

# Two Times to Help Children

# Shared Time

Building connection and social support through joint parent/child activity

# What Does Shared Time Do?

**1) It Builds Valuable Connections** – Shared Time helps clearly show the caring and close parts of the relationship. This will help kids follow the adults....



**2) It Provides Safe and Calm Space** – A young person may feel in free fall, with Shared Time helping to provide safe and successful time...





# Daily Shared Time



- 10-20mins of Daily Special Time should be:
  1. **Creative focused** - there should be no agenda or pressure, other than to connect and have fun doing some kind of task
  2. **Child led** - the child will show more interest, engagement and positive connection if it is *something they want to do*
  3. **Non-Performance** - comments should be neutral without any judgement, expectation or instruction
  
- What are some examples of activities you know are your child's favourite or they would want you to do with them?
  - 1.
  - 2.
  - 3.



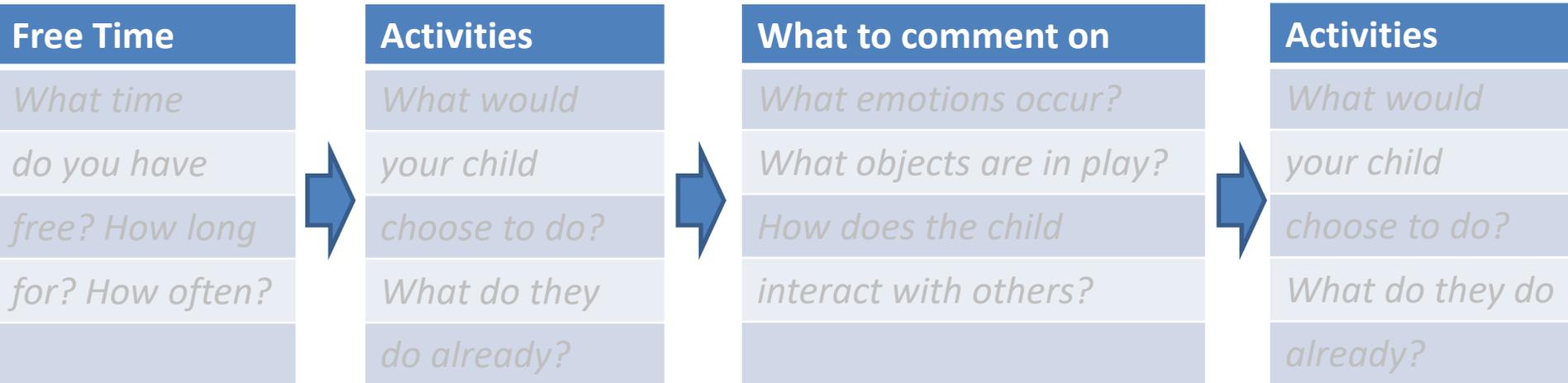


# How do we communicate in Special Time

- What sort of things can we comment on?
  - **Objects** – can be described
  - **Emotions** – describing characters or the child's feelings
  - **Social Behaviours** – note actions, interactions and pro-social behaviours
- Can we think of any examples from the activities you've identified about what we could comment on?

# Your Shared Time

We can use this flow chart to imagine what Shared Time might look like for your family...



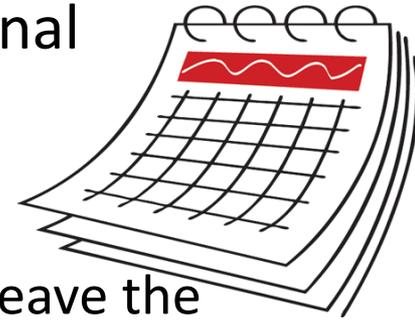
# Talking Time

Building understanding and  
emotional support through  
parent/child conversation



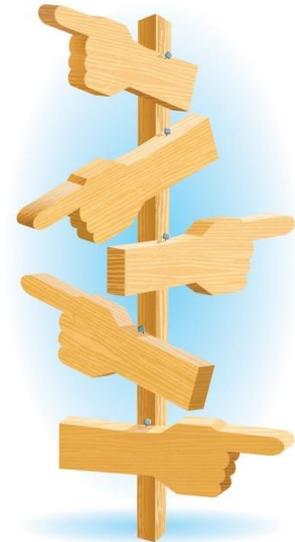
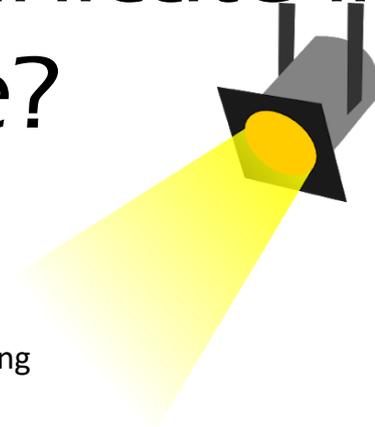
# What Is Talking Time?

- Talking time is an opportunity to build an understanding of what's happening for your child, exploring problems and solutions with them and finally, allowing emotional support.
- Talking Time Should be:
  1. **Daily** – consistent and regular opportunities will leave the child feeling better supported and build confidence
  2. **Regular Yet Flexible** – it's important that conversations are available when the young person needs them, obviously you can't always drop everything but if you sense it's a tough time then make some Talking Time available.
  3. **Define Boundaries and Focus** – it might help to reassure and make things clear to the child by explaining the focus on their emotional wellbeing and explaining how much time is available if longer conversations become an issue.



# How do we communicate in Talking Time?

- **Centre Attention**: Focus on the Young Person, remove distractions and look out for...
  - **Words** – what the child is saying
  - **Body Language** – what expression the child has or what they're doing
  - **Thinking and Feeling** – what could be going on in the child's head?
- **Listening**: Be open to hear and accept what the child is feeling...
  - **Do**: Listen closely and show your listening by recapping or reflecting on what the child has said
  - **Do Not**: Reassure the child to simply undo the problem, dismiss the problem or give them instructions to follow
- **Processing**: Stay open even as we're unpacking the problem with the child
  - Open questions – keep questions open so the young person can speak more
    - 'What do you think?' or 'How do you feel?' are good prompts to support young people
  - Repeat & Reflect – keep showing that understanding throughout, we might restate facts we know are true
- **Next Steps**: We might want to plan solutions with the child
  - Guide and Support – it's important we don't take on the responsibility, merely assist or suggest
  - Plan – we can prompt or listen as the child makes a plan
  - Research – we can help the young person to find out more information or where to go for help



# Your Talking Time

We can use this flow chart to imagine what Talking Time might look like for your family...

