

学校正念干预的应用与特点*

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摘要 “学校正念干预”(school-based mindfulness intervention)是将正念理论及技术应用到教育领域而形成的非医疗健康干预新策略。它能有效帮助学生改善身心行为问题,提高认知能力;同时还能够增强教师压力管理能力和幸福感。学校正念干预是以“大健康”为目标、以“非评判接纳”为视角、以校园为干预情境、以传统学校项目为基础的校园非医疗健康干预,是学校心理健康工作者、学校专业社工可采取的策略。未来研究应注重其成效评估和测量、理论机制及应用问题的研究。

关键词 学校正念干预 评估 非医疗健康干预 积极教育 学校社会工作

1 概述

正念起源于东方佛教文化,逐渐发展为科学概念并被广泛应用于临床治疗领域,是行为与认知疗法的第三股浪潮(Siegel, Germer, & Olendzki, 2009)。正念是以一种非评判的态度来觉察当前经验和感受(Kabat-Zinn, 2003)。Bishop等人(2004)认为正念是一段时间内对当前体验非评判关注,它倡导以开放、好奇和接纳的态度来对待自身此刻的体验。Baer(2003)则将正念看作非判断性地观察个体内外部所出现刺激的心理过程。我国学者认为正念核心在于练习中观察和体验当下情绪与感受,保持清醒的觉知(徐慰,刘兴华,2013)。在回顾正念概念的三阶段演进过程后,段文杰(2014)把正念操作化定义为“先觉察到自己的内心活动(如观察呼吸时发现自己走神),然后再将注意力从这些不由自主的内心活动上转移到当前经验,并采取好奇、开放和接纳的态度”。尽管对正念概念存在争议,但学者们较为一致地认为正念的核心要素包括意识或注意力、非评判接纳、好奇、开放等,而这些也是正念干预起作用的重要基础。

早期正念研究集中于临床心理学和临床医学,研究发现正念干预对身心疾病具有改善作用(Baer, 2003)。Lush等人(2009)发现正念疗法可以有效抑制纤维肌痛患者的交感神经过度兴奋。刘兴华和楚玉琴(2010)根据肾移植患者在干预前后情绪得

分,认为正念干预能调节国内肾移植患者情绪状态。近些年来,正念的应用逐步向学校、工作场所、老年人照顾、体育竞技等其他非临床领域扩展(Shapiro, Oman, Thoresen, Plante, & Flinders, 2008)。如钟伯光、姒刚彦和张春青(2013)综述了正念能够改善运动员技术和成绩的研究。

当前社会对转变教育政策的呼声逐渐增多,学校教育应当培养具有认知、人际关系处理、情绪管理等“21世纪技能”的学生(Pellegrino & Hilton, 2012)。此外,职业特殊性也给教师压力管理和学校实务带来更多挑战。大量研究证明学校正念干预是满足上述需求的有效新策略。学校正念干预可定义为将正念对意识和注意力的调节运用到校园环境中,以专业化项目或者课程帮助校园群体解决困境,促使身心、能力健康长远发展,它本质上是正念干预的一种形式,其特点与传统正念干预虽有相似性,但在校园环境中仍具其独特性。然而现有研究较少总结这一新领域进展现状。因此,本文梳理了学校正念干预的主要应用范畴和特点,并为未来开展系统有效的学校正念干预指明了方向,以期丰富正念理论研究和实践应用。

2 学校正念干预在学生群体中的应用

2.1 改善身体症状

正念强调注意力和意识,研究表明学校正念

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干预能改善学生身体症状。Barnes, Pendergrast, Harshfield 和 Treiber (2008) 测量呼吸意识冥想对非洲裔美国高中生流动血压和钠转运功能的影响。结果显示为期三个月的呼吸意识冥想会降低高血压学生心脏血压收缩水平和心脏病发病率。这与 Walton, Pugh, Gelderloos 和 Macrae (1995) 得出的结论即先验冥想能够明显降低 24 小时内钠外排率一致。Lagor, Williams, Lerner 和 McClure (2013) 的研究也证明 6 周正念训练会缓解慢性病学生的疼痛感。睡眠和身心健康联系十分密切, 最近研究还发现学校正念干预可以提高青少年睡眠质量 (Bei et al., 2013)。

2.2 促进心理健康

正念干预除有益于身体健康, 对治疗心理病症也有重要作用。Singh 等人 (2016) 比较了注意力缺陷多动症学生在正念冥想干预前后学业表现, 发现多动症学生注意力和课堂参与度较之以往表现更好。Carboni, Roach 和 Fredrick (2013) 根据父母和教师报告的量表结果同样发现经过正念训练后, 学生的多动症行为减少。此外, 学校正念干预也可用于缓解学生抑郁症状, 吴琼、石林、夏志鹏、卢理达和杜欣聪 (2013) 对北京 95 名有抑郁倾向的学生进行三种正念干预, 都在不同程度降低了被试抑郁症状。Kuyken 等人 (2013) 采用对照试验研究正念干预与抑郁症关系, 同样也发现正念训练组在抑郁症状上普遍减轻。

2.3 矫正偏差行为

正念干预可以帮助品行不当学生减少甚至改正欺凌、酗酒、吸毒等不良行为。Ellis, Volk, Gonzalez 和 Embry (2016) 利用两门正念课程增强问题学生的亲社会行为, 有效解决了校园欺凌和暴力行为。这一方法对我国存在的校园暴力行为具有借鉴意义。精神性好斗学生在练习正念冥想技术后, 会把注意力和意识从易怒情境转向身体本身, 增强对好斗行为的自我控制 (Singh et al., 2007)。Bowen 和 Marlatt (2009) 发现当烟瘾大学生出现吸烟渴望时, 给他们简短的正念指导会显著减少他们七天以内日吸烟量。Bodenlos, Noonan 和 Wells (2013) 探讨正念、压力和大学生酒精成瘾三者之间关系, 发现正念干预通过减压进而减少个体酒精使用量。

2.4 提升成绩和能力

越来越多证据显示学校正念干预能提高学生学习成绩。Bennett 和 Dorjee (2016) 的三个阶段研究

数据对比显示正念干预会带来更高的课堂出席率和学业成绩。Gould, Dariotis, Greenberg 和 Mendelson (2016) 指导学生每天练习 10 分钟正念后, 发现实验组学生比控制组学生的季度成绩提高。这与之前正念减压疗法在校园环境可行性研究得出的结论一致 (Meiklejohn et al., 2012)。

教育除了传递知识, 还有培养学生个人能力素质的重要作用, 正念干预可以完成这些目标 (Meiklejohn et al., 2012)。学生在完成 Gueldner 和 Feuerborn (2016) 的两门正念课程后, 他们的自我效能感显著提高。另一项持续五周学校正念课程也证实正念干预使青少年的焦虑感降低, 自我效能感和社交技能增强 (Beauchemin, Hutchins, & Patterson, 2008)。Lau 和 Hue (2011) 在亚洲文化背景下设计了一个随机对照实验, 结果显示六个星期的正念干预会提高学生效能感。

3 学校正念干预在教师群体中的应用

3.1 加强压力和情绪管理

学校正念干预与教师的压力和情绪管理有重要联系。有关教师的学校正念干预研究发现正念训练能提升教师自我意识, 进一步影响身体和情绪上的效能感从而缓解职业倦怠感。综合性正念学习项目和压力管理放松技术是两种有效提高教师注意力和躯体意识、减少负性情绪的学校干预项目 (Roeser et al., 2013)。Flook, Goldberg, Pinger, Bonus 和 Davidson (2013) 选取了 18 个小学老师进行干预对照试验, 在早晨分别测量他们皮质醇水平的峰值, 推论出学校正念干预能缓解教师压力。正念减压疗法在帮助教师释放压力的同时, 还能增强教师自我意识 (Frank, Reibel, Broderick, Cantrell, & Metz, 2015)。

3.2 提升职业效能感和幸福感

正念作为积极因素增强教师的抗压能力, 是提升幸福感和自我效能感的重要干预手段 (Abenavoli et al., 2013)。Sharp 和 Jennings (2016) 利用半结构式访谈分析出当前情绪意识、情境再评估和暗喻练习是提升教师幸福感的重要正念技术。正念干预中的瑜伽、体细胞呼吸、情景关注练习能增强教师抗逆力和幸福感 (Abenavoli, Jennings, Greenberg, Harris, & Katz, 2013)。另一项针对教师的随机实验表明, 在一段时间内正念会减轻教师压力, 从而增强教师身体效能和职业效能感 (Jennings, Frank,

Snowberg, Coccia, & Greenberg, 2013)。对于教师而言,正念冥想会带来心理、生理和行为改变,换言之,会转化为更高的职业参与和幸福感(Roeser, Skinner, Beers, & Jennings, 2012)。

学校正念干预除产生直接作用外,非干预群体也会间接受益。对教师而言,情绪控制是管理他人行为的关键,缺乏自我意识会导致错误表达,沟通故障在师生交流中恶性循环(Emmer & Stough, 2001)。教师压力管理项目会帮助教职人员应对职业压力,改变其负向思维,使其以平和、积极的情绪面对学生,是创建良好教室氛围和优化教学环境的重要途径(Roeser et al., 2012)。

4 学校正念干预的特点

4.1 以“大健康”为干预目标

正念干预可以满足校园内不同类型群体的需求,缓解学生身心疾病,如慢性病疼痛(McGrath & Holahan, 2003)、焦虑(Semple, Reid, & Miller, 2005)、注意力缺陷多动症(Harrison, Manocha, & Rubia, 2004)、抑郁症复发(Biegel, Brown, Shapiro, & Schubert, 2009)、外部化行为障碍(Napoli, Krech, & Holley, 2005)等心理和行为问题,尤其有益于青少年和儿童心理康复(Zoogman, Goldberg, Hoyt, & Miller, 2015)。除了具备传统正念干预的治疗和矫正功能,学校正念更强调对个体能力培养,促进学生认知、情绪管理,人际关系处理等素质培养,致力于发现和发展校园群体尤其是学生个人潜力。此外,无论是教师还是学生情绪、行为的变化都会逐步改善教室氛围和学习环境。以正念为基础的学校干预不仅促进师生身心健康,还通过对他们的干预逐步建构健康校园环境,其核心是提供推动个人长远、全方面发展和成长的积极教育,这是显著区别于传统正念干预。

4.2 以“非评判接纳”为干预视角

正念干预强调对自身感受和体验非评判接纳,学校心理实务吸收其概念内涵,干预过程中强调非评判地对待个体困境,它承认现实存在的经验,不论这种经验是否愉快。除了技术方法,正念为学校心理实务提供新的干预视角,传统学校心理实务强调病理学视角,负面评价学生或者教师面临的问题以及强调个体自身的脆弱性。学校正念干预注重服务对象的非评判,将所有校园群体纳入正常服务范围。以接纳为视角的干预拓展了传统学校心

理实务干预范围,如拒绝上学、拒绝心理治疗等回避行为学生(Felver, Doerner, Jones, Kaye, & Merrell, 2013)。Wicksell, Melin 和 Olsson(2007)利用接纳和承诺疗法的特性帮助因患慢性病拒绝上学的青少年接受身体衰弱现实,间接改变他们对学校的消极看法和回避行为。这种潜在改变为学校心理实务提供了一种新方向,解决了目前在学校专业实践中最具挑战性的问题,即如何吸收新策略提高服务有效性。

4.3 以校园为干预情境

早期临床研究也曾评估正念对患病学生的作用,与临床正念治疗不同,学校正念干预主要是在教学情境下进行。学校正念干预主要是以团体形式在教室或活动室开展(Felver, Celis-de Hoyos, Tezanos, & Singh, 2016)。并针对存在抵触心理学生适当调整干预形式(Felver et al., 2013)。如Bakosh, Snow, Tobias, Houlihan 和 Barbosa-Leiker(2016)通过音频指导学生在家练习正念。

4.4 以传统学校项目为干预基础

许多研究者将正念运用于校园情境时发现,正念实务与其他学校项目在有些理论概念层面相一致。无论是理论还是实践角度,正念融入传统项目都是可行的。Zoogman 等人(2015)发现基于正念的社交情感学习课程对学生自我规制有积极影响,同时还能减少压力和消极情绪。新近研究将积极心理学中基于性格优势的干预和正念实务相结合,构建了基于优势的正念干预(strengths-based mindfulness intervention)。研究结果表明,当个体将意识和注意力放在自身优势上时,能够显著提升心理健康水平(Duan, 2016; Duan & Ho, in press)。因此,现在普遍认为综合性干预或将正念整合到其它项目将确保干预成功率(Gueldner & Feuerborn, 2016)。

5 展望

5.1 对学校正念干预的测量和评估需要进一步完善

对正念概念是状态、过程还是特质一直存在争议,这些争议导致不同正念量表的诞生,定义不清晰使得这些量表效度和因子结构受到质疑。此外,不同类型问卷存在相同条款,测量不同概念会导致相矛盾的结论,引起结论模型结构和效度问题(Duan & Li, 2016)。系统研究学校正念执行的准确性会更好理解正念干预核心概念(Gould et al., 2016)。事实上,有关学校正念干预可行性与发展前景研究

很多,但其评估仍缺乏严谨的逻辑以及深厚的理论基础(Weare, 2013)。Gould等人(2016)试从定性角度探讨学校正念干预有效性和准确性,建立CORE评估标准,从核心概念、操作方法、分析回顾、提炼四步对以往学校干预进行评估。但是其标准难以准确操作增加推广困难。在未来研究中,可以进一步探讨如何建立合理评估机制来测量学校正念干预实施的准确性与有效性。

5.2 对学校正念干预内部作用机制需要进一步探究

随着正念运用不断增加,越来越多研究开始探讨正念作用机制。Shapiro, Carlson, Astin 和 Freedman (2006)等提出“IAA 三轴模型”解释正念作用机制。彭彦琴和居敏珠(2013)从心理学和佛教两个角度推论出正念核心机制在于注意力训练。尽管有一定研究,但目前关于正念作用机制未形成统一论。此外,在证实学校正念干预可行性与有效性基础上,进一步探索学校正念干预作用机制的研究不多。Beauchemin等人(2008)从认知干预角度解释正念缓解学生焦虑的作用机制。Mrazek等人(2017)在综合以往研究基础上,从“思维方式”和“走神”两个概念出发建立一个模型用于解释学校正念干预对学生成绩和幸福感的作机制。然而作者只是解释学校正念干预对学术成绩的影响,对问题学生、教师等作用机制却未提及。因此,学校正念干预发挥作用的成分还需要进一步探讨,学者们可以进一步探索学校正念干预对不同师生群体发挥作用的中介因素如认知过程、情绪、注意力控制、思维方式等。

5.3 对学校正念干预的应用需要进一步扩展

学校正念干预主要是运用于学校环境中,对其运用还缺乏统一标准,针对不同特点的校园群体侧重点应有所不同,是帮助个体解决目前困境还是促进个体长远发展,或是实现其他功能,都应有确切标准和参照。此外,目前学校正念干预主要是集中在非医疗方面,对校园中患病群体关注较少,学者们可以借鉴临床正念干预有益因素,进一步拓展服务范围。2016年国务院印发《“健康中国2030”规划纲要》,强调加大学校健康教育力度,将健康教育纳入国民教育体系,把健康教育作为所有教育阶段素质教育的重要内容。学校正念干预作为非医疗干预重要手段,是促进校园群体身心、个人能力正向发展的重要方法,也是学校心理健康从业者、学校专业社工人士可以掌握并运用的技术。未来研究

中,应该加深对这一领域研究,从应用、技术、评估、理论等多个方面开拓这一领域亟待解决的问题。

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The Application and Characteristics of School-Based Mindfulness Intervention

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Abstract During the past three decades, mindfulness has been applied beyond many clinical fields, such as elderly care, workplace, schools and other settings, among which school is a particularly important field. Increased attention has been paid by educators and advanced clinical practitioners to school-based mindfulness intervention. This review focuses on mindfulness in the school setting for students and teachers and summarizes the main roles of school mindfulness. Previous studies documented that school-based mindfulness intervention can be used as an assistant to treat physical disease, such as chronic pain, high blood pressure, difficulty sleeping, and low quality sleep. Moreover, it also has salutary treatment effects on attention deficit hyperactivity disorder (ADHD), depression, depression relapse and other mental illness. Mindfulness-based intervention was developed specifically to decrease bullying, alcohol addition, substance abuse and other disorder behaviors. School-based interventions target at students' readiness which is a critical ingredient of students' academic performance and personal competence in order to meet academic benchmarks or employment tasks. As it known to all, teaching is a tough work, since this stressful profession involves students' demands, emotion management, and work overload. Many researches focused on understanding the educators stress and its consequence, and few professional development approaches has been tested to improve educators' stress management and wellbeing. Increasing evidences suggest that mindfulness may be an effective method for promoting the stress management and wellbeing of educators. Mindfulness is an approach with promising evidences for students and teachers in various settings, and there are four major characteristics of school intervention, significantly different from traditional campus psychological practice and clinical mindfulness intervention: Firstly, mindfulness-based school intervention is an important intervention strategy to address a variety of physical and psychological disorders, as it may lead to the confluence of the physical and mental health. Secondly, it differs from existing school practice in terms of pathology. It emphasizes non-judgmental acceptance, which implies a simple acknowledgment of the reality of one's present experience as it is. What is already happening is allowed to be as it is, with the understanding that this reality may be non-ideal. Thirdly, previously clinical studies have evaluated the prevalence of mindfulness group effect on school. Being different from clinical mindfulness, most of school-based mindfulness interventions used group-based interventions conducted in a typical school environment during normal school hours. This reduces a barrier to implementation, as there is less transition time if classes are conducted in the classroom. Lastly, a coordinated and integrated approach will ensure a greater likelihood of success for the mindfulness practice in schools, so many mindfulness programs are developed in traditional school curriculums. According to research reviewed in this work, there are several specific recommendations for future research to address the notable limitations. Firstly, the concept of mindfulness is still unclearly. There have been controversies leading to the emergence of different scales of mindfulness, which has triggered a series of issues related to the structure and validity of the factors involed. Secondly, although there were some studies on the mechanisms of mindfulness, few researches has further explored the mechanism of school intervention based on previous empirical studies. Lastly, future research should further explore the localization of the theoretical system of mindfulness and to establish an appropriate school-based mindfulness intervention for the Chinese school setting.

Key words school-based mindfulness intervention, assessment, non-medical health intervention, positive education, school social work