

2017年「優質幼稚園教育」家長講座

輸贏不在起跑線 - 人生贏在終點線

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輸贏不在起跑線 - 人生贏在
終點線？

Content 內容

- ✚ Understanding of the kid:
Genes, IQ, temperament
 - ✚ Parents: Psychological
development of infants,
attachment, parenting and
parental discord
 - ✚ School, timetable
 - ✚ Mental disorders: risk factors
and protective factors in
family
 - ✚ Handling of negative
emotions and problem solving
- 天資：基因，智商，性格
 - 依附關係，父母管教，父母關係
 - 學校，生活時間表
 - 精神障礙：高危因素，保護因素
 - 情緒調理，解決困難

贏在起跑線？健康身心靈發展

✦ 情緒調理，解決困難

✦ 精神障礙 - 高危因素，保護因素

✦ 學校，生活時間表

✦ 依附關係，家長管教

✦ 先天因素：家族遺傳傾向，智商，性格

Understanding of our kids

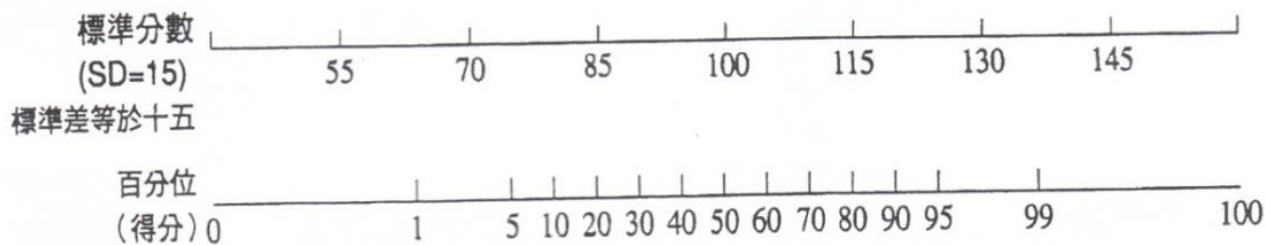
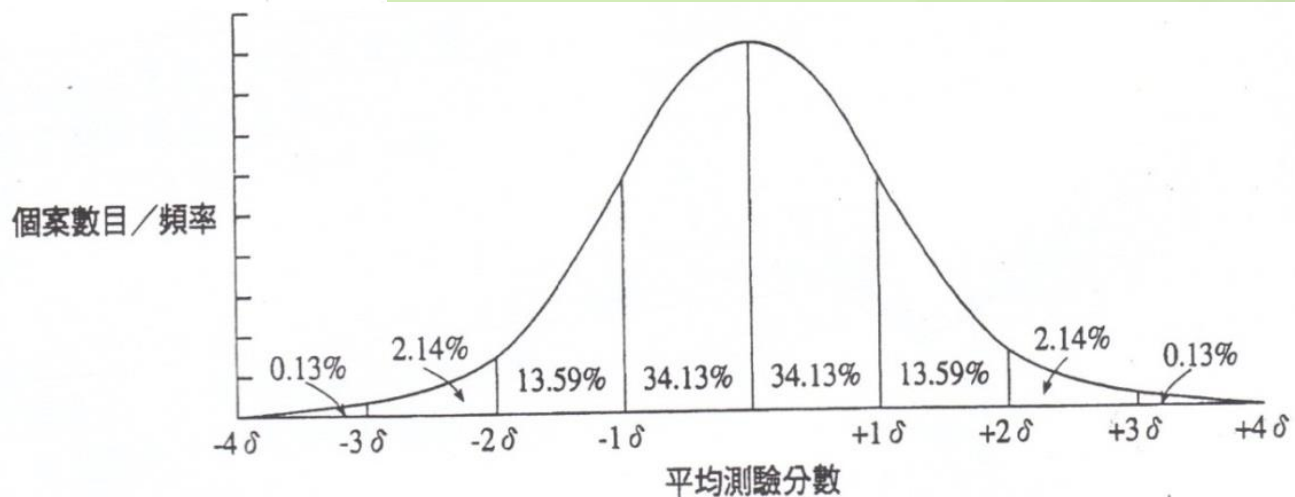
孩子的天生特質

- ◆ 種子：女大18變，莫欺少年窮
- ◆ 天資：智商，性格

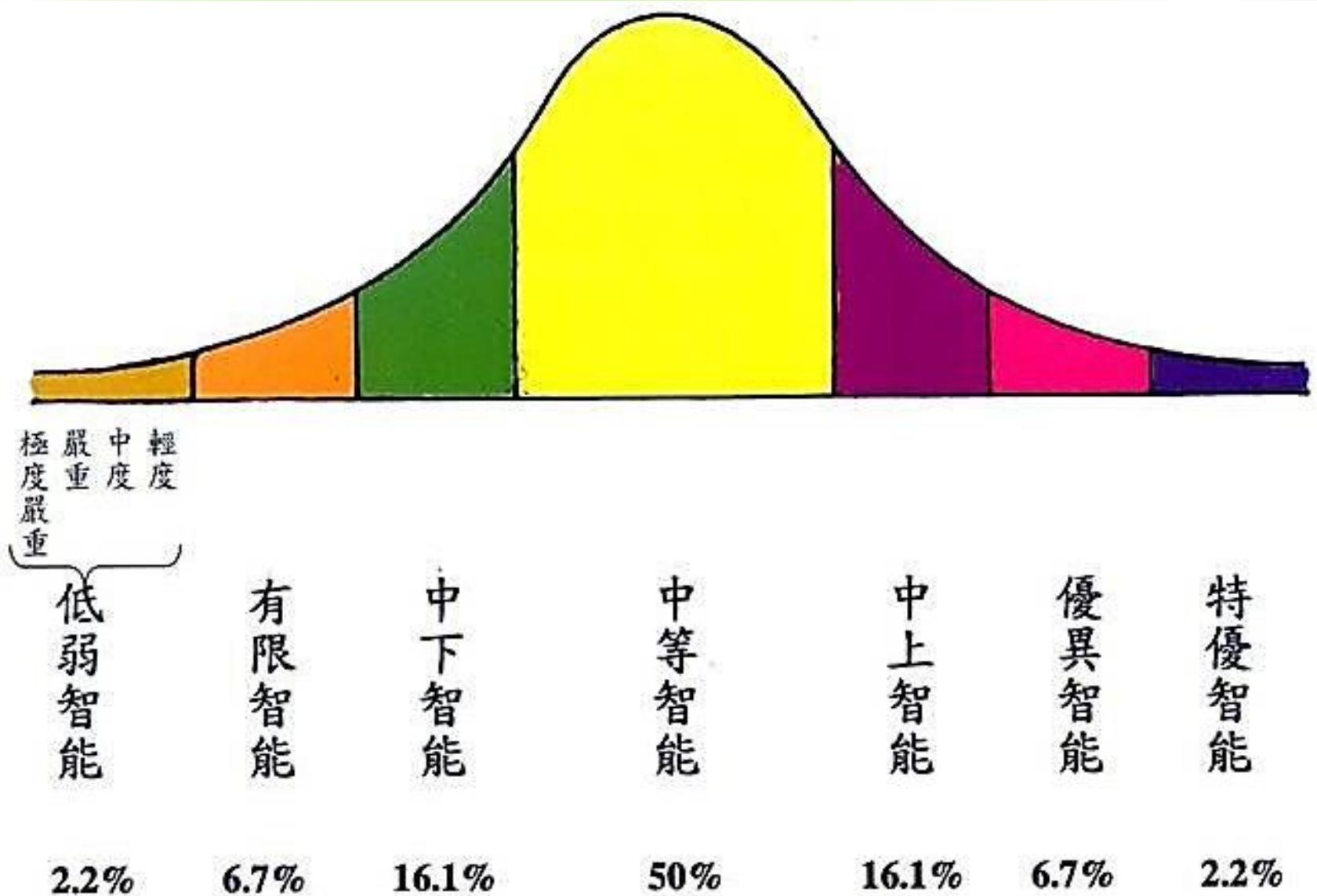
IQ智商 - HKWICS ⇨ WICS IV HK

香港智商分級表 / Classification of IQ in Hong Kong

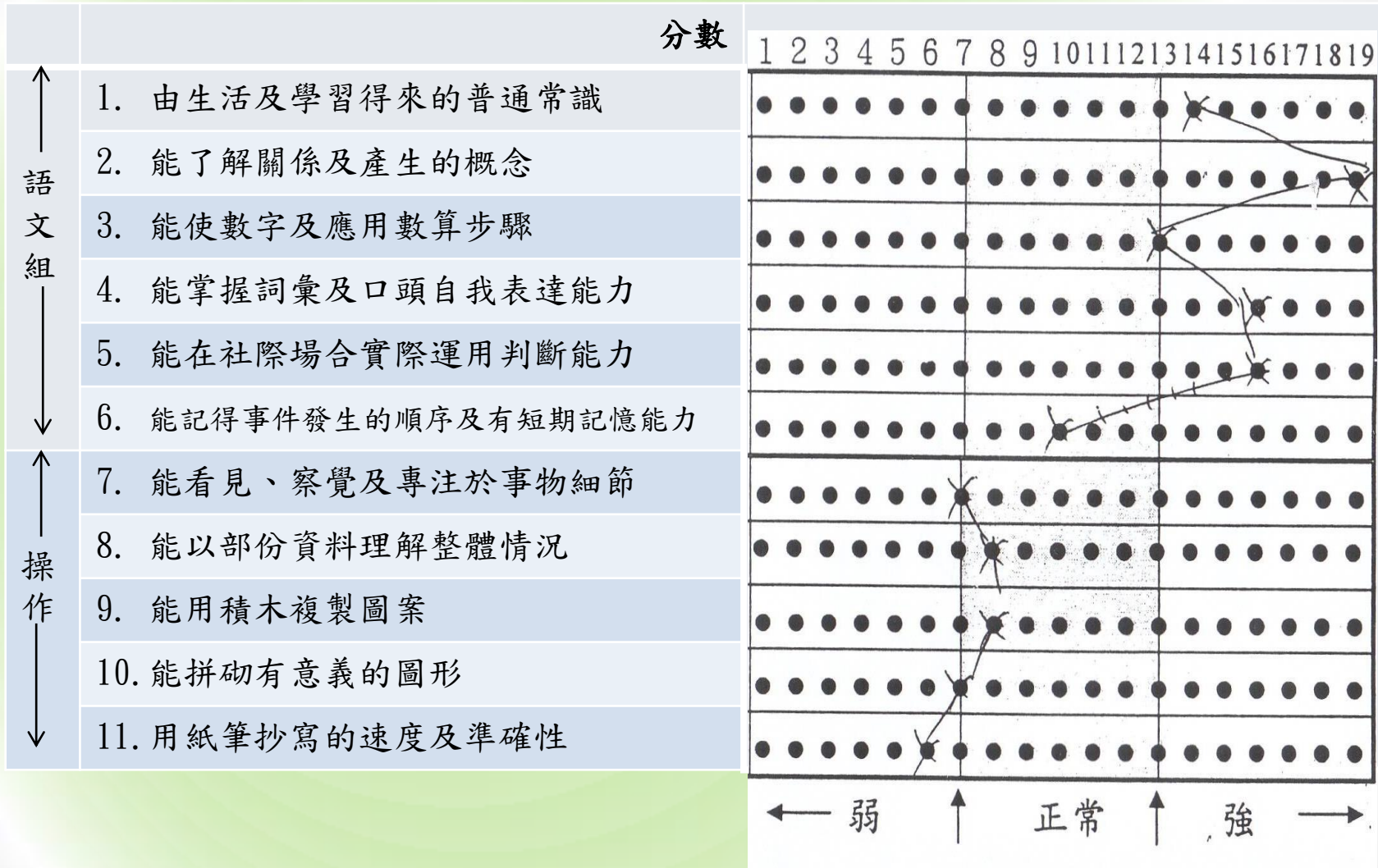
130 或以上 / 130 or above	資優 / Gifted
120-129	優異 / Superior
110-119	中上 / High Average
90-109	平均 / Average
80-89	中下 / Low Average
70-79	有限 / Limited Intelligence
50-69	輕度智障 / Mild Grade Mental Handicap
26-49	中度智障 / Moderate Grade Mental Handicap
25 或以下 / 25 or below	嚴重智障 / Severe Grade Mental Handicap



一般的智能分類及在人口中的分佈情況



香港韋氏兒童智力量表



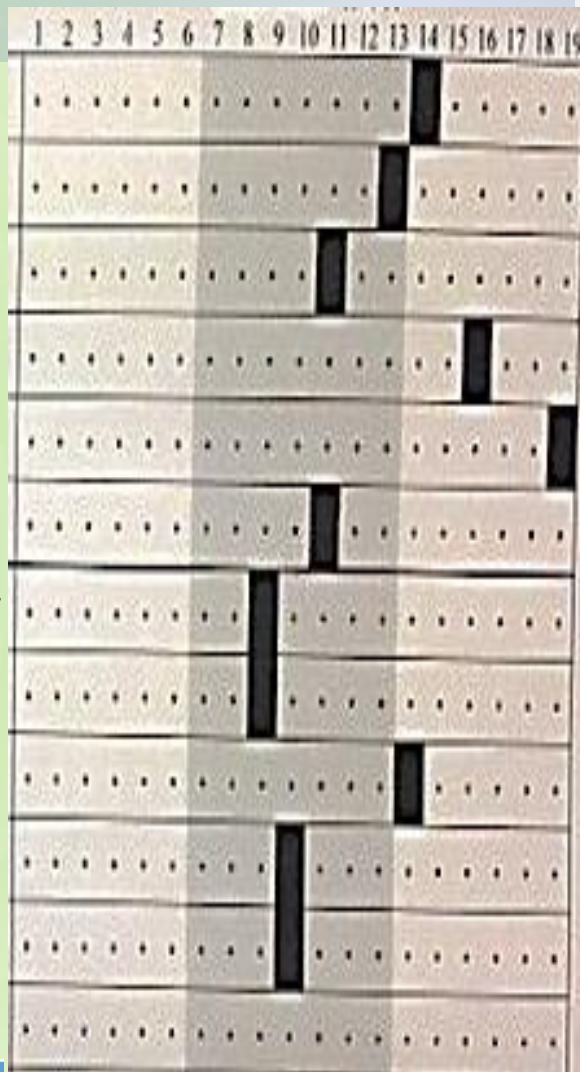
Intellectual Functioning 智力

Hong Kong Wechsler Intelligence Scale for Children (HK-WISC) 香港韋氏兒童智力量表

Scaled Scores 標準分

Subjects on the following areas: 有關以下範圍的分部測驗	
Verbal 語文組	General knowledge, acquired from experience and schooling (Information) 從生活中及學習得來的一般常識 (常識)
	Ability to see relationship and to form concepts (Similarities) 了解關係並建立概念的能力 (相同點)
	Ability to work with numbers, application of arithmetic process (Arithmetic) 運用數字及應用計算程序的能力 (算術)
	Word knowledge and verbal self-expression (Vocabulary) 掌握詞彙及口語表達的能力 (詞彙)
	Application of practical judgment to social situations (Comprehension) 判斷社交及生活情境的能力 (理解問題)
	Ability to recall information in proper sequence, short-term memory 按次序記取資料及短期記憶能力

Performance 操作組 (非語文)	對視覺細節的敏銳度及視覺專注的能力 (圖片補填)
	透過連串事件而理解熟習情況的能力 (圖片排列)
	將圖案分析為小部分，並用積木砌回原貌的能力 (積木圖案)
	拼砌小組件成為有意義的組合能力 (圖畫拼砌)
	用紙筆抄寫符號的速度與準確性 (符號填充)
按圖形而預計和控制小肌肉的能力	

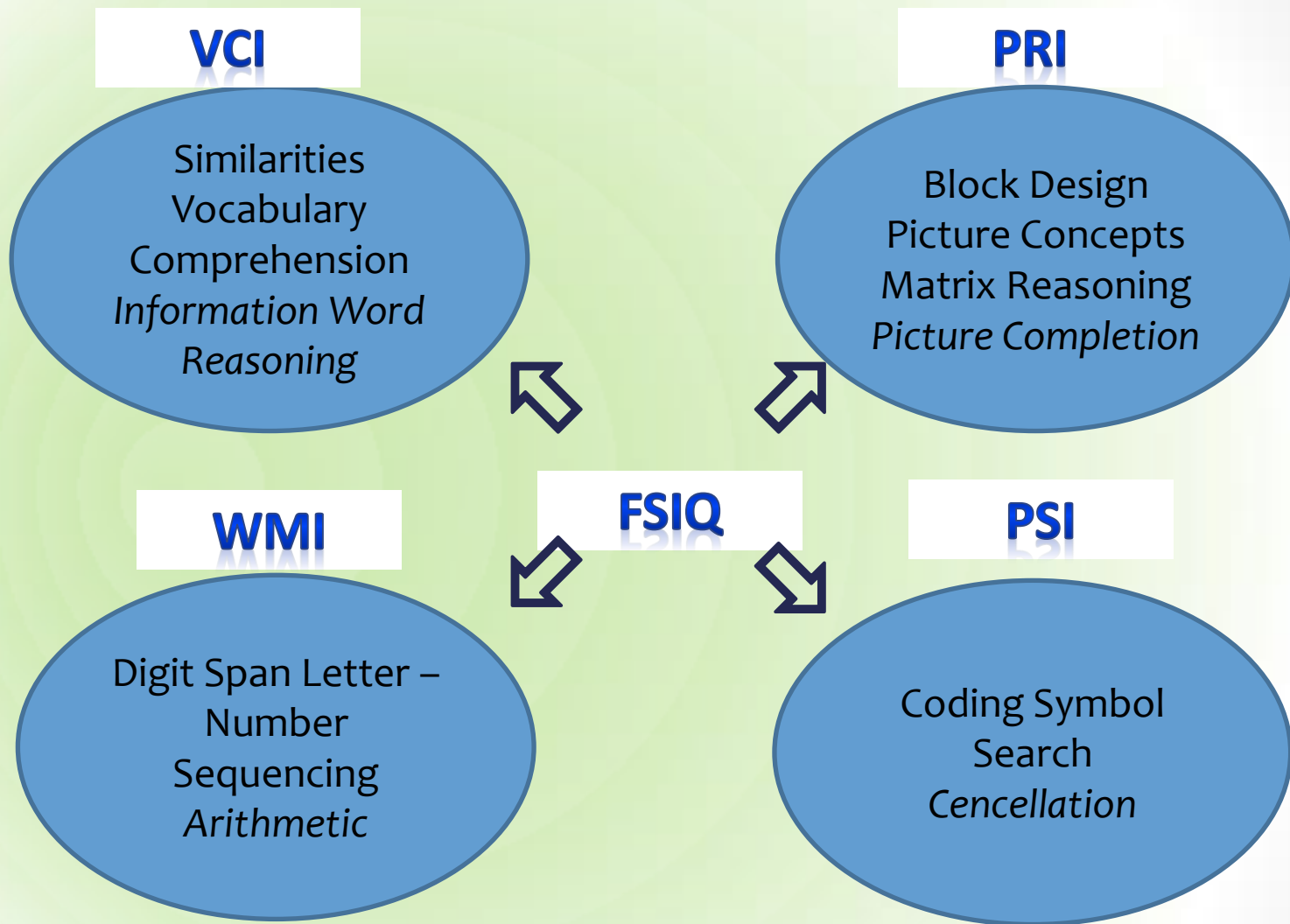


I.Q. 智能表現		Verbal 語文組 130	Performance 操作組(非語文) 102			Full Scale 119		
130及以上	Very Superior Intelligence	特優智能	90-109	Average Intelligence	中等智能	60-69	Mild Grade Mental Handicap	輕度弱智
120-129	Superior Intelligence	優異智能	80-89	Low Average Intelligence	中下智能	25-49	Moderate Grade Mental Handicap	中度弱智
110-119	High Average Intelligence	中上智能	70-79	Limited Intelligence	有限智能	25以下	Severe Grade Handicap	嚴重弱智

Weakness ← 弱項 Average 平均 Strength 強項 →

		95% Percentile	Range
Full Scale IQ	119	114 – 124	High Average to Superior
Verbal IQ	130	125 – 135	Superior to Very Superior
Performance IQ	102	95 – 109	Average
Verbal Subtest	Scaled score	Performance Subtest	Scaled score
Information	14	Picture Completion	9
Similarities	13	Picture Arrangement	9
Arithmetic	11	Block Design	14
Vocabulary	16	Object Assembly	10
Comprehension	19	Symbol Search	10
Digit Span	(11)		

WISC-IV Model



Note: Supplemental subtests are shown in Italics

Wechsler Intelligence Scale for Children - Fourth Edition (Hong Kong) *WISC-IV(HK)*

WISC-IV(HK) is a locally standardized and the most commonly employed individual test of intellectual ability for children aged from **6 years through 16 years 11 months**. The test assesses some of the cognitive skills considered important for learning at school. The **Full Scale Intelligent Quotient (FSIQ)** is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning.

Apart from providing FSIQ, *WISC-IV(HK)* comprises four composite indices –

Verbal Comprehension Index

Perceptual Reasoning Index

Working Memory Index

Processing Speed Index

These scores provide some further essential information about a child's strengths and weaknesses.

Wechsler Intelligence Scale for Children - Fourth Edition (Hong Kong) *WISC-IV(HK)*

The Verbal Comprehension Index (**VCI**) was designed to measure verbal reasoning and concept formation.

The Perceptual Reasoning Index (**PRI**) measures nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli.

The Working Memory Index (**WMI**) was designed to test the ability to learn and retain information in memory while utilizing the learned information to complete a task.

The Processing Speed Index (**PSI**) is to measure skills in speed of mental problem-solving, attention and eye-hand coordination.

Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Primary School Students - Second Edition *HKT-P(II)*

HKT-P(II) is a locally developed and norm-referenced test on specific learning difficulties in Chinese word reading and writing. The literacy scale subtests assess the child's level of word learning while the cognitive scale subtests assess his/her abilities of cognitive processes contributing to his/her literacy. On the *HKT-P(II)*, ability levels are classified as Strong, Average, Weak and Deficit in the respective tested domains.

WISC-IV HK

			Scaled Scores
		Subtests on the following areas	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
Verbal Comprehension	SI	Verbal reasoning and concept formation	
	VC	Word knowledge and verbal concept formation	
	CO	Practical reasoning and judgment in social situations based on understanding of general principles	
Perceptual Reasoning	BD	Analysis and synthesis of abstract visual stimuli	
	PCn	Abstract and categorical reasoning	
	MR	Visual information processing and abstract reasoning	
Working Memory	DS	Auditory short-term memory and sequencing skills	
	LN	Sequencing, mental manipulation, short-term auditory memory and visuospatial imaging	
Processing Speed	CD	Processing speed, short-term memory, visual perception and visual-motor coordination	
	(CA)	* Processing speed and visual selective attention	
Remarks: * supplemental subtest			← Average →

SDQ(3+) → GCSE results(16)

➤ Proportion of variance in total GCSE points score

✚ Hyperactivity/inattention: 3%

✚ Conduct problems: 3%

✚ Child IQ: 37%

✚ Gender: 2%

✚ Parental education and social class: 24%

✚ Early maternal depression: 2%

✚ BJPsych2014: FU study of 11,000 kids in UK

Discussion

- ✚ Pre-school behavioral problems have impact on adolescence academic performances, after adjusting for confounders
- ✚ Boys – both hyperactivity/inattention and conduct problems
- ✚ Girls – conduct problems

Temperament 性格

- ✦ 內顯性 Internalizing
- ✦ 憂慮、緊張、情緒化
- ✦ 孤僻、內向
- ✦ 完美、要求高
- ✦ 固執

- ✦ 外顯性 Externalizing
- ✦ 過動
- ✦ 不專注、善忘

Psychological development of infants and children

兒童情緒發展

✚ Imitation

✚ **Mirroring:** The ability to mimic another person's actions allows the infant to establish a sense of **empathy** and thus begin to **understand another person's emotions**.

✚ **Marking:** concept of **markedness**, the exaggerated facial, vocal, and gestural displays that caregivers make when responding to babies.

Mirroring in kids



兒童情緒發展

依附關係 Attachment (0 - 2歲)

- ✚ 安全感

- ✚ 親密關係

- ✚ Children understand the separateness of their bodies sometime in the **second** year of life

依附關係階段

Attachment phases

第一階段	是指出生後3個月內的嬰孩與照顧者並未建立關係，可是嬰兒的正面反應，如眼神接觸，社交微笑等，會鼓勵照顧者親近他。
第二階段	由大概2個月到7個月，嬰孩會表達喜歡跟主要照顧者建立關係及信任，但他們亦會接受其他人的照顧，嬰孩已有能力分辨熟識及非熟識的人物。
第三階段	由7個月起嬰孩會明顯喜歡及依附一位照顧者，跟他分離時會有焦慮的感覺及抗議，而見到陌生的面孔也會感到害怕和焦慮，這就是我們說的（認人）階段了。
第四階段	為多重依附關係，嬰孩會將依附關係由第一照顧者擴闊到其他照顧者，如爸爸，祖父母及家傭等等身上。

安全型 Secure Attachment

- 當照顧者離開孩子時，他會感到不安
- 但當父母再出現時，他會感到高興及安慰
- 而當孩子感到焦慮及害怕時也會向照顧者尋求舒緩和協助藉以調息自己的情緒
- 可令孩子正面成長，培養高度的自信及自尊感，他們會勇敢嘗試和探險
- 更可以與人建立互信及長遠的親密關係

非安全型

- 含糊型 **Ambivalent Attachment**
- 退縮型 **Avoidant Attachment**
- 混亂型 **Disorganized Attachment**

兒童情緒發展

幼兒期（2 - 5歲）

擴闊社交圈子，交朋友。

1. 父母家庭以外

2. 學校等

- 分享興趣
- 分享學校生活
- 分享成就
- 尋找安慰、舒緩
- 同理心
- By age 5 most children develop the theory of mind.

兒童情緒發展

學童期（6 - 12歲）

- ◆ 認知, 表達情緒: Emotional support
- ◆ 舒緩, 調理情緒: Regulate own emotion
- ◆ 解決問題: Problem solving

Right parenting skills

父母管教

- ✦ 管教方法，與依附者的關係
(attachment style)
- ✦ 重點
- ✦ 親子關係
 - 有大有細
 - 父母關係為中心
 - 質素時間

家長管教

(Baumrind's parenting style)

	Demandingness 高要求	低要求
Warmth 高親切	權威型 Authoritative	縱容型 Permissive
低親切	強權型 Authoritarian	疏忽型 Neglect

Right parenting skills

- # BPT: teach parent to manage the contingencies around child social behavior.
- # Promote desired behavior: attention & rewards
- # (“catch your child being good”)
- # 好行為，多關注
- # Extinguish unwanted behavior: selective ignoring; punishments (withdrawal of privileges; time out) from any positive reinforcement
- # 問題行為：忽略，罰，隔離

父母不和與孩子反應

對罵，指摘 blaming , no conflict resolution	焦慮,恐懼,提早成熟 internalizing, first born
冷戰 suppression, avoidance	反叛,對抗性行為 externalizing, second born
若無其事 lying cheated	
信念 Core belief : 不值得愛 I am unlovable , useless, guilty ⇨ 冇自信自愛 不安全 The world is unpredictable ⇨ 疑心大,不信任	

Right School

學校：學習環境

1. 環境 - 安全，改變，適合
2. 學校：能力，公平機會
自信，動力
空間：遊樂，空閑
壓力：差距
3. 朋輩圈子
4. 老師關係，補習

Right timetable

時間表：規則、紀律、習慣

學習

課外活動：藝術、體育、音樂

休閒：非結構化

家庭時間

建立學習動機，紀律

建設朋輩組

建立家庭關係和朋輩關係

建立興趣

障礙 Disorders

- ✦ 智商程度，學習障礙 (LD, dyslexia)
- ✦ 過度活躍，專注力失調 (ADHD)
- ✦ 自閉，社交能力弱 (ASD)
- ✦ 焦慮、抑鬱 (Anxiety, Depression)
- ✦ 對抗性行為、反叛行為 (ODD, CD)

Risk Factors-Parental Factors

高危因素:家長

- ▶ 精神病
Mental Disorder: depression, irritability, antisocial personality, substance abuse
- ▶ 智障
Learning Disability
- ▶ 犯罪
Criminality
- ▶ 父母婚姻不和
Inter-parental Discord
- ▶ 家長經歷不良管教方法
Parents who experienced poor parenting as children

Risk Factors-Parenting Style

高危因素:家長管教

- ▶ 嚴苛, 常變 Harsh, inconsistent discipline
- ▶ 批評 Critical
- ▶ 拒絕 Rejection
- ▶ 疏忽 Neglect
- ▶ 不良社交 Poor socialization practice
- ▶ 缺乏監管 Lack of supervision
- ▶ 不投入, 沒時間 Lack of involvement & time together

Risk Factors -Child characteristics

高危因素:孩童

- ⊕ 衝動 impulsivity;
- ⊕ 活躍 high activity level;
- ⊕ 暴躁 irritability;
- ⊕ 言語智商中下 below average verbal IQ;
- ⊕ 成績未能發揮 academic underachievement;
- ⊕ 情緒調理困難 difficulties with emotional regulation;
- ⊕ 社交困難 social incompetence

Risk Factors-Contextual factors

高危因素:環境

- ⊕ 家庭結構混亂 family disorganization;
- ⊕ 孤立 isolation;
- ⊕ 貧窮 poverty;
- ⊕ 高罪案率 high crime rates in neighborhood

高危因素

High risk factors

衝動	→ 負面情緒	(? 過度活躍)
固執	→ 負面情緒	(? 自閉)
驚青	→ 負面情緒	(? 焦慮)
管教	→ 負面情緒	(? 對抗行為)
壞行為	→ 負面情緒	(? 品格問題)
壓力	→ 負面情緒	(時間表 , 學校選擇)

Protective Factors

保護因素

- ⊕ 支援性親子關係 Supportive parent-child relationships
- ⊕ 父母親切 Parental warmth
- ⊕ 正面持續紀律方法 Positive, consistent discipline method
- ⊕ 監官,跟進 Monitoring & supervision

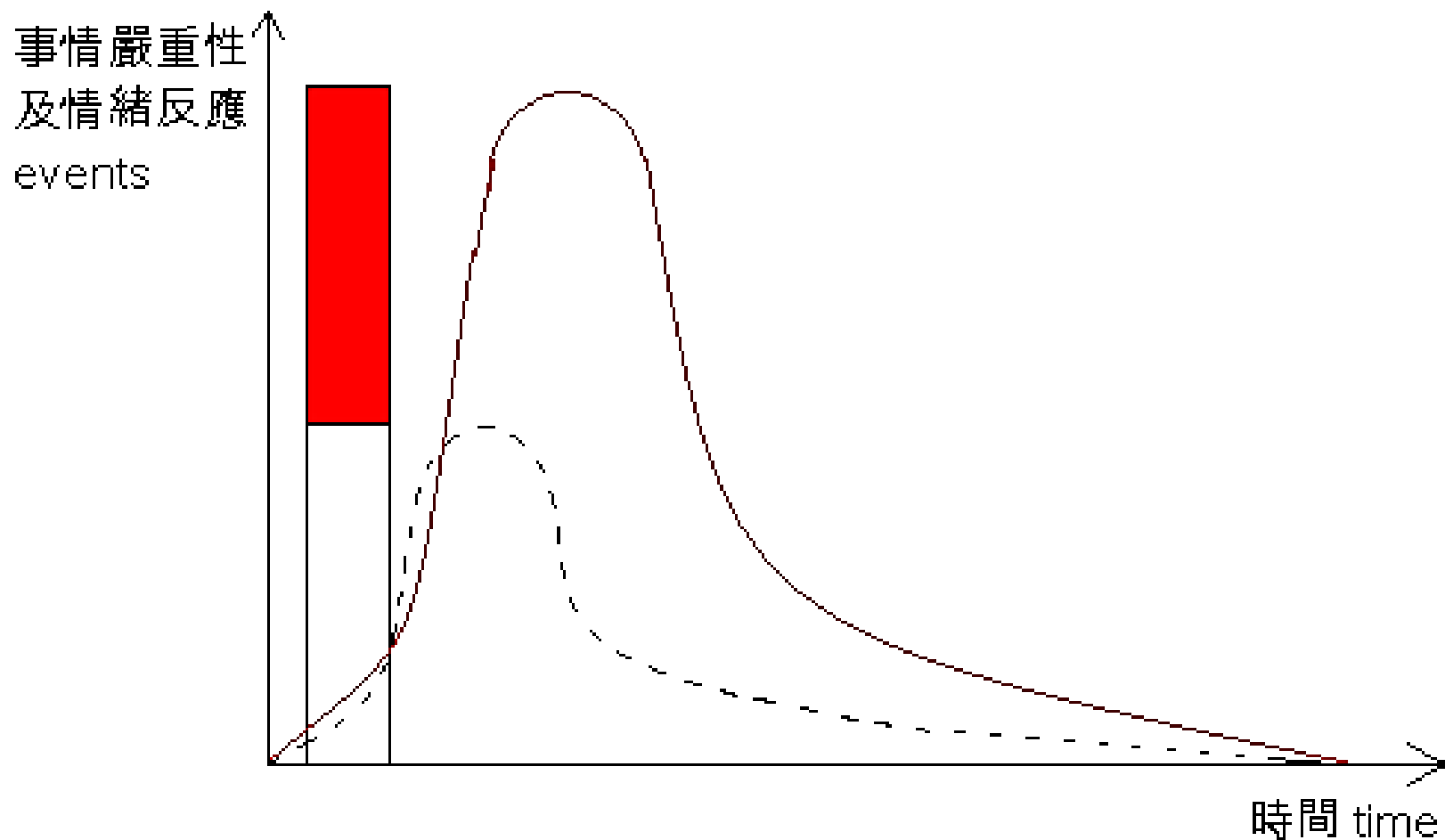
情緒管理

Emotion regulation

- ⊕ Negative emotions 負面情緒
- ⊕ 焦慮 anxiety
- ⊕ 抑鬱 depression
- ⊕ 暴躁 irritability

Emotional regulation training for kids

情緒調理訓練



Emotional training for kids

孩子的情緒訓練

1. 黃金定律 Golden rules
不可以傷害他人,自己及物件
No harm to other, self and objects
2. 先情緒支援, 再冷靜, 後解決問題
First emotional support, then calm down, later problem solving
3. 如何情緒支援: Emotional support
4. 如何調理情緒: Regulate own emotion
5. 如何解決問題: Problem solving
6. 從後果學習: Learn from consequences: natural and logical

Managing emotion

冷靜,舒緩方法

深呼吸

提提自己冷靜D 冷靜D

做會令自己開心的事情

暫時離開現場

其他……

實戰篇 Real practice

身心鬆弛練習

問題有幾大?

解決方法

5 大問題	“冷靜D! 冷靜D! 我要搵人幫下手” “冷靜D! 冷靜D! 我要搵人商量下”
4 大問題	“冷靜D! 冷靜D! 有問題都可解決”
3 小問題	“冷靜D! 冷靜D! 其實唔係好大件事” “冷靜D! 冷靜D! 問題唔係好大” “答錯了! 下次要加倍努力!”
2 輕微問題	
1 輕微問題	

處理孩子的負面情緒

Take home messages

- ⊕ 循序漸進
- ⊕ 堅持
- ⊕ 不要逃避
- ⊕ 多予鼓勵
- ⊕ 改變思想
- ⊕ 支援, 舒緩情緒
- ⊕ 解決問題
- ⊕ 後果
 - 自殘行為
 - 身心症
 - 進食失調



贏在起跑線
贏在終點線



跌倒可以起返身





Thank You

謝謝！



答問？