



▶▶ Understanding Childhood Behaviors and Disorders

United Mental Health Promoters



LOS ANGELES COUNTY
DEPARTMENT OF
MENTAL HEALTH
hope. recovery. wellbeing

瞭解兒童的行為和障礙



United Mental Health Promoters 聯合社區心理推廣計劃



LOS ANGELES COUNTY
DEPARTMENT OF
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▶▶ Agenda

- Understanding Child Development
 - Ages 6 to 12
 - Ages 12 to 18
- Adolescent Behavior
- Parenting Techniques
- Childhood Disorders
 - Oppositional Defiant Disorder
 - Intermittent Explosive Disorder
 - Conduct Disorder
- Parent Self Care
- Treatment

▶▶ 議題

- 瞭解兒童發展
 - 6至12歲
 - 12至18歲
- 青少年的行為
- 育兒技巧
- 童年障礙
 - 對立違抗性障礙
 - 歇性爆發性障礙
 - 品行障礙
- 家長自我照顧
- 治療

The background consists of a blue trapezoidal shape on the left and a grey trapezoidal shape on the right, separated by a white diagonal line. The text is centered in the grey area.

**Why is it Important to
understand Child
Development?**

為什麼要瞭解兒童發展的重要性？

►► Understanding Child Development

- Children develop at their own pace, so it's impossible to tell exactly when a child will learn a given skill. However, the developmental milestones give a general idea of the changes to expect as a child gets older.
- It also helps parents/caregivers understand how they can support the child to develop social relationships in shaping personality and growth at each point of development.

▶▶ 瞭解兒童成長

- 孩子們以自己的步調發展，因此無法準確判斷孩子何時會學習某些特定的技能。然而，兒童發展里程碑可以提供一些成長的概念。
- 它還可以幫助父母/照顧者了解他們如何幫助孩子建立社會關係，以幫助孩子塑造性格成長。



Ages 6 to 12

- Developmental Goal: To develop competence
- Question: “Can I make it in the world of people and things?”



年齡：6歲到12歲

- 發展目標：發展能力
- 問題：“我能在這個世界中可以做的到嗎？”

▶▶ Ages 6 to 12 – Competence vs. Inferiority

- **Competence:** If children are encouraged and reinforced for their initiative, they begin to feel competent and feel confident in their ability to achieve goals.
- **Inferiority:** If their initiative is not encouraged, if it is restricted by caregivers or teachers, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. When children are constantly criticized for their effort, they may develop feelings of inferiority.

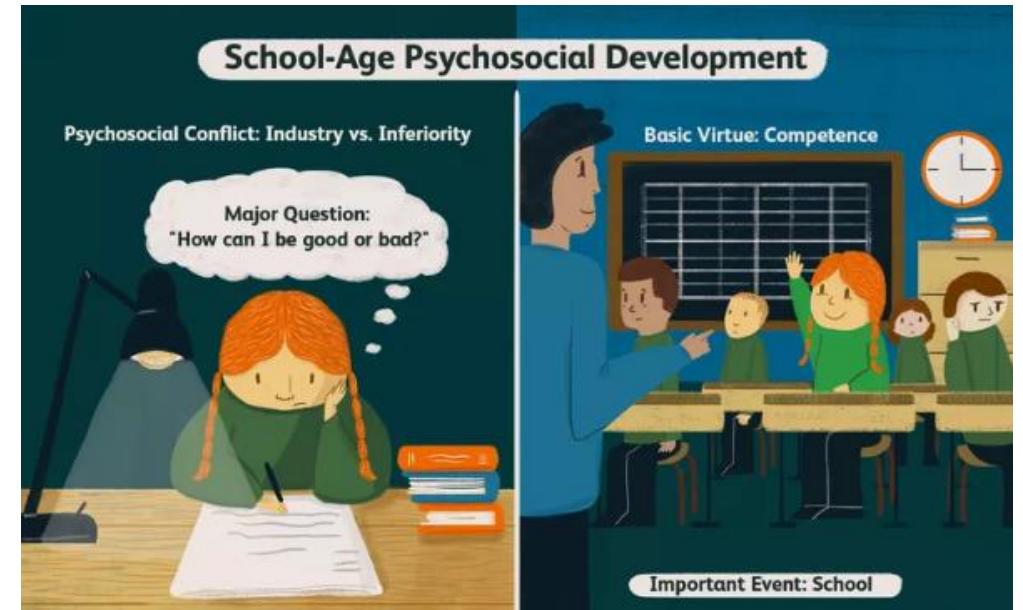
▶▶ 6歲對至12歲 — 有能力與劣勢

- 有能力：如果孩子的主動性得到鼓勵和加強，他們就會開始感到自己有能力，並對自己實現目標的能力充滿信心。
- 劣勢：如果不鼓勵孩子的主動性，並且受到照顧者或老師的限制，那麼孩子就會開始感到自卑，懷疑自己的能力，因此可能無法發揮自己的潛力。當孩子因努力而不斷受到批評時，他們可能會產生自卑感。

▶▶ Ages 6 to 12 – How can we encourage competence?

Supporting and encouraging children in areas in which they excel can help foster feelings of competence and achievement

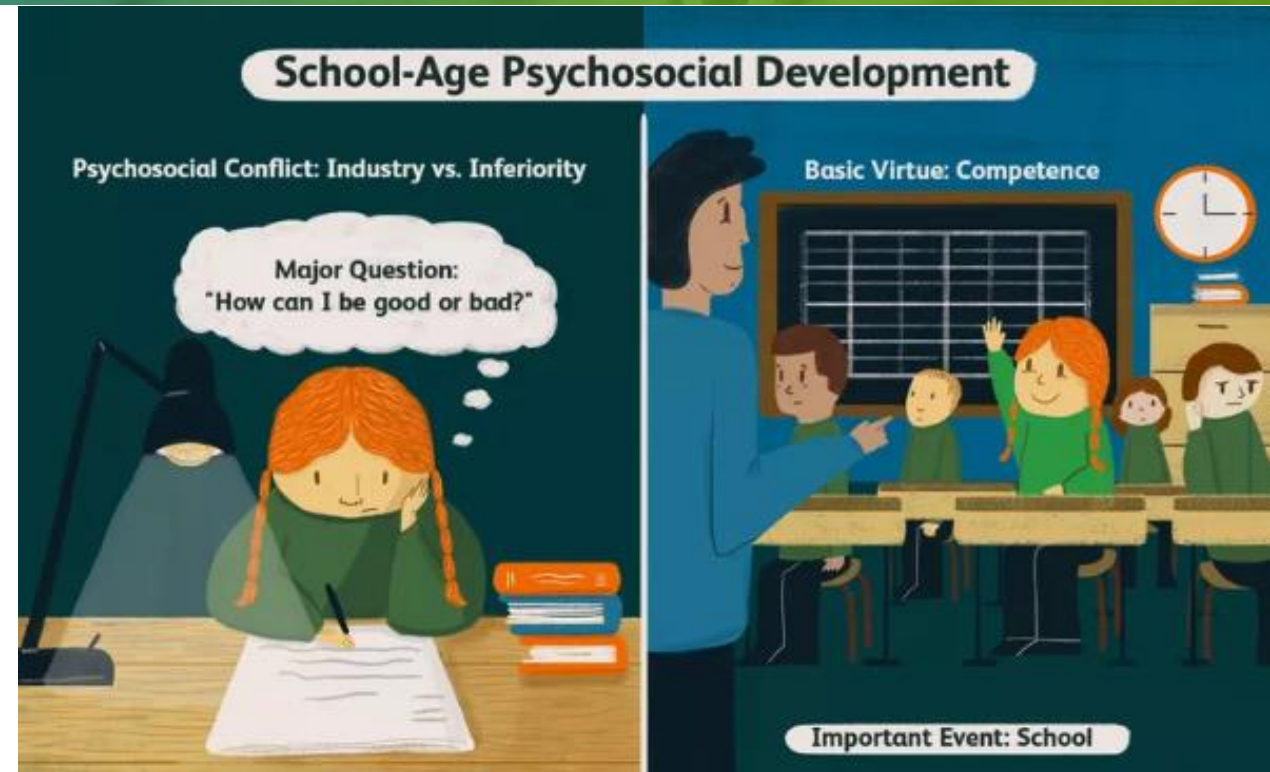
What are some examples?



6歲至12歲 – 我們如何培養孩子的能力？

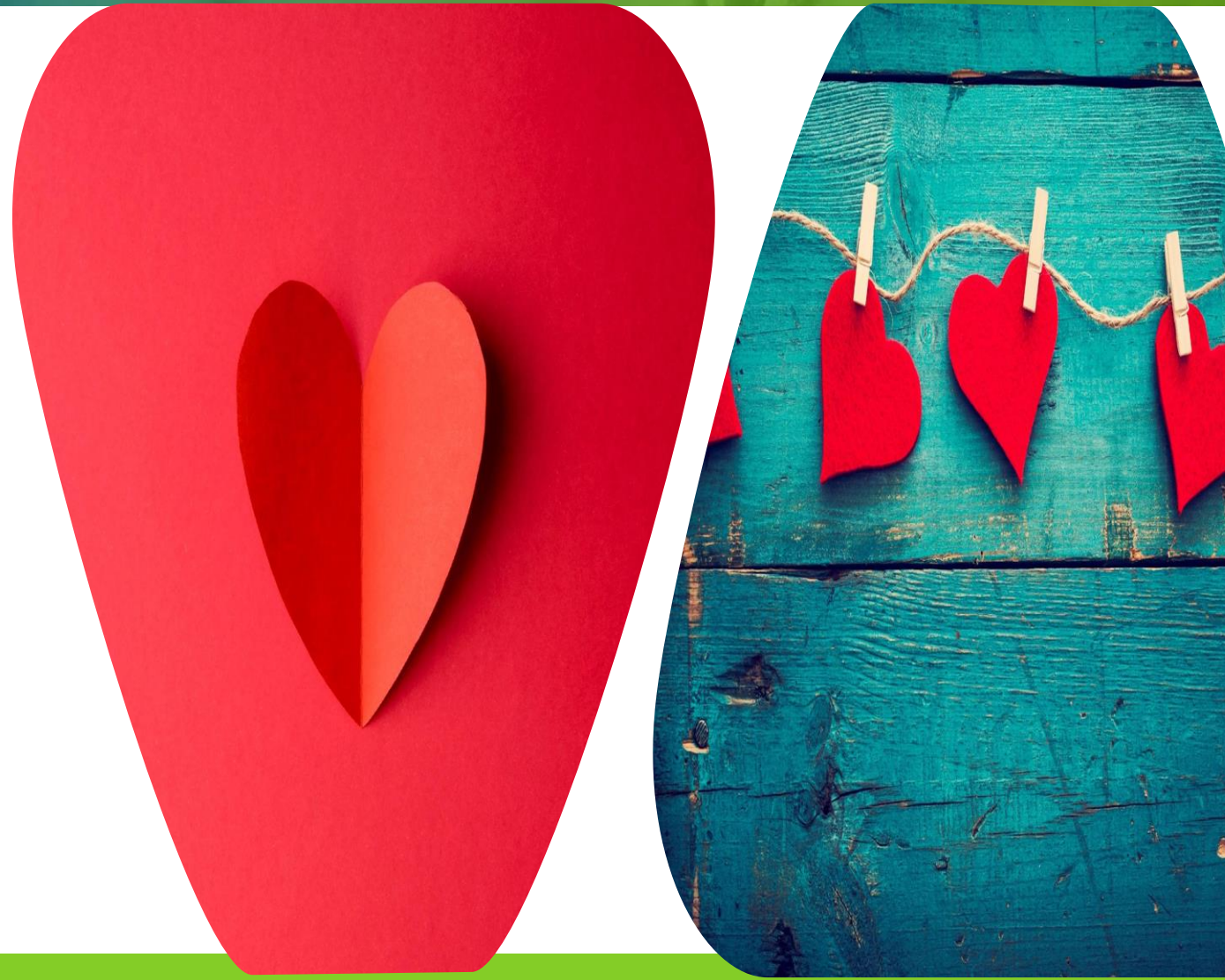
支持並且鼓勵孩子多參與他擅長的領域，有助於他們培養能力和成就感。

還有哪些例子？



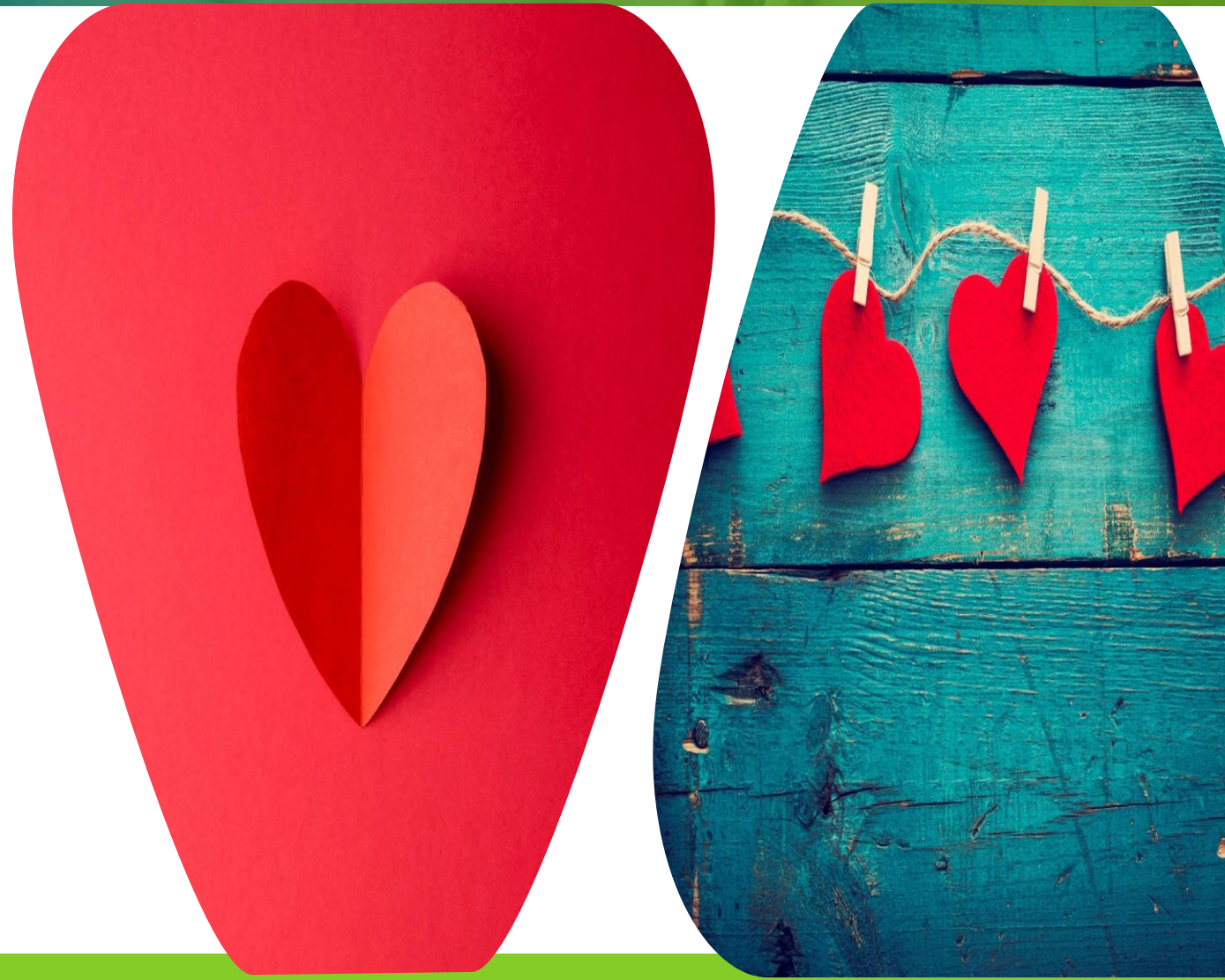
▶▶ Ages 6 to 12 - Encouraging Competence

- Unconditional love and support from adults can help all children through this stage, particularly those who may struggle with feelings of inferiority
- Do not equate achievement with acceptance and love



▶▶ 6歲至12歲 - 鼓勵能力的發展

- 大人無條件的愛和支持可以幫助小孩度過這個階段,尤其是那些有自卑感的孩子們.
- 不要只在孩子有成就的時候才給與愛與接受。



Age 12 to 18



- Developmental Goal: To develop own identity
- Question: “Who am I? What can I be?”



12歲到18歲

- 發展目標：發展自我認同
- 問題：“我是誰？ 我能成為什麼？”

▶▶ Age 12 to 18 – Identity vs. Role Confusion

- **Identity:** To succeed in this stage, adolescents need to establish a clear sense of self. They will need to determine their priorities in life (family, academic success, etc.). Then they will need to set goals for their adult selves based on those values.
- **Role confusion:** Some adolescents may have a weak sense of self. They may struggle to break away from what others expect them to be. Without a consistent identity, they may grow confused about what they truly want for the future.

▶▶ 12 至 18 歲- 身份與角色混淆

- 身份認同：在這個階段青少年需要建立清晰的自我意識、確定生活中的優先事項（家庭、學業成功等），然後，根據這些價值觀為自己設定目標。
- 角色混淆：部分青少年可能自我意識較弱。他們可能很難擺脫別人對他們的期望。如果沒有一致的身份，他們可能會對自己真正想要的未來感到困惑。

▶▶ Adolescent Challenges

- Physical changes in their bodies as they go through puberty
- Transition from middle school to high school
- Influenced by peers
- Expected to make more decisions on their own

What are other adolescent challenges?

▶▶ 青春期的挑戰

- 青春期時，青少年的身體上的生理變化
- 從國中到高中的過渡階段
- 受同儕 (同齡) 影響
- 期望做出更多決定

青春期的其他挑戰?

Typical vs. Not Typical Adolescent Behavior

- **Increased moodiness – Typical Behavior**
 - *Not Typical: Intense, long-lasting moods; risky mood-dependent behaviors, severe depression, self-injury or suicidal thinking*
- **Increased self consciousness, increased focus on body image - Typical Behavior**
 - *Not Typical: Perfectionism, purging or restricting eating, obsessive about or neglectful of hygiene*
- **Sleep cycle shifts later – Typical Behavior**
 - *Not Typical: Often up nearly all night; sleeps almost all day on weekends; late to school*
- **Messy room - Typical Behavior**
 - *Not Typical: Old, rotting food; teen not able to find basic necessities; dirty clothes covering floor chronically*

典型與非典型的青少年行為

■ 行緒化增強 – 典型行為

- 非典型: 強烈、持久的情緒；有風險、情緒化的行為 (*risky mood-dependent behaviors*), 嚴重的抑鬱症、自殘或自殺念頭

■ 自我意識增強、更加關注身體形象- 典型行為

- 非典型: 完美主義、催吐或限制飲食、忽視衛生或對衛生過度要求

■ 睡眠周期向後移動(Sleep cycle shifts later) – 典型行為

- 非典型: 經常幾乎整夜不睡;週末幾乎整天都在睡覺;上學遲到

■ 凌亂的房間 – 典型行為

- 非典型: 放久或壞掉的食物;青少年找不到生活必須品;地板上長時間覆蓋衣服

Typical vs. Not Typical Adolescent Behavior (con't)

- **Increased desire for privacy – Typical Behavior**
 - *Not Typical: Isolation from family, lack of communication*
- **Strong interest in technology, social media – Typical Behavior**
 - *Not Typical: Many hours per day spent on internet; high-risk or triggering websites; meeting strangers online; revealing too much (e.g. “sexting”, overly personal posts on social media)*
- **Increased parent-adolescent conflict – Typical Behavior**
 - *Not Typical: Verbal or physical aggression, running away*
- **Preoccupation with sex – Typical Behavior**
 - *Not Typical: Sexual promiscuity, multiple partners*

典型與非典型的青少年行為 (繼續)

- **對隱私的渴望增加 – 典型行為**
 - 非典型: 與家人隔絕, 缺乏溝通
- **對科技與社交媒體有濃厚興趣 – 典型行為**
 - 非典型: 每天花很多時間上網; 上高風險或不安全的網站; 在線上結識陌生人; 透露太多訊息 (例如: “性短信sexting”, 社交媒體上分享過多的私人信息)
- **親子(父母與青少年)衝突增加 – 典型行為**
 - 非典型: 言語或身體衝突, 離家出走
- **對性的關注 – 典型行為**
 - 非典型: 性濫交, 多個伴侶

▶▶ Parenting an Adolescent Dilemma

No Rules



Strict Rules

Have clear rules and enforce them consistently

AND AT THE SAME TIME

Be willing to negotiate on some issues and don't overuse consequences

What are some examples?

▶▶ 教養青少年的困境

沒家規



嚴格家規

有明確的規則並始終如一的執行
同時
願意對某些問題進行協調，不要過度處罰

還有哪些例子？

▶▶ Parenting an Adolescent Dilemma

*Making light of
problem behaviors*



*Making too much of
typical adolescent
behavior*

Recognize when a behavior “crosses the line” and get help for that behavior

AND AT THE SAME TIME

Recognize which behaviors are part of typical adolescent development

What are some examples?

▶▶ 教養青少年的困境

過輕處理問題



過份強調問題

正確的辨認哪些行為“越線”並向專業人士尋求幫助
同時
辨認哪些行為是典型的青少年發展的一部分

還有哪些例子？

▶▶ Parenting an Adolescent Dilemma

*Forcing
independence*



Fostering dependence

Give your adolescent guidance, support, and coaching to help figure out how to be responsible

AND AT THE SAME TIME

SLOWLY give your adolescent greater amounts of freedom and independence while continuing to encourage an appropriate amount of reliance on others

What are some examples?

▶▶ 教養青少年的困境

強迫孩子獨立



造成孩子依賴

為您的孩子提供指引和支持，並且幫助他們了解如何承擔責任
同時
慢慢的給青少年更多的自由和獨立，並鼓勵他們適度的依賴他人

有哪些例子 ？

Parenting Techniques

- Spend quality time with children
- Talk to your children
- Show affection
- Encourage positive behavior
- Set a good example
- Set clear rules
- Use age-appropriate consequences

親子教育技巧

- 與孩子共度精心時刻
- 跟孩子交談
- 表現關愛
- 鼓勵正面的行為
- 樹立一個好榜樣
- 制定清晰的家規
- 使用適合年齡的處理方式

When do behaviors become mental health disorders?

When it interferes with daily life!

兒童行為什麼時候 會變成心理疾病？

當它干擾到日常生活時！

Childhood Disorders

Oppositional
Defiant Disorder

Intermittent
Explosive Disorder

Conduct Disorder

兒童障礙 Childhood Disorders

對立違抗性障礙
Oppositional Defiant
Disorder

間歇性爆發障礙
Intermittent
Explosive Disorder

品行障礙
Conduct Disorder

▶▶ **Oppositional Defiant Disorder**

- Frequently loses his/her temper
- Argues excessively with adults
- Intentionally disturbs and annoys others
- Challenges and refuses to comply with rules or with what adults ask
- Blames others for his/her errors
- Frequently irritable and resentful

▶▶ 對立違抗性障礙 **Oppositional Defiant Disorder**

- 經常發脾氣
- 過度頻繁與大人爭吵
- 故意打擾和惹惱他人
- 挑戰並且拒絕遵守規則或大人的要求
- 將自己的錯誤歸咎於他人
- 時常感到煩躁與怨恨

▶▶ Intermittent Explosive Disorder

- Angry outbursts
- Verbal aggression
- Physical aggression
- Destruction of property

▶▶ 間歇性暴怒症 **Intermittent Explosive Disorder**

- 憤怒的爆發
- 言語攻擊
- 身體攻擊
- 破壞財物

▶▶ **Conduct Disorder**

- Bullies, initiates physical fights
- Used weapons to cause physical harm
- Physically cruelled to people/animals
- Steals while confronting the victim
- Runs away from home
- Forced someone into sexual activity
- Deliberately sets fires
- Destroys property
- Lies to obtain goods

▶▶ 品行障礙 Conduct Disorder

- 霸凌, 發起肢體衝突
- 使用器械造成身體傷害
- 對人/動物進行身體傷害
- 跟受害者對峙時偷竊
- 離家出走
- 強迫別人從事性行為
- 故意放火
- 破壞財物
- 騙取物品



Treatment is not short. It takes time to establish new attitudes and patterns of behavior.

Nevertheless, treatment offers an opportunity to improve the present and have hope for success in the future.

治療時間不短, 並且需要時間建立新的態度
與行為模式。治療不僅提供一個改善現況的
機會, 同時給予患者在未來取得成功的希望

。



What do you do when you are feeling overwhelmed?

What works?

What doesn't work?





當你感到不知所措時，
你會怎麼辦？

什麼有效？

什麼不起作用？



▶▶ Parent Self-Care

For parents, it is important to stay grounded

- When feeling overwhelmed, step away from the situation
- Deep breathing
- Share your concerns without judgement
- Be prepared to adjust expectations
- Talk to a friend for support
- Find your community – church, support group, PTA group
- Find therapy
- Exercise
- Eat well
- Maintain hobbies to avoid parenting becoming all-consuming

▶▶ 家長自我照顧

對於父母來說，務實性很重要

- 當你無能為力的時候，離開這個環境
- 深呼吸
- 不帶批判的字眼來分享你的疑惑
- 隨時準備好調整期待
- 與朋友談心
- 參加社群：教會、支持團體、家長群
- 尋找治療方法
- 運動
- 吃好
- 保持興趣愛好，避免父母角色成為你的全部

▶▶ Treatment

Treatment may include:

- Evaluation by mental health professional
- Parenting classes to help parents/caretakers learn to handle/manage the behaviors
- Individual psychotherapy where the child can develop more effective control over his/her anger.
- Family therapy to improve communication
- Behavior therapy to develop solutions to the problems and lessen negativity

▶▶ 治療

治療方案可能包括:

- 心理健康專家評估
- 親職教育/育兒課程，幫助父母/照顧者處理行為
- 個人心理治療，孩子可以更有效的控制他/她的怒氣
- 家庭治療，改善溝通
- 行為治療，製定解決方案並減少負面情緒

▶▶ Resources

- Surgeon General Recommendations on Mental Health. Retrieve from <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>
- “How Are You Feeling These Days?” Retrieved from [How Right Now | Finding What Helps \(cdc.gov\)](#)

▶▶ 資源

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Questions?



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問題?



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For mental health resources, services, and support, please call our 24/7 Help Line at (800) 854-7771 or visit <https://dmh.lacounty.gov/get-help-now>

You may also connect with us at @LACDMH on Facebook, Twitter, Instagram, and YouTube

Need to be connected to mental health services?

Call 800-854-7771
(ext. 1) for mental health referrals and crisis services.



Your emotional wellbeing is our top priority.

Call 800-854-7771



Need resources for veterans and their families?

Call 800-854-7771
(ext. 3)



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There is hope.



Talk with us.



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如需心理健康資源、服務和支持，請撥
打我們7天/24小時的服務熱線

(800) 854-7771 或上網查閱

<https://dmh.lacounty.gov/get-help-now>

你也可以透過以下方式與我們聯繫

@LACDMH on Facebook, Twitter, Instagram,
and YouTube

**Need to be
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**Your emotional
wellbeing is
our top priority.**

Call 800-854-7771



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veterans and
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Stigma and Discrimination Reduction (SDR) Survey



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UCSD

SDR Program Questionnaire (English)

Stigma and Discrimination Reduction Program Participant Questionnaire



<https://tinyurl.com/SDR-Eng>

To help us improve, please tell us what you think!

- SDR is anonymous and voluntary
- Please click on the link in the chat box and fill in:

Program:

Understanding Childhood Behaviors and Disorders

Presenters:

My name is ...

Date:

Today is ...



減少污名和歧視 (SDR) 問卷



SDR Program Questionnaire (Chinese)

屈辱歧視減降計畫與者問卷



tinyurl.com/SDR-Chinese

請協助我們改進,並請告訴我們您的想法!

- SDR問卷是以自願性、不記名方式進行的
- 請您在聊天室裡按下問卷的連結鍵, 並且回答問卷內容:

• Program:

“**Understanding Childhood Behaviors and Disorders I**”

Presenters: 講員:

我的名字:

Date: 日期:

今天是: