



THE UNIVERSITY OF BRITISH COLUMBIA

## Continuing Professional Development

Faculty of Medicine

### UBC CPD

The Division of  
Continuing Professional Development  
Faculty of Medicine  
City Square, 200-555 W 12<sup>th</sup> Ave  
Vancouver BC Canada V5Z 3X7  
T 604.675.3777  
ubccpd.ca

# WEBINAR RESOURCES: SUPPORTING CHILDREN AND YOUTH PRESENTING WITH CHALLENGING BEHAVIOURS PERCEIVED AS AGGRESSION

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## Community Programs

### Foundry

- Emotion Focused Family Therapy (EFFT) Workshops
- Art Explorations for Caregivers
- Caregiver Support Group

### COMPASS Program, BCCH

### Touchpoints Community Level Program

### Help for the Hard Times Workshops through Family Smart

## Parenting Programs

### Connect

### Circle of Security

### Canadian Mental Health Association: Confident Parents, Thriving Kids

### Touchpoints Parenting Program

### Neufeld Institute

## Online Resources

### Kelty Mental Health Resource Centre

### Center for Parent & Teen Communication

### Mental Health Foundations

### Child Mind Institute

## Handouts

### Caregivers Handout on Challenging Child Behaviour

### Sleep Hygiene for Young Children and Teens

Special Time – see next page

# Special Time

## Also known as “Child Directed Play”

*A strength based approach to overall child behavior problems.*

Goal of this is to establish regular times when parent and child have a positive experience in each other's presence, supporting family self confidence, pleasure and hope. Regular special time together is like money in the bank that lessens times of crisis and re-establishes motivation for positive behaviors. Without regular positive parent/child interactions, corrective discipline is far less effective. For instance, families often find that time-outs work better after initiating special time.

How to do special time:

- Important to be done regularly, every day is optimal, but two or three times a week consistently is OK. Siblings should receive equal opportunity.
- Parent picks time of day.
- Label it “special time.”
- Pick a time short enough that it can be done reliably as scheduled, usually 15-30 minutes.
- Do it no matter how good or bad the day was.
- One on one without interruption.
- Child picks the together activity, which needs to be something the parent does not actively dislike doing and which does not involve spending money or completing any task or chore.
  - Examples might include playing together with child's toys, or drawing pictures together.
- End on time: may use a timer to help. Remind child when the next special time will be. You may choose to play with the child more after taking a break from each other.
- If the child refuses at first, tell the child that you will just sit with him/her for that time, and/or that you will continue to invite the child to participate when next special time is scheduled.
- Parents also need to have some special time for him/herself. Parents who feel nurtured themselves find this is easier to do with their child.

Robert Hilt, MD