



# TIME-IN'S

## P.E.A.C.E

### 1. PAUSE:



Ensure you are calm enough to help your child; put the oxygen mask on yourself first. You can't teach your child to swim if you're drowning.

IF NEEDED: deep breathe, take a walk, give yourself 10 min to calm down, tag another adult in



### 2. EMPATHY:

Validate their feelings:  
"you're feeling so ----"

Mirror their emotion with your facial expression and tone of voice

### 3. ACCESSIBLE: (physically)



Stay close (ideally in the same room) and communicate "no threat" with your voice and body language (i.e., get on their level, soften your gaze, use light touch if they'll accept it)

### 4. CONNECT THE DOTS



Once the dust has settled, and both you and your child are calm (and your child is receptive) you can discuss different ways to get their needs met, other ways of coping with their feelings, or simply review what happened and how they felt leading up to the time-in to help promote neurological integration

### 5. ENGAGE



Help your child re-engage with their world. Assist them in finding a playmate, do an activity together, get their body moving, give them something purposeful to do (i.e. help you with a household task)





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## WHY

Children need an attuned, physically safe relationship to regulate their emotions: co-regulation comes before self-regulation. Isolation can cause children to numb out & shut down

## WHAT

A strategy to promote "co-regulation" and allow your child and you to connect in a safe way without the use of separation or fear-based discipline

## WHERE

A place that is safe and quiet if possible (i.e. their bedroom)

## HOW

P- Pause  
E- Empathy  
A- Accessibility  
C- Connect the dots  
E- Engage

## WHEN

A limit or choice hasn't worked, and your child is too dysregulated to engage in their world