THE SPACE IN BETWEEN | OUR CONNECTION

You and Sam, moving together

EXAMPLE: fictional family

A fictional parent and child, age 6, at the end of Phase 1. Illustrative data only.

Where you are meeting each other

This view puts your progress next to Sam's. Each row pairs one thing in you with one thing in Sam that the programme links in its approach (a calmer adult, a calmer child). The pairs are a way to look at the relationship together. They do not show that one change caused the other.

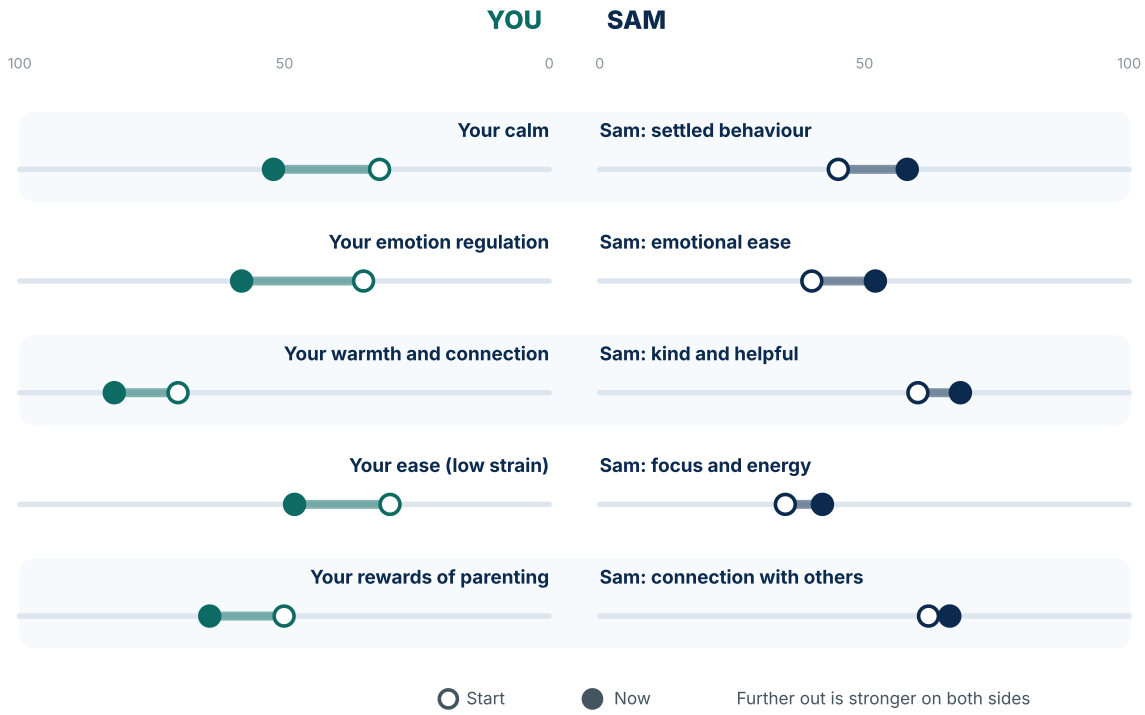


Figure 3. Your areas (left) and Sam's areas (right), start and now, each 0 to 100. Illustrative data.

What is working between you

Warmth is your anchor. Your warmth and connection (82) is your strongest area, and Sam's kindness and friendships (68 and 66) are among Sam's strongest too.

Moving in the same direction. Your calm rose by 20 points and Sam's settled behaviour by 13 over the same weeks.

Where you can grow together

Ease and focus. Your strain has eased (48) but is still your lowest area, and Sam's focus and energy (42) is Sam's lowest. These often go together: when a parent is stretched, busy times feel harder for a child too.

Next step: small, protected moments of calm, shared.

Sam's style, and how it meets yours

Style is how a child is naturally wired. It is not good or bad, and it is not something to fix. Seeing both styles side by side helps explain why some moments feel easy and others feel like a clash.

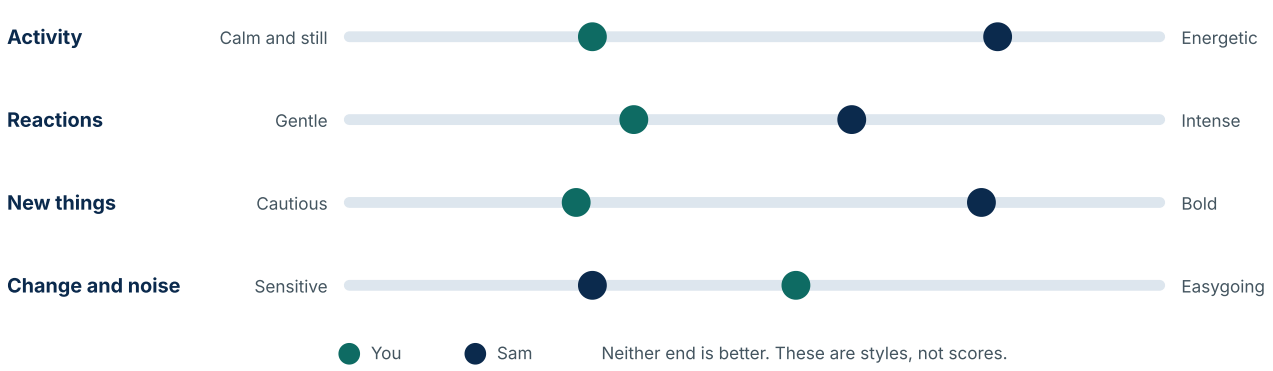


Figure 4. Where you and Sam sit between two ends of each style. Illustrative; shown as a style, not a score.

Where your styles meet

You are gentle and cautious; Sam is energetic and bold. That can feel like Sam is "too much" at the end of a tiring day, and like you are "holding Sam back". Neither is true: you have different rhythms. Sam needs room to move, and you need a little warning before the pace picks up.

Sam's planning and self-control skills



Figure 5. Everyday skills for planning, starting and switching, start to now, each 0 to 100 (higher is stronger). Illustrative.

These skills grow with age and with practice, and they are easier when an adult is calm and predictable. Sam's biggest gains are in settling after a change, which fits the warm, steady routines you have built.

Your connection plan for the next two weeks

Built from your shared pattern (strong warmth; ease and focus still growing). One small thing for each step of the programme.

1. **Stay.** Take one slow breath and a drop of the shoulders before the morning rush (about 30 seconds). Your calm is the thing Sam borrows first.
2. **Relax.** Choose one 10-minute window each day with no screens and no jobs, such as the walk home or bath time. Protect it as time for the two of you.
3. **Observe.** For a week, jot down when Sam finds it hardest to settle (time, place, what came before). Bring two examples to the group call. You are looking for patterns, not fixing anything yet.
4. **Connect.** Let Sam lead a 10-minute game while you follow. Your warmth is already a strength, so use it to build the focus and energy side: short, child-led play with a clear ending.

Conversations to try this week

- "What was the best bit of your day, and what was the hardest bit?"
- "I noticed we were both in a rush this morning. What would help us both feel calmer?"
- "What do you do that helps you feel better when you are cross or tired?"
- "Thank you for helping with ... today. I noticed how kind that was."

What to bring to the group

- The two moments from your Observe notes.
- One thing that helped you feel calm, and one thing that made it harder.
- A question for the group about busy times of day.

How to read this. Style and skills are from your own answers, and in this example they are not from a validated measure. Sam's profile comes from your own answers, so it shows how things look to you right now. A teacher, a grandparent or Sam would each describe things differently, and that is useful too. Moving together is not proof that one change caused the other, and your shape will rise and fall over time. This report is a reflection to support your relationship, not a diagnosis, and The Space In Between is parenting education, not therapy. This is a fictional example with made-up numbers.