Watch Wait Communicate

Special Time Reflection logs

We hope that these reflection logs will be useful for you to think more about your regular Special Times with your child. How is a daily Special Time helping your child’s communication?

A reminder about Special Time:

Special Time lasts for five minutes only.

Before you start, let your child choose a game. We do not want this to be a computer game, book, physical game or watching TV. It should be a game where you can interact with your child, for example, playing with toy cars or dolls, building with bricks or playing with a puzzle.

When your child has decided on a game, go somewhere quiet without obvious distractions.

Play with your child for five minutes, giving them your undivided attention.

When the five minutes is up, tell your child “Special Time is finished now” and move on to another activity.

We recommend that you have Special Time with your child every day.

Fill in these tables with your reflections…

|  |  |
| --- | --- |
| Special Time Date: | Special Time Activity: |
| **Reflections** | |
| What were you pleased to notice during today’s Special Time?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |
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Communicating with your child during daily activities

You will also be communicating with your child throughout the day. Here you can reflect on how communication works well with your child at other times of the day.

|  |  |
| --- | --- |
| **Activity: When walking out and about** | |
| **Reflections** | |
| What were you pleased to notice about your child’s communication?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |
| **Activity: During a mealtime** | |
| **Reflections** | |
| What were you pleased to notice about your child’s communication?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |
| **Activity: At the playground** | |
| **Reflections** | |
| What were you pleased to notice about your child’s communication?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |
| **Activity: At bathtime** | |
| **Reflections** | |
| What were you pleased to notice about your child’s communication?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |
| **Activity: Sharing books** | |
| **Reflections** | |
| What were you pleased to notice about your child’s communication?  When did your child use their best communication skills?  What did your child want to communicate about?  What did **you** do to support your child’s communication skills?  How did you feel? How would you describe your child’s emotion? |  |