



证道心理

Session 8 第8节

PARENTING AND CHILD DEVELOPMENT:
INFANCY THROUGH SCHOOL AGE
养育及儿童发展：从婴儿到学龄



Overview of today's session

今日课程纵览

- Maximize child development: review of previous points
儿童发展最大化：回顾之前的观点
- My overarching philosophy
我的主要思想体系
- Brain growth and maturation in children
儿童大脑的发育和成熟
- Developmental traits and abilities of young children
少儿的发展特点和能力

Maximize child development:
review of previous points
儿童发展最大化：回顾之前的观点



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- What children need from parents
儿童需要从父母那里获得什么
- Every child is different: Adjust parenting to your child
每个儿童是不同的：对你的孩子调整养育方式
- Parents have needs too
父母也同样有需求

My philosophy 我的思想体系



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- Each child has a unique set of inborn traits determined by genetic factors.
每个孩子都有一套由遗传因素决定的以及独特的先天特征。
- There are limits to what we can control: Accept it!
我们能控制的东西是有限度的：接受它！
- Don't try to mold or shape your child into what you want them to be
不要试图把你的孩子塑造成你想要的样子
- Do discover who your child is: Help them be the best "them" they can be
一定要发现你的孩子是谁：帮助他们成为最好的“自己”

Brain Growth and Maturation

儿童大脑的发育和成熟



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- How brains grow and mature
大脑是如何发育和成熟的
- Stages and Patterns of brain development
大脑发育的阶段和模式
- Prefrontal Cortex development and maturation
前额叶皮质的发育和成熟
- Role of parent-child relationship in growth and maturation
亲子关系在发育和成熟过程中的作用

Developmental factors Infancy and Toddlerhood: 婴幼儿发展因素:



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- Learning what is predictable....what to expect and what is expected
学习什么是可预料的.....期望什么及被期望的是什么
- Infancy: forming a secure attachment bond
婴儿期：形成安全的依恋纽带
- Toddlerhood: expressing independence and asserting autonomy
幼儿期：表达独立和主张自治
- 3 year olds are 'pre-reflective'
3岁是“前反思”
- 5 year olds: first stage of being reflective.
5岁：反思的第一阶段。

How children are different from adults

孩子如何区别于成人



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- Imitation
模仿
- Rule learners
规则学习者
- The importance of Limits
限制的重要性
- Discipline is for teaching not for punishment
纪律是用于教导而不是用于惩罚
- The need for play and unstructured time
对游戏和随意时间的需求

Additional Question

附加问题



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- 现在中国有一种很常见的现象，孩子的母亲努力学习并且追求个人成长，但父亲忙于工作和社交，在养育过程中严重缺席。夫妻之间因育儿观产生激烈的冲突，双方都感到很愉快，父亲参与养育活动就变得更少了。您如何看待这种情况？美国有类似的情况吗？要如何处理这样的问题呢？
- There is a very common phenomenon in China now, where the mother studies hard and pursues personal growth, but the father is often busy with work, social activities, and is very absent in the process of parenting. Due to the differences in their concept of childcare, there is a fierce conflict between father and mother, both sides feel very unhappy, and the father's participation in parenting activities becomes even less. What do you think of this situation? Are there similar situations in the United States? How to deal with this situation?



Additional Question

附加问题

- 由于中国有很多小学有考评机制，不可避免在班级当中会有部分孩子长期被有形无形地冠以“差生”的称号，男孩居多。长期下来孩子感觉受挫、学习兴趣缺乏、自我评价较低，甚至产生习得性无助。据观察，当中有些孩子其实是比较聪明的，只是专注力不够，自我管理能力较弱。如果学校大环境不变，如何保护和帮助这部分孩子，对于部分学业有很大提升空间的孩子，心理咨询师可以协助家长做哪些工作？
- Many primary schools in China are adopting the examination evaluation system and it is inevitable that some children in the class will be named as the "bad students", where most are boys. These children often feel frustrated and lack interest in learning. They also have low self-evaluation and even learned helplessness after a while. According to observations, some of the children are actually smart, but they are not focused enough and have weak self-management ability. If the school environment does not change, how do we protect and help these children? What can psychological counselors do for these children who have a lot of room to improve academically?



Additional Question

附加问题

- 有创伤史的母亲，可能被日常生活中的事件激发出创伤性体验。例如，当（母亲自己）生病的时候，她小时候没有被照顾、被忽视的感受就不可控地涌出来，陷入悲伤、无助、无力的感受之中。如果这个时候孩子对母亲有期待和要求（比如希望母亲陪他玩或希望母亲关注他），母亲该如何与孩子沟通和联结呢？
- Mothers with a history of trauma may be triggered by events in their daily lives to re-experience their trauma. For example, when (the mother herself) is ill, her feelings of being neglected when she was a child would come out uncontrollably and she would fall into the feelings of sadness, helplessness and powerlessness. During this time, if the child has expectations and requirements for the mother (such as wishing the mother to play with him or expecting the mother to pay attention to him), how can the mother communicate and connect with the child?