· 前沿速递 ·

JAACAP | 围产期抑郁症状发生时序、养育行为与幼儿心理行为结局的关联研究

围产期抑郁症与不良亲子互动、儿童心理行为问题及脑发育改变有关。然而，不同时间阶段的抑郁症状（产前、产后及持续存在）在儿童早期发展中的相对作用，以及养育行为在其中的中介机制，仍缺乏系统阐明。

2025 年 12 月，美国华盛顿大学医学院团队在 *Journal of the American Academy of Child & Adolescent Psychiatry* 发表一项前瞻性纵向研究，基于 Early Life Adversity and Biological Embedding（eLABE）队列，对 220 对母婴配对样本自孕早期随访至儿童 3 岁，系统分析围产期抑郁症状发生时序、养育行为特征与幼儿心理行为及脑结构发育之间的关联。结果显示，母亲产后早期（出生后 4 个月）抑郁症状水平升高，与幼儿 2～3 岁阶段外化行为问题显著增加相关，且该关联独立于孕期及同期抑郁症状。相比之下，孕期抑郁症状与幼儿心理行为结局的直接关联并不显著；而同期抑郁症状与幼儿内化、外化症状均相关，主要影响内化行为问题。进一步的分析表明，孕期抑郁更有可能塑造母亲的非支持性育儿行为（如情感疏离、过度控制、负性情绪表达），而非支持性育儿行为部分介导了产后抑郁与幼儿心理行为问题的关系。

该研究强调了围产期抑郁症状“发生时序”的重要性，提示产后早期可能是干预母婴心理健康的关键窗口期。研究结果支持将早期心理筛查与家庭层面的养育支持相结合，并为预防儿童早期行为问题及跨代心理风险提供循证依据。

摘译自：Redic MM, Luby JL, Constantino-Pettit AM, et al. Examining associations between the timing of maternal depressive symptoms, parenting behaviors, and child outcomes[J]. J Am Acad Child Adolesc Psychiatry, 2025, 24: S0890-8567(25)02240-3. doi: 10.1016/j.jaac.2025.12.010.

（江南大学附属妇产医院 史思懿 余仁强 报道）

[12] Zirawaga VS., Olusanya AI, Maduku T. Gaming in education: Using games as a support to teach History[J]. Journal of Education and Practice, 2017, 8(15): 55-64.

[13] Mellou E. Play theories: A contemporary review[J]. Early Child Development and Care, 1994, 102: 91-100,

[14] 联合国. 儿童权利公约[EB/OL]. (1989-11-20)[2026-04-20]. https://www.ohchr.org/zh/instruments-mechanisms/instruments/convention-rights-child, 1989.

[15] European Parliament. European Parliament resolution of 12 May 2011 on Early Years Learning in the European Union (2010/2159(INI))[C]. 2011.

[16] United Nations General Assembly. (2024, March 25). International Day of Play (Resolution A/RES/78/268)[C]. United Nations.

[17] Kangas J, Lastikka AL, Arvola O. Inclusive play: Defining elements of playful teaching and learning in culturally and linguistically diverse ECEC[J]. Educ Sci, 2023, 13(9): 956.

[18] Sääkslahti A, Korhonen N, Tammelin T. Promoting physical activity in Finnish early childhood education and care: The Joy in Motion programme[J]. European Journal of Public Health, 2022, 32(Suppl. 2): ckac095.007.

[19] Lohmander MK, Samuelsson IP. Play and learning in early childhood education in Sweden. 4th Annual international research-to-practice conference "Early Childhood Care and Education"[J]. Psychology in Russia State of Art, 2015, 8(2): 18-26.

[20] Tsujitani M. Early childhood practitioners' perceptions of children's risky play based on childhood and present practice: A questionnaire survey in Japan[J]. Early Childhood Educ J, 2024, 52: 2009-2020.

[21] Ginsburg KR. American Academy of Pediatrics Committee on Communications, American Academy of Pediatrics Comittee on Psychosocical Aspects of Child and Family Health. The importance of play in promoting healthy child development and maintaining strong parent-child bonds[J]. Pediatrics, 2007, 119(1): 182-191.

[22] Fyffe L, Lewis A. Does Play-based learning support children's everyday resiliency? A cross-case analysis of parents' and kindergarten teachers' perceptions of play-based learning as a precedent to young children's coping during the pandemic-affected 2020-2021 school year[J]. Children(Basel), 2024, 11, 1378.

[23] Owen K, Barnes C. The role of play in child development in play in the early years[M]. London: SAGE Publications, 2021.

[24] Skene K, O'Farrelly CM, Byrne EM, et al. Can guidance during play enhance children's learning and development in educational contexts? A systematic review and meta-analysis[J]. Child Development, 2022, 93(4): 1162-1180.

[25] Gilles Pétreault. From early childhood to preschool education in France[C]. OMEP World, 2023.

收稿日期：2026-05-28 **修回日期**：2026-06-20 **本文编辑**：杨媛媛