



**Growing Resiliency Skills (GRS) Parent Training
Nurtured Heart Approach® Sessions 1-3
WORKBOOK**

PRESENTED BY
FRANK PICONE LCSW
Chief Training Officer
The Institute™

PLEASE ANSWER THE FOLLOWING QUESTIONS

PART 1

Think of your child/ren:

1. Identify 1 or 2 **behaviors** they display regularly that you are pleased by but rarely compliment.

a. _____

b. _____

2. Identify 1 or 2 qualities they possess or that you wish they possessed.

a. _____

b. _____

3. Identify 2 rules you think are most important for children to follow.

a. _____

b. _____

PART 2

ACTIVE RECOGNITION: Describe exactly what you see the child/ren doing that you appreciate. (e.g., “I appreciate that you put your shoes in the closet and asked me how my day was.”)

Use the two examples you gave in question 1 from Part 1 above and write out an active recognition statement for each behavior)

a. _____

b. _____

Experiential recognition: After you describe the behavior you appreciate in the child/ren (Active Recognition) you add a quality they are showing they possess through the behavior you are noticing.

Active recognition- *“I appreciate that you came right into the house, put your bookbag away and asked me how my day was.”*

Experiential recognition- *“This tells me you are **thoughtful** and **disciplined** child who is **ready to start their homework.**”*

Use the two examples you gave in question 2 from Part 1 above and write out an experiential recognition statement for each behavior)

a. _____

b. _____

Proactive Recognition: After you have witnessed a positive behavior you share an appreciation for their not doing a less desirable option thus emphasizing, they had a choice.

*“You could have entered the room, not put your bag on the hook and started walking around the room, **but you did not.** I appreciate the good choice you made.”*

Use the two examples of rules you listed in question 3 from Part 1 above and write out a proactive “you could have...” statement that gives an example of breaking each rule. Remember to end with “But you made a good choice)

a. _____

b. _____

A DAY IN THE LIFE

Think of something a teacher/adult said to you when you were a child that had a very **positive** impact on you. Please write what the person said to you below.

How did it make you feel?

Think of something a teacher/adult said to you when you were a student/s that had a very **negative** impact on you. Please write what they said to you below.

How did it make you feel?

The 3 Stands of The Nurtured Heart Approach•

STAND 1

**ABSOLUTELY NO: I WILL NOT
FEED THE WEEDS**

*I will not feed into negativity: I will
respond to it with the least amount
of words and relational energy.*

STAND 2

**ABSOLUTELY YES: I WILL FEED
THE FLOWERS**

*I will respond to qualities I see in
others with detailed recognition of
those qualities.*

STAND 3

**ABSOLUTELY CLARITY: I WILL
SET CLEAR EXPECTATIONS AND
CONSEQUENCES.**

STAND 3: ABSOLUTELY CLEAR

5 ways to be clear:

1. Set your expectations in advance.
2. Clear expectations include the inbounds expectations and examples of out of bounds behavior.
3. Notice and comment on rules followed.
4. Model following the rules.
5. Set limits calmly, briefly, and assertively.

Reset: a cue for a child to move from out of bounds to in bounds behavior...

1. In a calm assertive voice cue your child with a gesture or the word "Reset."
2. Give your child time to reset themselves.
3. Acknowledge the reset with positive reinforcement.
4. Look for additional positive behaviors to recognize.

What to do if the child does not immediately reset themselves...

1. If the behavior is not unsafe or makes continuing impossible give it some time.
2. Give little to no relational energy to your child until you see some effort to reset.
3. Walk away and reset yourself.
4. If they reset, acknowledge it with a recognition statement.
5. If they do not reset, accept what is, speak to your child after when they are calm to discuss.
6. Decide if there are additional consequences necessary.

Nurtured Heart Approach® Concepts

Nurtured Heart Approach®: A set of principles and strategies designed to bring out the best in children and adults.

Inner Voice: A way of describing the internal dialogue in our mind that happens when we are conscious and experiencing various events and related feelings.

Portfolios of Experience: Collections of experiences that speak to one's level of competence in each experience. "I'm good with numbers," reflects one's assessment of one's portfolio of experiences with numbers that validates competence in that portfolio.

"Growing the flowers and not the weeds": Parents and educators know the qualities and behaviors that make for a successful person (Flowers), and which do not (Weeds). This approach will show someone how to grow the flowers and not the weeds to grow the greatness in children and adults.

The Three Stands®: Stand 1 teaches us to do our best and stop rewarding undesired behaviors with our attention and connection. Stand 2 teaches us various ways to grow the desired behaviors and qualities in others and ourselves. Stand 3 teaches us the importance of clear rules and limits and how to deliver them unenergetically.

Recognition Statements: Ways of packaging "energizing" messages that powerfully reinforce someone's appreciation for another's behaviors or qualities and the likelihood of their owning and repeating the identified qualities and behaviors.

Energizing Qualities and Behaviors in People: Someone is "energizing" a quality or behavior displayed by another person, when responding to it in a way that feels very reinforcing to that person. This positive reinforcement increases the likelihood that they will feel good about that quality and behavior, repeat it in the future, and own it fully as part of their identity.



Reset: Someone implements a reset, when recognizing that a current thinking or behavior is not aligned with what is understood to be one's values, rules, or intentions.

Living your greatness: Greatness in the Nurtured Heart Approach® framework is all the positive human qualities, attributes, and skills we discover and own within ourselves (e.g., kindness, compassion, strength, love, creativity, integrity, intelligence, humor, humility, generosity, resilience, etc.). Living your greatness is when one's behaviors and thoughts align with one's positive attributes, qualities, and skills.

RECOMMENDED READING

“The Self-Driven Child” by Ned Johnson & William Stixrud

“Good Inside: A guide to Becoming the Parent You Want to Be” by Dr Becky Kennedy

“Transforming the Difficult Child Workbook: An Interactive Guide to The Nurtured Heart Approach,” by Howard Glasser, Joanne Bowdidge and Lisa Bravo.

“What Happened to You” By Bruce D Perry, MD, PHD and Oprah Winfrey

“Emotional Intelligence,” by Daniel Coleman,

“Mindset The New Psychology of Success,” by Carol S Dweck PhD.

“The Zones of Regulation© A curriculum Designed to Foster Self-Regulation and Emotional Control,” by Leah M Kuypers, MA Ed. OTR/L.

“The Explosive Child” & Lost at School” by Ross W. Greene.



A Training and Consulting Division of The Center for Great Expectations

**The Institute is elevating and optimizing SEL with
proven methodologies for creating attuned
cultures and resilient communities.**

For more information on The Institute's professional
trainings & consulting, please contact:

Frank Picone at The Institute™ at

fpicone@cgeinstitute.org



Proprietary and Confidential Information

