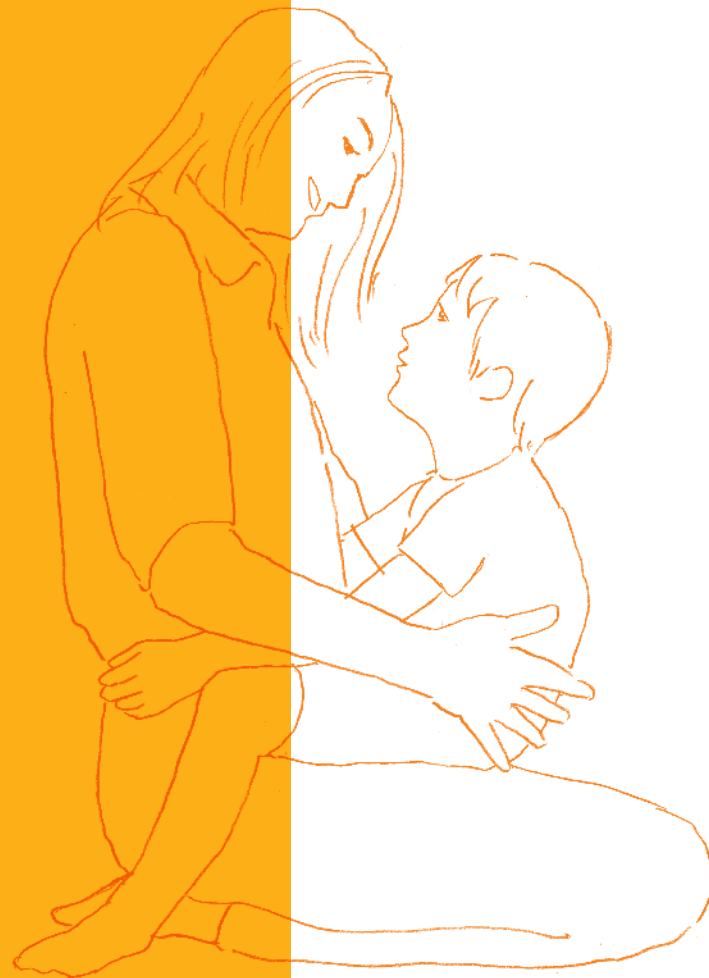


# 情緒家教室

## *Emotion Management at Home*



Claudia (化名) 因為婚姻問題被轉介至紅磡綜合家庭服務中心接受輔導服務。在接受輔導的過程中，她發現自己的情緒影響了自己管教子女。她直言自己「唔識教」，亦不想子女如自己般情緒化，於是主動向社工查詢管教的課程。

在參加了一些管教課程及親子遊戲治療小組後，她明白管教子女的原則。她表示自己以前在管教上欠缺「滋養」子女，加上嚴厲的規則及激動的情緒往往令子女難以感受到被疼愛。於是，她開始學習先平靜自己情緒，再跟子女說道理，亦會配合合宜的獎勵，令孩子較為容易接受媽媽的管教方式，減少了對抗的行為，關係得以改善，同時雙方角力的場面亦因此而減少。

Claudia was referred to the marriage counselling service in Hung Hom Integrated Family Service Centre due to her marriage problem. During counselling, she realized that she was quite emotional and afraid it would affect her parenting. "I didn't know how to raise them." Therefore, she asked a social worker for help.

After attending different parenting courses and play therapy groups, she learnt some skills and principles in parenting, especially "nurturing", which she much lacked before. Besides, she was strict and her intense emotions always made her children do not feel loved. Apart from starting to learn keeping calm before reasoning with her children, proper awards are given to them. Her children have also tended to accept her way of parenting and she has fewer conflicts with her children.

## 親子角力 影響關係

Claudia育有一對子女。大兒子現時六歲，就讀小一；女兒則五歲，就讀幼稚園低班（K2）。她指兒子小時候一直很聽話，但自從入讀幼稚園便開始鬧情緒。當時，她的兒子不願寫字，雙方不斷角力，花達兩小時才能勸其寫十多個生字。她自言是情緒化的人，容易被情緒牽著走而變得嚴厲，但眼見子女常哭鬧，自己亦感心痛，造成雙輸局面。「希望可以控制情緒，不希望小朋友似我。」

加上幼稚園老師向Claudia反映其兒子上課時「坐唔定」，做功課時又不專心。Claudia感到氣餒亦擔心兒子長遠的發展，因她深知兒子有足夠的能力應付功課，但當情緒出現，他便不願意合作。在軟硬兼施的角力後，Claudia感到筋疲力盡，亦擔心會影響雙方的關係，她遂尋找專業人士的意見。

## 滋養親子關係 陪伴子女成長

過去一年，她與兒子一同參與紅磡綜合家庭服務中心的課程，包括管教相關的課程及遊戲小組。在小組中，她與兒子每次有一小時共處的時間，大家一起玩遊戲、做手工以及親密的互動。她指平日大部分時間都與兒子在功課上角力，以致沒有了親子相處的時間。遊戲過程中，兒子因為可以和媽媽相處，而暫時不用和妹妹爭寵，令母子二人更投入遊戲之中。

在課程中，Claudia學會了不同的管教方法，例如：透過幫兒子塗手霜的小遊戲讓兒子感覺自己被愛護及關注，這稱為「滋養」。她現時會運用不同的知識及技巧與子女相處，如設立親子時間、給予適當獎勵、多講道理等等，以增進親子關係。活動中她認識了不少同路人，透過彼此傾訴，令她得以分憂及感到被關懷，情緒亦得以緩和。

**多運用「滋養」的技巧，多擁抱，多獎勵，多解釋，有助改善親子關係。**

*Use the skills of “nurturing” more often; more hugging, awards and reasoning helps improve parent-child relationship.*

## Coming into Conflict with her Children Affected their Relationship

Claudia's elder son is six years old and he is now studying in Primary one. Her daughter is five years old, studying in Kindergarten Two (K2). Claudia mentioned that her son had always been well behaved until he was in kindergarten. Her son did not like to write and became quite emotional when he needed to write. She had to spend about two hours to ask him for writing about ten words. She admitted that she was quite emotional and became stricter. When she saw her children always crying, she felt heartbroken which led to a lose-lose situation for her and her children. “I want to have better control of my emotions. Also, I don't want my children to be as emotional as me.”

A kindergarten teacher also pointed out that her son had problems in doing homework and was hyperactive at school. Claudia was very worried about his development since she thought her son had the ability but was not willing to do homework. When she was emotional and felt exhausted after coming conflict with her children, she was worried about their relationship, so she asked a social worker for help.

## Nurturing Parent-child Relationship Accompanying her Children to Grow

In the past year, she started to attend the course in Hung Hom Integrated Family Service Centre, including the related parenting course and play groups. She and her son had one-hour family time in the group playing games together, making handicrafts and interacting closely. Claudia needed to spend much time in asking her son to do homework, so they seldom had family time before. Her son was very happy when playing games with her.

Claudia has learnt different parenting skills in the course. For instance, the game of putting cream on her son's hands enabled her son to feel her love, care and attention and the skill is known as “nurturing”. In order to enhance parent-child relationship, she currently uses different skills and knowledge to get along with her children such as setting parent-child quality time, giving proper awards and reasoning with her children, etc. She has met lots of people with similar situation and they shared their worries throughout the programme. She was able to share her difficulties with others and she felt being cared which could also help her cope with her emotions.

現時，Claudia決定全職照顧子女，希望可以有更多時間在子女身邊陪伴他們成長。她坦言兒子仍有不願意做功課的時候。但現在的她會更明白兒子的行為來自不安的情緒，故此Claudia更願意陪伴他一起面對功課中的困難。為了孩子，Claudia亦完成了幼兒教育的文憑，希望以趣味的教學方式幫助他們成長。她亦希望在照顧子女之餘，將來能有機會發揮所長幫助其他小朋友。

她特別感謝金姑娘及岑姑娘在過程中的協助及鼓勵。負責社工金姑娘亦發現在輔導及小組介入後，Claudia開始多運用「滋養」的技巧，常以溫柔的語調與兒子溝通，並時常親近及擁抱兒子。她對兒子的欣賞及稱讚，令彼此關係更親密。可見Claudia過去的用心和努力，亦反映了改善親子關係所帶來的正面果效。

Claudia is currently a housewife as she wants to accompany her son to grow up. She still finds her son sometimes does not do homework and she understands that it is due to his anxiety. Therefore, Claudia is more willing to accompany her son to face the difficulty of doing homework. In order to help her children, Claudia completed the Diploma in Early Childhood Education hoping to use interesting methods to teach her children. Besides taking care of her own children, she hopes she has the opportunity to use her skills in helping other children.

She especially thanked for Ms Kam and Ms Sum's assistance and encouragement in times of difficulty. The responsible social worker, Ms Kam also found out that after the intervention of counselling and groups, Claudia started to use the skills of “nurturing” and she always communicates with her son gently, always approaches him and hugs his son. Her appreciation and admiration for her son has brought their relationship closer. Claudia's paid effort paid off as her parent-child relationship has improved.

