

Hand in Hand Parenting with Madeleine Winter

Listening Tools

| Listening Connects us so that our brains can function properly. | Special Time The insurance policy. | Play Listening Laughter builds confidence. |
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| <p>In <i>Listening Partnerships</i> and <i>Resource Groups</i>, adults can listen and be listened to in turn without judgement or interruption.</p> <p>This gives us a chance to focus on our thinking, goals and experience.</p> | <p>Children make sense of the world and build relationships through play. This is a special play-time protected from the pressures of everyday life. It works best if you can do it regularly.</p> <p>An adult sets aside a distinct period of time – from 5 minutes to an hour. In this time, the adult puts undivided attention on the child, showers them with warmth and approval.</p> <p>Do whatever play the child chooses; follow their lead within the limits of safety and reason.</p> <p>This helps a child feel that the adult is on her side, and that her ideas and interests are worthy and important. Special Time can both build and repair close connections.</p> | <p>Notice what makes your child laugh. Do it again!</p> <p>Take the less powerful role in play. Find ways to give the child a break from being the smallest, least powerful, least knowledgeable. (No tickling.)</p> <p>Laughter and fun build children’s confidence, help them let go of fears, and help carers/parents feel close too.</p> <p>A note about tickling: We strongly discourage tickling in play. While it looks like fun, tickling takes control of the play away from the child, and the forced laughter makes it hard to tell what is really going on. There are many other creative and delightful ways to promote laughter filled play.</p> |
| Setting Limits Building judgment and co-operation | Staylistening The emergency response. | Redirecting The short term solution. |
| <p>Adults take responsibility for setting limits by:</p> <ul style="list-style-type: none"> • Stopping thoughtless or hurtful behaviour, without blame. • Moving in close to children, holding out a reasonable limit without backing down or being angry or hurtful to the child. • Staying to listen to feelings and upsets about the limits we have set. <p>Children will recover their co-operative, reasonable selves once they have offloaded their feelings.</p> | <p>Stay close to the child who is shedding emotions through crying, tantrums, trembling or raging.</p> <p>Listen and allow the child to express his feelings of hurt. At this time, don’t argue, lecture or try to correct mistakes.</p> <p>When the child is finished, he can feel the caring we have offered and can relax, learn and play well again.</p> | <p>When listening isn’t possible, we help children bring their attention away from the upset. We can offer an activity that’s fun, engaging or useful.</p> |

You can download pdf summaries of these tools and how to use them here:

www.madeleinewinter.com/resources/listening-tools/

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