

### 5 Key questions

- ▣ What happened?
- ▣ What thoughts were you having at the time?
- ▣ How were you feeling at the time?
- ▣ Who else has been affected by this? How do you think they felt? How were they affected?
- ▣ What do we need to do now so that the harm can be repaired?

### For those who have been harmed

- ▣ What did you think when you realised what had happened?
- ▣ What impact has this incident had on you and others?
- ▣ What has been the hardest thing for you?
- ▣ What do you think needs to happen to make things right?

### The importance of listening to children

- ▣ Good listening skills allow children to feel safe enough to accept their feelings and express them freely (and appropriately).
- ▣ Good listening involves focusing on the message and reviewing the important information.
- ▣ Active listening is a powerful tool for assisting your child in talking through their ideas and reasoning.

### Active listening

- ▣ Looking interested
- ▣ Maintaining eye contact
- ▣ Nodding
- ▣ Friendly tone of voice
- ▣ Friendly posture
- ▣ Waiting – giving the other person a chance to speak
- ▣ Reflecting feelings/reframing
- ▣ Asking questions
- ▣ Summarising
- ▣ Trying to understand what the other person is thinking
- ▣ Try to understand before being understood

### Barriers to Effective Communication

- ▣ Interrupting
- ▣ Advising
- ▣ Challenging or contradicting
- ▣ Criticising
- ▣ Dominating

### Barriers to Effective Communication

- |               |  |
|---------------|--|
| ▣ Order       | You must ..... Don't you .....                               |
| ▣ Threaten    | You had better ..... If you don't ....                       |
| ▣ Preach      | You should ..... When I was your age ..... If I were you ... |
| ▣ Lecture     | That was a stupid thing to do; your problem is ....          |
| ▣ Judge       | You obviously don't care about .....                         |
| ▣ Excuse      | Don't worry, it will all blow over                           |
| ▣ Analyse     | I don't think you are really facing up to this               |
| ▣ Provoke     | So she says you did it on purpose. What have you got to say? |
| ▣ Interrogate | Why were you there? What were you doing?                     |
| ▣ Moralise    | This really isn't good enough                                |
| ▣ Scold       | You really are hopeless/selfish/thoughtless                  |
| ▣ Undervalue  | It can't be that bad; you shouldn't feel like that           |
| ▣ Take sides  | See it from their point of view ...                          |