Hong Kong

香港大學心理學系

WhatsApp Stickers

主辦機構：



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Educational Psychology
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資助機構：



立即下載



主辦機構：

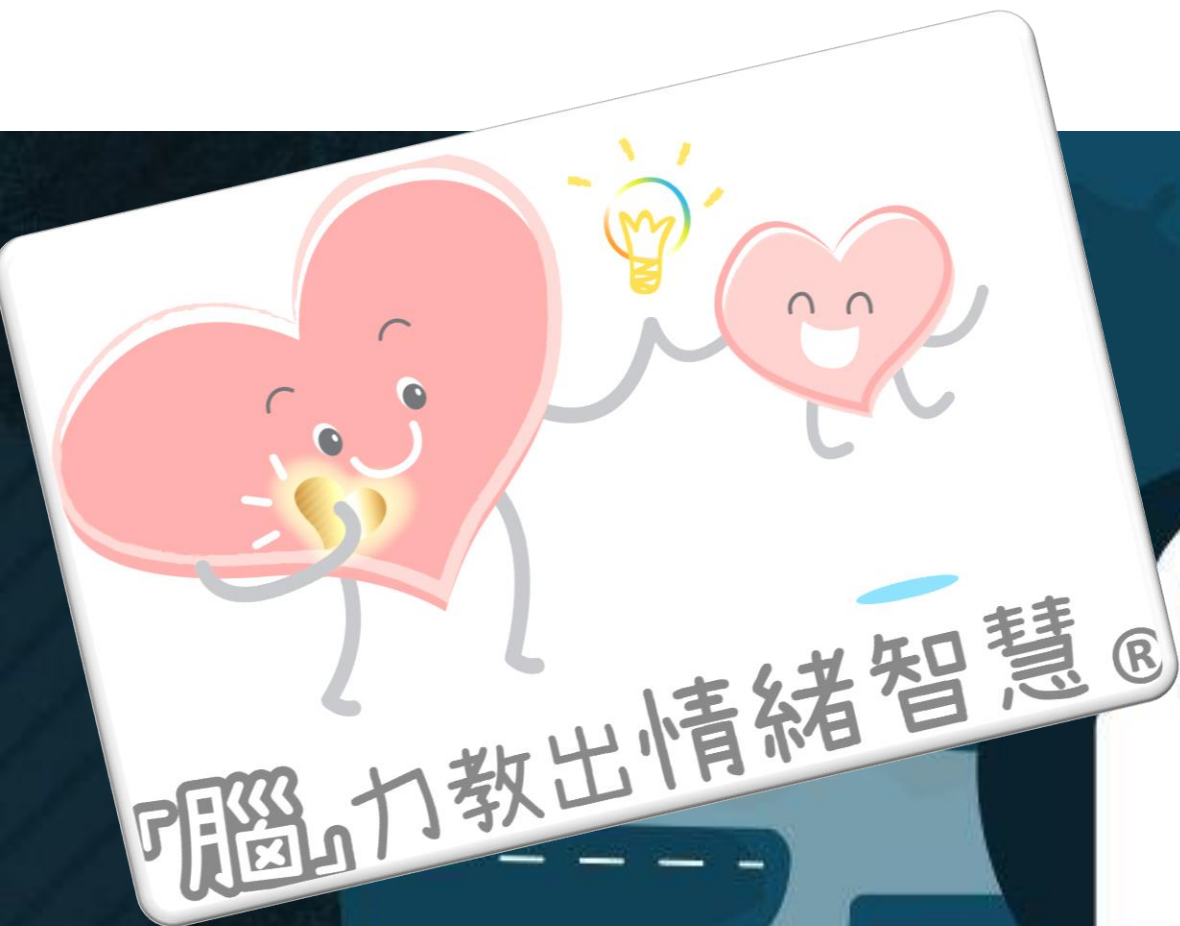


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第9屆導師培訓

課程資訊及報名



主題曲、動畫、WhatsApp Sticker、中心電郵

<https://linktr.ee/ecparenting>

「腦」力教出情緒智慧®

情緒啟導親職課程 第九屆專業培訓課程

「『腦』力教出情緒智慧」由東華三院何玉清教育心理服務中心研發，是一個專為育有3-6歲幼兒家長設計的情緒啟導親職課程。課程經香港大學心理學系研究，能有效提升家長照顧幼兒情緒及自身情緒的能力，並減少孩子的行為問題。

★課程更獲2022和富亞洲傑出家庭工作計劃（和富3A計劃）頒發「銀獎」同「我最喜愛計劃獎」兩個獎項。

★修畢課程後可成為「腦」力教出情緒智慧計劃 - 情緒啟導親職課程認可導師

日期及時間：

15/04/2025(二) 10:00am-5:00pm

24/04/2025(四) 10:00am-5:00pm

25/04/2025(五) 10:00am-1:00pm

共15小時及一次小組期間個別督導
(小組督導形式、日期及時間和導師商議)

地點：東華三院何玉清教育心理服務中心
香港上環蘇杭街91-97號1樓

導師：



王凱妮姑娘
東華三院何玉清教育心理服務中心教育心理學家



黃敏儀姑娘
東華三院何玉清教育心理服務中心社工



陳熾君姑娘
東華三院何玉清教育心理服務中心社工

費用：\$3,500，早鳥優惠價 \$3,000

★(15/03/2025(六)或之前報名並於指定日期前完成付款)

名額：16位

對象：學前教育工作者

(包括：教師、社工、輔導員、教育心理學家、
臨床心理學家、輔導心理學家等專業助人者)

截止報名日期：31/03/2025 (一)

查詢：東華三院何玉清教育心理服務中心

(電話：2254 0501) 黃敏儀姑娘

報名：歡迎掃描二維碼登記

網上報名



計劃短片



完成專業培訓課程後，
可獲：

「腦」力教出情緒智慧

- 專業培訓證書
- 導師手冊
- 家長筆記(十本)
- 課程簡報
- 提升親子EQ小錦囊

心連心

「腦」力教出情緒智慧主題曲

主辦機構：



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