

### Nurturing the Hearts and Brains through Treatment and Parenting

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### Course Objectives

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As a result of this course, you will be prepared to:

- Identify ways early brain development and brain functioning is related to self-regulation and healthy interpersonal relationships.
- Describe the relationship between brain function, attachment, empathy and relational connection.
- Discuss various concrete strategies to assist clients in self regulation and promotion of interpersonal connection and healthy self esteem based on mindfulness principles and the Nurtured Heart Approach model

*10% Brain is developed when child ~~is~~ is born - then it significantly develops more in those 1st years*


### A Child's Brain

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- Parents dramatically influence the systems in a child's brain based on the nature of the interaction
- Early relationship interactions with the infant/child can have lifelong effects, leading to a fulfilling or a painful adulthood
- Understanding basic brain development, as it relates to relationship can positively inform parenting strategies.


### Triune Brain

*Reptilian*




↓  
base of brain

*middle brain - always asking questions very social*



↓  
mammalian

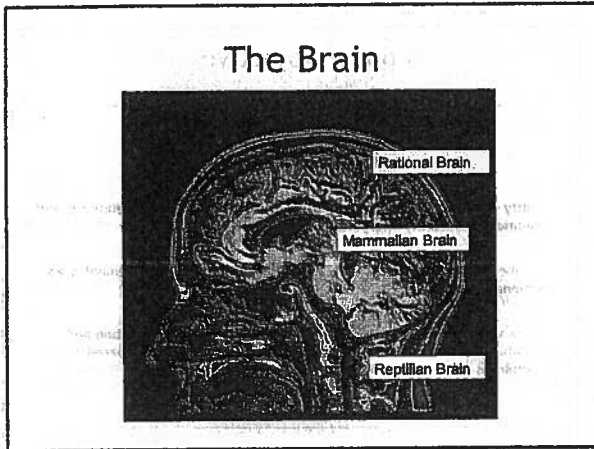
*human brain cortex - thinking part of brain that can witness our thought processes*



↓

*is primarily functioning*

*human brain cortex - thinking part of brain that can witness our thought processes*



### Triune Brain (Reptilian Brain) *lizard*

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- Hunger
- Digestion
- Breathing
- Circulation
- Temperature
- Movement, posture, balance

Sunderland, 2006

### Triune Brain (Mammalian Brain) *monkey*

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- Rage
- Fear
- Separation Distress
- Caring and Nurturing
- Social Bonding
- Playfulness
- Explorative Urge
- Lust in Adults

Sunderland, 2006

### Triune Brain (Rational Brain) *human*

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- Creativity and Imagination
- Problem-solving
- Reasoning and reflection
- Self-awareness
- Kindness, empathy and concern

### Triune Brain

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- Brainstem: (Lizard) respirations, vessel constriction, sleep cycles, some aspects of flight, fight and freeze
- Limbic region: (Mammalian) amygdala, hippocampus, hypothalamus, interfacing with middle prefrontal region (medial, ventral, orbitofrontal and anterior cingulate)
- Cerebral Cortex: (Rational) occipital lobe, parietal lobes, temporal lobes, frontal cortex

Badenoch, 2008

### Building Blocks of Brain and Nervous System

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- 100 billion Neurons
- Each neuron has 7000- 10,000 Synaptic Connections to other neurons
- 2 million miles of neural highways in brain
- Communication between neurons is facilitated by Neurotransmitters, increasing (excite) or decreasing (inhibit) electric activity
- Neurotransmitters dramatically impact, Thought, Mood and Behavior

*Should have done reflective listening when child is ballistic*

*"tend" to child when they are losing it - helps child w/ self-regulation*

### Pruning

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- Pruning is a process of cell death
- 3 year old brains have about 1,000 trillion synapses
- This number declines with age
  - simplification leads to efficiency
- 90 percent of the growth of the human brain occurs in the first five years of life
- Chronic stress can lead to excessive pruning
- Adolescence leads to burst of overproduction, then a reduction of neurons by 50%

### Genes and Experience

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- Genes direct overall brain organization
- Experience influences how and when genes become expressed (Seigel, 1999)
- "What fires together, wires together"

REMEMBERING

- Every act of recall is also potentially an act of modification

**Healing**

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- Connection between Adult and Child; Therapist and Client, can create comfort and experience of compassion through; sound of voice, position of body and look on therapists face
- This can initiate new neural firings that will become connected to painful and frightening childhood events
- This will reduce the suffering associated with these events
- New information can help reshape experience from past, adding comfort, understanding and a caring other

Badenoch, 2008

**Neuroplasticity**

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- The ability to change patterns of energy and information in response to new experience
- The hope of healing lies in the ability both within the mind and between minds to modify wired in painful and frightening experiences
- Psychotherapy can be a mutual engagement that can change both structure and function of the brain= Neural Integration

Badenoch, 2008

**Autonomic Nervous System**

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- **Sympathetic:** acts like accelerator in the car, fight/flight, arousal (increased HR; increased blood pressure; sweating; tense muscles; increased breathing; decreased appetite)
- **Parasympathetic:** acts like the brakes of the car, may feel withdrawn=shame, slow, relaxed, calm

Badenoch, 2008

The greater the early wounding,  
the stronger the implicit memory  
has on the present, until there is  
integrative healing

Badenoch, 2008

*I'm with you - I'm tuning in.*

**Implicit Memory**

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- Lodged in body as well as well as emotions
- "Reality Checks" to help reorient person to what is really happening, is not useful
- The only reality is the one created by the neural firings inside the skull and body

*• There is no time stamp, the memory is experienced as if it is the "now" account*

Badenoch, 2008

**Empathetic Attunement**

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- Fosters integration in children
- Empathy is a potent promoter of neural integration, (rewiring)
- Children who receive sufficient attunement, have a caring parent within by 8 to 12 months

Badenoch, 2008

**Infant Attachment**

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- Brains are hard wired for attachment
- Children seek physical closeness and communication
- A child's attachment experience parallel's that of the primary caregiver 85% of the time

Badenoch, 2008

**Self Awareness**

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- All information passes through the adult/therapist's "Meaning-Making Amygdala"
- The amygdala is the home of one's deepest perceptual biases
- Without self awareness, past trauma experiences, stress tiredness, etc can result in implicit memory response
- When we are activated without self awareness we miss the client's world

Badenoch, 2008

### Contingent Communication

- " I see you, I feel you"
- Receiving nonverbal and verbal signals in a way the infant/child feels understood
- Mostly nonverbal, below level of consciousness, implicit, right to right hemisphere

Badenoch, 2008

### Attachment and Self Regulation

- Infant's immature nervous system is dependent on caring adult to help moderate and organize bodily and emotional states in developing brain
- Various attachment patterns lead to better or worse states of mental health
- Schore (2007) suggests quality dyadic regulation, followed by self regulation defines subjective experience of self

Badenoch, 2008

### Crying and Separation

- Stress from prolonged crying and separation can affect the child's developing brain
- Infant is born with a very immature and sensitive brain
- Amygdala is perfectly online at birth, detector of threat
- Prolonged crying can lead to an oversensitive stress response throughout life
- Cortisol levels will remain high with prolonged crying which can damage key structures and systems in developing brain
- 90 percent of the growth of the human brain occurs in the first five years of life

Sunderland, 2006

### Neuroplasticity

- The ability to change patterns of energy and information by virtue of new experiences (Seigel, 2006)
- As adults in a child's world we can recognize and honor the ability of an empathetic and attuned relationship to help heal the brain
- Dyadic regulation can rewire implicit regulatory patterns through calming attunement

Badenoch, 2008

CD  
"Streams of life"

### Patterns of Attachment

- Secure
- Insecure/Avoidant
- Insecure Anxious/Ambivalent
- Disorganized

Badenoch, 2008

### Secure Attachment

- Develop a "knowing" that when things go wrong they will be righted again = resilience
- In this lovely dance the child's brain is structured to anticipate respect, empathy and warmth resulting in the capacity for self-regulation

Badenoch, 2008  
Hughes, 2009

### Attachment Security

- Physiological and emotional regulation
- Self-reliance
- Resilience
- Social Competence with peers
- Empathy for others
- Symbolic play
- Problem Solving
- Intellectual Development
- Communication and language skills
- Self-integration and Self-worth

Hughes, 2009


### Inner Community

- Relational experience shapes the inner world
- In utero and infancy child's experience of mother initiates neural firing that encode and strengthen certain states of mind
- Resonance circuits embed presence of mother
- Neuroplasticity is supported through empathy
- Internalization occurs throughout a life time

Badenoch, 2008

### Inner Community (cont)

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- Both wounding and healing occur in the context of relationship
- Repetition results in supporting synaptic strength and becomes traits of mind or stable aspects of personality (Seigel, 1999)
- Results in implicit assumptions that influence current relationships
- At the heart of inner community is the process of internalization

Badenoch, 2008

### Research

(Field et al., 2006)

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- Newborns nervous system and biochemistry is shaped by mother's mental status during pregnancy
- Newborns of depressed mothers show similar biochemistry, i.e. ↑ cortisol, ↓ dopamine and serotonin, similar to an adult with major depression

Badenoch, 2008

### Internalization

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- Occurs throughout life creating the inner community
- As soon as neuro equipment is developed, we are relational beings
- In infancy our brains cannot, differentiate or filter our encounters
- In infancy we are most dependent, physically and emotionally and through empathetic relationship we develop a sense of self

Badenoch, 2008

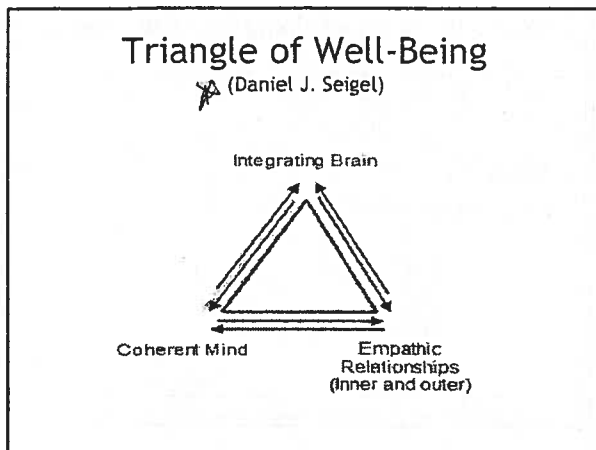
### Rupture and Repair

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- It is estimated that mothers are misattuned to their infants 66% of the time (Frenick, 2003)
- Quick repair builds resilience in the bodies and brains of infants
- Disruption and reestablishing warm contact infuses hope and a mental model that things go wrong and are set right (Seigel, 1999)

Badenoch, 2008



- ### Six Components of Attachment
- Mary Ainsworth and John Bowlby
- On going, not temporary
  - Directed towards a specific person
  - Significant emotionally
  - Driven to maintaining contact with the other
  - Distress occurs during involuntary separation
  - Designed to seek comfort and security
- (Hughes, 2009)

### Attachment Parenting

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**Intersubjectivity:** A communication process (verbal & nonverbal) between child and parent in which experiences are shared resulting in a deepening, expanded and coherent sense of self for both

- Parents influence child best when child is able to influence parent
- Best predictor of child attachment patterns is the attachment patterns of the parents

(Hughes, 2009)

- ### Establishing Safety
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- Habitual presence of attachment figure
  - Maintain predictability
  - Enhance safety with discipline
  - Plan in advance for changes or separations
  - Avoid isolation
  - Be deliberate with surprises
- (Hughes, 2009)

### Repairing the Sense of Safety

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- Relationship repair
- Sympathetic to fears
- Bring vague fears into dialogue

(Hughes, 2009)

### Obstacles to Maintaining Sense of Safety

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- Trauma
- Relationship Problems

(Hughes, 2009)

*Sieve - Children need strategies to plug up holes (build resiliency) (trauma has caused holes)*

*minute by minute step by step w/ Parents + families*

### Examples of Trauma

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<ul style="list-style-type: none"> <li>• Physical Abuse</li> <li>• Sexual Abuse</li> <li>• Emotional Abuse</li> <li>• Neglect</li> <li>• Depressed Parental Care</li> <li>• Prolonged Unmet Needs</li> <li>• Domestic violence</li> <li>• Medical Trauma</li> </ul>	<ul style="list-style-type: none"> <li>• Auto accident</li> <li>• Pre and Peri-birth Trauma</li> <li>• Loss of Caregiver</li> <li>• Adoption</li> <li>• Foster Care</li> <li>• Bullying</li> <li>• Surrogacy</li> <li>• Frequent Moves</li> </ul>
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(Forbes, & Post 2010)

### Four Memory States

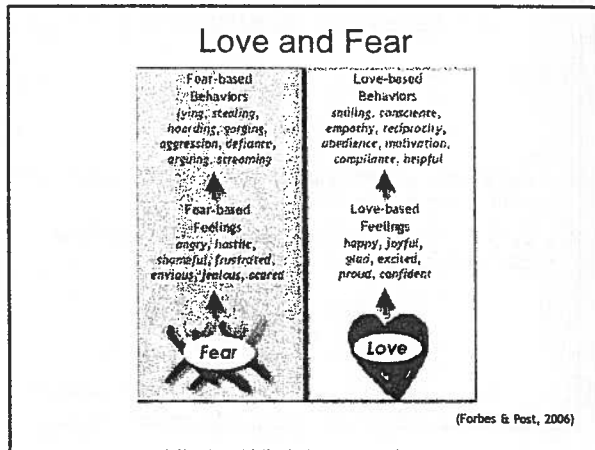
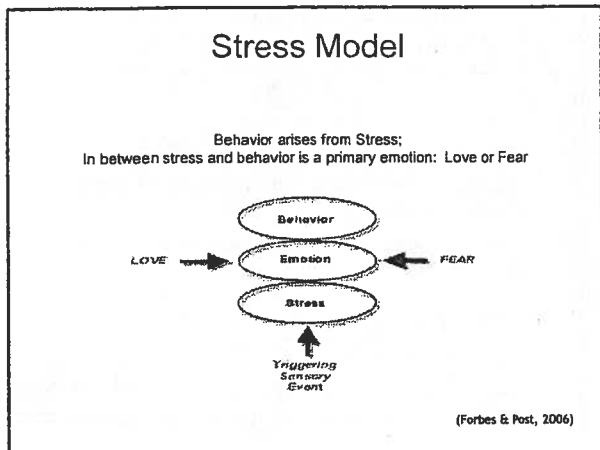
Bruce Perry

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- Cognitive
- Emotional
- Motor
- State

(Forbes & Post, 2006)

*Logic + Logic = my kids were so downgraded w/ shame when you hold consequence out there the child becomes oppositional (use Nurtured Heart)*



### Anger and Fear

- Anger based control, manipulation, defiance, hurting of self or other is based in fear
- Fear based culture reacts to threatening event with ANGER
  - ✕ Depression
  - ✕ Anger
  - ✕ Sadness
  - ✕ Fear

(Forbes & Post, 2006)

### Regulatory System = Stress Response System

- Affect regulation is established during our earliest regulatory relationships with our caregivers (Bowlby, & Shore)
- Blueprint is established in the first three years of life for emotional and social relationships
- Failure to develop affect regulation can lead to psychiatric disorders

(Forbes & Post, 2006)

### Regulation - Dysregulation

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- Regulation: Ability to experience and maintain a tolerable level of stress, Calm
- Dysregulation: Experience of stress outside window of tolerance, stressed-out, state of distress

(Forbes & Post, 2006)

### Impact of Stress and Trauma on Social/Emotional Brain

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- Stress and Trauma play havoc with regulation
- Trauma can be stored in cells of body if not processed in a healthy way
- Children/Parents act out negatively from a state of stress and fear

(Forbes & Post, 2006)

### Impact of Stress and Trauma on Brain

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- Causes confused and distorted thinking
- Compromises short term memory
- Impairs ability to communicate between left thinking brain, and right emotional brain
- Trauma impairs ability to think clearly during stressful events
- Stress to traumatized child or adult can feel like life or death
- Trauma creates a heightened stress receptor within brain resulting in increased anxiety and aggression

(Forbes & Post, 2006)

### Regulation

Dysregulation

- Hyper-arousal
- Defiance
- Resistance
- Depression
- Withdrawal

Regulation

- Responsive
- Engaged
- Focused
- Calm

Dysregulation

- Hyper-arousal
- Anxious
- Hyperactivity
- Hyperintense
- Vigilant

(Forbes & Post, 2006)

**Acting Out Behavior**

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- Pain communicated through behavior
- Pain and Fear must be addressed in order to effectively impact behavior
- Consequence , Logic and Control will not effectively support change without first addressing pain and fear.

(Forbes & Post, 2006)

**Conditioning/Patterns**

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- Children and Adults are conditioned to behave in both positive and negative ways
- Patterns of behavior are deeply woven into our cellular network
- Overcoming negative condition requires positive repetitious conditioning (NHA)

(Forbes & Post, 2006)

**Process not Outcome**

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- It is important to recognize conditioning is process as opposed to an outcome
- Adults/Parents "EXPECT TO FAIL" This is an opportunity to learn and grow
- The focus of and commitment to change is with the Adult/Parent, not the child

(Forbes & Post, 2006)

**Attachment-focused Control**

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- CONTROL: is the Ability to INFLUENCE the behavior of another individual as opposed to overpowering or changing the other's behavior
- Need to be in control is often fear driven
- RESPONSE- ABLE

(Forbes & Post, 2006)

**Summary of Stress Model**

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- First response to stress is unconscious at a body level
- Fear impacts our ability to be responsive, fear sees problem, love sees solutions
- Fear is the root of child/adult anger, work to see child as scared rather than angry
- Misbehaving children are seeking external regulation
- Behavior modification does not address underlying fear and stress

(Forbes & Post, 2006)

**Summary of Stress Model  
(continued)**

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- Traditional parenting does not help child regulate through parent- child relationship
- Stress results in confused and distorted thinking
- Parent's stress reduces their ability to be open to child's emotional state
- Positive repetitious experiences can overcome negative conditioning. IT IS NEVER TOO LATE!

(Forbes & Post, 2006)

**Summary of Stress Model  
(Continued)**

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- When the child is misbehaving, they are doing their best to survive
- Stress triggers our unconscious mind to
  - Live out of the past
  - Avoid the present
  - Obsess about the future

(Forbes, & Post 2010)

**Hostility and Anger in Parents and Adults  
Revenge is a confession of pain - unknown**

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- Child's emotional intensity can "stir up" parents own past trauma history, of which the parent may have no awareness
- Trauma is buried in the state memory; which directs all other responses
- Childhood trauma may not surface until triggered in adulthood

(Forbes, & Post 2010)

**Parent/Adult Anger & Rage**

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- Anger and Rage function as a mechanism to stay away from state memory trauma
- Stressed/traumatized child becomes the associational connection to parent's unresolved trauma
- Unintentional acting out on child by wounded parent can then occur

(Forbes, & Post 2010)

**Parent/Adult Anger & Rage**

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- Traditional parenting directs parents to stay out of their anger, this can be humanly impossible when state memory trauma is triggered.
- Stress Model perspective suggests an overwhelming fear state has been elicited in the adult
- Parent /Adult must recognize own fear reaction in order to interrupt the negative neurological feedback loop

(Forbes & Post, 2006)

**Healing the Parent/Adult**

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- Breathing into feelings of anger in order to make connection to past experience
- Journaling
- Meditation
- Exercise/movement
- Yoga
- Rhythm (music, drumming)

**“Whose Anger (fear) are we dealing with Here?”**

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- Parent must courageously open to their own emotional wounds, in order to open up to their child's wounds
- Parent's healing allows for acceptance of child's pain and a creation of an emotional safe environment

(Forbes & Post, 2006)

**Fear based Stance**

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- One sees oneself as a victim
- One moves into a survival mode
- Self protection results =  
FIGHT, FLIGHT or FREEZE

(Forbes & Post, 2006)

**Parent/Adult Anger & Rage Summary**

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Parental hostility, anger and rage is:

- An indicator that one is worn down by nerve grinding behavior
- Typical for parent's of attachment challenged children
- Reflects parents "unfinished business "
- Serves to protect parent from unhealed wounds
- Indicates parent is acting from fear and shifting to blame

(Forbes & Post, 2006)

**Parent/Adult Anger & Rage Summary**

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When parent is feeling angry and hostile, child needs the parent to :

- Know they are not the victim, but rather both child and adult are in a state of raw & painful fear
- Take responsibility for internal reactions
- Open self to wounds that trigger reactions
- Recognize own reactions is threatening to child and deepens fear

(Forbes & Post, 2006)

“It is not your fault,  
it is how the brain works”

(Forbes & Post, 2006)

**Attachment Parenting Intersubjectivity**

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- A infant/child prefers and learns best when the adult is active and responsive to his own activity (contingency)
- Those activities in which the parent accepts and responds will likely increase the behavior (Nurtured Heart Approach)
- Mirroring: As the parent perceives child as smart, enjoyable, loveable, etc, he will then experience himself that way

(Hughes, 2009)

**Three Features of Intersubjectivity**

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- Sharing the affective state: Attunement
- Parent and child are focused on the same object or event
- Same intentions in the present moment

**Reorganizing Attachment Patterns**

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- Partner or best friend relationships can help resolve compromised attachment histories
- An emotionally connected relationship with a therapist can assist client in healing attachment
- Partner, friend or therapist can help adult regulate her reactions to child's behavior (empathic presence, unconditional acceptance)
- Acceptance, curiosity & empathy= self acceptance, self-awareness & self-empathy
- Reflective functioning can support autonomous attachment (mindfulness exercises) (Siegel, 2007)

(Hughes, 2009)

**PACE**  
Playfulness, Acceptance, Curiosity, Empathy

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- An attitude, an interpersonal stance
- All rights of parents and children are respected and valued
- Creates a safe sanctuary to be together
- Parental authority does not mean inner life of parent is more important than the child
- A child's sense of safety supports parental influence
- Fear decreases genuine parental influence long term
- PACE often decreases in toddlerhood

(Hughes, 2009)

*(Dan Hues)*

## Playfulness

- Most parents intuitively maintain infants attention through playfulness
- Vitality affect (Daniel Stern) measured affect by intensity and rhythm, infants preferred synchronized states (attunement)
- Laughter great antidote to shame and fear
- Humor helps develop another perspective on events
- Playfulness has no agenda
- Admit mistakes, not take ourselves too seriously
- Keep an open mind
- Keep it light when possible

(Hughes, 2009)

## Acceptance

- Unconditional acceptance of the child
- Only behavior is subject to evaluation and guidance, judgment and criticism
- Feelings are not judged, only destructive behaviors associated with the feelings
- Acceptance does not mean permissiveness
- View child beyond behaviors
- Parent may disagree with choice but accept intention behind the choice
- Understand meaning of behavior before reacting

## Obstacles to Acceptance

1. Reduce anger, giving energy at time of misbehavior is more likely to entrench the behavior
- Child more likely to test the connection through mis-behavior  
"Does my parent accept and love me as I am?"
- If discipline is about behavior sense of safety is maintained, child remains open to influence
- If discipline is about inner self, child is likely to be oppositional

(Hughes, 2009)

## Obstacles to Acceptance (cont)

2. Avoid negative judgment , limited anger expression to behavior
3. Safeguard the Relationship
  - withdrawing relationship does not communicate acceptance
  - withdrawal creates distance in relationship that can be long term
4. Accept the child's inner life
  - thoughts, emotions, attitudes, wishes, perceptions, memories, intentions, values and beliefs

**Discipline**

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- Natural Environmental Consequences or no specific consequence at all, are more effective
- Acts of discipline are best if they do not threaten the relationship or the child's sense of self -worth

**Curiosity**

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- Assuming we know the meaning of behavior often results in negative judgment
- Acts of discipline replace acts of discovery
- Assumptions of negative motives replace assumption of positive motives
- Child begins to oppose parent negative view, which can result in feeling like she must choose between self and relationship

(Hughes, 2009)

**Curiosity (cont)**

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- Assume a "not-knowing" stance
- Inner life judgment results in shame, resulting in hiding or denying behavior
- Children will sense difference between genuine curiosity verses attempt at reasoning
- Curiosity requires a parent be truly open to being influenced by and understand the child's inner life
- Curiosity is equally important in focusing on the child's positive experiences and behaviors (NHA)

(Hughes, 2009)

**Empathy**

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- Empathy provides parental presence for the child, which assists the child in regulation
- Empathy does not mean rescuing or fixing
- Empathy helps child's negative emotion get smaller and positive emotion to get bigger
- A parents own emotional development, results in an increased ability to be present with their child

(Hughes, 2009)

### Obstacles to Empathy



- Parents do not have confidence that empathy will be helpful
- Parents were not raised with empathy so do not have an intuitive sense of its value
- Parents trust the power of reason, since that is the guiding principle of many parenting paradigms (reasoning can be effective after comfort, acceptance and understanding is offered)

(Hughes, 2009)

### PACE with Love



- Love: Commitment, compromising, enjoyment
- Withdrawal puts the child at risk, questioning commitment and reducing attachment security
- Unconditional permanent commitment reduces child's need to engage in oppositional behavior to test the relationship
- Enjoyment reinforces the child's experience of being special and loved

### Attachment Focused Communication



- Engage child in conversations, co-story telling, rather than lecture
- Reciprocal dialogue, mutual empathy experience
- Parents help ascribe meaning to nonverbal expressions, assisting child in developing an ability to converse with inner self, (emotional intelligence)
- Communication that is evaluative, "Good boy", "Great Job", decreases sense of safety
- Describing and recognizing the moment promotes acceptance (NHA)

(Hughes, 2009)

### Reciprocal Conversations



- If parent is truly listening and child feels understood, this can reduce escalation even when consensus is not met
- Reflective conversation includes both affect and reflective components (talking and genuine listening)
- Parents must feel safe to participate in reciprocal conversation i.e. when authority is questioned

(Hughes, 2009)

### Conversation Tips

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- Express commitment to relationship, both implicitly and explicitly
- Demonstrate interest in whole child, inner life and behavior
- Honor importance of behavior, without lecture and without excuses
- Communicate inner life understanding
- Communicate enjoyment and delight of her child
- Discover strengths and vulnerabilities related to behavior

(Hughes, 2009)

### Conversation Tips (cont)

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- Communicate to child that you have his best interest at heart
- Empathize with child's distress, including that caused by discipline
- Ensure that discipline does not compromise open communication
- Ensure that conflict does not impact worth of child or the relationship
- Work at discovering best response to each situation
- Discover uniqueness of child and love for child

(Hughes, 2009)

### Repairing Conversations

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- Stop the lecture
- Take a break
- Use "I" language not "You"
- Practice curiosity without judgment
- Rediscover the positive (NHA)

(Hughes, 2009)

### The Three "R's"

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- Relate emotionally
  - \* match intensity, but lead with calm amygdala
  - \* do not view anger as disrespect,
  - \* understand difference between shame and guilt
- Reflect
  - \* parent participates in self reflection with child
  - \* accept difference
- Repair
  - \* restoration of relationship promotes safety and is parents responsibility

(Hughes, 2009)

### Reducing Attachment Resistance


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- Focus on inner life and home environment
  - \* It is never too late!
- Gentle persistence towards engagement (PACE)
  - \* nothing is personal
  - \* use the village to support energy, confidence and perspective
- Provide structure for the day
- Reduce choices
- Give gentle supervision

### Reducing Attachment Resistance (cont)


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- Have family rituals
- Facilitate success
- Give Time-In, not Time-Out
- Initiate soothing
- Safeguard sleep
- Protect against overstimulation
- Be securely attached yourself

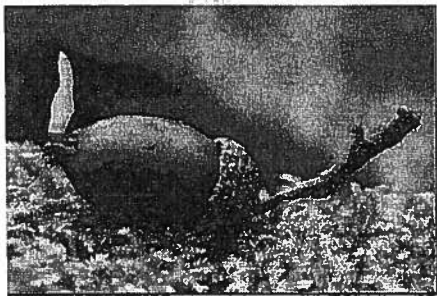
### The Nurtured Heart Approach

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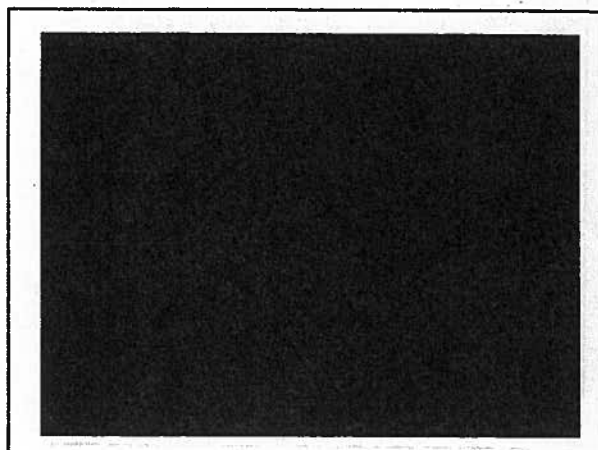
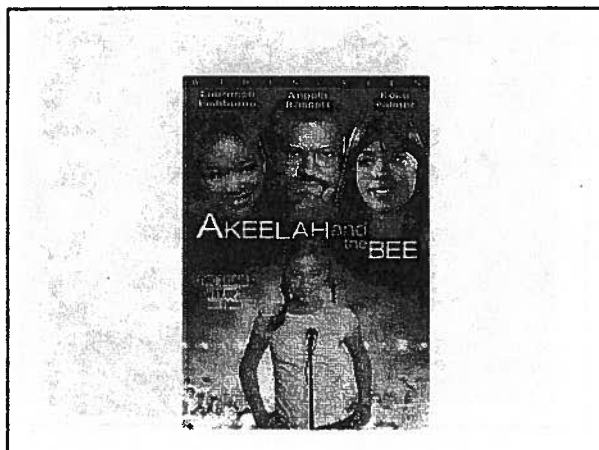


- The approach is about how to therapeutically shift intense children to using their intensity in wonderful ways.
- It's about having powerful ways of making any moment an opportunity to create success.

### Acorn Parenting



*acorn has everything it needs within its self to grow into a mighty oak - we need to give parents the water, soil & sun to make it*

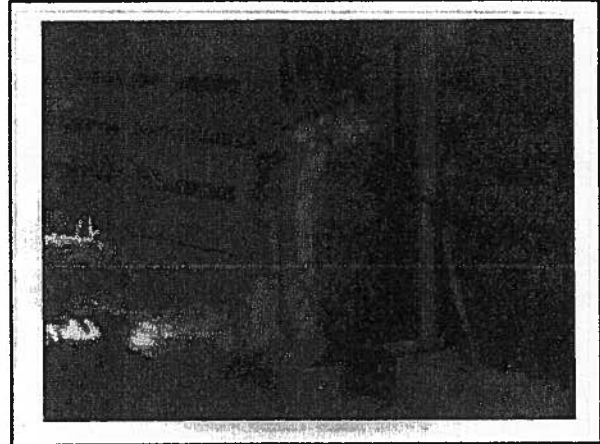


Nurtured Heart Approach  
and  
Contingent Communication

The Nurtured Heart Approach/  
Contingent Communication  
and Positive Self Esteem

- Children who have a positive view of themselves: handle anger and other emotions better, have healthier relationships, are more successful in school and work, and are happier.

*time in not time out*



Toys R' Us

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- Children learn to get a reaction and engage our animation.
- When do we give relationship?

The \$100 Bills

○

- A child learns to get more energy when things are going wrong.

The Prize

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- Our emotions, our level of involvement, and our energies are the prize.
- We can choose what, how, and when we radiate.

Nurtured Heart Intervention

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- My "M.O." as a therapist/trainer is simply to teach an approach that works.
- Then the parent in effect become the "Therapists/Heroes".

The Three-Legged APPROACH

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*I choose to:*

#1: "I will purposefully create success for my child."

The Three-Legged APPROACH

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#2: "I refuse to be drawn into accidentally energizing and rewarding negativity."

### The Three-Legged APPROACH



#3: "I will provide TRUE consequence when a rule is broken."

### Taking a Stand



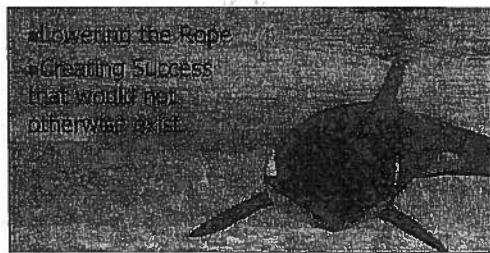
- Honest first-hand experiences of success builds a positive portfolio.
- What is happening right now?

### Believe in the Miraculous



- Genetic and biochemical differences create real propensities.
  - × Propensities can be overcome.
- Weakened pathways can be strengthened.
  - × New pathways can be constructed.

### Shamu



*Lower the rope  
so the child  
can have  
success*

### The Toll Booth Man



It's all how  
you choose to  
see things.

### Energizing Success



And refusing to energize the negative

### Techniques for Energizing Successes in Children



- Active Recognition – a "snapshot"; noticing and describing what's going on in this moment.
- Experiential Recognition – 'The Big Picture'; Connecting the positive behavior that you notice to values.
- Proactive Recognition – Noticing when rules are not being broken.
- Creative Recognition – 'Creating Success' where it isn't ordinarily seen, or doesn't ordinarily exist. *Shamu*

### Active Recognition



- Watch, describe, and document what you see out loud as if for a blind companion.
- Ordinary moments are windows of opportunity.
- Notice both actions and emotions.
- Go with the flow.

**Experiential Recognition:  
Adding Value**

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- Children often do not know how to evaluate their experiences.
  - They need our help.
- When do we typically choose to teach the qualities and life skills that we value?
- How receptive are children to this type of learning?

**Experiential Recognition**

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- Highlight the healthy aspects of the qualities that you wish to enhance.
- Teaching values is like growing a plant, water the seed, nurture it!

*"I trust that whoever took off the money from the desk will have integrity & return the money to my desk & will return it to me"*

**Proactive Recognition**  
Noticing and labeling what isn't happening

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- When a child is doing 'nothing', they are doing many things right.
- Notice, label and praise the self control.
- Acknowledge the decision making process of a child as they decide to not act out.

**Good News**

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Relationships with Parents or primary caregivers can change, brain neuropath ways resulting in attachment

It is NEVER TOO LATE to create positive change in a child's life!

Attachment and Nurtured Heart Approach

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- Attachment:
  - Affective Attunement
  - Contingent Communication
  - Heart to Heart Connection
- Nurtured Heart Approach
  - Authenticity
  - Truth-telling
  - Recognitions

Attachment and Nurtured Heart Approach

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- Attachment:
  - Shame Reduction
  - Healthy development shifts shame to guilt
- Nurtured Heart Approach
  - Recognitions
  - Clear Consequences and "resets"
  - "back in the game"

Attachment and Nurtured Heart Approach

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- Attachment:
  - Safety
- Nurtured Heart Approach
  - Consistent Rules
  - Staying Connected
  - Keeping Kids close emotionally

In Closing...

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"I've learned that people will forget what you said,  
people will forget what you did, but people will  
never forget how you made them feel."  
- Maya Angelou

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## To your Greatness!!

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## Enya – Hope Has A Place

- One look at love and you may see it weaves a web over mystery, all raveled threads can rend apart for hope has a place in the lover's heart. Hope has a place in a lover's heart. Whispering world, a sigh of sighs, The ebb and the flow of the ocean tides. One breath, one word may end or may start a hope in a place of the lover's heart. Hope has a place in a lover's heart. Look to love you may dream, and if it should leave then give it wings. But if such a love is meant to be; Hope is home, and the heart is free Under the heavens we journey far, on roads of life we're the wanderers, So let love rise, so let love depart, Let hope have a place in the lover's heart. Hope has a place in a lover's heart. Look to love and you may dream, and if it should leave then give it wings. But if such a love is meant to be; Hope is home, and the heart is free. Hope is home, and the heart is free.