# 3-Hour VTM

# Presenter's Guide



Children's Success Foundation
www.ChildrensSuccessFoundation.com

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#### **Dear NHA Trainers –**

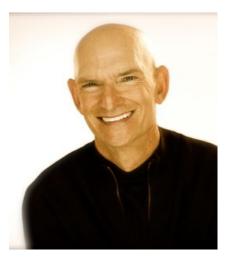
I am honored to have you out there in the world teaching the Nurtured Heart Approach® to parents, educators, child advocates & therapists in your community. I am thrilled that, through your voice, so many more people will come to know and relish this approach. I deeply appreciate your skillfulness and willingness to share what's in your heart.

I truly hope that these Visual Training Modules help you to not only roll out the Approach in complete alignment with the sequence and the unfolding of the methodology, but that these presentation formats additionally help spark your imagination in ways that inspire you to share your unique experience in concert with these key concepts and techniques of NHA.

I hugely value that, by you bringing your brilliance to these Visual Training Modules, we will be able to present this material to the world in a consistent fashion and that people learning in one realm in the world will be learning exactly what people are learning in another part of the world. You are contributing to this Approach taking off in a whole new way.

#### Congratulations!





#### **Acknowledgements**

It is with deep appreciation that we acknowledge the hard work and passion that has gone into the creation of these Visual Training Modules and their correlative Presenter's Guides.

- ▼ To Howard Glasser, for his vision, wisdom and willingness to not only create but share this amazing work with the world.
- ▼ To Rhett Etherton, for his passionate and collaborative work in creating the NHA Facilitator's Guide (no longer in publication), which serves as the true first draft of these Presenter's Guides.
- ▼ To the dedicated individuals whose contributions of videos of NHA in action have made these VTMs a multi-media learning experience Joe Clem & client; Tanya Fraizer & family; Lori Harger & family; Eulanda Thorne (formerly Mahone) & students; and Carmen Tubbs & students.
- ▼ To Sarah Muehler, for her skillfulness and keen eye, as she contributed significantly to make this Presenter's Guide a visual masterpiece.
- ▼ To the dozens of NHA trainers who served as Beta Testers, giving earlier drafts of these VTMs a trial run and providing brilliant feedback.
- ▼ To Tanya Fraizer & Heather Ivri Turner, for their collaborative efforts to birth the idea of a uniform set of training materials and make it a physical reality.

#### **Fidelity Expectations / Copyright Information**

As outlined in the VTM Terms and Conditions of Use Agreement, this Visual Training Module (VTM) may only be presented by a Nurtured Heart Approach® Certified Trainer or a Nurtured Heart Approach® Advanced Trainer whose certification is in good standing. In addition, neither the VTM Presentation nor this Presenter's Guide may be shared with any other individual, not even another NHA Trainer. Any NHA Trainer may access these resources independently through the NHA Trainer Network. A "zero sharing" policy provides absolute clarity.

As outlined in the Trainer Network Terms & Conditions of Use, NHA Trainers *are* allowed to add additional slides or videos to the VTMs. In order to remain uniform and consistent, for fidelity and research purposes, it is critical that changes are minimal and are aligned with the intention of the presentation. Guidelines for submitting revisions can be found in the VTM Terms and Conditions of Use Agreement.

Thank you, in advance, for assisting in making the presentation of this work clear, consistent, and potent.

#### Support Box Icons in this Presenter's Guide

#### **Trainer Tip**



These nuggets provide insight into the needs of your audience and ideas for how to communicate key concepts. They are only for trainer's awareness and are not presented to the audience.

#### Video



These boxes will provide ideas of how to "set-up" the clip with the audience before you hit the play button, as well as ways to follow the clip to give it more impact.

#### **Experiential Exercise**



This is an interactive activity to do with your audience, to help them feel the concept first-hand.

#### **Sharpen Your Skills**



Sometimes, trainers find it helpful to go back and re-read text on key concepts of the Approach before presenting. These boxes will provide you page numbers in multiple books for easy reference.

#### **Timing Benchmarks**



You will see "timing benchmarks" at a few junctures during the presentation. These notes are **not** requirements for where you should be, but to assist in providing an idea of how to pace yourself so that you get through all of the material during the time allotted. It's no fun getting to the "times up" moment with 1/3 of a presentation left!

#### **Purpose of this Presenter's Guide**

This Presenter's Guide is intended to provide basic ideas for what information to cover during each of the slides of the 3-Hour NHA VTM. It is not intended to be a script, but to outline the intention and essence of the slide and to signify the content essential to cover in an introductory presentation. Speak the concepts in your own voice. Feel free to insert short stories of your own to illustrate the concepts presented, as time allows.

Note that in three hours, the entire Approach will not come close to being unveiled. It is intentional that important stories and concepts of NHA are *only introduced* during this 3-Hour VTM. The purpose of the 3-Hour VTM is to introduce, not to overwhelm or fully instruct. Audiences should always leave having new concepts to try and also always wanting more.



There is more information on the slide notes below than you will be able to cover during the 3-hour presentation if you say or read every line. Use the notes to grasp the essence of the slide.

#### **Using Video in Your Presentation**

- 1. Video is pre-embedded in the Visual Training Modules and ready to use.
- 2. If technical difficulties occur, please download the video from the NHA Videos section in the Trainer Network Resource Library. Delete the erred video in the VTM and embed the video manually. (Instructions on embedding video can be found through Google searches.)

#### **Presentation Abstract / Summary**

\* Often workshop/event coordinators will ask for an abstract or summary of the presentation to market the -training. Here is an example:

The Nurtured Heart Approach® (NHA) is a relationship-focused methodology founded strategically in "The 3 Stands™" for helping children (and adults) build Inner Wealth™ and use their intensity in successful ways. It has become a powerful way of awakening the inherent greatness in *all children* while facilitating parenting and classroom success. The essence of NHA is a set of core methodologies originally developed for working with the most difficult children. It has a proven impact on every child, including those who are challenged behaviorally, socially and academically. (88 words)

#### **Objectives of Presentation**

- \* In addition, workshop/event coordinators may ask for objectives for the training. Here are examples:
  - 1. Explain why conventional methods of parenting, therapy and teaching often fail with intense children, despite the best of intentions.
  - 2. Shift a challenging child to using his or her intensity in successful ways, even if the child is diagnosed with ADHD, ODD or exhibits other difficult behavior.
  - 3. Apply the core methodologies of the Nurtured Heart Approach® to build Inner Wealth™ in all children and create a richer social-emotional environment.

#### **Materials List**

- ▼ LCD projector with proper adapters
- **♥** Laptop computer
- ♥ Screen (or wall) to project onto
- ♥ Speakers for video sound
- ♥ Back-up Flash Drive, with VTM and Videos
- **♥** Handouts
  - ♥ Snapshot of NHA
  - **♥** Emotionally Nutritious Words
  - ▼ NHA Recognition Techniques
  - ▼ NHA Presentation Evaluation (or evaluation of your own)
- ♥ Supplies for "Jordan Experiential"
- ♥ Optional: Marketing materials for any local NHA promotional opportunities



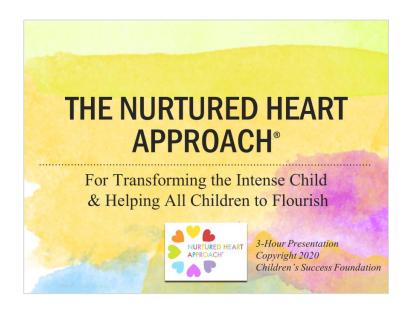
Handouts should only review the material covered, not present new information. Provide the audience with handouts following the presentation of the material covered on the session noted.

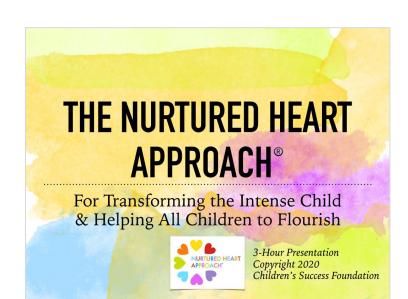
Though the videos are embedded in the VTM, it is highly recommended that you download the videos and have them accessible to you during your presentation. If at any juncture, a video fails, having the backup copy allows you to simply minimize the VTM for the moment and access the video through its file. Keeping the videos as well as a backup copy of the VTM on a flash drive provides security in case of computer malfunction at presentations as well.

#### **Image & Font Verification**

Take a moment to compare the beginning screen of your downloaded VTM with the image below, checking to make sure fonts match appropriately.

PC Users: Franklin Gothic Medium Cond & Times New Roman

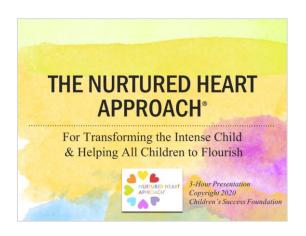




Mac Users: DIN Condensed & Iowan Old Style

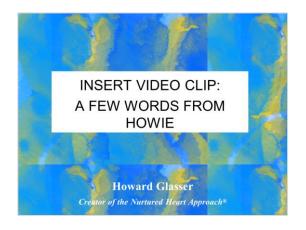
#### Trainer Feedback to CSF on the VTM & Presenter's Guide

As we will be regularly editing the VTMs & Presenter's Guides, we welcome your feedback! Please go to the "Share Your Feedback" section on the Trainer Network. Thanks!



#### Slide 1 – Title Slide

- ♥ Introduce yourself, your role as presenter, and your status as Certified or Advanced Trainer in the Nurtured Heart Approach®.
- ▼ Identify the goal of the presentation a basic introduction of your intention.



#### Slide 2 – Introducing Howard Glasser

♥ The Nurtured Heart Approach® was created by Howard Glasser.



#### Slide 3 – Healing Challenging Children/All Children Flourish

- ▼ Though the Nurtured Heart Approach was created with challenging children in mind, parents, teachers, and therapeutic professionals across the world have found that it is just as effective with non-challenging children.
- ▼ It provides a beautiful framework in which all children can flourish.
- ▼ In group settings or families with multiple children, utilizing NHA only with the "challenging child" of the group will inherently backfire, as non-challenging children will often have behavior flare-ups in an effort to gain the same enhanced relationship. NHA is intended for use with all children.



#### Slide 4 – Is Intensity the Enemy?

It is crucially important that trainers do not leave the audience with the impression that no child needs medication or that medication is a horrible thing. There are some children, despite how brilliantly their Inner Wealth has been developed, who still have lingering issues where medication might be helpful and be considered as a next step.

- ♥ NHA takes a strong stance that medications are used far too often and as an early intervention, instead of a last resort.
- ♥ Symptoms do exist. . . Kids can be impulsive, cranky, argumentative, difficult, resistant, incorrigible and unpleasant.
- ♥ Symptoms are often inappropriately correlated with pathology, bio-chemical imbalances, brain dysfunction and labeled with a diagnosis.
- ♥ If an approach can be used to bring about behavioral shifts without pathology or pharmaceutical intervention, why not start there?
- ▼ Many people who encounter intense or challenging kids treat intensity as the enemy. One reason is because society currently does not have many approaches that truly work with intense children. Most methods actually make the situation worse.



#### Slide 4 – Is Intensity the Enemy? (cont.)

♥ Our current societal view of intensity is also skewed; intensity isn't a negative trait; it is "life force." Influential individuals in the history of our world regularly share the trait of vibrant intensity.



#### Slide 5 – Improvement Isn't Good Enough

▼ Improvement brings about temporary change, but the result is short lived and superficial. The Nurtured Heart Approach is designed to awaken children to who they really are as a great person.



- ►NHA Survey:
- ➤ Over 100,000 teachers informally surveyed.
- ➤ 100% say they are trained to work with "normal" kids.
- ➤ Less than 1% say their training is adequate for what they actually encounter- intense kids.

#### Slide 6 – No Parent or Teacher Left Behind



If you have audiences with teachers in it, pose the following first bullet as a question to them, to make it a first-hand experience.

- ▼ In his teaching of NHA to audiences around the world, Howard would regularly ask, "How many teachers in the room feel adequately prepared by their collegiate teacher-preparation courses to work with the challenging behaviors you face in the classroom every day?" With consistency, the audience would chuckle and rarely would more than a few hands raise in the group.
- ♥ Professors that are training teachers are either purely academic or it has been years since they are in the classroom. Course curriculum on classroom management is rich with ideas of what to do when children are behaving, but drastically fall short when it comes to strategies for challenging behaviors, which are on the rise.
- ♥ And as a result of being ill-prepared, ½ of new teachers quit the field in the first five years – the main stated reason is being "burned out" which is code for being worn out by the persistent problems in the classroom.



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#### Slide 6 – No Parent or Teacher Left Behind (cont.)

- ♥ We cannot afford to lose these inspired educators who most often come to the profession with a dream of truly helping children learn and grow.
- ♥ We need better ways of preparing our teachers for what is really happening in the classroom.

# CONVENTIONAL METHODS

- ➤ What you don't know can hurt you.
- ➤ Not a good fit for the Intense Child.
- ➤ They often inadvertently made the situation worse.



#### Slide 7 – Conventional Methods

- ▼ Traditional methods were created for the average child and even have limitations with that audience.
- ♥ With intense children, traditional methods max out and leave parents and professionals scratching their heads as to what to do.
- ▼ Typically, the traditional methods are just amplified the more and more intense children resist and act out further. The harder the adult tries, the more they accidentally wind up sending the message that problems are what bring them together and problems are what everyone finds to be most exciting.



#### Slide 8 – Building Inner Wealth™

- ♥ Modern World = More Stress
- ♥ We all need to be stronger on the inside than ever before. That's what allows us to reach deep when we are challenged.
- ♥ For example, there are many programs that try to provide kids with tools to say no to drugs, with both informational components and experiential components where they rehearse kids in the ability to "say no".
- ▼ A child, who has been through such programs, if not sufficiently strong on the inside, is more likely to say yes when push comes to shove... under pressure.
- ▼ A strong kid, a child who somehow has arrived at Inner Wealth, who may never have been in any such prevention programs, under pressure is more likely to say no.
- ♥ With developed Inner Wealth, children have a vast well of strength to reach into when they inevitably experience adversity and hardships.
- ♥ Building Inner Wealth is the goal and intention of NHA.

#### FRAME BY FRAME

- ➤ Make every moment an opportunity for success.
- ➤ See what the child is doing in each moment.
- ➤ Recognize them: Say it out loud...in detail!

#### Slide 9 – Frame by Frame

- ▼ NHA creates powerful ways of making any moment an opportunity to create success – experientially.
- ♥ We can take a snapshot of a single frame of someone's life.
- ♥ Look at each moment of life in a variety of ways, for example:
  - 1. We can view those frames and look critically at how it could have or should have been done better.
  - 2. We can watch that same frame and appreciate and celebrate that person in that moment and comment on it.



Give a live recognition. "Here is a truth of this moment..."

- ▼ Any moment is an opportunity to create success.
- **▼** There are so many more opportunities then we think.

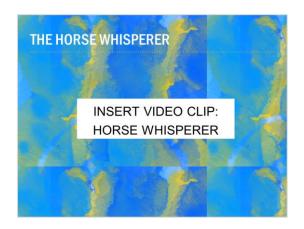


#### Slide 10 – The Horse Whisperer



Introduce the video clip using the following:

- ▼ The movie *The Horse Whisperer* depicts a pre-teen having a well-adjusted life until a horrible accident occurs while she and her friend our out riding their horses and are hit by a truck.
- ♥ The girl's friend dies in the accident and the girl loses her leg and now has a prosthesis. The teen has assumed a new anthem to life: "I can't. Leave me alone."
- ♥ Her mother tries everything she can think of to snap her daughter back into her life but nothing has worked. The mother hears of a man known as the "Horse Whisperer" and has the idea that if he can help her daughter's horse, who was severely injured too, he might also indirectly help her daughter.
- ♥ Cue the audience, as they watch the clip, to notice the way that the Horse Whisperer navigates the girl's world of "I can't".



#### Slide 10 – The Horse Whisperer (cont.)

#### Following the video -

Ask the audience where in the clip they noticed Robert Redford's character not getting stuck in her "I can't" mentality. As the audience gives examples, also facilitate discussion of what he *could* have done or said that would have inadvertently fed into the problem.

#### Example:

"When the girl said that she couldn't drive because of her leg, he didn't react to try to convince her that she could or give a pep talk about how she still had such potential."

Notice that without using the lingo, we are setting the stage for understanding Stand One of refusing to energize negativity. The audience is gaining a first-hand experience here, before being formally taught.



# CREATING AN EXPERIENCE

- Robert Redford "hijacks" the girl into a firsthand experience of being successful.
- He gave her the experience and re-framed thinking into 'now we know you can.'
- "It isn't a question of whether you can or can't, you are."

#### Slide 11 – Creating an Experience

- ▼ Redford's character didn't sit around and wait for the girl to feel successful; he 'hijacked' her or set her up. He made success inevitable. He did so by giving her a first-hand experience of what success felt like.
- ➡ He could have sat and talked with her in the barn, telling her what potential she has and that she could do anything that she put her mind to. He could have had her ride along so he could show her how to drive. These techniques would have created second-hand experiences, where the girl would have been removed from the actual experiencing of the success.

Ask the audience, "How would the way the girl would have received those second-hand experiences have compared to the way she experienced the first-hand experience he chose to set up? Why would it be different?"

♥ By making this a first-hand experience is how he can now communicate: "You Are." He wasn't telling her or coaxing her to be successful; he was demonstrating to her that she already was being successful.



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#### Slide 11 – Creating an Experience (cont.)

- ♥ Considering that first-hand experiences have the child actively experiencing the concept at hand, we often utilize second-hand experiences as our main teaching tool for children. For example, if a child is being unkind and we take that moment to talk with them about how they are not being kind, and that it is rude to behave in that manner. The first-hand experience we are inadvertently giving them is not about kindness, but that rudeness is what gets us excited enough to spend prime time with them. To create a first-hand experience on the value of kindness, we must either create or capture a moment where kindness is happening and then appreciatively credit them for having that quality and for what is happening.
- ▼ NHA uses first-hand experiences to shine light on successes and to intentionally create opportunities for success to occur.



#### Slide 12 – A Portfolio of Experience

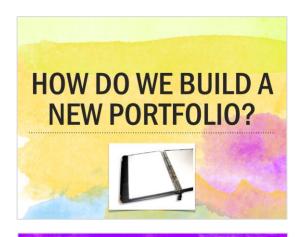
- As artists are establishing themselves, they gather a collection of their best works and put them in a "portfolio". The artist is very scrupulous about what they put in their portfolio, selecting pieces that they love and that others have told them are wonderful. They are not going to pick the ones they least celebrate or believe in.
- ♥ We too have a portfolio of sorts, a collection of what has been most celebrated about us and what we believe to be an accurate reflection of who we are.
- ▼ A difficult child has a sense that they are deemed most worthy or celebrated when things are going wrong – they put these experiences in their portfolio – it becomes a collective of who they think they are at that given time based on how they are informed of others seeing them and how that informs them seeing themselves.
- ▼ Most challenging children have a portfolio based on negativity because they get much energetic connection and closeness; more energy flows when that child is doing something wrong.



#### Slide 13 – Jordan Experiential



Instructions for this exercise are delineated in a document titled, "Instructions for Jordan Experiential".



#### HOW DO WE BUILD A NEW PORTFOLIO?

- ➤ It is not a task of erasing an old portfolio.
- ➤ The task is to create a new portfolio that is energetically aligned.
- ➤ Confront children with who they are by using any moment to point out successes.
- ➤ Embed what we have to say about a child's greatness into the first-hand experience of the moment.

#### Slides 14 & 15 – How Do We Build a New Portfolio?

- ▼ These "energized" moments become the portraits that seem to be important enough to hang over the mantelpiece. So, we insert them into our portfolio. They seep into the child's progressing sense of who they are as a person.
- ▼ Lots of treatments strive to lessen the old negative portfolio or make it go away, but we have found that if we build a new portfolio of greatness that is experiential and powerful, the new one will progressively take precedence over the old one.
- ♥ Don't need to erase the past EXAMPLE: She can never be the kid that didn't almost burn the house down.
- ▼ In the way we respond to kids we help to create a new portfolio of success that is greater than the old portfolio – it will loosen its grip.
- ▼ This is a big part of the Nurtured Heart Approach® superenergizing irrefutable experiences of success that build a powerful new positive portfolio.
- ♥ Can we confront these kids with the evidence of the positive side of who they really are by using the moments when problems are NOT happening? Can we imbed what we have to say about their good choices and their greatness in the first-hand experiences of their life? Yes.



#### Slide 16 – A Few Simple Stories

- ▼ NHA uses stories to make this Approach come to life and be easily understandable and memorable.
- ▼ As these stories are told, they will leave you feeling the impact of NHA in your bones.



#### Slide 17 - The 3 Stands™

- We will then translate the three aspects of the Approach clearly into The 3 Stands™ that will move us forward.
- ▼ The word "stand" is very purposeful: When we take a stand, we get clear, resolute, and precise.
- ♥ Can't take a stand when you are wishy-washy.



Simply read the names of The 3 Stands™ briefly – they will be explained on the next slides.



#### Slide 18 – Toys-R-Us

Transforming the Difficult Child (2013), pg. 11-13
Transforming the Difficult Child Workbook (2013), pg. 24-27
Transforming the Difficult Child (2016), pg. 19-21
Transforming the Intense Child Workbook (2016), pg. 29-30
Notching Up the NHA, pg. 29-30

- ♥ We are our child's most compelling toy.
- ♥ We have a zillion nuanced ways to be interesting.
- ♥ What do kids do when they get a new toy?
  - 1. They enthusiastically explore it; they want to know what it has to offer; they hopefully find some compelling features AND some features may be boring.
  - 2. Once they designate a feature as truly boring, they write it off and won't go back to it on purpose.
- ♥ How are we like toys? As adults, look at all the ways we move and all the ways we are physically active. In addition, look at all the emotions we can have, not just happy, glad and sad, but a thousand moods in-between, with each of us having our own very unique hue and version of each.
- ♥ We have by far the greatest features of any other toy.



#### Slide 18 – Toys-R-Us (cont.)

- ▼ Combine all those "features" and we are the ultimate entertainment center remote control included. It's obvious where our "buttons" are.
- ♥ Once children have experienced those features of ours, it sets a bar for what is energetically possible with us. When things are going right, our "good job" and "thank you" becomes like the boring toy features in comparison to the blinking lights and bells and whistles that negativity and non-compliance brings out in us.
- ♥ With traditional parenting and teaching models, it is amazingly easy for a child who is a little more intense or a little more sensitive to form an impression that this "toy" (in our metaphor the adult) is so much more animated when things are going wrong.
- ♥ It's similar to going back to dial-up internet after using broadband internet connections...the choice is clear. The child will opt, time and time again, for the better connectivity.

# BETTER BROADBAND WHEN THINGS ARE GOING WRONG Siven normal methods, it's amazingly easy for an intense or sensitive child to realize... This 'toy' is so much more animated, alive, and interesting when things are going wrong!

#### Slide 19 – Better Broadband

Ask your audience, "Who has internet access at home? Dialup service or high speed / broadband / cable? Would you like to go back to Dial-Up? (pause for response) Why not?! You could save money even!" In the same way, once children have experienced "high speed" you, there's no turning back.

- ▼ Kids want better broadband. They accidentally discover they can reliably get it by acting out negativity and by being non-compliant.
- ♥ They are simply drawn to the version of closeness with the strongest energy and resolution.

#### BORING WHEN THINGS ARE GOING RIGHT

- ➤ Our responses to the positive pale in relation to those for the negative.
- ➤ We inadvertently show children they get more from negativity.



#### Slide 20 – Boring When Things Are Going Right

- ♥ When things are going right, we are relatively boring. Our responses when things are going right pale in comparison to those when things are going wrong.
- ♥ Like a toy, they want to shake and rattle us to get the most out of us.
- ♥ We inadvertently advertise that we give greater connectivity when things are going wrong by way of our normal and traditional methods of parenting and teaching.



#### Slide 21 – Stand 1: Absolutely No!

- ◆ Absolutely no Behavioral changes cannot even begin without the child perceiving that the old pattern of response – connection, energy and relationship for negativity – is no longer available.
- ♥ "I ain't gonna do that no more no more." (Remember that old song?)
- ♥ I refuse to energize negativity by accidentally rewarding negativity with my energy, connection, or relationship.
- ♥ I will be intentional to watch where my energy is flowing.



¼ way done!



#### Slide 22 – Choosing More

- You are the prize to your children/students.
- ♥ Our emotions, reactions and level of involvement are the prize.
- ♥ Children have an uncanny way of knowing where the prize is AND knowing where more is.
- ▼ For example, if I held up a \$5 bill and a \$50 bill and said, "Choose one", which would you choose? We arrive at that choice instantaneously.
- ♥ We are all plugged into getting more and kids know the energy of more as well or better than we do – and they choose it.
- ♥ We may always be our kids' favorite toys however we get to choose the quantity, quality and texture of the energy we offer. That is always our call.



#### Slide 23 – The Crying Game (Video)



No introduction of the clip is necessary; just play.

#### Following the video -

- ▼ This clip is not an example of NHA in action; this is a classic example of ignoring behavior.
- ♥ How was the child supposed to know when mom would show back up again? It was clear that she was not in favor of his choices in that moment... but it also was communicated that she wasn't in favor of the four times that he stopped screaming, as he received the same response as when he was screaming. Very confusing.

#### IGNORING IS COUNTER PRODUCTIVE

- ➤ Ignoring just invites kids to "up the ante."
- ➤ Ignoring is a passive experience- tuning out.
- Refusing to energize is a very active experiencepausing the energy flow and eagerly waiting for the first moment to turn it back on again.



#### Slide 24 – Ignoring is Counter-Productive

- ▼ Ignoring just invites kids to "up the ante". As much as we say we are "ignoring" behavior, there is always a breaking-point moment where we can't take any more and will step in, usually with all kinds of energy flowing. For your intense kids, ignoring is simply an invitation to find how much escalation is needed to get the reaction.
- ♥ Howard tells the story of when he was a child and had a favorite hobby of antagonizing his brother. His parents were advised to ignore his behavior. Howard knew, however, that there was always a time at which he could bug his brother just enough that his parents would throw ignoring out the window and react in a big way. "Ignoring just teaches kids to get better at getting worse." – Howard Glasser
- ▼ Ignoring is a passive experience tuning out, disassociating from the moment. While ignoring, adults not only miss out on the misbehavior, but they also miss out on the moments when the misbehavior ceases.
- ▼ Refusing to energize negativity is a very active experience –
  pausing the energy flow (the big reactions, the blinking lights) and
  eagerly waiting for the first moment to turn it back on again when
  things are going right. Though the inappropriate behaviors are
  noticed, they are not given \$100 dollar bills.

#### VIDEO GAME THEORY

- ➤ Kids who cannot focus on homework can play a video game with mastery and accomplishment.
- ➤ In the video game, life truly makes sense & follows logic that is very different than at home and school.
- ➤ Video games compel kids to successfulness.

#### Slide 25 - Video Game Theory

Transforming the Difficult Child (2013), pg. 13-15
Transforming the Difficult Child Workbook (2013), pg. 28-32
Transforming the Difficult Child (2016), pg. 21-23
Transforming the Intense Child Workbook (2016), pg. 34
Notching Up the NHA, pg. 49-51

- ▼ Though not endorsing video games, they are extremely useful to illustrate another simple yet crucial point about energy.
- ▼ It's no accident kids are drawn to video games.
- ♥ What really bothers parents is that though a child "cannot" focus on his chores or homework, he can play video games in rapt attention for hours.
- Kids are hyper-focused on success: all the child wants is to progress - next level, next level, next level...
- ▼ They want to break the world record, being the best they can.
- ▼ The question then is Why can't kids be like this in real life?
- ▼ There is a logic underneath the video game that is compelling the kid to successfulness.

#### VIDEO GAMES - CLEAR & PREDICTABLE

- ➤ Incentives are strong and predictable.
- ➤ Confronts a child with their success score, bells and whistles.
- ➤ Rules are clear and predictable.
- ➤ Delivers a consequence always.
- ➤ In a moment, the child is back in the game and is inspired not to break the rules again.

#### Slide 26 – Video Games: Clear & Predictable

- ▼ Incentives are immediate, strong and predictable.
- ▼ Video games are rich with opportunities for success, from coins to bonus lives or points. Incentives are everywhere and readily available for the taking. Players will go out of their way to find more success, packaged in these tangible formats.
- ▼ The predictability of incentives is provided by the absolute consistency of how they are doled out – the prerequisites for earning bells, whistles and points don't change.
- ▼ The game is never in a "bad mood" and forgets to dole out the incentives. The game also never holds prior mistakes against the player; every moment is fresh and new.
- The game confronts the child with his success on a moment to moment basis.
- ▼ It's all energy. In an energetic format score, bells and whistles –
  lots of energy is transpiring which informs the child he/she is doing
  well and incentivizes their success.
- ♥ Rules are clear and predictable.
- ♥ Video games also provide choice At any next instant the child is fully free to break a rule. The game isn't nagging them and telling them not to break a rule.

#### VIDEO GAMES - CLEAR & PREDICTABLE:

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- Confronts a child with their success score, bells and whistles.
- ➤ Rules are clear and predictable.
- ➤ Delivers a consequence always.
- ➤ In a moment, the child is back in the game and is inspired not to break the rules again.

#### Slide 26 – Video Games: Clear & Predictable (cont.)

- ♥ If the kids break a rule (even a little bit) the game delivers a consequence always.
- ♥ Game doesn't feel sorry for the child; it just delivers the consequence that is immediate and unceremonious. In one form of the other the child momentarily "loses access" to the success of the game. Even if the consequence looks drastic and punitive, the energetic truth is that they are just out of the loop for a few seconds – simply missing out on what is possible.
- ♥ Within moments, the player is *back in the game* to try again.
- ♥ Because of the rich time-in, the game is so exciting and incentivized and the child cannot wait to get back in the game with an ever growing determination to go forth in an ever greater way.
- ▼ The consequence is an illusion that creates motivation to participate because being in the game is so delicious. The child perceives that they have received and served a consequence, but the beauty of it being completed so quickly is the child gains motivation to be successful coming back into the game.



# Slides 27 & 28 – The Story of the Librarian

- ♥ Howard was setting up in a school library for a meeting the next hour. A class was going on in the other side of the library – kids at big tables, working collaboratively.
- ▼ Librarian was immersed in her work at the front of the library.
- ▼ A little quirky energy arose. Librarian, who was clearly a kind and loving person, immediately went over. She put her arm around child in kind way and walked him over to Howard's side of room so he could overhear.
- ♥ She said in a kind in loving way, "This is the last class of the semester and what you do will affect your grade and the same is true for everyone." She continued the pep talk with telling him not to distract or get distracted, etc. A few minutes later she finished her 'kind and loving' lecture and she patted him on the back and sent him sweetly back to the group.
- ♥ Within 5 minutes an interesting thing happened; the child was acting out again and now many of the other kids were acting out too.
- ♥ Howard attributed it to the strength of her force field of energy.



#### THE WRONG LESSON LEARNED

- ➤ When the child is doing the right thing, they get little energy.
- ➤ When the child is doing the wrong thing, they get very sweet attention.

# Slide 28 – The Story of the Librarian (cont.)

- ♥ She was advertising: When you are doing the right thing, you are relatively invisible. I am doing my work and there is no connectedness or energy flowing. When you are doing the wrong thing, I will show up in a kind and loving way.
- ♥ Any kid that is needing relationship now knows how to get that from her.
- ♥ Her kind and loving nature is wonderful; her timing just stinks.
- ♥ When she learns the tools for taking that upside-down energy and energizing successes giving her energy when things are going right she will help these children thrive and flourish.



It is not the parent, teacher, or child that is the problem. It is simply the methods that have been at our disposal. When you have a method that is energetically aligned, everything changes.

#### Slide 29 – There's No Blame

- ▼ In case you have been hearing this and saying to yourself: "Oh, no... I have ruined my kid's life!" we have good news. Actually, great news There is no blame!
- You have been doing the best you can with the tools at your disposal.
- ▼ The methods we have are the culprits not the teacher or the parent or the child.
- ♥ As soon as you have a method that is powerful and energetically aligned, everything changes.
- ♥ What has appeared to be pathology is really a child that has been stuck in the energetic truth of an environment that is inadvertently upside down.
- Change the environment and crank it up to great and you will see enormous change.



# Slide 30 – Stand 2: Absolutely Yes!

- Now that we've established where we don't want energy to flow, in rich forms through the Toys-R-Us story, we need to be able to key into where we do want energy to flow, like Video Game story, and do so at even more heightened levels than we have before.
- **◆ Absolutely yes** to showing up in big ways when things are going right.
- ♥ I relentlessly create and energize positivity and success.
- ♥ I energize and nurture first-hand experiences of success.

# NEW WAYS OF BEING POSITIVE

- ➤It's more than "Catch them being good."
- ➤ Use stronger, more specific positives...
- That navigate around defenses.
- That give evidence of greatness.
- That ensure the positive is felt and digested as success.
- That helps them see themselves as a kid who is great.

# Slide 31 – New Ways of Being Positive

- ♥ In parenting & education literature, there is an anthem of "Catch them being good".
- ▼ Two issues with "Catching Kids Being Good":
  - 1. We are so gifted at seeing what's wrong with the picture and our language of failure is so strong.
  - 2. Particularly with intense children, in order to reach our current status of "good", we might be waiting a long time. Our language of success is skimpy and our standards of what qualifies as good are ambiguous. It's like trying to catch a dinosaur with a butterfly net... we have the wrong tool.
- ▼ New ways of being positive are required.
- ▼ In NHA, we don't wait and hope for kids to be good and worthy enough of attention, which can be particularly disempowering when trying to have an impact on a difficult child. NHA takes an empowered stance of creating powerful and nutritious sense of successfulness.
- "Good job", "way to go", "atta boy" praise is not sufficient; Praise
  is correlative to junk food it feels/tastes good in the moment,
  but it has no nutritive value or substantive power. It is "empty"
  communication.

# NEW WAYS OF BEING POSITIVE

- ➤It's more than "Catch them being good."
- ➤ Use stronger, more specific positives...
- That navigate around defenses.
- That give evidence of greatness.
- That ensure the positive is felt and digested as success.
- That helps them see themselves as a kid who is great.

# Slide 31 – New Ways of Being Positive (cont.)

- ♥ Ways of speaking positively that provide exceptional emotional and psychological nutrition are crucial.
- ♥ If we are going to go to the trouble of being positive, do it in a way that gets around the defenses.
- ▼ If someone gives us authentic recognition that includes clear evidence of our success and is connected and real – we can hear it.
- ♥ It must be "experiential" (based on evidence of really being seen, authentic and powerful).
- ♥ Most parents and teacher of difficult children have already tried praise and often haven't seen any real impact.
- ▼ In NHA, the intention is not to "make a child feel good"; the intention is to speaking truths that build their Inner Wealth.

Take a few moments to give live, real-time recognitions to a few members of the audience. This allows the group to "feel" the difference and hear NHA recognitions in action, first-hand.



### Slide 32 – The Intentions of Stand 2

- ▼ NHA's intentions are stories that provide the lens through which successes are seen; provide a framework for a new way of seeing "ordinary".
- ▼ These intentions will inspire and propel the process of creating and expressing stronger levels of successfulness. They will fire up the techniques we will teach to empower Stand 2.



#### **BABY STEPS**

- ➤ Intention 1: Reverse-engineering the high bar of high expectations.
- Creating successes that would not otherwise

# Slide 33 – Baby Steps



# **Transitioning from Shamu to Baby Steps**

The goal of NHA is to nurture the hearts of children, adults and communities and create Inner Wealth™. Children's Success Foundation seeks to provide the training of NHA in the most thoughtful and compassionate manner. Because of the recent publicity surrounding the beloved "Shamu" (performing orcas at Sea World), and the debate regarding their captivity, Children's Success Foundation believes that it is the socially responsible decision to replace its current "Shamu" example with a more compassionate illustration.

At this point, the majority of NHA texts still have the Story of Shamu. As books are revised/updated, the story will be phased out and replaced with the language of Baby Steps, as illustrated in the new book, "Igniting Greatness!" on page 63. This revision period will span over a few years.

As of Summer 2015, the Visual Training Modules (VTMs) will no longer have slides that reference Shamu. When giving presentations, until text revisions have been complete, it is appropriate to reference that texts may tell the Shamu story instead of Baby Steps. You may find it helpful to very briefly explain the reason for the change and leave the emphasis of the teaching on the new Baby Steps concept; participants can always read the Shamu section for an additional perspective on this Intention.

We completely understand that, as NHA Trainers, many of us are very connected to Shamu and the transition to the new explanation will require "Baby Steps" of our own. Change is hard. In order to keep the name of NHA associated with respect, kindness and gentility, this shift is a necessary one. Please trust that the Baby Steps model has been trialed with audiences, who live/work with children of a broad span of ages and was very well received.

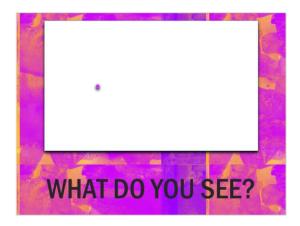


# Slide 33 – Baby Steps (cont.)

## **Description of "Baby Steps"**

Creating successes that wouldn't otherwise exist.

- ♥ We naturally see the beauty of tiny incremental steps for babies, in the direction of bigger goals and expectations.
- ♥ We wouldn't tell a baby, when taking a first step, to now run and jump. We'd just be in awe, cheering the success.
- ▼ In the same way with children of all ages, we are able to choose to see the beauty of even hints of steps in the right direction; to be willing to express recognition and authentic appreciation for the character and success these steps show.
- ▼ Staying in the present moment allows us to cherish incremental success and also supports us to be wary of unrealistic expectations.



# Slide 34 – Little Purple Dot

- ♥ Show the image of a large rectangle with a small dot in the center of it. Ask the audience, "What do you see?" (i.e. A purple dot, a rectangle, white space, a screen)
- ▼ Interestingly, with remarkable consistency, when asked this question, the audience will respond that they see that little dot on the screen first. Then ask, "Now, realistically, what percentage of this space (pointing to the entire screen) does THIS (pointing to the dot) take up?"
- ♥ Our eyes are drawn to the dot as if it's the largest or only thing on the screen. In the same way, when encountering situations in life, our eyes and focus is most frequently keenly adjusted to see the little dots of a situation or our own day. For example, how often at the end of the day do you find your mind wandering back on the day's events? Is it the highlights that our mind replays or the "little purple dots" of our day?
- When looking at even the most challenging child that we work with, if you quantify minute per minute whether they are in "purple dot" or "white space", truly what percentage of their day is "purple dots"? (Minimal, in comparison, when quantified out).
- ▼ The unfortunate reality is that our attention to and focus on "little purple dots" has a magnifying effect on them. It causes them to grow.



# Slide 34 – Little Purple Dot (cont.)

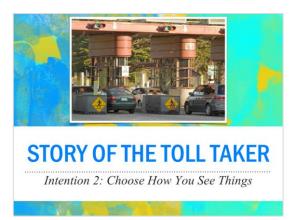
▼ Again, whatever we give our energy to, we will get more of. If we give our energy to the "little purple dots" of life, we will find more of them and cause them to grow. At the same time, if we give our energy to the white space and our intention to see it for what it is, we will see white space is EVERYWHERE and it will grow.



# Slide 35 – Story of the Toll Taker

Transforming the Difficult Child (2013), pg. 39-40
Transforming the Difficult Child Workbook (2013), pg. 49
Transforming the Difficult Child (2016), pg. 48-49
Transforming the Intense Child Workbook (2016), pg. 48
Notching Up the NHA, pg. 48

- ♥ How we choose to see things affects our ability to propel our intention and ability to set things in motion to awaken greatness.
- ▼ This is a true story of a San Francisco Bay bridge Toll Taker.
- ♥ Normally the road is bumper to bumper but the driver was headed to the airport in the wee hours of the morning – few cars on road.



# Slide 35 – Story of the Toll Taker (cont.)

- ▼ The driver heard loud music at a particular toll booth, looked up and saw an attendant dancing, so he made his way over to that lane and said: "It looks like you're having a great time."
- ▼ The toll taker said "I am having a party! I am really enjoying myself, practicing my dancing, getting paid to be here, meeting nice people, best office in world. What executive has 4 glass walls with this view of the water?"
- ▼ The driver looks over and sees that the other toll takers don't seem to be enthusiastic at all. He turns back and asks this toll taker why he is having such a great time and enjoying such a great attitude. This toll taker says he doesn't know their story, but it looks like they are in stand-up coffins.
- ♥ How easy would it be to have a crummy attitude? small space, bad pay, honking horns, car fumes, etc.
- ♥ But it is also easy to have the toll taker's great attitude. Do we have any say in the matter?
- How would it be to see life through the toll taker's perspective?
- ♥ How we choose to see things lends itself to how we can help a child see their greatness. This intention fuels every step of way in making the techniques of the Approach come to life.



# Slide 36 – Wayne Dyer Quote

**♥** Add your thoughts, in the moment.



#### Slide 37 – Make Miracles from Molecules

- ▼ Many of us come from cultures of making "mountains out of molehills" – take small slivers of what is wrong and blowing it out of proportion.
- Making miracles out of molecules take small slivers of what is right and make it into a miracle!
- ♥ Can we see the huge beauty in moving in the direction of success?
   Baby Steps Toll Taker Creating Successes.
- ▼ This intention involves the concept of 'Photoshopping' opportunities - work with the pixels as needed to coalesce them into evidence of greatness.
- ♥ Be aware of each pixel, comment on it, and grow it until it has a life of its own by the way of how we energize it.
- ♥ Each person sees an event in their very own way anyway. It is a given that we see things differently.
- ♥ Choose intentional seeing. We live in a world of "spin". Put a spin of greatness on anything in a way that is authentic and truthful.



# WE ARE THE DIRECTORS, PRODUCERS, AND EDITORS OF EVERY MOMENT

➤ We choose, by where we put our energy, what moments get the dramatic music and the camera zooming in... and which frames get left on the editing room floor.

# Slide 38 – We are the Directors, Producers and Editors

▼ In this summary slide, lead the audience to the understanding that we choose what we see and what we focus on. Our intention determines our outcome and it's an ongoing choice, every next moment.

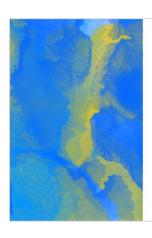


# Slide 39 – What Qualities Does It Take to Sharpen a Pencil?



Do this slide as a full group, to set the stage for the next example.

- ♥ Pose the question, "What qualities does it take to sharpen a pencil?"
- ▼ Instead of having "they sharpened a pencil" be the success, invite the audience to brainstorm the variety of successes that go into the "big" success of having sharpened a pencil and then playfully challenge them to add what quality that shows about the child.
- ♥ Examples may include: Knowing where the pencil is (organizational skills), how to use the pencil sharpener (mechanical wisdom), not sharpening the entire pencil (self-control / discretion) etc.
- ▼ Take the audience beyond the obvious and help them to see the myriad of molecules in this seemingly mundane task.



#### NHA RECOGNITIONS

- ➤ The intention of giving recognition is to:
- Be truthfully appreciative
- Be authentically acknowledging
- Build Inner Wealth<sup>™</sup>

# Slide 40 – NHA Recognitions

▼ In this slide, help the audience to begin to set the stage that
recognitions aren't given to simply make people feel good; they
are intended on speaking the truth, calling out what is often
unspoken, and building an accurate portfolio of rich Inner Wealth.



1/2 way done!



# Slide 41 – Active Recognition

- ♥ Begin by explaining that the Nurtured Heart Approach® has four different techniques by which recognition can be clear and powerful.
- ▼ Active Recognitions are the first and most basic of the recognition techniques.
- ▼ In an Active Recognition, it's like you have a camera and you snap a picture and capture a moment - showing the child the photo describing what you see in detail. You are able to describe what you see as if you were describing the scene to a blind companion for their benefit.
- ♥ Children feel this as being profoundly noticed and it feels like a success to them. It gives you the ability to see and convey successes that would not otherwise exist as it opens up so many opportunities to profoundly notice whereas you'd otherwise have to wait for more 'traditional' forms of success.
- ♥ This method of a child being seen profoundly gets underneath the radar because the description provides the evidence.
- Doesn't matter what you say as long as you stick to the detail of what you see, and the child will feel it as authentic and as evidence of being seen.



# Slide 41 – Active Recognition (cont.)

- Example: "You are utilizing these broken crayons by taking off the paper and using them on their sides to create sweeping lines of bright colors. Here where the lines crisscross, you have created new colors."
- Example: Let's say child hasn't robustly started working yet, but they have little mosaic tiles in front of them. One could easily walk by feeling like there's nothing to comment on OR use this method to say: "It looks like you are figuring out what to do and in the meantime you have organized the tiles into different color piles. Looks like you are tentatively beginning but with great attention to lining up the edges of the tiles in a pattern of color."
- ▼ This technique gives a way to connect even with toughest gang kids.
- ♥ It alerts the kid that maybe they don't have to act out to get relationship.
- ▼ We all want oneness. We start by finding it with the connection of other people in our lives. Some children unfortunately find what they think to be the best version through negativity. This gives the child the experience of oneness without acting out.



# Slide 42 – Active Recognition Formula

▼ The template slides allow for a practical framework for how to say this type of recognition. Information is also printed on the NHA Recognition Techniques handout for the audience to take home.



Carmen Tubbs
NHA Advanced Trainer

# Slide 43 – Active Recognition Video



The following video spotlights an example of Active Recognition in action.

# Following the video -

♥ Feel free to make any comments about the video, the simplicity of the statements, or allow for audience thoughts.

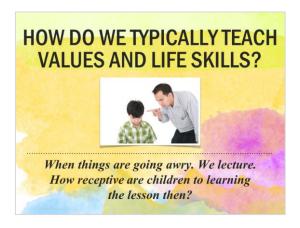


## **EXPERIENTIAL RECOGNITION**

Help kids interpret and upgrade their experience of value and being valued

# Slide 44 – Experiential Recognition

- Experiential Recognitions are another way to capture a photo opportunity of a moment.
- ▼ Kids don't always know how to interpret their experience. If we asked a child to express how they are being great, rarely will they say, "I am being very collaborative; I am helping my friends do a puzzle." If you ask a kid how her day was, she'll simply say "Fine." They do not know how to express themselves in terms of values.
- ♥ Experiential Recognitions are designed to convey more of the values we choose to teach.
- ▼ In Experiential Recognitions, the child is highlighted in the first-hand experience of the moment for what is being seen that is going well, with a correlation being named to the quality of character that they are displaying in that very moment. This type of recognition provides both the snapshot of the moment and the value-focused caption to go along with it.



# Slide 45 – How Do We Typically Teach Values/Life Skills?

- ♥ In many societies, the tradition is to teach lessons in midst of the problem when something goes wrong, we have a huge desire to unfold the wisdom of the values we hold dearly.
- ♥ We attempt to teach kids the most valuable lessons and values when things are going wrong.
- ▼ Example: "Why can't you be more respectful?"
- ▼ Example: "You need to be more responsible."
- ♥ How receptive to kids are to this type of learning?
- ▼ Instead, Experiential Recognitions teach the value lessons at the moment when it is being demonstrated and where it can be received by the child.
- ♥ Use the intentions of the Approach to inspire your creativity in making the most of the moments when problems aren't happening to give expression to the qualities you are valuing in your child.

# EXPERIENTIAL RECOGNITION Behavior + Appreciation of Related Character Quality "I see you (action/emotion)... and that shows that you are (character quality)."

# Slide 46 – Experiential Recognition Template

▼ The template slides allow for a practical framework for how to say this type of recognition. Information is also printed on the NHA Recognition Techniques handout for the audience to take home.



Eulanda Thorne (formerly Mahone) NHA Advanced Trainer

# Slide 47 - Experiential Recognition Video



The following video spotlights an example of Experiential Recognition in action.

## Following the video -

▼ Feel free to make any comments about the video, the components of the statements, or allow for audience thoughts.



# Slide 48 – Proactive Recognition

- ▼ We tend to teach the rules and important rule-based lessons in a reactive way – in the midst of rules being broken. We wind up accidently making the problems worse by giving a big response at the worst possible moment – which deepens the child's impression that we are there for them in bigger ways when things are going wrong.
- ♥ How responsive are children to us teaching these life lessons at that moment in time? They are not receptive at all.
- ♥ How can we share importance of rules in a way they will hear?



# Slide 49 - Proactive Recognition Template

- ▼ The template slides allow for a practical framework for how to say this type of recognition. Information is also printed on the NHA Recognition Techniques handout for the audience to take home.
- ♥ Give some examples of this formula.

#### RECOGNIZING HEALTHY POWER AND CONTROL

- ➤ Give recognition to the power and control it takes to follow the rules.
- ➤ "Wow...I can see you are angry and you totally could have just hit your brother but you didn't!

  What amazing control you have."

# Slide 50 – Recognizing Healthy Power & Control

- ♥ It takes effort to not break the rules.
- ♥ If a child wanted to break the rule, they could anytime they want to (even if they are on their medication) ...we couldn't stop them.
- ◆ As an adult, we are able to communicate "I am not afraid of you breaking a rule. It is not a big deal. You just need to know the consequences if you choose to break a rule."
- ▼ Like in a video game the game doesn't say "don't you ever break another rule again". It allows them the space to break the rules and to learn rules via that freedom.
- ▼ Children do so well at these games because there isn't a punitive and harsh way of delivering a consequence. The consequence is over in a second and then the child is gaining in the game by not breaking the rules.
- ♥ Children become liberated by this newfound sense of healthy power, as they are applauded for the choices not to break a rule.
- ♥ Rather than external power of fear and domination, appreciating the power a child uses to control impulses and reactivity helps them organically arrive at having internal power and to be in their life in a powerfully effective way. They support kids' greatness.



Kay Paden NHA Advanced Trainer

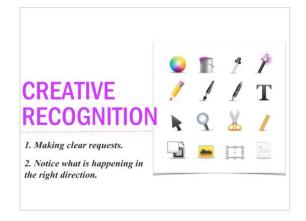
# Slide 51 – Proactive Recognition Video



The following video spotlights an example of Proactive Recognition in action.

# Following the video -

♥ Feel free to make any comments about the video, the components of the statements, or allow for audience thoughts.



# **Slide 52 – Creative Recognition**

- ▼ The final recognition technique, Creative Recognition, works to improve the clarity of our requests and become more creative as to the incremental successes that can be "set up".
- ▼ These recognitions provide a whole new level of opportunity for success for children.



# CONVENTIONAL MODEL: ADVERTISES OPTIONS

- ➤ How do we normally make requests of our children?
- ➤ Could you? Would you? Please...
- ➤ Challenging kids will "opt" for non-compliance in the hopes of getting juicer connectivity.

# Slide 53 – Conventional Model: Advertises Options

- ♥ How do we normally make requests of our children?
  - 1. Could You?
  - 2. Would You?
  - 3. Please.
- ▼ These statements are great etiquette, but they relay an implication that there is a choice.
- ▼ The child simply opts out so that they can get the energy of the adult then urging them on and the eventually ensuing energy of frustration – intense energy deepening the challenging child's existing beliefs about how to best get relationship.



# Slide 54 – Creative Recognition Template

- ♥ Note that the clear request is just one component of a completed Creative Recognition.
- ♥ What differentiates this type of recognition, from simply barking commands, is that – immediately following the direction being given – the adult watches for any movement in the right direction.
- ▼ Remember "Baby Steps" we don't need to wait until the request has been fully completed to recognize the child. Often, being seen for the first steps of the journey is what propels them into a new direction of success.
- ♥ Give one example.

# CREATIVE RECOGNITION Clear requests + celebration of movement in the right direction INSERT VIDEO CLIP: LORI – CREATIVE REC. PIANO TO HOMEWORK

Lori Harger NHA Advanced Trainer

# Slide 55 - Creative Recognition Video



The following video spotlights an example of Creative Recognition in action.

# Following the video -

▼ Feel free to make any comments about the video, the components of the statements, or allow for audience thoughts.



#### NHA RECOGNITIONS

- ➤ What do you see?
- ➤ What is happening?
- ➤ What is not happening?
- ➤ What does it say about who they are as a person go growing greatness?

# Slide 56 – NHA Recognitions: What Did You See?

At the end of the day, the lingo of which recognition technique name was being used (Active, Experiential, Proactive, Creative) isn't nearly as important as the essence of the recognitions. This summary page allows the audience to not got lost in the labels and instead remember what they are looking for.



# Slide 57 - Nike Jogger Video



Invite the audience to intentionally "see" this child as well as listen to the wisdom of the narration.

# Following the video -

♥ Move to activity on the next slide.



# Slide 58 – Recognition Overview Exercise

Ask the audience these three questions, one at a time, regarding the video they just watched. (Allow for responses to be called out loud; Encourage the audience to speak to Jack directly.)

- 1. What WAS happening?
- 2. What WAS NOT happening?
- 3. What does it stay about WHO he is?



#### Slide 59 – Build the Foundation First

- ▼ Like building a house, we can't put in the second floor until we build the foundation and the first floor. Likewise, this Approach won't teach consequences until you have firmly established where your energy will and will not flow. Consequences simply won't be effective until the timing is right and the energy is congruent.
- The Nurtured Heart Approach® is a three-part process with all of The 3 Stands™ being equally important. The first two stands of Absolutely No and Absolutely Yes are pre-requisites to being able to utilize the next and final stand.



# Slide 60 – Stand 3: Absolutely Clear!

- **♥** This brings us to Stand 3.
- ▼ The video game delivers clarity as well always plays hard ball with the rules and always delivers the consequence each and every time – consistency and reliability.
- ♥ Here are the rules, and here's what happens when you choose to break a rule.



3/4 way done!



# Slide 61 – Setting Limits

- ♥ Often overlooked, the process of establishing the limit is pivotal so that it can then be enforced.
- ♥ Setting limits is like drawing a line around a playing field it becomes exceedingly clear where the game takes place and clear where it is out of bounds.
- ▼ Though we are just beginning our exploration of Stand 3, we have already set limits:
  - 1. We have created a new and expanding realm of success through recognition shown the child he does not have to act out to get connection in significant ways.
  - 2. We have given recognition to rules not broken, by being appreciative in specific ways related to the rules. This helps establish that you and they know the rules.
- You now don't have to worry if they know the rules, or if you are being too harsh in enforcing them because as you grow confident, they feel progressively more valued and appreciated in a rulerelated way. Now you can simply go forward with: Here is the rule. It has been broken. No extra energy. No relationship for negativity.

# WHY ALL CONSEQUENCES ARE PERCEIVED AS TIME-OUTS

- ➤ The truth is that everything we can think up for a consequence is in effect a time-out from a kid's point of view.
- ➤ It is crucial to have a method of time-out that is really effective.
- ➤ A time-out that helps kids to get back online effectively.

# Slide 62 – Why All Consequences Are Perceived ...

- ♥ Normally when a child is challenging, we dole out either of a few main categories of consequences:
  - Sit in chair for period of time or other direct forms of time-out, OR
  - 2. Take away privileges for a period of time we take access away that is in essence a time-out too the child's sense is that of being out of loop and missing life's events and privileges, OR
  - 3. We add on extra homework, chores, community service for a period of time –and that too in essence is a time-out the child's sense is that of being out of loop and missing life's events and privileges.
- ▼ A time-out in essence equates to "I am missing out on life's options and privileges."
- ♥ In a way, we are married to time-outs and simply need a version that actually works.

#### TWO ENERGETIC REASONS WHY TIME-OUTS FAIL

- 1. While we are delivering the time-out, we are typically giving energy to negativity.
- 2. We have not yet set up the *new field of energy* and connected relationship that is significant.

# Slide 63 – Two Energetic Reasons Why Time-Outs Fail

- ▼ There are two main reasons why normal forms of time-outs don't work.
  - 1. While we are giving time-outs, we are giving energy and relationship we give reasons and explanations and get animated.
    - ▼ Think back to the basketball analogy how irrational would it be to give points to the player as the rule is broken by them.
  - 2. If we have not yet set up an avenue for success and connected relationship, time-out cannot work, because they are not missing out on what they truly want connectedness.
- As was the case within the game of basketball, if the player isn't engaged in the game and sees value in being able to play, there is no motivation to be in the game at all. The "time-in" needs to be rich and most enticing!

#### RULES OF THE GAME

- ➤ Rules are clear.
- Both the players and the officials know them- not negotiable.
- No warnings; immediate, quick consequences for every broken rule.

#### A TOE OVER THE LINE IS A TOE OVER THE LINE.



#### Slide 64 – The Rules of the Game of Basketball

Transforming the Difficult Child (2013), pg. 124
Transforming the Difficult Child Workbook (2013), pg. 92-93
Transforming the Difficult Child (2016), pg. 97

- ▼ The way in which NHA approaches rules & consequences has remarkable similarities to the game of basketball:
- ♥ Rules are clear. Even if they aren't posted on the walls of the gym, the players, coaches and referees all know the rules.
- **♥** They aren't negotiable they are firm.
- ♥ Boundaries are clear, with the "out of bounds" lines clearly marked. Fuzzy lines would create chaos in the game and a significantly higher rate of "out of bounds" violations, simply from lack of clarity.
- ▼ The referees are clear. There are no warnings. When the line is fractionally touched a player is out of bounds. Even a little bit of a broken rule is a broken rule. No do-overs because someone forgot a rule or didn't know it. They deliver a clear, quick consequence every time and the player is right back in the game. However, when a player is close to out of bounds but not touching or crossing the line, the truth is that they are still in bounds and can be applauded.

#### **RULES OF THE GAME**

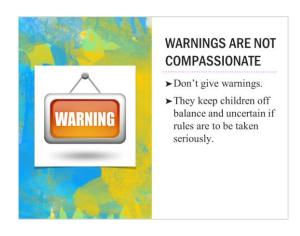
- ➤ Rules are clear.
- ➤ Both the players and the officials know them- not negotiable.
- ➤ No warnings; immediate, quick consequences for every broken rule.

#### A TOE OVER THE LINE IS A TOE OVER THE LINE.



# Slide 64 – The Rules of the Game of Basketball (cont.)

- ♥ Consequences are enforced with consistency. In games where the referees are not being consistent, the game is negatively impacted the fans become irate and the players begin to break more rules, as it appears acceptable.
- ♥ A toe over the line is out of bounds. In the same way, a little bit of swearing is swearing. A little bit of hitting is hitting.
- ▼ Even when faced with a consequence, players want to be back in the game. The energy toward success is so strong. Kid is determined to be back in the game in a strong way. By time-in being so rich even a short time-out feels like an eternity.
- ▼ That is the magic of an effective time-in that creates an effective time-out.



### Slide 65 – Warnings Are Not Compassionate

- ♥ Warnings may seem kind and compassionate, but they are truly quite the opposite.
- ♥ If we are having a good day, we give 6 warnings. If having a bad day, we give no warnings. It is like a moving target.
- ♥ Was the rule broken the first time or the final time? How many rule breaks are ok? Note the confusion?? Kids do too.
- ♥ Why would we want to give any energy at all to negativity? A warning gives energy to negativity.
- ♥ Remember, there are no warnings in a video game. Children do not find this remarkably unfair or militant... they find it clear and understandable.
- ♥ Why the video game is so powerful is because the time-in is so clear and so strong. Kids can't stand the time-out. Even a few moments feel like an eternity. They can't wait to jump back in and score.



# Slide 66 – The Speed Limit Story

Transforming the Difficult Child (2013), pg. 125-127
Transforming the Difficult Child (2016), pg. 99-102
Transforming the Intense Child Workbook (2016), pg. 92-93

- **▼** Retell the speed limit story, in your own words.
- ▼ The deterring factor that ends up changing behavior is not the severity of the consequence, or the lecture from the officer, but the consistent enforcement of the rule. Truly, the only person who can make change happen in the behavior is the person doing the behavior.
- ◆ Awakening happens not in avoidance of consequence or punishment, but in the realization that a person has control over their choice and can make these choices in alignment with who they are. This internalization of power and control contributes to a maturing sense of responsiveness and decision-making based on what is right and that person's best judgment in their truth of the moment.



### Slide 67 – You Can't Really Stop Anyone from Breaking a Rule

- ♥ Kids know they can break a rule anytime they want to we cannot stop them even if we wanted to.
- ♥ Now that I know the child knows the secret, I will get out of the way and give them permission.
- ▼ The new message is: "Break all the rules you want, just know there will be a consequence each and every time. But I think you'll be surprised how easy it will be to get it done and over with."
- ▼ The child comes to feel they don't have to be afraid they will break a rule.
- ♥ No need for any explanations at all. The child knows which rules they broke *if* she breaks a rule.
- ♥ Now the child knows they just simply get a consequence without the song and dance – without the discussion or lectures – and most importantly without the energy, connection and relationship. All the energy is available again when the consequence is over.



### Slide 68 – Perfection Is Not Required

- ♥ Child knows they do not have to be perfect. This is often a *huge* relief for children, as our society alludes that they should be. The truth is imperfection is normal for humans.
- ♥ We essentially now have a way of saying "it is okay if you break a rule, and here is what happens if you do. Meanwhile, I will keep applauding when you don't break the rules."
- ♥ Difficult kids try to be perfect, but because that's impossible, they then feel defeated and give up. This Approach gives them room to not worry about being perfect, but to aspire to live out their greatness.



# Slide 69 – Reset: The Key to Consequences

▼ In NHA, the concept of how to deliver consequences is done through a concept referred to as "reset".



#### Slide 70 – YOU and Resets

- ▼ In NHA, when a situation is off-kilter, we reset ourselves or invite the person in need to reset. In resetting, we do what we need to do to get back "in the game". This may take seconds or it may take minutes, based on the person and the circumstance. Unlike punishment or traditional consequences, the intention of a reset is to get through the moment and into the next moment of success.
- ♥ Before even beginning to think about how to teach a child to reset, it is important to look at ourselves.



Invite the audience to reflect back on a time when they were VERY, VERY escalated.

- ♥ Give them a few moments to truly feel how that experience felt to them.
- ♥ Follow by then asking them how they would have responded, in that moment, if someone looked to them and told them that the needed to calm down and get over it. (Allow time for discussion.) Ask for other things that would NOT be helpful in these situations.



# Slide 70 – YOU and Resets (cont.)

Though that may indeed be what they needed to do, in the moment, such directions are not going to be well received and will likely even escalate the situation further.

♥ Ask the group, then, to discuss aloud what they would do or need to do in order to "reset themselves".

#### After discussion:

It is helpful to synthesize this experience by noting:

- ♥ The variety of ways that the group would reset. This is a group of mature adults who have years of experience in determining what does and doesn't work. Some of these situations would have not been resolved in just a second or two.
- ▼ That no one could *make* you reset it was your decision and on your timeline. Until you were reset, you were stuck in the muck until you chose to be done. External factors, like how tired you are, how hungry you are, what happened at work, what's happening hormonally in your world, etc. will also impact you and your resetting.



# Slide 70 – YOU and Resets (cont.)

Now, as we think of children, who are significantly younger and definitely less mature in their ability to self-regulate and process strong emotions, would it not be realistic to acknowledge that they are going to have bumps in the road in learning to regulate too? That we saying "reset" or "timeout" as an authoritative command when they are most escalated might backfire? Just like our adult reality, no one can "make" a child reset; all we are able to do is invite them to reset and then eliminate any energy flow that will counter their success to do so, allowing them space to be successful.

♥ Our own reflections of how we reset as adults creates a different frame of mind as we pursue responding to broken rules by children.

#### **RESET-WITH CHILD**

- ➤ Best Practice:
  - ➤ Adult uses a key word like "Reset" or "Pause."
  - Adult unplugs his energy from the child and turns away.
- ➤ In moments, the adult turns back and acknowledges child for achieving their consequence.
- ➤ Adult now focuses on success- acknowledges rules not broken. ("Now, you are not swearing at me...")

#### Slide 71 – Reset with Child

- ▼ Then the crucial next step is to "unplug" energetically so the child cannot detect that there is an emotion or relationship via verbal or non-verbal communications.
- ▼ The child does not have to go to a time-out chair or leave the room. The parent simply turns away, resetting their energy.
- ▼ The next crucial step is for the parent to turn back the instant the rule is not being broken to let the child know they are back in the game and the reset is over.
- ▼ This is when to express appreciation for finishing up the consequence and now making the great decision to follow the rules.
- ▼ Example: "Billy, even though you are still mad because I said no to more dessert, I love that you are now choosing to handle your frustration well and you are not arguing. Great control and I appreciate you being so respectful and considerate."

It is not uncommon for the audience to be panicking at this juncture, as this concept seems far too simple, in contrast to the punitive framework that they have existed in for decades before this moment.



Eulanda Thorne (formerly Mahone) NHA Advanced Trainer

### Slide 72 – Javari's Reset & Welcome Back Video



No need for prep of this clip.

# Following the video -

- ▼ Feel free to make any comments about the video or allow for audience thoughts.
- ♥ If not discussed by the audience, give some commentary about the importance of the welcome back as a pivotal component to the resetting process.



Joe Clem
NHA Advanced Trainer

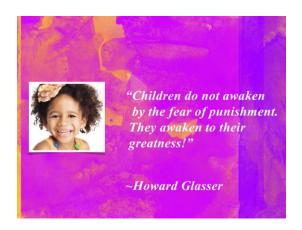
# Slide 73 – Steve Calming Video



No need for prep of this clip.

# Following the video -

- ▼ Feel free to make any comments about the video or allow for audience thoughts.
- ♥ Help the audience to see the dance that Joe and Steve are doing and how reset isn't always a linear process. Also, note that Joe never once cued Steve to reset using the word, but his energy provided a variety of resets throughout the clip. Unplug – restart – unplug – restart



### Slide 74 – Punishment Quote

♥ Simply read the quote and provide any reflection it inspires.



#### Slide 75 – Transformation

- ♥ In NHA, the focus of where energy is being delivered and where it is not, provides a new level of clarity.
- Instead of looking for the perfect punishment that is going to cause a child to never break the rule again (which is a neverending losing effort), NHA provides a quick consequence every time a rule is broken with very little energy.
- ▼ The payoff the child receives is where the energy is flowing most vibrantly – when things are going right.



#### Slide 76 - What is NHA?

▼ Read the slide statement and add any comments that you have about what NHA means to you and those you've worked with.



### Slide 77 – To Your Greatness!

♥ Use this slide to honor and celebrate the audience, from your heart to theirs.



#### Slide 78 – Free Video e-Course

If you would like to give out your own contact info at the end of the training, customize Slide 79 and do not use Slide 78. If you'd prefer the audience to just go to the CSF website, use slide 78 as your final slide.

- ♥ Direct the audience's attention to where in the room you have information about local NHA offerings and where you will be for conversation following the presentation.
- ♥ Provide Evaluation Forms for the audience to give you feedback. A standard evaluation form can be found on the Trainer Network.
- ▼ As folks depart, leave your option of "End Slide" up and invite them to go to the CSF website and sign-up for the Free e-Course, an opportunity to learn a bit more from Howard Glasser in a series of short videos. (www.ChildrensSuccessFoundation.com)



# Slide 79 – Free Video e-Course / Trainer Contact Info.

Trainers, the e-Course helps your audience stay connected to NHA after your talk, keeping your message fresh in their minds. This e-Course is not a teaching methodology. It will not replace the need for you, an NHA Certified or Advanced Trainer, in your community.