

## Nurtured Heart Approach



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## 3 Stands

- Absolutely **NO!**
- Absolutely **YES!**
- Absolutely **CLEAR!**

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Where energy flows behaviour goes...




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1. Consistent responses to behaviour
2. Energetic and continuous rewarding of 'good' behaviour
3. Clear and immediate consequences (the right back to scoring)
4. No excitement or energy is given to broken rules

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# The Gift of Us

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Positive  
Interaction



Limit  
Setting




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## What this isn't?

- Planned ignoring!
- We are choosing what to energise and what not to energise.
- Example – young child having a meltdown/tantrum
- Ignoring invites child to 'up the ante'
- Ignoring is a passive experience – 'tuning out'
- This approach requires skilled 'tuning in' and waiting for your opportunity to turn it back on again

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## Stand 1

- Absolutely No!
- I refuse to energise negativity
- I will not reward negativity with my energy, connection, or relationship

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## Stand 2

- **Absolutely** Yes!
- I **work hard** to create and energise positivity and success
- I **energise** and nurture first hand experiences of success

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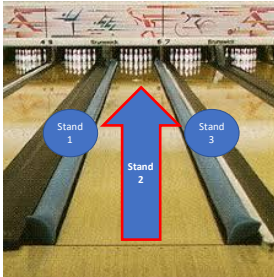
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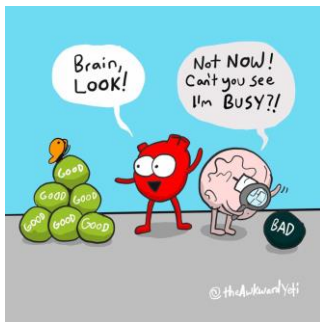
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We've got to get better at it

- Use stronger positive
- Navigate around defences
- Give evidence
- Help them to see themselves

*Thank you Ian for not whining when I told you it was time to turn off the PlayStation. That shows me that you were being mature & respectful to me and it's really great and makes me proud to see you do this.*

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## Technique 1: Kodak Moments

- I see... (action/behaviour)
- I hear...
- I noticed...
- *I noticed you handled your strong feelings using your own control....*
- *I see you tidied up after yourself...*




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## Technique 2: Kodak (plus)

- I see... (action or emotion)
- I hear...
- I noticed...
- Plus**
- **And that shows me (character quality)**
- *I see you tidied up after yourself and that shows me that you are being thoughtful about others*




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## Technique 3: Proactive Recognition

- Appreciation of a rule not broken
- I see you not (action)
- **Plus**
- **And that shows me (character quality)**
- *I can see you working really hard not to get frustrated about having to finish playing on the PlayStation and that shows me you have lots of self-control*

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## Technique 4: Creative Recognition

- Make a clear request
  - I need you to/it is time to
  - *Not – 'Could you, would you, please'*
- *I need you to put your dish on the table... Thank you for following my request that shows me you are thoughtful*
- Molecules to miracles
- Be creative




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## Stand 2

- Here's **WHAT IS HAPPENING** that can be applauded
- Here's **WHAT IS NOT HAPPENING** that can be applauded
- Positivity bias + energy

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## Stand 3

- Absolutely **CLEAR!**
- I **SET & ENFORCE** clear limits and clear consequences in an un-energised way
- I **ALWAYS** provide a true consequence

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## The Reset

1. Adult uses a key word e.g. *Reset, Pause*
2. Adult unplugs his energy from child and turns away
3. Adult turns back when child stops breaking the rule and acknowledges child for achieving their consequence
4. ADULT NOW focuses on success-acknowledges rules not broken (*Now you are not swearing at me/being cooperative Thank you for making that choice...*)

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## Reset versus Time In




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## A bit about the rules...

- Be good, be kind, be respectful
- No hitting
- No swearing
- No sexualised language
- No breaking
- No disobeying adults
- No touching without asking

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## Trust in the NHA Process

- Progress and change will ne taking place even when you can't see it



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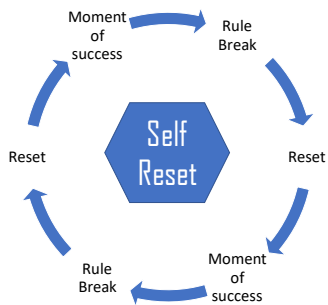
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## Resistance

- TRUST that this is a sign that the energy is shifting in the right direction and that healing has begun
- Be more intentional
- Expect lots of resets at the beginning

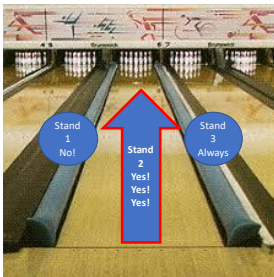


## Involve your child...

- Explain that we have decided to do things differently from now on
- Draw up a list of rules to together
- Explain that the only consequence will be a reset
- Start on the journey to healing together

## Leaks of negative Energy

- Warnings
- Pep talks
- Lectures about rules that have been broken
- CSI's
- Emotional resets
- Any form of sarcasm
- Comparing with other children – *'See how well Ian plays'*



## Nurtured Heart Approach

