



## HOW PARENTS HELP THREE-YEAR-OLDS BUILD THE EMOTIONAL MUSCLES OF:

父母如何帮助三岁的孩子建立情感肌肉

### LEARNING EMOTIONAL CAUSE AND EFFECT

学习理解情绪的因果关系

Parents help by

家长通过

- **TEACHING EMOTIONAL SELF-AWARENESS**
- 教授对情绪的自我觉察
- **TEACHING SELF-AWARENESS BY EXAMPLE**
- 通过以身作则教授自我觉察
- **MAKING SENSE OF OTHER PEOPLE'S EMOTIONAL SIGNALS**
- 理解他人的情绪信号
- **TEACHING AND MODELING EMPATHY**
- 教授并示范共情

### TAKING PLEASURE IN SHARING EXPERIENCE

享受分享经验的乐趣

Parents help by

家长通过

**CREATING TIME FOR RESPECTFUL LISTENING, MODELING SHARING**

开辟尊重倾听、示范分享的时间

### PERSISTENCE AND COMMITMENT TO A GOAL

对目标的坚持和承诺

**Parents help by**

家长通过

**BREAKING TASKS DOWN INTO MANAGEABLE STEPS**

将任务分解为可管理的步骤

**PRAISING THE EFFORT**

表扬付出的努力

**OFFERING RESOURCES TO SUPPORT MASTERY**

提供资源来支持掌握

**ASSERTION AND EXPLORATION**

自我主张和探索

**Parents help by**

家长通过

**PROTECTING AND VALIDATING CURIOSITY AND DRIVE**

保护和确认好奇心和驱动力

**MAKING CHOICES**

做出选择

**Parents help by**

家长通过

**SPELLING OUT CONFLICTING WISHES**

阐明冲突的愿望

**KEEPING THE CONFLICT INSIDE THE CHILD**

将冲突留在孩子的心中

**USING ANGER AS A SIGNAL**

使用愤怒作为信号

**Parents help by**

家长通过

**WORKING OUT WHAT THE ANGER IS ABOUT AND WHAT IS THE GOAL**

弄清楚愤怒是为了什么，以及目标是什么

**SUPPORTING JUST-RIGHT-SIZE FEELINGS**

支持大小刚刚好的感受

**DISTINGUISHING BETWEEN REAL AND PRETEND**

区分真实和假装

**Parents help by**

家长通过

**USING YOURSELF AS THE MAIN RESOURCE FOR YOUR CHILDREN**

将自己作为孩子的主要资源

**REGULATING TV USE**

规范电视/平板电脑的使用

**STRENGTHENING YOUR POSITION AS A TRUSTWORTHY GUIDE TO REALITY**

巩固你作为可信赖的现实指导者的地位

**TOLERATING FRUSTRATION TO ENJOY PLAY**

容忍挫折以享受游戏

**Parents help by**

家长通过

**STRUCTURING INTERACTIONS**

构建组织互动

**MONITORING PLAY**

监督玩耍

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儿童青少年

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Kerry Novick




Jon Allen




Kim Kleinman

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精神分析


## 精神分析系列专题课程



Vamik Volkan



Bonnie Litowitz



Janet Bachant

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创伤治疗

## 创伤治疗系列专题课程



Bessel van der Kolk



Janet Bachant



Judith Rustin