

DIFFERENTLY WIRED
Child-to-Parent
Translation
Mini-Workbook



A bonus for the ADHD Parent's
Palooza

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Content inspired by *Differently Wired: Raising an Exceptional Child in a Conventional World* by Deborah Reber

DIFFERENTLY WIRED
Child-to-Parent Translation Mini-Workbook

Fill out this mini-workbook to begin crafting a personalized “dictionary” for your child's unique language.

REFLECTION QUESTIONS

What might my child be trying to communicate to me through their challenging behavior or unexpected emotional reactions?

How might becoming more fluent in my child's language support them in their journey?

How might true fluency positively affect my relationship with my child and their relationship with themselves?

KEY 'PHRASES' IN YOUR CHILD'S LANGUAGE

What are my child's primary triggers? (ie: unpredictability, loud noises, timed tests, new situations, etc.)

How does my child communicate that he/she has been triggered? In other words, what does his or her behavior look like?

OUR CHILD'S EMOTIONAL LANGUAGE

The ways in which our kids express their emotions are unique to them. They are giving us information about how they're feeling by their body movements, tears, cries of frustration, hugs, laughter and joy, how and when they reach for our hands and our laps, and the books, games, and other toys they choose to engage with.

Reflect on experiences with your child and write down how he or she expresses the following emotions:

How does your child express love?

How does your child express fear?

How does your child express anxiety?

How does your child express anger?

How does your child express happiness?

How does your child express contentment?

OUR UNIQUE LANGUAGE

When we understand how our child's words, actions, and behavior are *communicating* their needs and emotions, we can begin to build our personal fluency dictionary.

Similarly, when we get clear on how our own words, actions, and behaviors are *received* by our children (ie: hugs and cuddles, reading them a favorite book, anticipating their needs, being a good listener, anticipating their triggers, etc.) we can begin to consciously communicate to them in a way they can best understand.

Fill in the two charts on the following pages with "language" that is unique to you and your child, and continue to build on this "dictionary."

CHILD-TO-PARENT DICTIONARY

My Child's Behavior	How I Interpret It
<i>Eg: Getting in PJs before dinner</i>	<i>He's had a difficult day and is in need of some comfort and cuddles</i>

PARENT-TO-CHILD DICTIONARY

My Behavior	How My Child Interprets It
<i>Eg: Taking a break from work to play a game or read aloud a chapter from a favorite book</i>	<i>My mom will always make time for me.</i>