



Nurtured Heart Approach®

Participant Learning Companion



NHA® Core Methodology

“The 3 Stands™ of the Nurtured Heart Approach®”

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| <p>Stand 1</p> | <p>Absolutely No! I refuse to accidentally energize negativity.</p> | <ul style="list-style-type: none"> • I will not accidentally reward negativity with my energy, connection, or relationship. • Positives cannot register until the child experiences that they are no longer getting connected through negativity. | <p>Stories that illustrate Stand 1:</p> <ul style="list-style-type: none"> • Toys-R-Us • Video Game Theory |
| <p>Stand 2</p> | <p>Absolutely Yes! I will super-energize experiences of success.</p> | <ul style="list-style-type: none"> • I will relentlessly create and energize positivity and success through my recognitions and relationship. • I will energize and nurture first-hand experiences of success. • I will not just “catch kids being good” but will see the miracles in the molecules of success. | <p>Stories that illustrate Stand 2:</p> <ul style="list-style-type: none"> • Video Game Theory • Shamu • The Toll-Taker |
| <p>Stand 3</p> | <p>Absolutely Clear! I will set clear limits and provide clear, un-energized consequences.</p> | <ul style="list-style-type: none"> • I will have intentional clarity in my rules and expectations. • I will always provide a true consequence, without looking the other way. • When a rule is broken, I will allow the child to reset and be welcomed back with forgiveness. | <p>Stories that illustrate Stand 3:</p> <ul style="list-style-type: none"> • Video Game Theory • Basketball Game Story • Speed Limit Story |



Nurtured Heart Approach®

Recognition Techniques

Active Recognition – “Kodak Moments”

What is an Active Recognition?

An observation of the facts of what you see before you, providing a verbal snapshot of the moment. This recognition is given with no interpretation or opinion, just simply the specific facts of the molecules of success. Sends messages to the recipient of “I’m worth being noticed” and “I can do it because I **am** doing it”.

Starter ideas for Active Recognitions: “I see you (*behavior*).” “I notice that you (*behavior*).”
 “I hear you...” “I observed that you...” “Here’s what I am seeing (*action or emotions*).”

Examples of Active Recognitions:

- Johnny, I see you have your book out and open to the page given in the instructions.
- Sally, I notice that you just took off your shoes as soon as you walked in the door.
- Chad, I hear that you are using a quiet voice, even though there is lots of noise happening around you.
- Wow, Camilla, look at you! I could see, from across the room, that you just picked up the papers that fell on the floor, even though you seem to be a little upset and even though no one told you to help.

Experiential Recognition – “Polaroid Moments”

What is an Experiential Recognition?

An observation of both the facts that you see and also what that says about the person’s greatness. Building on Active Recognitions, Experiential Recognitions add the value of who the child is proving they are, in that moment. This technique sends messages of worth and re-writes the child’s portfolio of who they are, based on first-hand experiences of character-focused success.

Starter ideas for Experiential Recognitions: **Part A** = Active Recognition **Part B** = Character Quality

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| <p>A) “I see you (<i>behavior</i>)... “I notice...”, “I want to energize you for...”, “I appreciate that you...”, “I want to honor that you...”, “I want to celebrate that you...” “I need to accuse you of...”</p> | <p>B)...and what that shows is that you are (<i>quality</i>).” “and that is evidence that you are...” “which proves that you are...” “and you are showing your...” (Only address positive actions or qualities.)</p> |
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Examples of Experiential Recognitions:

- Sarah, I noticed that you just looked irritated by that word problem, and yet you kept on working on it to completion, which shows that you are perseverant and a diligent student.
- Josh, I see that you put both your lunch money form and your daily planner on the table for my signature. You are setting both of us up to be successful in getting out of the house tomorrow morning, when we don’t have to scramble to get those things done. Way to show your responsibility and organization!
- Claire, you just handled telling me something challenging that happened at school with honesty and maturity. I want to honor you for handling the situation with such integrity.

Sometimes, you may do Part B before Part A, such as:

- Mike, right there was evidence of how patient and kind you are. That elderly man was approaching the same checkout line as you, and you let him go first in line. What amazing respect you just showed him!

Proactive Recognition – “Canon Moments”

What is a Proactive Recognition?

An honoring and celebration of the rules that have **not** been broken. Proactive recognition is a deliberate statement to identify the success in what isn't happening in a situation, but could be. This type of recognition is filled with empowerment, as the child is fully given credit for the positive choices they made, even if they hadn't been deliberate in the decision. Rules are taught in this manner, through a very first-hand experience of success. Sends messages of power and control, for both the current moment and to be used in the future.

Starter ideas for Proactive Recognitions:

“I see you not (*behavior*), even though you could be, and what that shows is that you are (*quality*).”

“You totally could have _____, and instead you _____ and that proves that you are _____.”

“You seem to be feeling (*emotion*) and you are still not _____. That shows how _____ you are.”

“I'm impressed that you _____ instead of _____. That really takes _____ to make that kind of choice!”

Examples of Proactive Recognitions:

- Catherine, I just noticed that Sam walked past and bumped into you and you didn't get angry or shove him, but instead just stepped away. What a powerful way to handle the way you get to decide your own choices. That takes a lot of self-control and you have it!
- Steve, I know that you don't particularly like my answer to the question you just asked, but I want to honor you for the maturity that you are showing in not rolling your eyes or being argumentative.
- Jane, look at the focus that you are using on this project right now. You aren't rushing or scribbling, but instead are taking your time and showing off your amazing artistry.
- Jordon & Emma, I can see that both of you are looking at the board and focusing on this word problem. You could be doodling or daydreaming, but instead you are showing your focus and intention to learn.

Creative Recognition

What is a Creative Recognition?

A method of creating success that may not otherwise exist. This technique starts with a clear and doable request or an action in progress and then celebrates movement in the right direction, regardless of intention or quantity of movement. Creative recognitions “hijack” children into success, by lowering the rope and being very clear about where the rope is. Sends messages of clarity, ability, and forward motion into new successes.

Starter ideas for Creative Recognitions:

“I need you to...” “I want you to...” “Go ahead and...” “It's time to...”

“I see you getting ready to _____” “I see that you _____, and now I need you to _____.”

“I was going to ask you to _____, and you already did it! That shows how you are _____.”

Examples of Creative Recognitions:

- Robert, I need you to come here. (*pause for action*) I want to honor you for looking up at me when you heard my words. I appreciate that you are moving in this direction and showing your respectfulness.
- Maya, it's time to finish the snack that you are eating so we can go. (*pause*) Look, you kept chewing which shows that you are doing exactly what I asked. I appreciate how you are a team player in getting us out the door.



Emotionally Nutritious Words

Describe what is *right* about the person in front of you.

In the Nurtured Heart Approach®, created by Howard Glasser, this type of recognition is called Experiential Recognition (what you see + the value).

Ask yourself “What is so great about what I am seeing?” or “What do I appreciate about this moment in front of me?” Remember to stay in the NOW and relentlessly refuse to admire in silence.

Here is an example of how you may use these words to recognize and reflect what is right. “I see, notice, etc. that you are (fill in emotionally nutritious word) because (describe specifically what evidence you have of this by their actions).

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| A joy | Being powerful | Detail-oriented |
| A good friend | | |
| A great example | Compassionate | Exceeding expectations |
| A hard worker | Centered | Efficient |
| A helper | Cooperative | Easy to like |
| A great listener | Creative | Empathetic |
| A warrior of good | Courageous | Eager to learn |
| A spirit warrior | Constructive | Energetic |
| A problem solver | Clear | Encouraging |
| Able to think ahead | Committed | |
| Artistic | Courteous | Fearless in learning |
| Attuned to others | Content | Fair |
| Aware | Connected to others | Faithful |
| Authentic | Creating a peaceful place | Focused |
| Acting creatively | Contributing to a quiet | Forgiving |
| Acting responsible | classroom | Full of generosity |
| Admirable | Considerate | Full of joy |
| Appreciative | Capable of solving problems | Full of (add own word) |
| Attentive | | Flexible |
| Attentive to detail | Dedicated | |
| | Deep thinker | Generous |
| Being wise | Determined | Gentle |
| Brave | Discerning | Giving of your time |
| Bringing out the best in others | Dignified | Giving |
| Being inspirational | Demonstrating integrity | Grateful |
| Brilliantly thinking | Delightful in spirit | Genuine |

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| Good-hearted | Merciful | Sunshine to others |
| Gracious | | Showing integrity |
| | Neat | Seeking justice |
| Helpful | | Showing wisdom |
| Harnessing your energy for good | Organized | Steadfast |
| Handling strong emotions | Open-minded | Soulful |
| Having unique ideas | Overflowing with thoughtfulness | Strong on the inside |
| Having an open mind | Overflowing with patience | Sensing what is right |
| Having a servant's heart | Observant | Spiritually wise |
| Honorable | | Trustworthy |
| Honest | Polite | Teachable |
| Hopeful | Patient | Tenderhearted |
| Humorous | Positive | Thankful |
| Humble | Peaceful | Thrifty |
| | Powerful | Tactful |
| Independent | Powerfully spirited | Thoughtful |
| Inspiring | Productive | Tenacious |
| Inquisitive | Purposeful | |
| Intuitive | Passionate | Understanding |
| Intelligent | Pleasant | Using a pleasant voice |
| Inquisitive | Persistent | Using your great mind |
| | | Uplifting |
| Joyful | Quiet | Unifying |
| | Questioning | |
| Kind | | Vibrant |
| Kindhearted | Reasonable | Visionary |
| | Relationally focused | Vigilant |
| Loving | Respectful | |
| Looking out for others | Respecting of self | Warm |
| Likable | Refined | Wise |
| Lighthearted | Receptive to new ideas | Well mannered |
| Logical | Relentless in finding the answer | Welcoming of all |
| Managing your time well | Relentless | Weighing your choices |
| Making great choices | | |
| Making an insightful inference | Seeing the big picture | Youthful |
| Making a solid educated guess | Sincere | |
| Motivated | Sensitive to others' needs | Zestful |
| Mindful | Self-controlled | |

Challenge: Take these words and start your own day with the ABC's. "I am the greatness of..." or "I have the spirit of" Start with an A word and continue. Remember to describe specifically how you demonstrate these qualities in your life.



Key Words of Greatness Pertaining to Academic Acquisition & Achievements

Expressions of recognition, appreciation and acknowledgment will build upon emerging skill sets related to learning. Heightening those recognitions with expressions pertaining to the greatness you notice and appreciate will deepen the child's movement in a positive direction.

This list correlates to the Common Core Curriculum language and concepts.

For example, a teacher could say to a child, "Here is the *greatness* of _____ that I see in you. Here is what I see that leads me to say that..."

The Greatness of:

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|-------------------------------|---------------------------------------|------------------------------|
| Accomplishment | Comparing and contrasting | Delineating |
| Acquisition | Comparing diverse ideas | Demonstrating originality |
| Addressing | Completion | Demystifying |
| Advocating | Comprehending challenging information | Denoting |
| Amalgamating | Comprehending implications | Deriving intention and value |
| Anticipating | Concept development | Deriving meaning |
| Applying | Conceptualizing | Describing |
| Appropriately assuming | Concluding | Determining |
| Arguing points | Confidence with skills | Determining options |
| Articulating | Connecting concepts and information | Developing |
| Asking good questions | Connecting the dots | Development of ideas |
| Asserting | Connoting | Development of projects |
| Assessing the big picture | Contending | Differentiating |
| Assessing implications | Contrasting | Discerning |
| Assigning | Conveying ideas | Discerning differences |
| Associating frameworks | Cooperative skills | Discerning similarities |
| Associating diverse concepts | Correlating | Displaying |
| Attaining fluency | Creating | Distilling |
| Balancing | Creating real world applications | Distinguishing |
| Being scientific | Creating working theories | Drawing conclusions |
| Blending | Creative thinking | Editing |
| Brainstorming | Critical thinking | Effectively arguing |
| Bridging ideas | Critiquing | Effective assessment |
| Challenging existing patterns | Culling out the important aspects | Effective communication |
| Challenging divergent ideas | Decision-making | Effective compromise |
| Character development | Deduction | Effective decision-making |
| Collaborative decision-making | Deep understanding | Effective planning |
| Collaborative problem solving | | Efficient time management |
| Collaborative thinking | | Elucidating |
| Combining concepts | | Employing concepts |

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| Estimating | Integration of knowledge | Resolving disagreements |
| Evaluating the accuracy of data | Interfacing | Resolving discrepancies |
| Experiential acquisition of information | Interpretation | Resourcing |
| Experimenting | Introducing ideas | Reviewing |
| Explicit expression | Inventing | Risk-taking |
| Expressing creativity | Judging important factors | Showing clarity |
| Expressing thoughtful discernment | Justifying conclusions | Showing flexibility |
| Fathoming | Leadership | Showing intention |
| Figuring out | Linking | Showing motivation |
| Finalizing | Listing | Simplifying |
| Finding meaning | Making a determination | Skillfully processing information |
| Finding the links | Making inferences | Solving mysteries |
| Flowing | Mastery | Sophisticated sensing |
| Focused communication | Mixing | Sparking ideas |
| Forming a hunch | Navigating technologies | Speculating |
| Forming assessments | Networking | Spirit of teamwork |
| Forming cognitive reflections | Obtaining mastery and proficiency | Strategizing Summation |
| Forming strategies | Outlining | Surmising |
| Forming theories | Paraphrasing | Symbolizing |
| Formulating creative ideas | Performing vital tasks and duties | Synthesizing |
| Formulating an order of operations | Piggy-backing | Synthesizing variables |
| Formulating hypothesis | Polishing | Targeting |
| Gathering information | Portraying | Team Leadership |
| Generalizing | Practicing | Thinking |
| Generating abstract ideas | Preparing | Thoughtful evaluation |
| Harboring conscious connections | Problem solving | Transferring |
| Highlighting | Processing complex and conflicting interpretations | Understanding |
| Hinting | Productivity | Unfolding ideas |
| Hypothesizing | Putting to use | Uniting |
| Illuminating | Ranking | Universalizing |
| Illustrating | Rationalizing | Unpacking concepts |
| Illustrating | Reasoning | Utilizing |
| Imagining | Referencing | Verifying alternatives |
| Implementing | Refining | Verifying facts and data |
| Independent exploration | Reflective listening | Weighing differences |
| Inferring | Reflecting on choices | Weighing the accuracy of diverse information |
| Information gathering | Reflecting on objectives | |
| Informed decision-making | Reflecting on questions | |
| Innovating | Relating | |
| Inquiring | Rendering | |
| Inquisitive nature | Representing | |
| Integrating premises | Reproducing | |
| | Researching | |

SATISFACTION SURVEYS

Your voice matters. Please complete the satisfaction survey by using the link provided or scan the QR code.

To use the QR Code: Hold your device over the **QR Code** so that it's clearly visible within your smartphone's screen. When you correctly hold your smartphone over a **QR Code**, the phone automatically **scans** the **code** and the link to Survey Monkey will appear. Hit the link to start the survey.



<https://www.surveymonkey.com/r/J868FT5>
