



证道心理

Parent-Child Interventions

家长-儿童干预

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Early Intervention 早期干预



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The evidence for attachment-based intervention programs “indisputably demonstrates the effects of attachment interventions on both promoting the development of attachment security and preventing or altering attachment insecurity” (Berlin et al., 2016).

基于依恋的干预项目的证据“毫无疑问地证明了依恋干预对促进安全依恋的发展、和预防或改变不安全依恋的效果” (Berlin 等, 2016)。

Parents’ awareness of their trauma history and its impact interrupts the intergenerational transmission of trauma (Oliver, 1993)

父母对创伤历史及其影响的觉知能够中断创伤的代际传播 (Oliver, 1993)

Diverse programs have been developed:

已经发展出各种各样的项目：

1) Psychoanalytic work with mothers and infants (maternal reenactment)

对母亲和婴儿进行的精神分析工作 (母性养育的重新活现)

2) Psychoeducation about the impact of trauma on parenting

关于创伤对育儿的影响的心理教育

3) Parent coaching based on modeling (speaking for the child—promotes mentalizing)

基于模范作用的家长辅导 (为孩子说话 – 促进心智化)

4) video feedback of mother-infant interaction

母婴互动的视频反馈

5) Group interventions with mother-infant dyads that include observation, coaching, and reinforcing

positive interactions 母婴二元配对的团体干预, 包括观察、辅导和加强积极的互动

Ghosts in the Nursery: Fraiberg, 1975



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育婴室中的幽灵：弗雷伯格，1975年

Ghosts are invisible (non-mentalized) presences from the past that influence the mother's relationship with her infant.

幽灵是来自过去的隐型的(非心智化的)存在, 影响母亲与婴儿的关系。

The mother, Mrs. March, unknowingly repeated the lack of care for her infant, Mary, that Mrs. March experienced in childhood. Mrs. March's mother suffered from post-partum psychosis, and shot herself. Mrs. March was taken in by her aunt and maternal grandmother but lived in an extremely chaotic and poverty-stricken home.

这位母亲, 玛驰太太, 在不知不觉中对她的婴儿玛丽重复了自己在童年时期经历过的缺乏关爱。玛驰太太的母亲患有产后精神病, 并开枪自杀。玛驰太太被她的姨妈和外祖母收养, 但生活在一个极度混乱和贫困的家中。

Fraiberg was shocked by Mrs. March's lack of responsiveness to Mary's distress and crying. She seemed oblivious and disconnected, as her mother had been with her. Mrs. March received "psychotherapy in the kitchen." Mrs. March could not listen to her infant's pain until the therapist listened to Mrs. March's pain. The therapist also modeled sensitive responses to Mary's pain. The therapist spoke for Mary: "It feels so good when mother knows what you want." When Mrs. March could mentalize her own painful childhood experience in the presence of a trusted therapist, she could begin mentalizing Mary's painful experience and respond empathically.

弗雷伯格对玛驰太太对玛丽的苦恼和哭泣缺乏回应感到震惊。她看上去处于失神、脱节的状态, 如同她的母亲曾与她在一起时的样子。玛驰太太接受了“厨房里的心理治疗”。在治疗师听到玛驰太太的痛苦之前, 玛驰太太听不到她的婴儿的痛苦。治疗师还示范了对玛丽痛苦的敏感反应是什么样的。治疗师为玛丽说:“当妈妈知道你想要什么时, 这感觉真好。”当玛驰夫人能够在一位值得信任的治疗师面前将她自己痛苦的童年经历心智化时, 她可以开始心智化玛丽的痛苦经历, 并给与共情性的回应。

Circle of Security: Educational Graphic

安全圈：教育图示



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—Zanetti et al., 2011
—扎内蒂等人, 2011

Circle of Security: Case Example

安全圈：案例



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20 weekly, 75-minute group sessions with 6-8 mothers of infants and young children

每周一次共20次, 75分钟的团体会面, 有6-8名带着婴幼儿的母亲

Videotapes of mother-child interactions in the Strange Situation

在“陌生情境”中录下母子互动的片段

Videotapes of mother discussing the Strange Situation interaction and her relationships with her own

caregivers in childhood 录下母亲讨论“陌生情境”互动的情境, 及她与童年时期的养育者的关系

Educated about attachment theory with the Circle of Security graphic

结合安全圈图示对依恋理论进行教育

Mothers helped to understand their primary struggle which child's attachment needs in relation to the

Circle diagram 结合安全圈图示, 帮助母亲们理解他们面对孩子的依恋需要时所面临的主要挣扎

Some mothers more comfortable providing a safe haven and other mothers more comfortable providing

support for exploration 有些母亲在提供安全避风港时更舒适, 而其他母亲则在为探索提供支持时更舒适

Mothers are helped to understand how their own childhood attachment history relates to their primary

struggle with their child 帮助母亲了解她们自己的童年依恋历史和面对孩子时的主要挣扎有什么关联

In the group, mothers reflect on what they observe in the videotapes, and they also support and learn

from each other. 在团体中, 母亲们反思他们从录像中观察到的内容, 并且她们也互相支持和相互学习。

—Zanetti et al., 2011

—扎内蒂等人, 2011

Circle of Security: Case Example



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安全圈：案例

Marie and 3-year-old son Samuel

玛丽和3岁的儿子塞缪尔

Marie suffered postpartum depression with Samuel and anxiety after birth of Samuel's younger sister, at which time she sought treatment.

在生下塞缪尔后，玛丽遭受产后抑郁的困扰，塞缪尔的妹妹出生后，玛丽又遭受焦虑的困扰，此时她前来寻求治疗。

Marie showed disorganized attachment with a history of unresolved losses. She had little experience of being comforted showed helplessness when she needed to take charge in managing Samuel's anger or to comfort to him.

玛丽表现出紊乱型的依恋，有着无法解决的创伤史。当她需要接手来处理塞缪尔的愤怒或安慰他时，她自己却几乎没有在无助时得到过安慰的经历。

Circle of Security: Case Example



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安全圈：案例

Strange Situation: Samuel appeared precocious but subdued. Although he tried to dominate his mother, he was distressed when she left the room. When Marie returned, he was standing near the stranger and sobbing. Marie reached out, picked him up and took him to a chair. She said some reassuring words, patted him, and wiped his tears, but her face showed agonized uncertainty and her touch seemed frantic. After 30 seconds, she took him to the floor and encouraged him to look at the toys, even though he signaled that he needed comfort. He stopped sobbing, walked to the door, and said he wanted his father.

陌生情境：塞缪尔表现出早熟但也抑制的迹象。虽然他试图控制他的母亲，但当她离开房间时，他很痛苦。当玛丽回来时，他站在陌生人附近，抽泣着。玛丽伸出手，把他抱起来，抱着他去了一把椅子。她说了一些安慰的话，拍了拍他，擦掉他的眼泪，但她的脸上露出痛苦的不确定感，她的抚摸似乎很疯狂。30秒后，她把他放到地板上并鼓励他看向玩具，尽管他提示出他需要安慰。他停止抽泣，走到门口，说他想要他的父亲。

Marie learned that she was distressed by Samuel's aggressive behavior and need for comfort, and she defensively promoted exploration when he needed her care. She learned that she needed to relax and be with him when he was distressed [mentalize]. She became less anxious about providing comfort, and Samuel became less distressed.

玛丽了解到她对塞缪尔的攻击性行为 and 需要安慰感到痛苦，并且在塞缪尔需要她照顾时，她防御性地推动他探索。她了解到，当他痛苦时，她需要放松并与他在一起[心智化]。她在提供安慰时变得不那么焦虑了，塞缪尔也变得不那么痛苦了。

Minding the Baby: “Mentalizing” Approach

想着宝宝：“心智化”的方法



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Evidence-based, comprehensive community program for high-risk, first-time parents (living in poverty with trauma histories and psychiatric disorders including drug abuse). Mothers had little history of being mentalized as children. 针对高风险的、初次成为父母的人(生活在贫困中,有创伤史,有包括药物滥用在内的精神疾病)的循证的综合社区项目。母亲们在儿童时期几乎没有被心智化的历史。

Based on authors' research showing that mother's mentalizing capacity—as it pertains to her relationship with her child—predicts child's attachment security while minimizing hostile behavior and withdrawal from the child. 基于作者的研究表明,母亲的心智化能力 - 由于它影响着她与孩子的关系 - 可预测孩子的依恋安全,同时减少孩子的敌对行为和退缩。

Begins during pregnancy (when mother intensely related to baby) and extends to 2 years old. 从怀孕期间(当母亲与婴儿建立紧密连接时)开始,并延伸至2岁。

Offering social support, teaching about infant care; providing educational materials, supplies, toys; help finding social services and medical care. Meeting basic needs is a precondition for mentalizing. 提供社会支持,教育婴儿养育;提供教育材料、用品、玩具;帮助寻找社会服务和医疗保健。满足基本需求是心智化的前提。

Goal is to help mother mentalize herself (awareness of her own feelings and mental states, during pregnancy and childrearing) and her infant's mental states. “Understanding that the baby has feelings and desires is an achievement for most of our mothers.” 目标是帮助母亲对自己心智化(觉察自己的感受和心理状态,从怀孕到育儿期间)以及心智化她的婴儿的心理状态。“了解宝宝有感情和欲望是我们帮助的大多数母亲们的成就。”

—Sadler, Slade & Mayes, 2006

Minding the Baby, example



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想着宝宝，案例

One mother began to tease her child when he cried after catching his finger in the door. “You’re a faker!” she exclaimed, mocking him. The home visitor gently spoke for the baby: “Ooh, that hurt. You’re feeling scared and want Mommy to make it feel better.” Thus, she was first trying to help mother accurately perceive the child’s intention. Then once mother began to see the child’s distress the home visitor could guide her toward comforting the child. By reframing the baby’s intention for the mother, home visitors can correct harmful interactions.

一位母亲在她的孩子手指被门夹住并哭了起来之后，开始嘲笑她的孩子。“你是一个骗子！”她叫到，嘲笑着他。家庭拜访员轻轻地为宝宝说话：“哦，那好疼的。你感到害怕，并希望妈咪能让你感觉好起来。”因此，她首先试图帮助母亲准确地感知孩子的意图。然后，一旦母亲开始看到孩子的痛苦，家庭拜访员可以指导她安慰孩子。通过为母亲重新构建婴儿的意图，家庭拜访员可以纠正有害的互动。

Parent and Adult-Child Therapy

父母和成人 – 儿童治疗



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25-year old man sought psychotherapy because his wife was planning to divorce him.

一位25岁的男士因为他的妻子打算与他离婚而寻求心理治疗。

Trauma history: in childhood, he had been disobedient at school years and labeled a “trouble maker.” He also had been difficult to manage at home, with frequent temper tantrums and intense conflicts with his father.

创伤史：在童年时代，他在学校不听话，被贴上了“麻烦制造者”的标签。他在家里也很难服从管理，脾气暴躁，与父亲发生激烈冲突。

When the patient was in early adolescence, his father sent him away to a military-style boarding school, where he hoped they would “teach him to behave.”

当病人处于青春期早期时，他的父亲将他送到一所军队式的寄宿学校，在那里他希望他们“教他如何行事”

The patient was treated cruelly by the older boys in charge of the dormitory. He was physically abused, sexually abused, and repeatedly degraded and humiliated.

病人被负责宿舍的年长男孩残忍地对待。他受到身体虐待、受到性虐待，并一再受到贬损和羞辱。

The patient repeatedly told his father about the abuse and begged his father to let him come home. His father told him he was making it up, that he was being a “cry-baby,” and refused to let him come home.

病人多次告诉父亲虐待事件，并恳求父亲让他回家。他的父亲告诉他，这是他编出来的，他是一个“爱哭的宝宝”，并拒绝让他回家。

The patient went to college after he graduated from the boarding school and was relatively well adjusted, but he remained extremely resentful of his father and remained emotionally distant from him.

病人从寄宿学校毕业后上大学并且调整得相对较好，但他对父亲的态度仍然极端怨恨，并且在感情上远离他。



The patient married when he graduated from college and became frustrated when he struggled to find a satisfying job. The birth of his son was also stressful, because he felt that his wife enjoyed being with his son more than with him.

病人在大学毕业时结婚，并在努力寻找一份满意的工作时感到挫败。他儿子的出生也带来很大压力，因为他觉得他的妻子喜欢和他的儿子在一起而不是和他在一起。

The patient started binge drinking and gambling, and he stayed out late at night. His wife became alarmed and critical of him, and he complained, "She started pushing me around just like my father did. She told me I needed to grow up and act like a man—just like my father." This conflict further increased his drinking and gambling, to the point that she decided to divorce him.

病人开始酗酒和赌博，并且在外面混到深夜。他的妻子开始担心他并批评他，他抱怨说，“她开始像我父亲一样推着我。她告诉我，我需要长大，像男人一样行事—和我爸一样。”这种冲突进一步加剧了他的酗酒和赌博，直到她决定与他离婚。



In psychotherapy, the patient could see that he was carrying his pattern of rebellion toward his father into his relationship with his wife. His wife agreed to marital counseling. Both the therapist and the marital counselor agreed that addressing the problems in the family of origin could help, and the patient's parents agreed to family meetings.

在心理治疗中，病人可以看到他正在将他父亲的反叛模式带进他与妻子的关系中。他的妻子同意了婚姻咨询。治疗师和婚姻咨询师都同意解决原生家庭中的问题可能有所帮助，病人的父母也同意家庭会谈。

The father responded very positively when the therapist's understanding of the patient was conveyed to him. He talked about his own history of military trauma, how he always had "buried it" and tried to "act like a man." He showed a great deal of sensitivity and remorse for not responding to his son's plight at the boarding school. The patient's wife felt more understanding and empathic. This was a turning point in the marriage.

当治疗师把他对病人的理解传达给父亲时，这位父亲的反应非常积极。他谈到了自己在军队中的创伤史，他是如何“将其埋葬”并试图“像男人一样行事”。他表现出极大的敏感和懊悔，因为他没有回应他儿子在寄宿学校中的困境。病人的妻子感到更加理解和共情。这是婚姻的转折点。

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