

# Session 3

Your role as group leader:  
Resist the urge to fix. Help  
parents think for  
themselves

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# 第3节

小组带领者的职能：  
不要急于纠正。  
帮助家长独立思考

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证道心理

# Overview

- ❑ Resist the urge to fix and why
- ❑ Encourage parents to think for themselves and why
- ❑ Tips & Techniques to use
- ❑ What to do when parents 'insist' on answers
- ❑ Take Home Reflection
- ❑ Q&A

# 课程纵览

- ❑ 为什么要抵抗“修理”的冲动
- ❑ 为什么要鼓励家长独立思考
- ❑ 使用的提示和技巧
- ❑ 当家长“坚持”要答案的时候该如何处理
- ❑ 家庭反思作业
- ❑ 问答



# Resist urge to fix and why

- ❑ Parents & therapists frequently have the urge to step in & fix: fix the feeling, fix the problem
- ❑ We want a child to develop emotional resilience and to be able to take care of themselves
- ❑ Need to help them learn, they can manage difficult emotions & solve problems on their own
- ❑ Children learn best through trial and error.

# 为什么要抵抗“修理”的冲动

- ❑ 家长和治疗师经常有介入和纠正的冲动：纠正想法，处理问题
- ❑ 我们想要培养孩子的情感修复能力，这样他们就能够照顾好自己
- ❑ 需要协助他们学习，他们能够自我管理复杂的情绪并自己去解决问题
- ❑ 孩子最好的学习方式是试错



# Scaffolding instead of fixing

- ❑ Step in when you need to; Step back when you can
- ❑ Once they are mobile and as they grow, children want to explore, experiment, and problem solve
- ❑ Builds up brain connections, enhances cognitive development, promotes competence, enhances satisfaction, and supports independence
- ❑ If you jump in too quickly to fix you impair their development

# 用支持代替纠正

- ❑ 当你被需要的时候介入；不被需要的时候退后
- ❑ 一旦他们开始行动，随着他们的成长，孩子就想探索、实践和解决问题
- ❑ 建立大脑联系，促进认知发展，提升能力，提高满足感和支持独立性
- ❑ 如果你太急于去修理的话，便会损害他们的发展



# There is no one right way

- ❑ Whether you decide to Step In vs. Stay Out, depends
- ❑ There is not exact right amount.
- ❑ You are a facilitator not the director
- ❑ Fixing can serve a valuable function. But too much fixing is not good.
- ❑ People differ: Calmer vs. more anxious; confident vs. insecure; overly empathic vs. dismissive
- ❑ Try as much as possible to allow child to figure it out on their own, when you can and when it is safe.

# 没有所谓“正确”的方式

- ❑ 你决定是否介入或者退后，要视情况而定的
- ❑ 没有确切和正确的数量
- ❑ 你是促进者而不是指导者
- ❑ 修理可以起到很有价值的作用，但是过多的修理是不好的。
- ❑ 人与人之间存在差异：冷静与焦虑；自信与不安全；过度共情与忽视
- ❑ 在你觉得可以和情况是安全的时候，尽可能让孩子自己去解决



# Apply this to group process

- ❑ Notice your tendency to jump in to fix a parent's dilemma. Reflect on how you feel when you do that.
- ❑ Group members will jump in to 'fix'. Encourage group to give each other space to figure things out on own.

# 将此应用于小组过程

- ❑ 注意到你倾向于去解决父母的困境的时候，请反思一下你做这件事的感受
- ❑ 当小组成员想要介入并“纠正/解决”时，鼓励小组成员给予彼此空间，让他们自己解决问题



# Tips and Techniques

- ❑ Deep breathing & self-soothing
- ❑ Try watching/listening more
- ❑ Try to understand more
- ❑ Promote coping & resilience
- ❑ Reframe the situation from negative to more positive
- ❑ Keep in mind, strengths and vulnerabilities: child's & yours

# 提示和技巧

- ❑ 深呼吸并进行自我安抚
- ❑ 试着多看/多听
- ❑ 尝试理解更多
- ❑ 提高应对能力和恢复能力
- ❑ 把形势从消极转为积极
- ❑ 记住，你的以及孩子的优势和弱点



# Encourage parents to think for themselves and why

- ❑ Give a Man a Fish, and You Feed Him for a Day. Teach a Man To Fish, and You Feed Him for a Lifetime
- ❑ If you give the parent an answer, they have a solution to that one problem. Teach them to think for themselves, they have the skills to figure out any future problems.

## 为什么要鼓励家长独立思考

- ❑ 授人以鱼不如授人以渔
- ❑ 如果你给家长答案，他们只有解决这个问题的办法。教他们独立思考，他们才有能力解决未来的问题。





# Encourage parents to think for themselves and why

- ❑ Parents will ask for, even insist on you providing the answer.
- ❑ They believe there is a right answer and that you have it.
- ❑ But you don't have the answer
- ❑ You may think you do. But you don't.
- ❑ Remember there is no one right way
- ❑ There are always many possible ways

## 为什么要鼓励家长独立思考

- ❑ 家长会要求，甚至坚持要求你提供答案
- ❑ 他们相信有一个所谓“正确”的答案，而且你有这个答案
- ❑ 但你没有答案
- ❑ 你可能认为你有，但你并没有
- ❑ 记住：没有所谓“正确”的方式
- ❑ 总有很多可能的方式



# How to encourage 'self-reliance' in the parents in the group

- ❑ Use language of wonder and curiosity
- ❑ Empathize, normalize and their desire for an answer.
- ❑ Then in a non-judgmental way explain why you think it is better for them and their child to try their best to come up with their own answers
- ❑ When you ask for group input, frame it as 'other possible answers/solutions'

# 如何鼓励小组中的家长“自力更生”

- ❑ 使用好奇的语气方式
- ❑ 共情和常态化他们对答案的渴望
- ❑ 然后用一种不带偏见的方式解释为什么你认为他们和他们的孩子最好能自己想出答案
- ❑ 当你要求其他小组成员参与时，将其列为“其他可能的答案/解决方案”



# Take Home Reflection

During the week pay attention to your interactions with other people—your child, spouse, co-worker.

- Notice a time when someone has a problem and you have the urge to jump in and fix
- Reflect on why you jumped in to fix the situation.
- Notice how the other person reacted. Did they like it or not like it?
- How do you feel if someone jumps in to fix your problem

# 家庭反思作业

在这一周里，注意你与其他人的互动——你的孩子、配偶、同事。

- 请注意一次，当某人遇到了问题，而你急于去“修理”问题的时刻
- 反思一下你为什么要插手解决这个问题
- 注意对方的反应，他们喜欢还是不喜欢？
- 换位思考，如果有人来帮你“修理”你的问题，你有什么感觉？



## Q & A Review

### Question from Session #1 2-wks ago

In the parent group, do group leaders need to be neutral and not involved? Or can they offer their own opinions on the specific problems faced by parents?

## 问答回顾

### 问题来自两周前第1节课程:

家长小组中，小组带领者是否需要保持中立而不参与？或者他们能就家长面临的具体问题发表自己的看法吗？



## Q & A

Can you please tell us what are the components of a complete group activity and how is the time allocated? For example, what do you do in the beginning? And then what? What do you do in the end? Is there a pure teaching time in each group activity, or is all the teaching content achieved through interaction? Will the reflective exercises a parent brings home be brought to the group for discussion?

## 问答

老师能否介绍一下一次完整的小组活动由哪些部分组成以及时间上如何分配？也就是说开始做什么？然后做什么？最后做什么？在每次小组活动中是否有纯粹的教学时间，还是说所有的教学内容都是通过互动来实现的？带回家做的反思性练习是否会带到小组里讨论？



## Q & A

I have learnt a lot about parenting, but my ability in execution is not strong enough. How can I improve my ability in execution?

## 问答

我学习了很多养育知识，但是我的执行力不够，对孩子的教育虎头蛇尾，我该如何改善我的行动力？



# Next week

## Session 4

Group process: Building trust and empathy amongst group members

Regina Pally

# 下周课程

## 第4节

小组成员之间建立信任和共情的过程

Regina Pally



# 证道心理近期精彩课程

扫描二维码了解详情



## 精神分析核心概念 与临床技术 18讲

**Vamik Volkan**

五次获诺贝尔和平奖提名  
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弗洛伊德奖和西格尼奖双料获得者  
连续15年荣膺美国最佳医生



## 如何运用反移情 12种内隐关系模式 的识别、理解与修通

**Judith Rustin**

精通于咨访临床互动的内隐维度  
精神分析实践与研究的整合者  
纽约主体间精神分析研究所督导师