

# Alternative to Corporal Punishment - Prevention & Protection through Positivity

RYAN CHEUNG

CHAIRPERSON

DIVISION OF EDUCATIONAL PSYCHOLOGY  
THE HONG KONG PSYCHOLOGICAL SOCIETY

1. 對效果的誤會
2. 社會文化基準
3. 個人成長經歷

# Lancet, 2021 – 7 個發現

Review

## Physical punishment and child outcomes: a narrative review of prospective studies



Anja Heilmann, Anita Mehay, Richard G Watt, Yvonne Kelly, Joan E Durrant, Jillian van Turnhout, Elizabeth T Gershoff

Physical punishment is increasingly viewed as a form of violence that harms children. This narrative review summarises the findings of 69 prospective longitudinal studies to inform practitioners and policy makers about physical punishment's outcomes. Our review identified seven key themes. First, physical punishment consistently predicts increases in child behaviour problems over time. Second, physical punishment is not associated with positive outcomes over time. Third, physical punishment increases the risk of involvement with child protective services. Fourth, the only evidence of children eliciting physical punishment is for externalising behaviour. Fifth, physical punishment predicts worsening behaviour over time in quasi-experimental studies. Sixth, associations between physical punishment and detrimental child outcomes are robust across child and parent characteristics. Finally, there is some evidence of a dose–response relationship. The consistency of these findings indicates that physical punishment is harmful to children and that policy remedies are warranted.

### Introduction

The WHO–UNICEF–*Lancet* Commission<sup>1</sup> on children has highlighted social, economic, commercial, and environmental threats to child health and has called for urgent government action to ensure that children grow

The purpose of this narrative review is thus to summarise the past two decades of research on physical punishment in a format that is accessible to policy makers, community leaders, and practitioners. Although

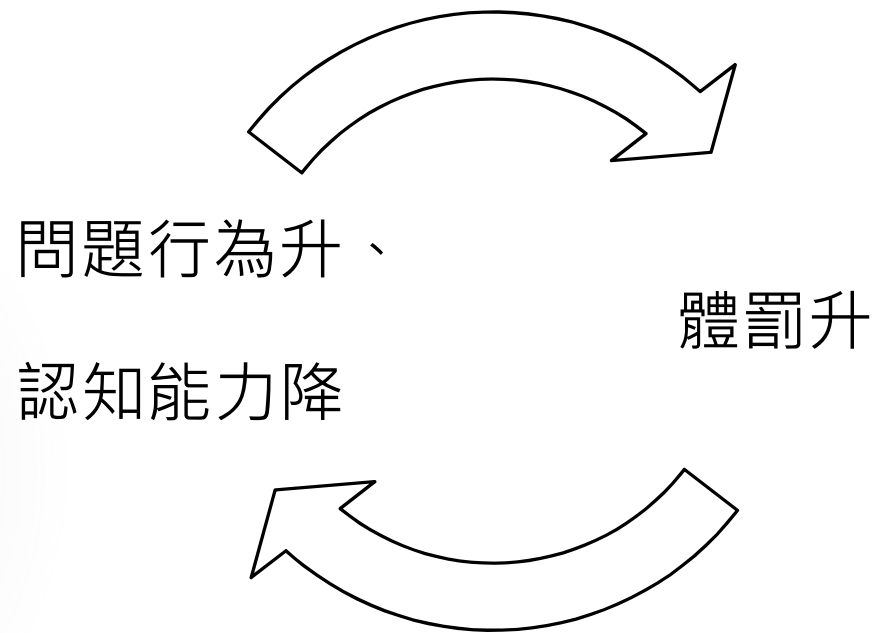
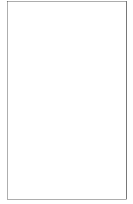
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Department of Epidemiology and Public Health, University College London, London, UK (A Heilmann PhD, A Mehay PhD, Prof R G Watt PhD, Prof Y Kelly PhD); Department of Community Health Sciences, University of Manitoba, Winnipeg, MB, Canada (Prof J E Durrant PhD); Royal College of Physicians of Ireland, Faculty of Paediatrics, Dublin, Ireland (J van Turnhout CDir);

# 7項主要發現

1. 體罰無法改善問題行為，而且問題行為反而可能會越來越多。
2. 體罰和任何正向的表現無關。
3. 對孩子體罰的家庭，也可能有較高的虐兒風險。
4. 嚴謹的統計分析證實體罰和問題行為的因果關係：體罰會導致孩子的問題行為增加，而非問題行為的本身造成體罰。
5. 半實驗性質的研究證實體罰在各國不同的文化中，都會造成更多負面外顯問題行為，較少正面能力發展。
6. 不論家長和小孩的特質、以及文化背景為何，體罰會帶來所有負面影響的結論都是一致的。
7. 體罰越嚴重，孩子的問題行為也會越多。即「劑量反應效應」(dose response relationship)

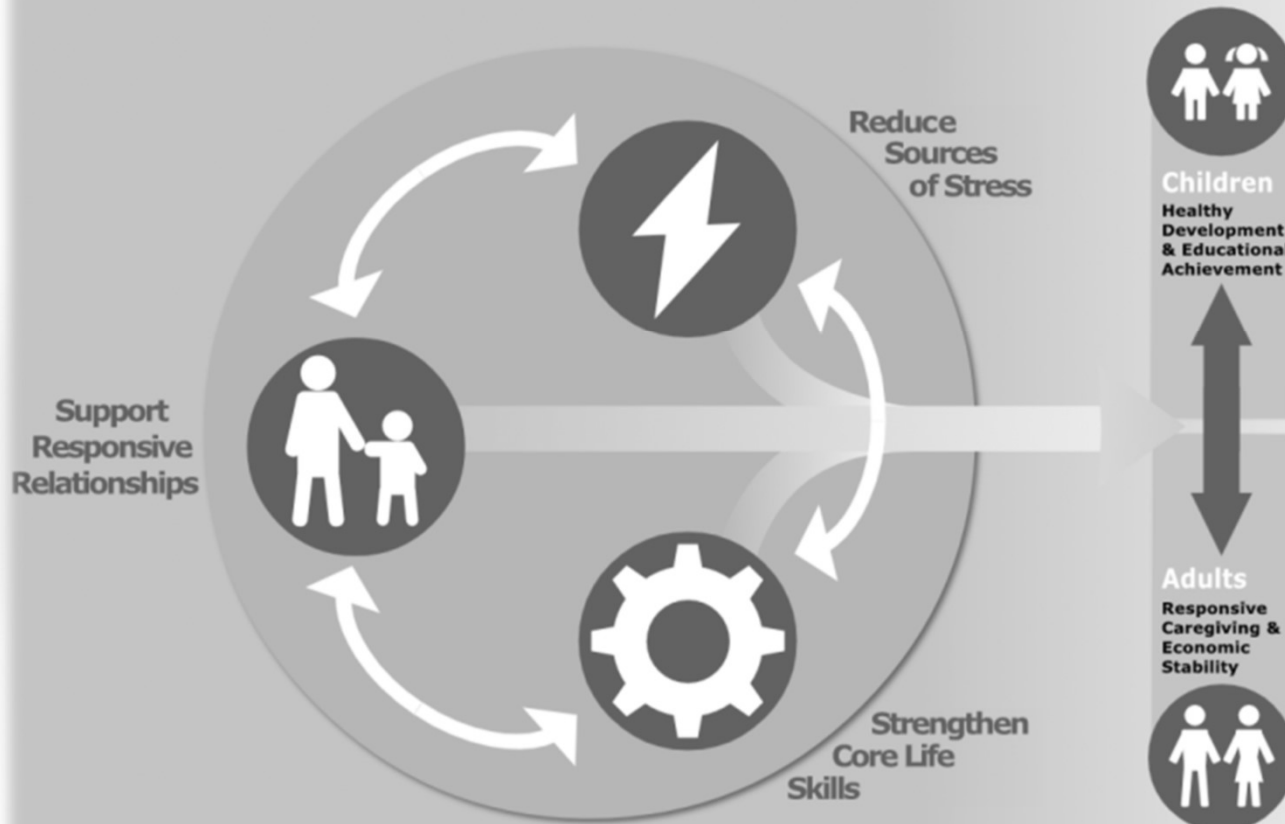
# 體罰的惡性循環



## Science to Policy and Practice

### Three Principles to Improve Outcomes for Children and Families

These principles, grounded in science, can guide policymakers and program developers as they design and adapt policies and programs to improve outcomes for children and families.



▶減外壓

▶加技能

▶強連結

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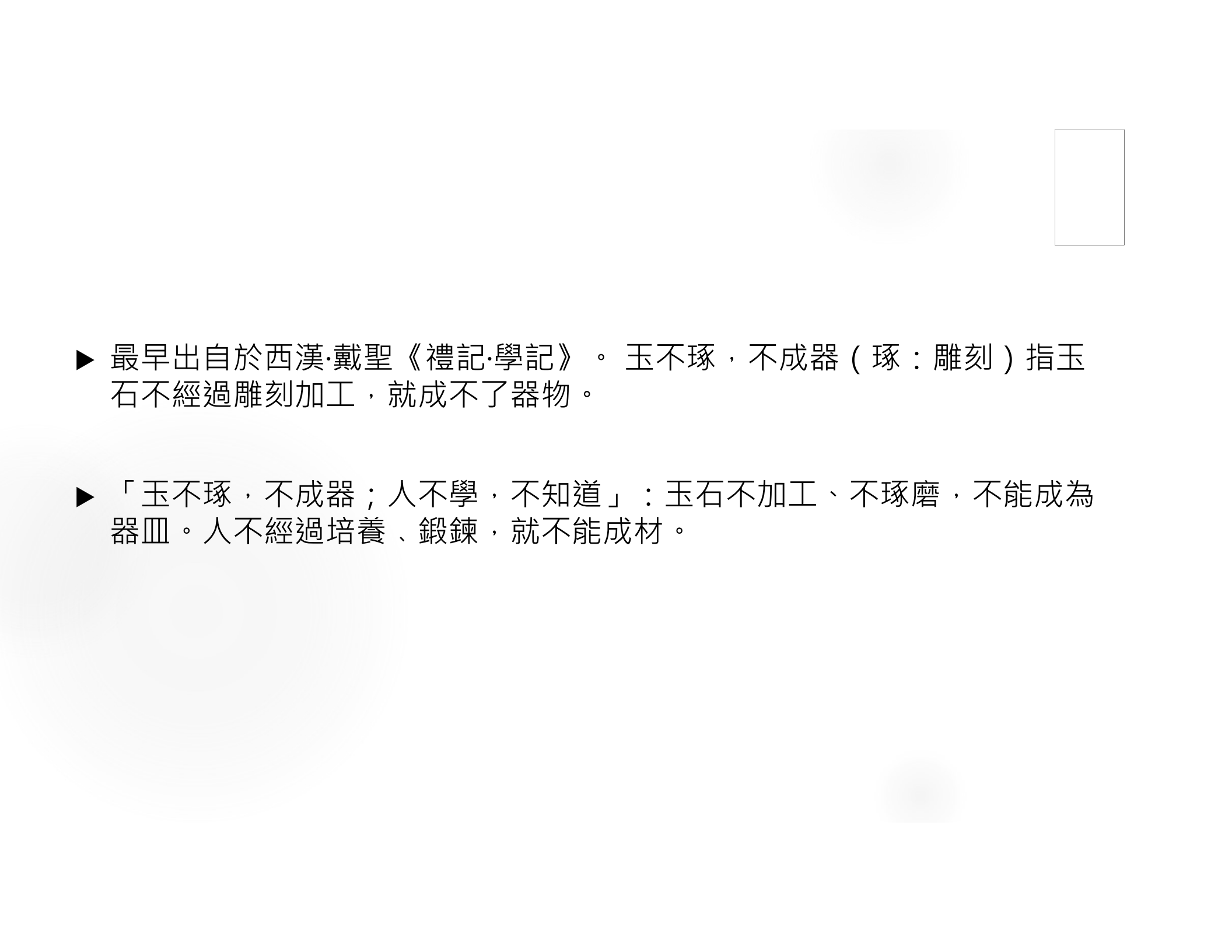

### 3 Principles to Improve Outcomes for Children and Families

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2021 UPDATE



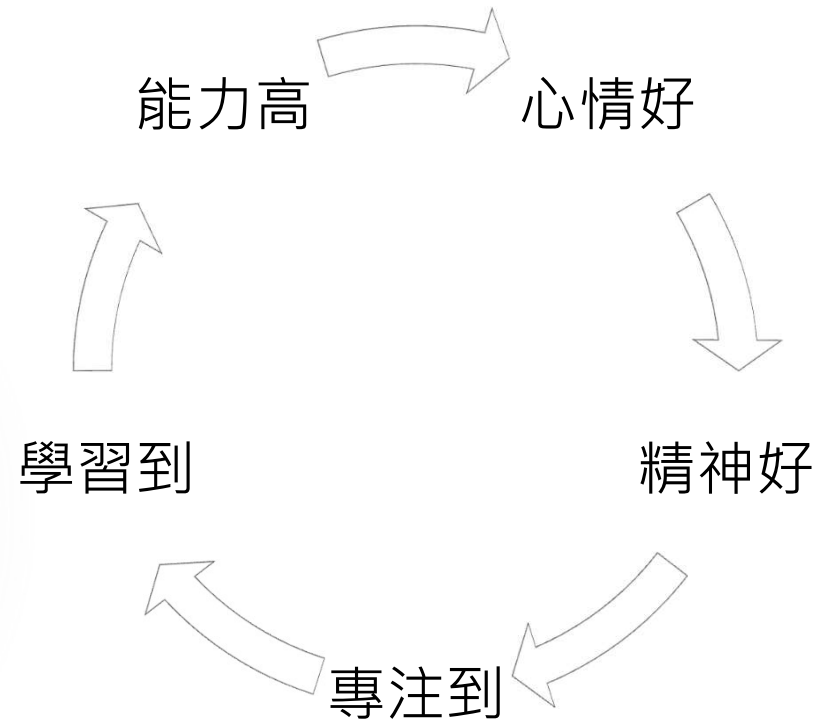
- ▶ “... science-informed insights combined with the lived experiences of families and communities, the expertise of service providers, and a diversity of perspectives among policymakers and civic leaders can catalyze fresh thinking and more effective action.” (p. 10)

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- ▶ 最早出自於西漢·戴聖《禮記·學記》。玉不琢，不成器（琢：雕刻）指玉石不經過雕刻加工，就成不了器物。
  - ▶ 「玉不琢，不成器；人不學，不知道」：玉石不加工、不琢磨，不能成為器皿。人不經過培養、鍛鍊，就不能成材。



# 拓展和構建理論

## Broaden & Build Theory





### Breaking the mold: Socio-ecologic factors to influence the development of non-harsh parenting strategies to reduce risk for child physical abuse

Julia M. Fleckman<sup>a,\*</sup>, Catherine A. Taylor<sup>a</sup>, Heather L. Storer<sup>b</sup>, Katherine Andrinopoulos<sup>a</sup>, Lindsey E.G. Weil<sup>c</sup>, Lily Rubin-Miller<sup>a</sup>, Katherine P. Theall<sup>a</sup>

<sup>a</sup> Tulane University, School of Public Health and Tropical Medicine, 1440 Canal Street, Suite 2210, New Orleans, LA 70112, USA

<sup>b</sup> University of Louisville, Kent School of Social Work, 2217S. Third St., Louisville, KY 40292, USA

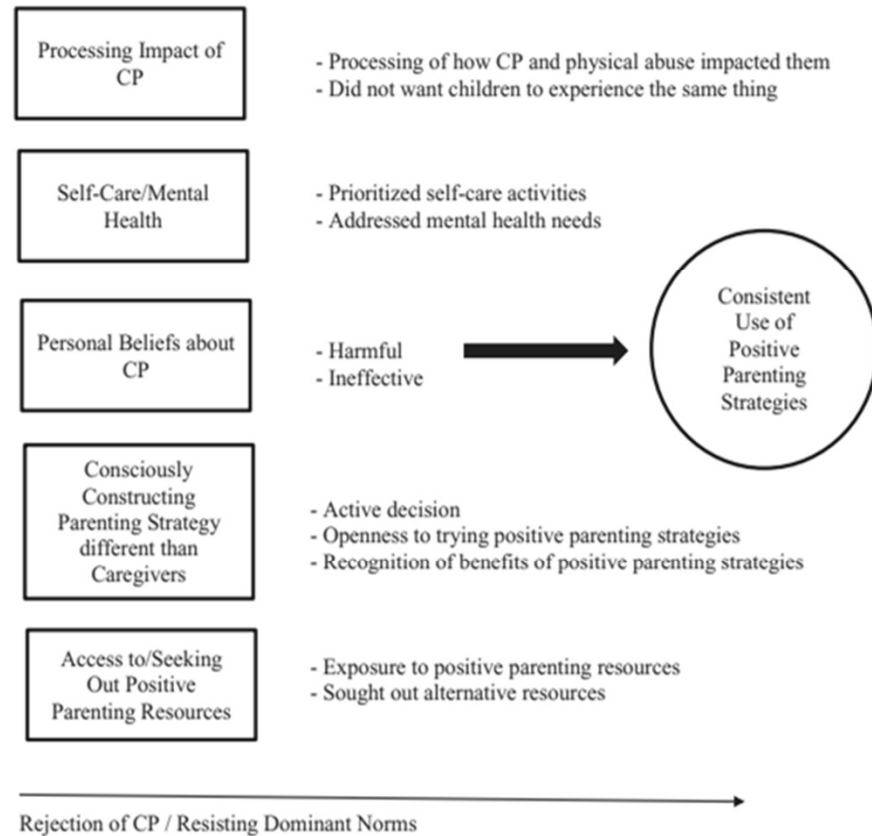
<sup>c</sup> Northwestern University Feinberg School of Medicine, Department of Psychiatry and Behavioral Sciences, 710 N Lake Shore Drive, Chicago, IL 60611, USA

#### ARTICLE INFO

**Keywords:**  
Prevention of child physical abuse  
Corporal punishment  
Positive parenting  
Positive deviance  
Qualitative research

#### ABSTRACT

Corporal punishment (CP) continues to be a common form of discipline in the U.S despite indications of its long-term harm to children, including strong risk for child physical abuse. Parents that are exposed to CP or physical abuse in childhood are at heightened risk for using CP with their own children. In examining parenting practices relevant to preventing child physical abuse, Positive Deviance relates to those parents who choose effective, positive parenting strategies to discipline their children, despite being exposed to CP and physical abuse in childhood. Little is known about buffering or motivating factors that prevent parents from using CP, or how these factors are influenced by parental childhood history or CP social norms. Therefore, this study examines the motives for use of positive parenting practices, including non-use of CP, for mothers who were exposed to CP and physical abuse in childhood (Positive Deviance). Qualitative interviews were conducted with seventeen mothers with a history of childhood CP and physical abuse. Results indicate that participating mothers believe CP is not an effective discipline strategy and is harmful for children. Mothers opted to use positive parenting practices, rather than CP, with their own children based on empathy, knowledge of harm, as well as rejection of inter-generational transmission of CP and community norms. Findings provide evidence that a Positive Deviance approach can inform target areas for primary prevention strategies aimed at reducing child physical abuse. Directions for multi-level public health prevention approaches and educational campaigns are discussed.



# 保良局小學正向教育發展計劃

保良局小學正向教育發展計劃

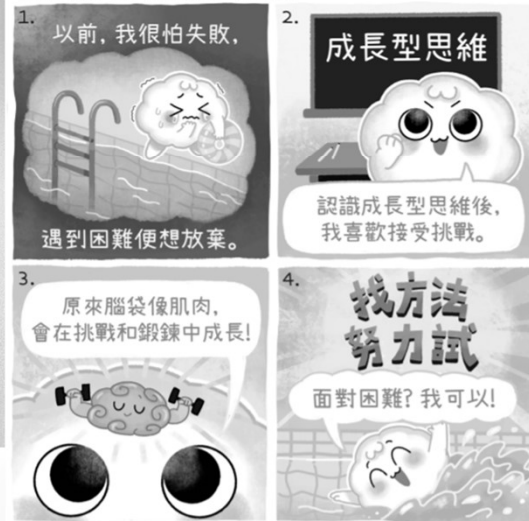
正向情緒  
家長講座(1)

保良局教育心理學家  
張溢明

## 正向劇場:從失敗中學習



## 正向劇場:會成長的腦袋



# 香港教育大學「3Es 情+社同行計劃」

## 情緒表達與調節 (成人篇)

香港教育大學  
兒童與家庭科學中心  
家長講座 (一)



按本地研究，本地幼兒情緒社交發展包括四大範疇

認知控制 Cognitive Control	情緒表達 Emotion Expressivity	情緒管理 Emotion Regulation	同理心及利他行為 Empathy & Prosocial Behaviors
幼兒能善用記憶，抑制衝動，按環境需要靈活應變	幼兒能表達自己的情緒，並說出情緒背後的原因	幼兒能調節自己的情緒，整理背後的想法，學習如何解決問題	幼兒能辨識別人的情緒，表現正面的社交態度，樂於與人相處及結交新朋友

# EASP: Early Advancement in Social-Emotional Health and Positivity

## 正思樂行：幼師與家長正向教育計劃

DOI: 10.1111/famp.12979

ORIGINAL ARTICLE

FAMILY PROCESS

### Can a multicomponent positive psychological intervention promote well-being in parents of young children? A randomized controlled trial study in Hong Kong

Alfred S. Y. Lee<sup>1,2</sup> | Jesus Alfonso Daep Datu<sup>3,4</sup> | Kevin Kien Hoa Chung<sup>2,5</sup> | Wing Kai Fung<sup>6</sup> | Ryan Yat Ming Cheung<sup>2,7</sup>

<sup>1</sup>Department of Rehabilitation Sciences, The Hong Kong Polytechnic University, Kowloon, Hong Kong

<sup>2</sup>Centre for Child and Family Science, The Education University of Hong Kong, Tai Po, Hong Kong

<sup>3</sup>Academic Unit of Human Communication, Learning, and Development, The University of Hong Kong, Pokfulam, Hong Kong

<sup>4</sup>Centre for Advancement in Inclusive and Special Education, The University of Hong Kong, Pokfulam, Hong Kong

<sup>5</sup>Department of Early Childhood Education, The Education University of Hong Kong, Tai Po, Hong Kong

<sup>6</sup>School of Education, Liverpool Hope University, Liverpool, United Kingdom

<sup>7</sup>Division of Educational Psychology, Hong Kong Psychological Society, Kowloon, Hong Kong

**Correspondence**  
Jesus Alfonso Daep Datu, Room 210 Runme Shaw Building, The University of Hong Kong, Pokfulam Road, Hong Kong.  
Email: jaddatu@hku.hk

**Funding information**  
Positive Education in Early Childhood Grant, Grant/Award Number: 1-F241-S9-02337

#### Abstract

The present research examined the effects of an Early Advancement in Social-Emotional Health and Positivity (EASP) multicomponent positive psychological intervention on parents' well-being in Hong Kong. Participants were parents of young children ( $N=120$ ;  $M_{age}=37.19$  years,  $SD=4.71$ , range=24–53; female=95.00%) who participated in the one-month randomized control trial. Participants were randomly assigned into the intervention ( $n=50$ ) and waitlist control groups ( $n=70$ ). Parents in the intervention group received two online workshops and an evidence-based smartphone application that targeted four positive psychological skills: (1) mindful parenting, (2) hope, (3) positive reappraisal, and (4) growth mindset. The results of the multivariate regression analysis revealed that the intervention significantly improved various dimensions of participants' positive psychological skills, subjective well-being, and psychological well-being immediately at the conclusion of the program. The findings of this study underscore the importance of the well-being payoffs linked to cultivating positive psychological skills among parents of young children.

#### KEY WORDS

coping strategies, COVID-19, mHealth, positive psychological skills, randomized control trial, well-being

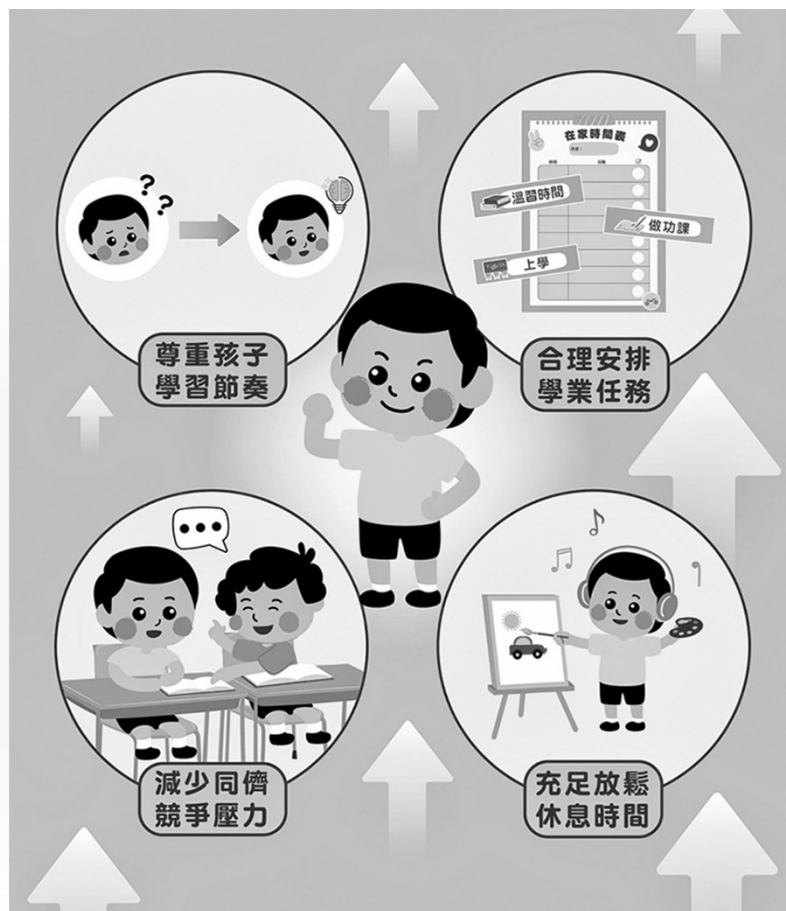
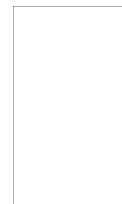
TABLE 1 Multi-component positive psychological intervention materials.

Dimensions	Intervention workshops	Smartphone application (EASP)
Mindful parenting	Workshop 1: Introduction of mindfulness Workshop 1: Introduction of mindful parenting Workshop 1: Activities (i.e., practicing mindfulness)	Lesson 4: MCQ—Mindfulness Lesson 4: MCQ—Mindful parenting Lesson 4: SQ—Application of mindful parenting Lesson 4: Short article—Being mindful of yours and child's emotions Lesson 4: Scenarios (Your child broke an expansive vase at home)—Mindful parenting
Hope	Workshop 2: Discussion of Snyder (1994)'s hope theory Workshop 2: Discussion of learned helplessness Workshop 2: Introduction of SMART goals Workshop 2: Introduction of gratitude	Lesson 3: MCQ—Hope Lesson 3: MCQ—Gratitude Lesson 3: MCQ—SMART goals Lesson 3: SQ—Application of hope theory Lesson 3: Gratitude diary Lesson 3: Short article—Purpose and hope Lesson 3: Scenarios (Your child is willing to share toys with others)—Gratitude and hope
Positive reappraisal	Workshop 2: Introduction of emotion regulation (i.e., positive reappraisal) Workshop 2: Discussion of types of positive reappraisal (e.g., process, outcome, and emotion)	Lesson 2: MCQ—Stress-management Lesson 2: MCQ—Positive reappraisal Lesson 2: SQ—Application of positive reappraisal Lesson 2: Short article—Being Resilient and the application of positive reappraisal Lesson 2: Scenarios (There are conflicts between grandparents and parents in parenting)—Positive reappraisal
Growth mindset	Workshop 1: Introduction of Growth mindset Workshop 1: Discussion of learned helplessness Workshop 1: Cultivating a growth mindset using the STEP approach (i.e., strategy, time, experience, and practice)	Lesson 1: MCQ—Growth mindset Lesson 1: MCQ—Fixed mindset Lesson 1: SQ—Daily examples of cultivating a growth mindset Lesson 1: Short article—Growth mindset and how to cultivate it Lesson 1: Scenarios (Your child did not receive any prize)—Growth mindset and STEP approach

Abbreviations: MCQ, multiple choice question; SQ, short question.

# 家庭有教：裝備孩子 強韌抗壓（二）

明報 05.12.2023



## 裝備孩子 強韌抗壓 (六)

### 主動助興式溝通

#### 反映心思

圖書館看到那麼多有趣的書，很開心吧！



#### 共享歡樂

媽媽看到你玩得這麼開心，我也很開心！



#### 投入情境

小朋友，你好乖乖，煮早餐給我和小河馬（毛公仔）食，好好味





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Child Abuse & Neglect

journal homepage: [www.elsevier.com/locate/chiabuneg](http://www.elsevier.com/locate/chiabuneg)



Research article

## Parents' perception of child behavior, parenting stress, and child abuse potential: Individual and partner influences

Sarah Miragoli<sup>a,\*</sup>, Stefania Balzarotti<sup>a</sup>, Elena Camisasca<sup>a,b</sup>, Paola Di Blasio<sup>a</sup>

<sup>a</sup> Psychology Department, Catholic University of the Sacred Heart, Largo Gemelli 1, 20123 Milan, Italy

<sup>b</sup> e-Campus University, Via Isimbardi 10, 22060, Novedrate, CO, Italy



### ARTICLE INFO

#### Keywords:

Child abuse potential  
Parenting stress  
Parental perception of child behavior  
Parenting  
Dyadic data analysis

### ABSTRACT

Based on the Social Information Processing model of parenting risk for child abuse, the present study examined the associations between mothers' and fathers' perception of child behavior and child abuse potential, as well as whether parenting stress mediates the association between these constructs. Two hundred and fifty-nine mother-father couples raising preschool children answered the Child Behavior Checklist (CBCL), the Parenting Stress Index (PSI), and the Child Abuse Potential Inventory (CAPI). The results of dyadic path analysis showed that perception of child behavior was related to heightened parenting stress and abuse potential in both mothers and fathers. Concerning partner effects, we found that mothers' perception of child behavior problems was positively associated with fathers' parenting stress and that the higher the mothers' distress, the higher the fathers' risk of physical abuse. Finally, parenting distress partially mediated the association between parents' perception of child behavior and child abuse potential, with mothers' perception of their children as problematic showing a significant indirect effect through distress on their own abuse risk and on fathers' CAP as well. These findings suggest that parental distress may represent a critical mechanism by which parents' negative views of their children contribute to abuse potential. Moreover, mothers seem to influence fathers' tendency towards abusive behaviors.

認為孩子行為「極有問題」

不滿親子關係

敵視孩子

懲罰孩子

體罰

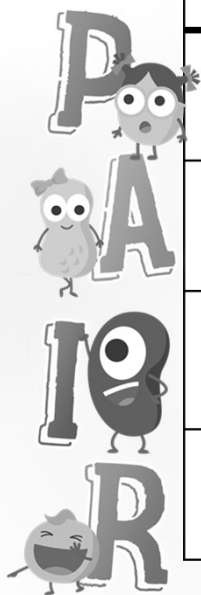


# 兒童情緒失控的原因

**P.A.I.R.**：理解幼兒的情緒行為「問題」行為背後的信息 / 需要

( Dinkmeyer, McKay, & Dinkmeyer, 1997 )

原因	表面原因	背後信息
權力鬥爭 ( <u>P</u> ower struggle )	我的意見很重要，甚至比你的更重要	請你聆聽和尊重我的想法
吸引注意 ( <u>A</u> ttention seeking )	受到關注，才顯得我重要	請你注意我
因能力不足而迴避要求 ( <u>I</u> nadequacy )	我很差，請不要對我有期望	不要放棄我，請引領我進步
因過去的其他不滿而報復 ( <u>R</u> evenge )	我感到受傷害，我不屬於這裡，所以要傷害人	請正視我所受的傷害



- ▶ 想法 (Thought) : 成長心態
- ▶ 說法 (Verbal) : 正面肯定
- ▶ 做法 (Behavioural) : 陪伴互動

