

Getting to Why

**Connecting with Children
So They Can Tell Their Story**

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If behaviour is communication, we need to work out what is being communicated if we're going to be able to help...

Overview

1

The Adult the Child
Needs

2

Building Bridges

3

Listening to
Understand

4

It's Not Just
What You Say...

5

The Power of
Questions

6

Diving Deeper

1

The Adult the Child
Needs



P

PRESENT:

remains physically and emotionally present and fully engaged

A

APPROACHABLE:

easy to approach and fosters open communication

N

NON-JUDGEMENTAL:

refrains from judgments, creates a safe, accepting space

D

DEPENDABLE:

consistent, persistent, predictable... 'boring in a good way'

A

ADVOCATE:

stands up for the child's needs inc against their inner voice



What do you do well?
Even better if...

Present
Approachable
Non-judgemental
Dependable
Advocate

- 60 -
seconds

2

Building Bridges



Why should I
trust you?

Listen to the
little things

Build the relationship
through micro-interactions

Do what you
say you'll do

Talk about easy
things first





Share a time a quiet child
got talking about a topic
they loved

**- 60 -
seconds**

3

Listening to
Understand

Key Principle

Listen with the passion with
which you'd hope to be heard



Focus

Be curious

Reflect

Silence



- Try This? -

Allow a full minute
to pass before you
jump in



4

It's Not Just
What You Say...

Light up

Impatient gestures

Active listening gestures

Blocked body language

Slow -low-low

Space invading

Mirror

Stern face

Eye contact





Slow – Low – Low – Low – Low

Speak more slowly

Lower the volume

Lower your pitch

Lower your body

Lower demands

Light up

Impatient gestures

Active listening gestures

Curious

Blocked body language

Furious

Slow low-low

Space invading

Mirror

Stern face

Eye contact



Why did you do that?





What small tweak could you make to your body language or tone?

**- 60 -
seconds**

- Try This? -



Look up and SMILE

A large, white, serif number '5' is centered on a blue circular background. A horizontal white line passes through the middle of the circle, intersecting the number '5'. The background is a gradient of blue, transitioning from a darker shade on the left to a lighter shade on the right.

5

The Power of
Questions

OPEN QUESTIONS are great for helping me explore and tell my story



Open

What should happen next?

How did that happen?

What could we change?

What worked well?

How did you feel about...

OPEN QUESTIONS are great for helping me explore and tell my story



CLOSED QUESTIONS can help to break the ice or give me a bit of a breather



Open

What should happen next?

How did that happen?

What could we change?

What worked well?

How did you feel about...

Closed

Was Gemma at school today?

Did you have biology today?

Who did you spend break with?

What time is the meeting?

Did you enjoy PE today?



- Try This? -

When you feel
yourself about to
advise, or tell, try
asking a question
instead

6

Diving Deeper

Diving Deeper

Prompts

Use phrases which hands the conversational baton back to the child

Lists

Lists feel less intimidating than free talk and can help us explore different contexts

Rating

Explore lists using different methods of rating or ranking or explore different contexts

Creative Approaches

Journaling

Art

Play

Stories

Be led by the child, this is their story to tell



How could you use
creative approaches?

**- 60 -
seconds**



**When we invest
time in working
out the 'what',
the 'what next'
becomes
relatively easy...**

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