



The Power of Relationships

Preventative & proactive ways with children and youth who are intense & challenging

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2020 Center for School Mental Health Conference

Presented by

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Grow some connections


Hugs,
Hand Shake, High
Fives, Smile...
All Free

GIVE PEOPLE HIGH FIVES
JUST FOR GETTING OUT
OF BED.
BEING A PERSON IS
HARD SOMETIMES.

...
Mad President



Reflective of NASP Model for Effective Practice: Domain 6

- ▶ Using knowledge of risk and protective factors to address problems such as truancy, bullying, youth suicide, and school violence
 - ▶ Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
 - ▶ Participating in school crisis prevention and response teams
 - ▶ Participating and evaluating programs that promote safe and violence-free schools and communities.
- 





Objectives

- ▶ The participant will be able to describe the interaction of adult and children/youth's behavior (relationships) and its impact on successful mental health.
- ▶ The participant will be able to describe how the concepts of awareness, recognition, actions, and transformation (ARAT) are the keys to mindful, resilient, and authentic teaching and service given to children/youth.
- ▶ The participant will be able to list the three stands of the Nurtured Heart Approach®.



Research framework

- Relationships in the school setting increases academic engagement, and learning.
 - Many curricula for students to increase social emotional learning; however, direct explicit instruction in key relationship skills can significantly change the interaction of teachers and parents.
 - The Nurtured Heart Approach (NHA) is a promising evidence based practice indicating when adults learn to interact differently with children and teens, they rate them as having less symptomology, and rate their perceptions of their own stress as decreasing.
 - This presentation will share research and theoretical framework and skills to take back to schools and communities working with intense and challenging youth.
- 



Foundational to Student Success is Teacher/Professional Well-Being

- ▶ Teachers and other professionals are healthy and more engaged with students when classroom management is effective and students are focused on their studies. Relationships between professionals and students are dependent on both having a sense of well-being (Roberts & Kim (2019) and (Zee & Koemen, 2016).
- ▶ German Teachers also indicated poor classroom management increased emotional exhaustion, (Dicke, Stebner, Linninger, Kunter & Leutner (2019).
- ▶ Research with teachers on social emotional well-being supports positive student results (Jennings & Greenburg (2009).
- ▶ Five predictive well-being factors include: optimism, emotional awareness, goals setting/hope, resilience and empowerment (Reivich, 2010).




The Teacher Within: A mindful journey toward well-being for teachers in the 21st Century

- ▶ “Teachers are the single most important at least as important factor, accounting for nearly one-third of the variance in students’ achievement,” according to Roderick D. Fraser, Round Square Board of Trustees.
- ▶ “World class schools are vibrant, creative, and an inspirational environment to learn and work in... where proactive habits are recognized as having positive activities such as mindfulness and happiness habits are recognized as having positive benefits for all concerned,” according to Colin Bell, Council of British International Schools.
- ▶ “Giving teachers the support they need to pursue their noble calling is at least as important as giving students access to education,” according to Irina Anghel-Enescu, Member of the Academy of Global Teacher Prize.



Characteristics of Effective STAR Teachers

- ▶ Impressive oral and written communication skills
 - ▶ Prior teaching experience and excellent command of the content
 - ▶ Caring student relationships with high expectations for learners and themselves
 - ▶ Engaging learning environment
- 



Characteristics of STAR Teachers

- Remarkable organization and planning astuteness (good judgement)
- Exciting learning experiences for learners that provide a medium for critical thinking, problem solving, and high-level questions
- Formative and summative assessment that adjusts to meet the needs of all learners.



YET...

- ▶ Students and Teachers will be more successful if both student and teacher(s) have a GREAT sense of well-being.
- ▶ It is important to
 - Acknowledge youth experience and perceive a range of emotions.
 - Emotional wellness is promoted through positive interactions.
 - Having appropriate expectations of youth's development is critical.
 - When we support youth properly, it enables them to be resilient.
 - All must be mindful of our own emotional well-being



The Nurtured Heart Approach™

- ▶ Research supporting use of the Nurtured Heart Approach in schools and other settings to build students capacity for response to difficult behavioral and mental health needs
 - In the United States K-12 Schools
 - In the UK, Australia, Japan, China
 - Personally, at Concordia University, St. Paul (Hmong Culture and Language Program and with pre-service teachers.)

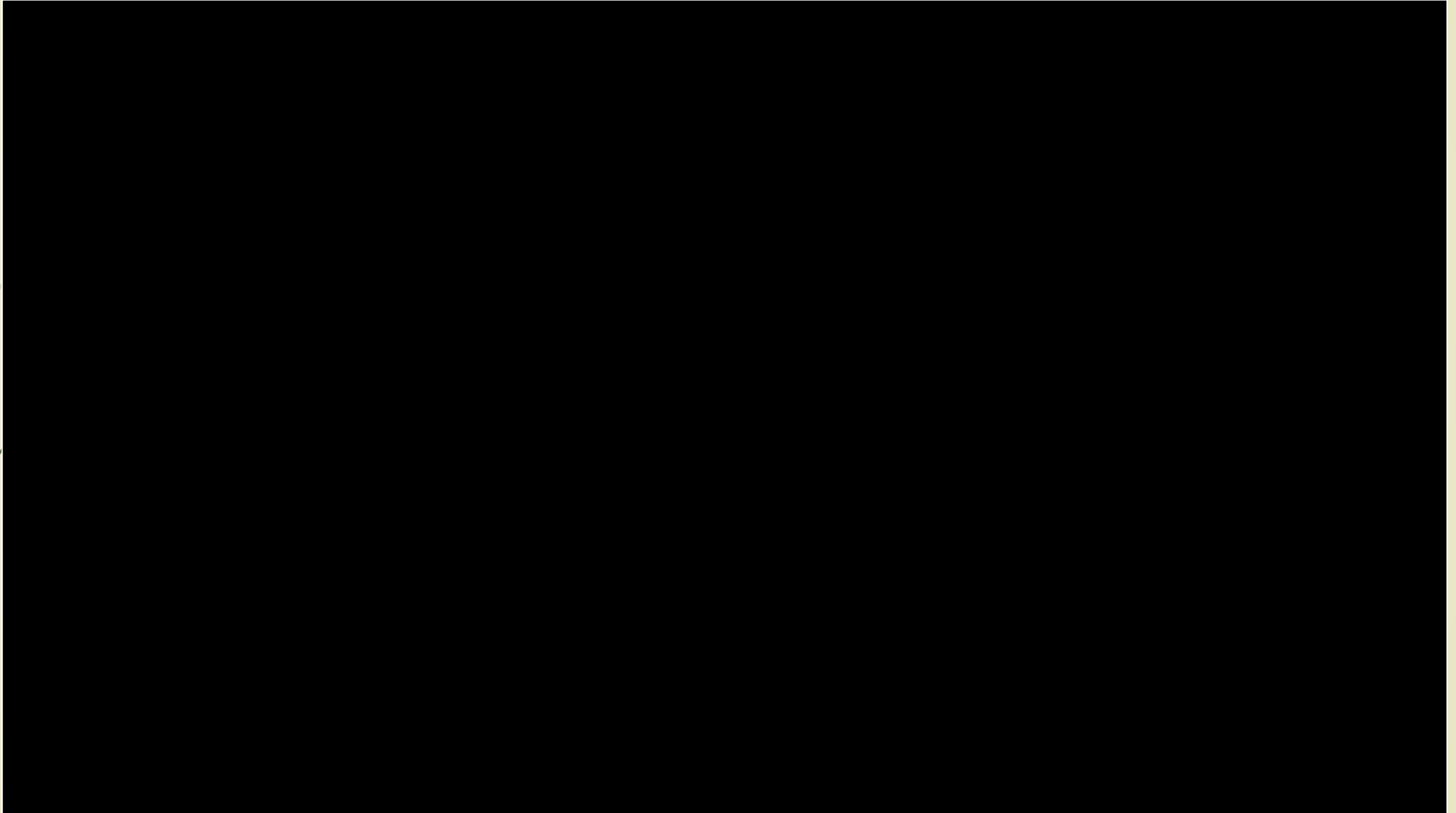


Touching Children Around the World



The Nurtured Heart Approach[®]

For Transforming the Intense Child
& Helping All Children to Flourish





Creator of the Harvard Business Review approach



Why does an
approach make
a difference?

The Evolution of NHA

*NHA started as a way to
heal challenging children*

...

**Now
it helps all
children
to flourish**





00:16



Is intensity the enemy?

**Symptoms do exist;
however, symptoms
get labeled as
pathology.**



Medications give the appearance of moderating intensity.



Conventional methods can inadvertently make situations worse.

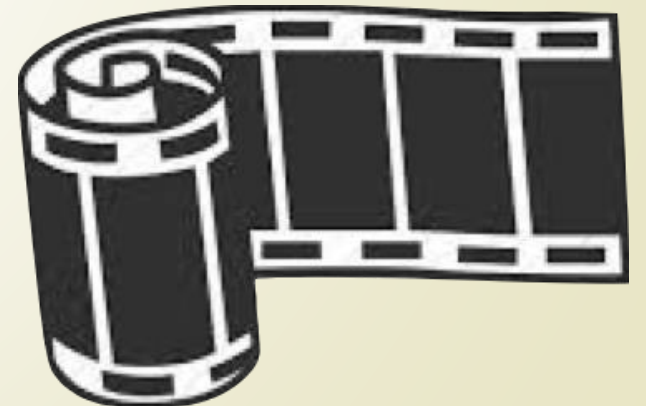
Building Inner Wealth®



To use intensity well,
students need to be
***stronger on
the inside***

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!





Building Inner Wealth Begins with You!

I am (NAME)
and I am...
(character quality)

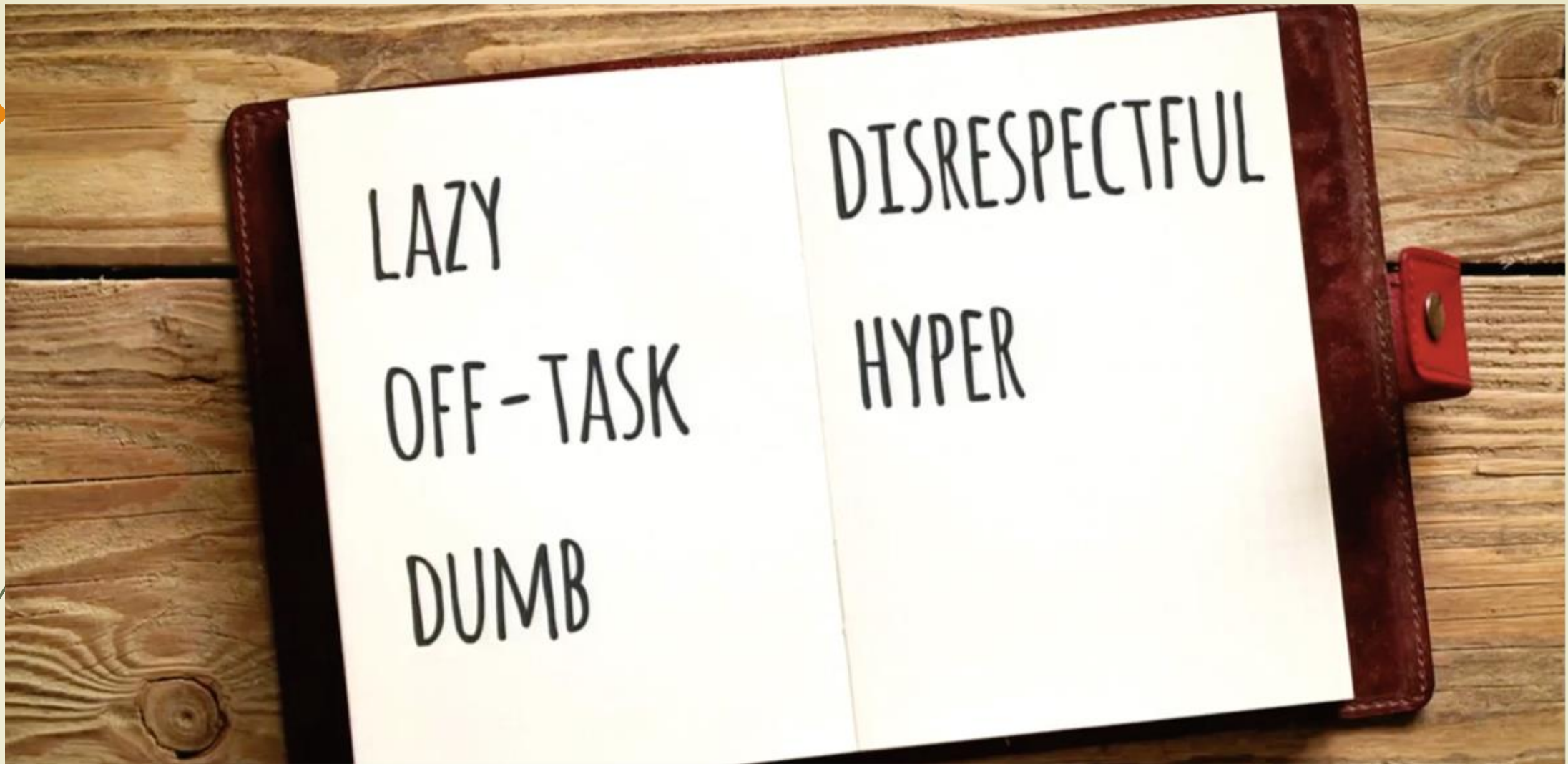
I am (NAME) and I
am...
(character quality)
because I ...
(name what you
do)

The Horse Whisperer



Create an experience.

“It isn’t a question of whether you can or can’t, you are.”



We know who we are by what people tell us.
What did people tell you?



When was the last time you recognized the positive qualities in yourself, a child or an adult?



Stand 1
NO!

Stand 2
YES!

Stand 3
Clarity!

Nurturing
relationships is
understanding
the power of
YOU!

Nurtured Heart Approach
Created by Howard Glasser



I refuse to energize negativity.

I will not reward negativity with my energy, connection, or relationship.



I relentlessly create and energize positivity and success. I energize and nurture firsthand experiences of success.



I set and enforce clear limits and clear consequences in an un-energized way.

I will always provide a true consequence.

**NHA -
Toys Are
US.**



**We all
have
buttons.**

**When the only thing
you can see is what is
wrong. The only
thing you know to
celebrate is failure.**



THAT'S NICE



WAY TO GO



**BUT WHEN
THINGS ARE
NOT RIGHT..**

Is your energy upside
down?



Small Group Exercise:



**WHEN ARE WE
RADIATING THE MOST
ENERGY?**

Stand 1: Absolutely No!

*I refuse to energize
negativity. I will not
reward negativity with my
energy,
connection, or
relationship.*



Is This What You Want to Energize?



Ignoring is Counter Productive



Still Face Baby



Video Game Theory



Stand 2: Absolutely *Yes!*

I relentlessly create and energize positivity and success. I energize and nurture firsthand experiences of success.

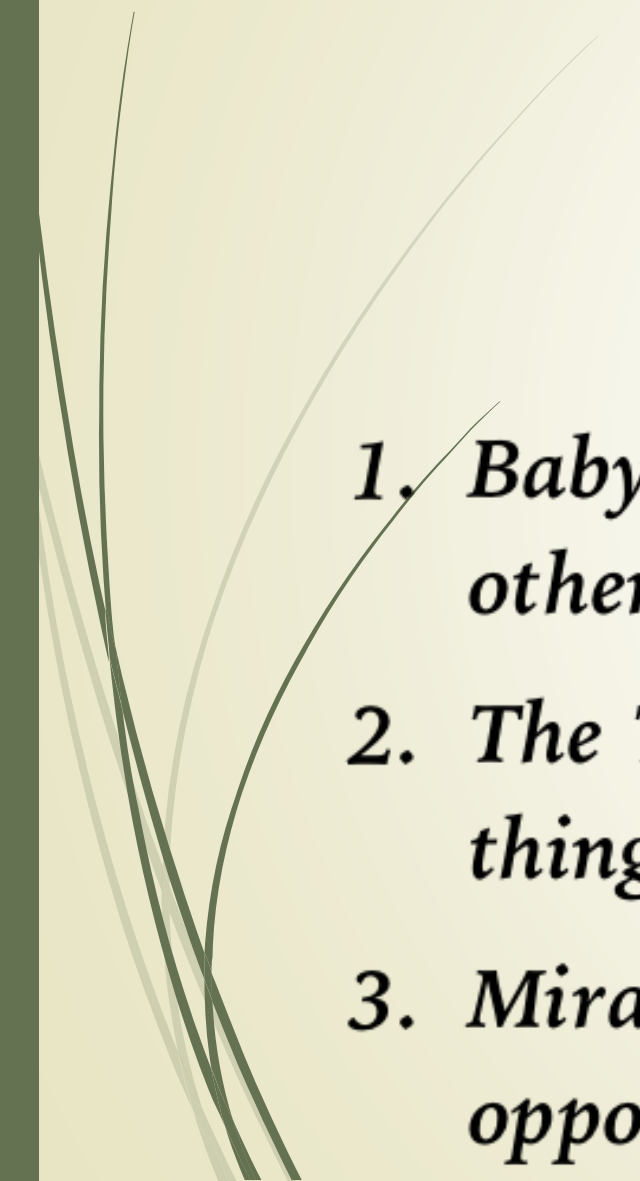




Defense Against Vague Praise:



THE INTENTIONS OF STAND 2:

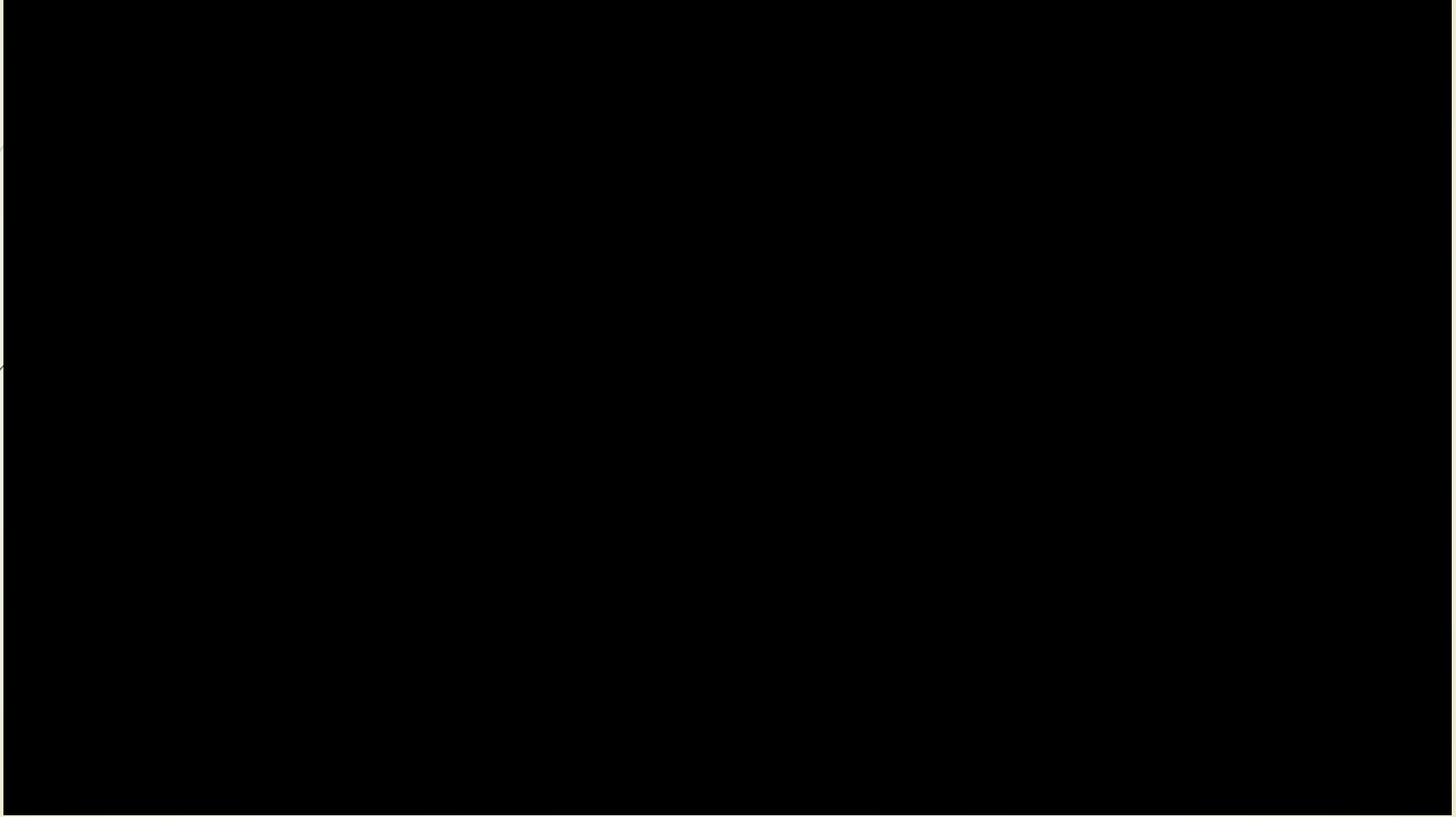
1. *Baby-Steps: Creating successes that would not otherwise exist.*
 2. *The Toll Taker: Choosing the way you see things.*
 3. *Miracles from Molecules: Making the most of opportunities.*
- 

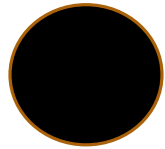
Intention 1:

Baby Steps

Reverse-engineering
the high bar of high
expectations.
Creating successes
that would not
otherwise exist.



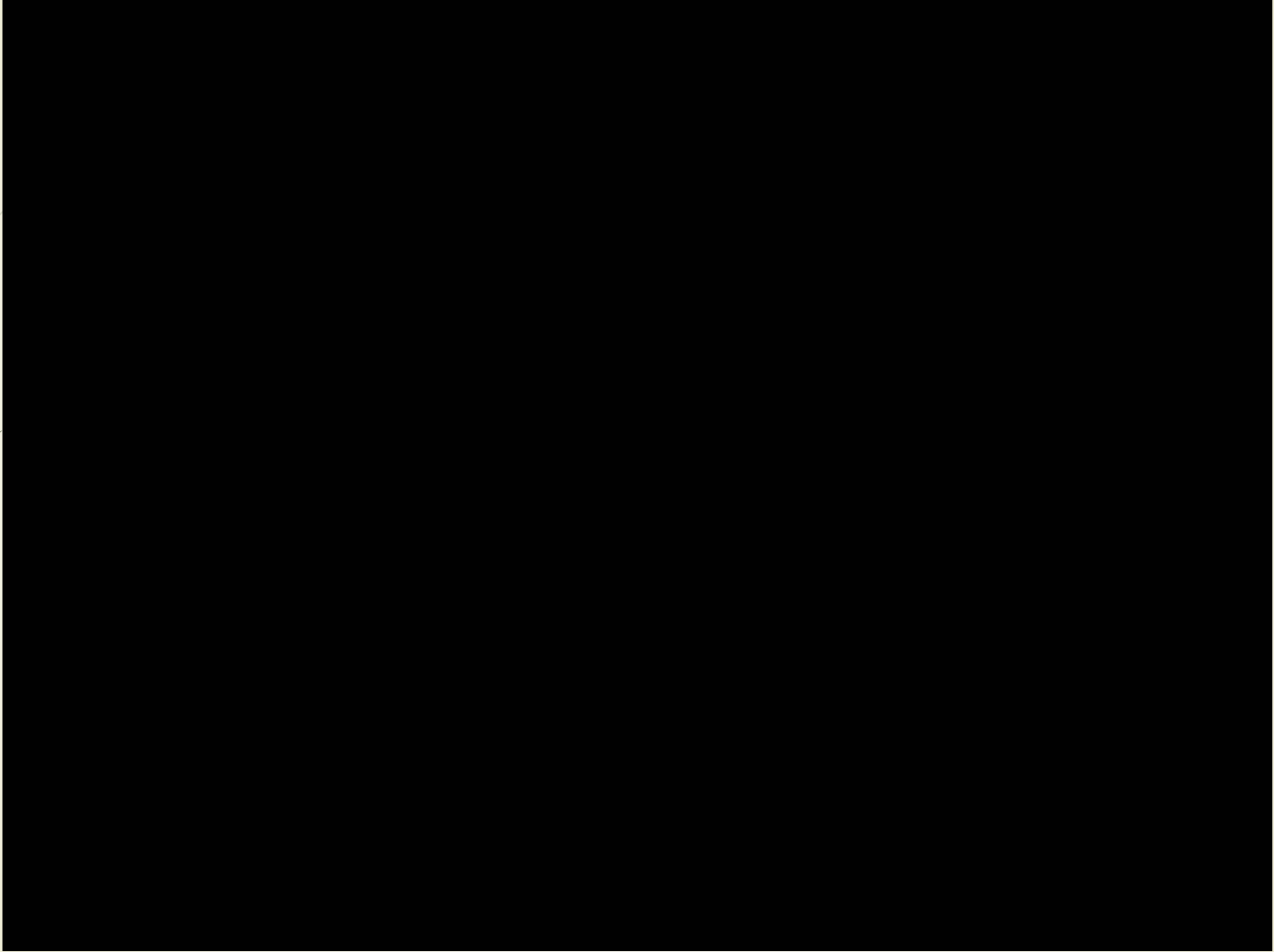








Story of the Toll Taker

Intention 2: Choose How You See Things





“When you change the way you look at things, the things you look at change”

Wayne Dyer

Intention 3:

Make
Miracles
from
Molecules





What qualities does it take for a child to sharpen a pencil?

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.



**What is happening?
What could be happening?**



NHA Recognitions

- ▶ The intention of giving recognition is to
 - ▶ Be truthfully appreciative.
 - ▶ Be authentically acknowledging.
 - ▶ Build Inner Wealth™
- 

Active recognitions



Kodak Moments; Watch, Describe, Document



Active recognitions

Profound Noticing

“I see...”

“I heard...”

“Here is what I just noticed...”



Active recognitions

What do you see?



Let's try it!

Active Recognition

- ▶ What do you SEE?
HEAR?





Experiential recognitions

.....
Polaroid Moments: Help kids interpret and upgrade their
experience of value and being valued



How do we typically teach values and life skills?



.....

***When things are going awry.
We lecture.
How receptive are children to learning
the lesson then?***

Experiential recognition:

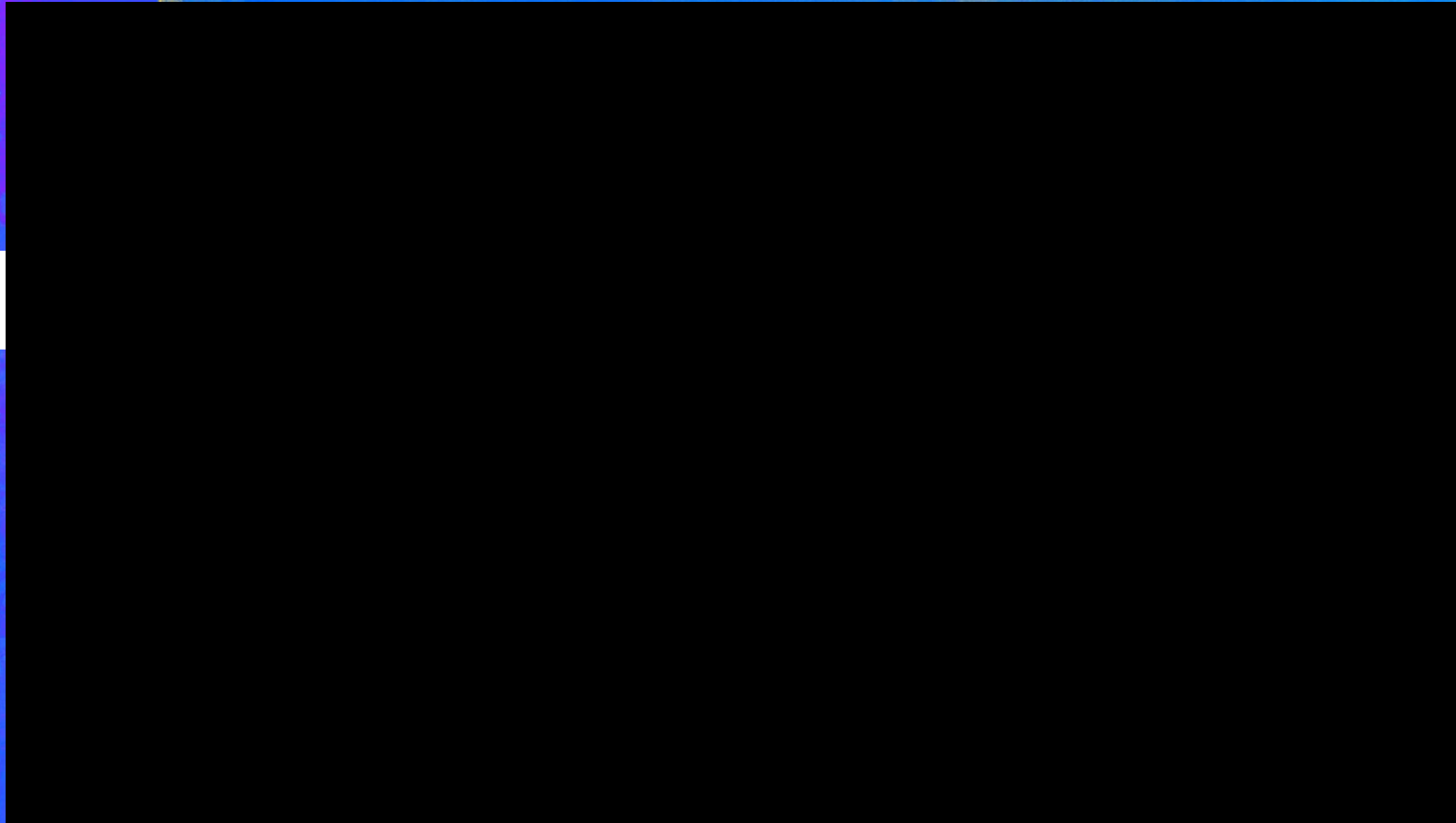
**Behavior + Appreciation of
Related Character Quality**

**“I see you (action/emotion)... and
that shows that you are
(character quality).”**



Experiential recognition:

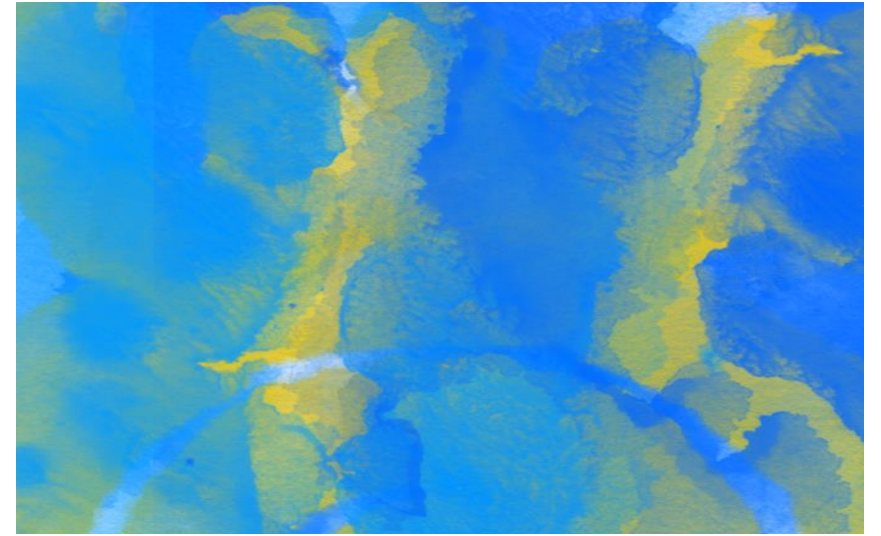
What do you see, and what does it say about who they are?



Let's try
it! What
do you
see?

*What does it say
about who they are?*





proactive recognitions

*Canon Moments: Don't wait until there is a problem
to teach the rules*



What kind of rules help intense children?

*Can more clarity lead to more
opportunities for success?*

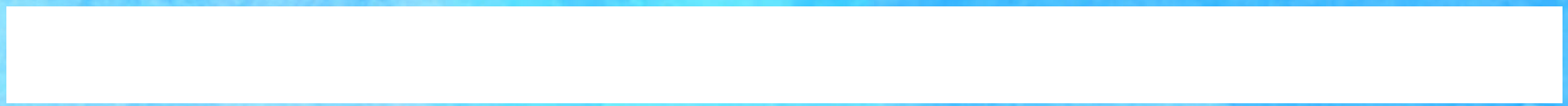




PROACTIVE recognition:

Appreciation of Rule Not Broken
+ Experiential Recognition

“I see you not (action)...even
though the truth is that you
could be,
and that shows you are
(character quality).”



Recognizing healthy power and control:

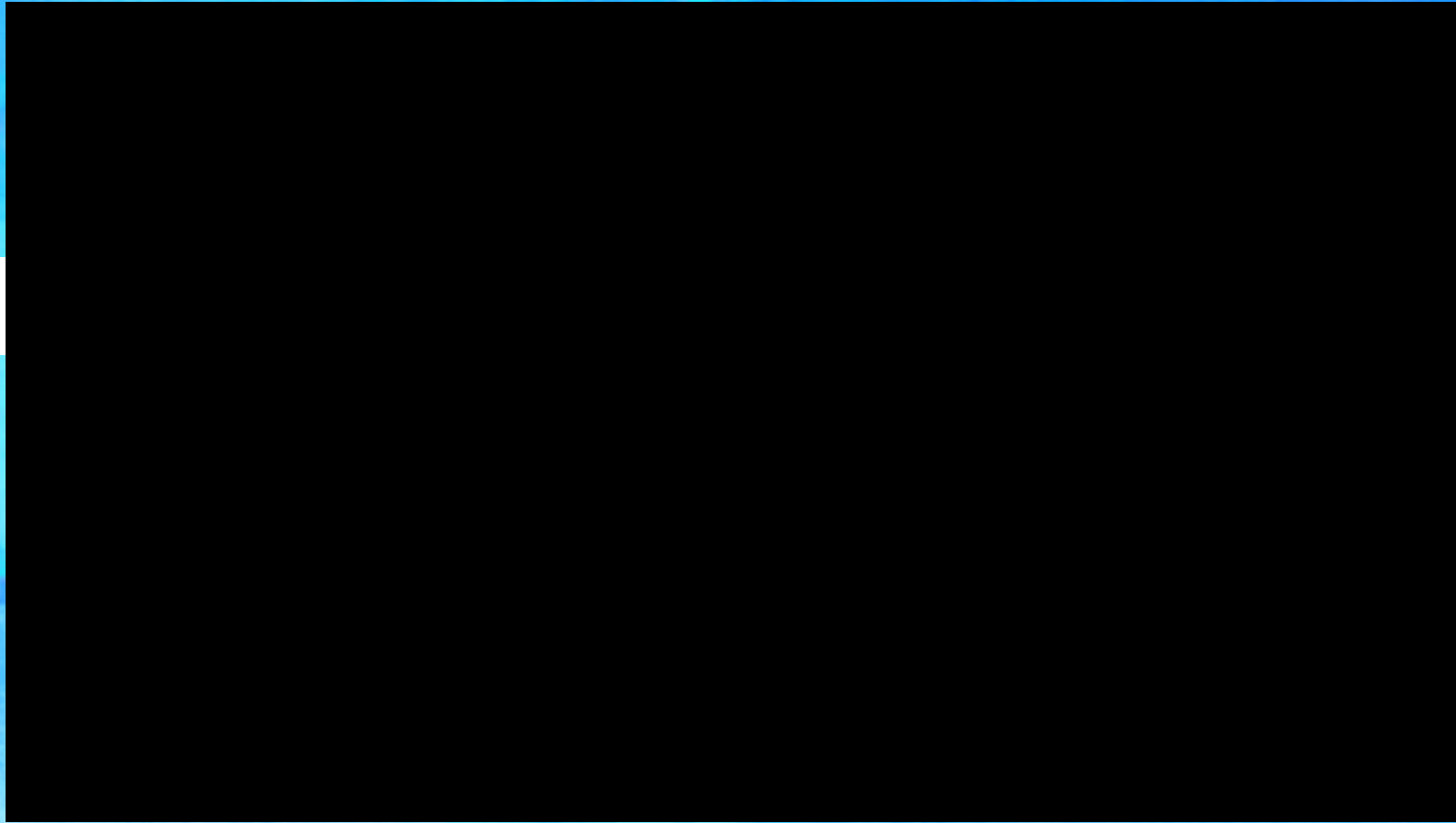
- Give recognition to the power and control it takes to follow the rules.
- “Wow...I can see you are angry and you totally could have just hit your brother but you didn't! What amazing control you have.”





Proactive recognition:

What is not happening that could be?



Let's try
it! What
do you
see?



.....

*What could be happening
that isn't?
What does it say about
who they are?*

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.

Make clear requests:

- Eliminate the options and the confusion.
- Build a pattern of making requests that demonstrates to the child that cooperation and complying get more connection.
- “It is time to . . .”
- “I need you to...”



CREATIVE recognition:

**Making Clear Requests +
Noticing and Appreciating**

**What is happening in the
right direction?**





CREATIVE recognition:

Clear requests + celebration of movement in the right direction



NHA ® recognitions:

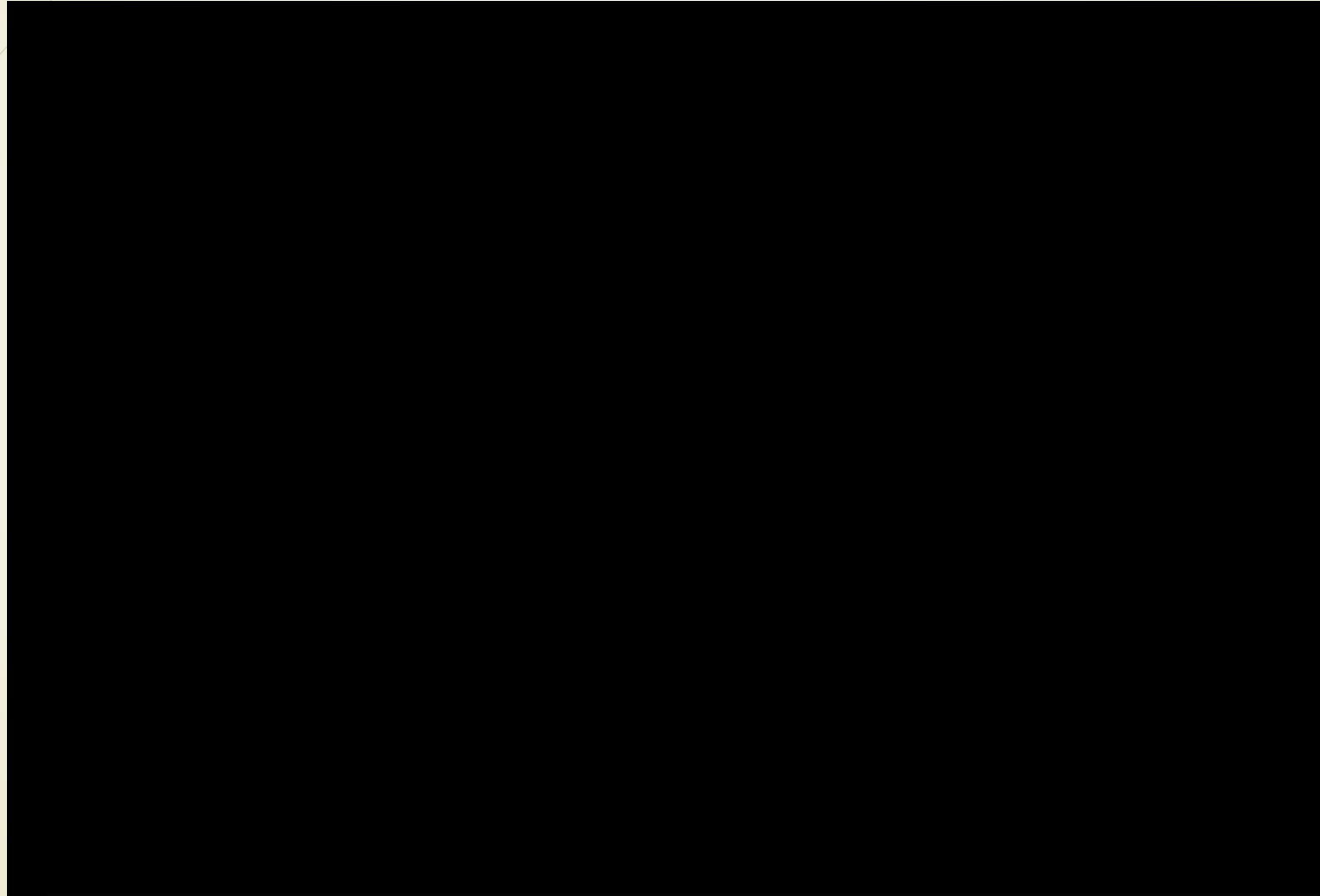



What do you see?
What is happening?
What is not
happening?
What does it say
about who they are as
a person growing in
greatness?



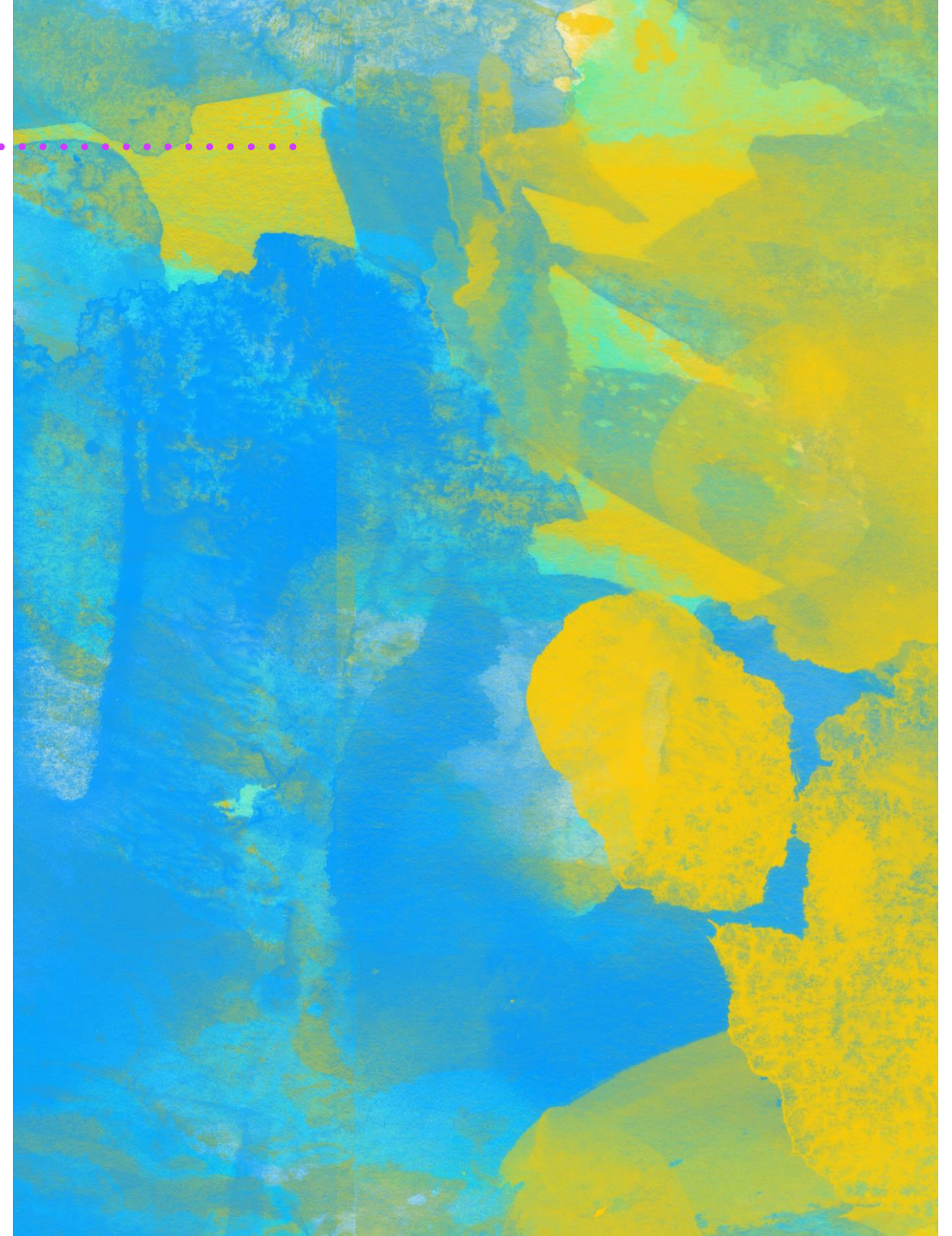



INNER WEALTH IN ACTION





No energy to
negativity, or
positives cannot have
the intended impact.
Create “time-in” that
is juicy and
established, or “time-
outs” cannot have the
intended impact.
Then, limit setting
can be effective.

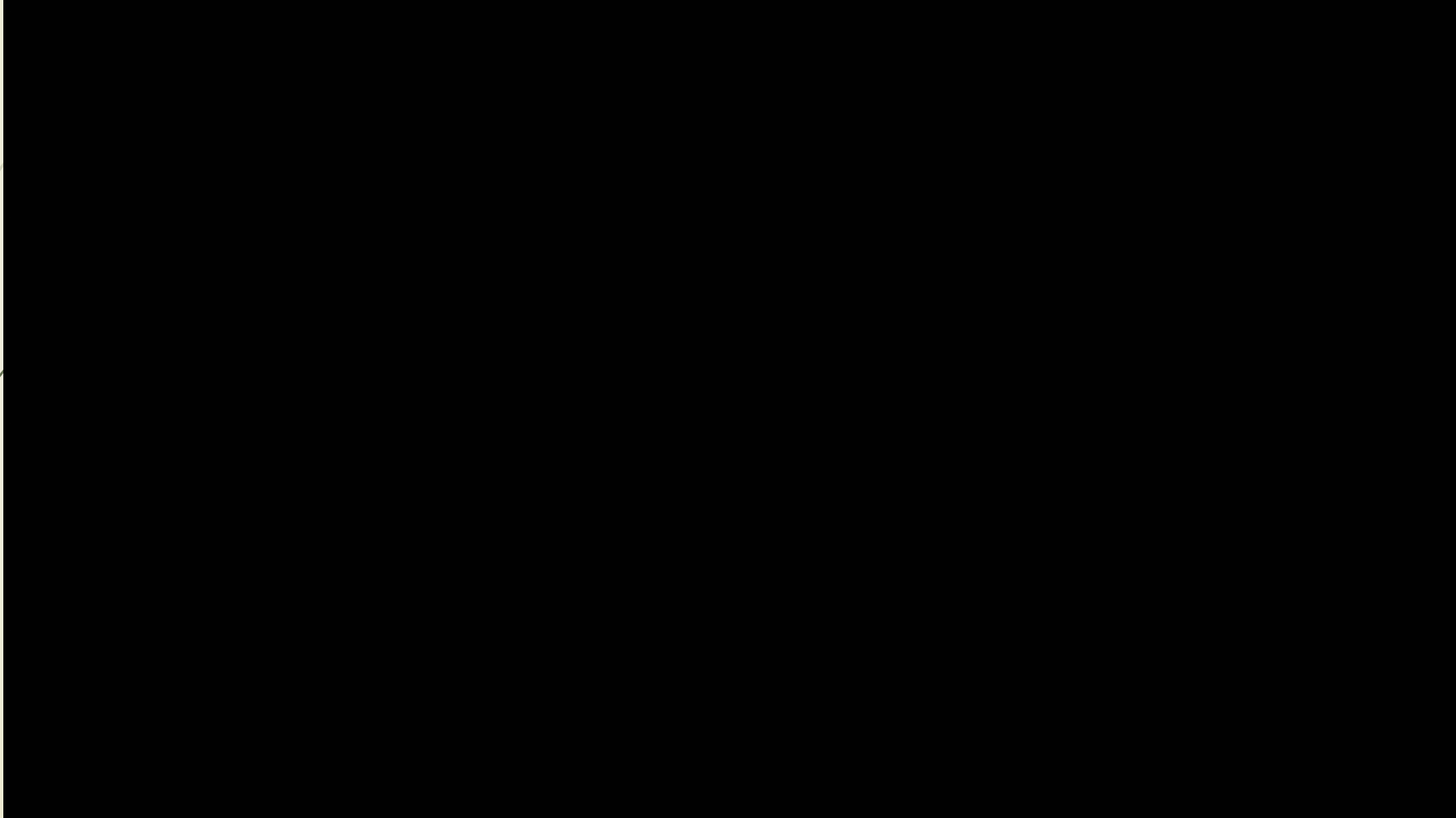




stand 3: absolutely clear!

*I set and enforce clear limits and clear consequences in an un-energized way.
I will always provide a true consequence.
Remember: Video Game Logic*

THE EVOLUTION FROM UNCLEAR TO CLEAR:



“Negative” Rules, Positive Experience:

- ▶ Be highly appreciative when a rule is not being broken.
- ▶ Then the “negative” rule (No Hitting) is really an asset in creating exquisite clarity.



Juicy time-in!

***Time-In that is
emotionally
rewarding
is the key to
successful Time-
Outs.***





Warnings are not
.....compassionate

Don't give warnings.
They keep children off balance and uncertain if rules are to be taken seriously.

The speed limit story





Reset:

.....
The Key to Consequences

DO YOU NEED THIS BUTTON?

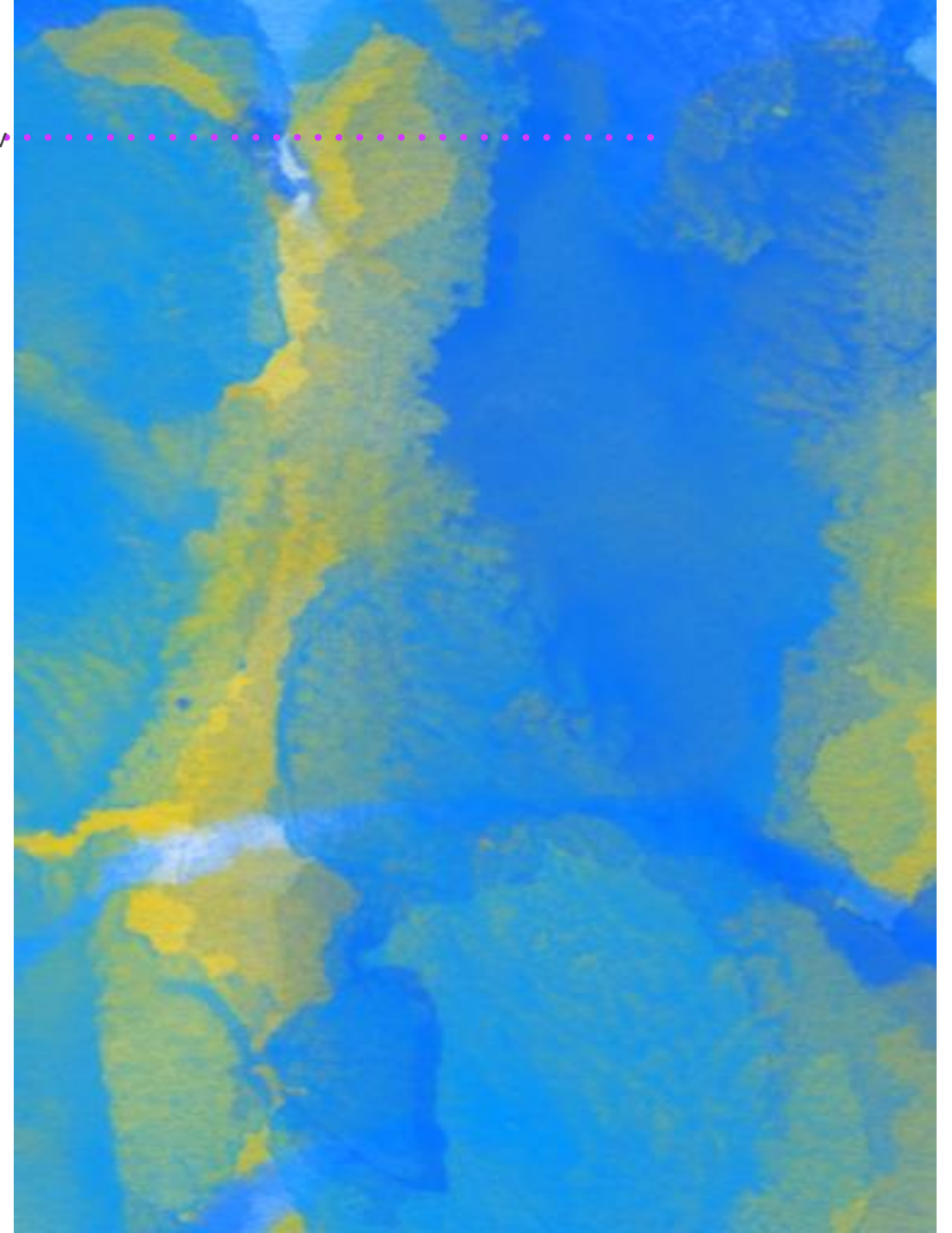


You & resets

- ▶ Think of a moment when you were really escalated...
- ▶ What helps you to reset yourself?
- ▶ What doesn't help you reset?



In order for
your child to
really reset,
the adult
needs to know
how to really
reset
themselves.



.....Reset- with STUDENT

- ▶ 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.

The 3 r's of RESET:

- Reset: Consequence.
- Restart: Welcome Back, Appreciation for NOW.
- Restore: An action of restoration, not an apology, only when absolutely needed.



Transformation

- No longer anything to be gained by breaking the rules.
- The big responses are now only for the positives.
- Breaking a rule now only gets a true consequence- not a payoff.

Notching it UP...

Skills, Grace and Time

Put yourself in the place of your student: If my friend, husband, leader, etc. said "RESET" to me how would I feel, react, respond??????

How would I like to be reminded that I was needing to change my behavior?





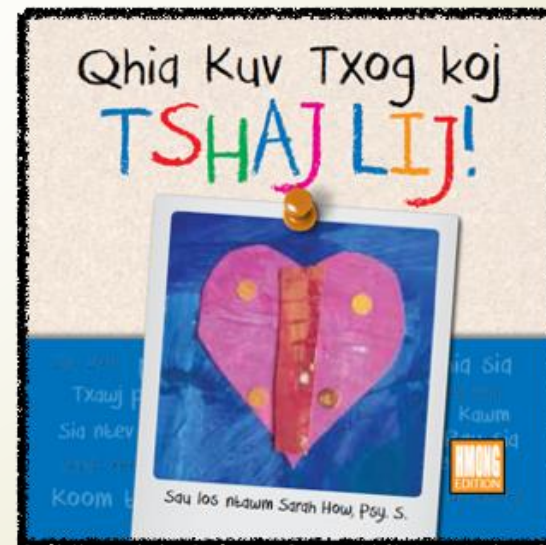
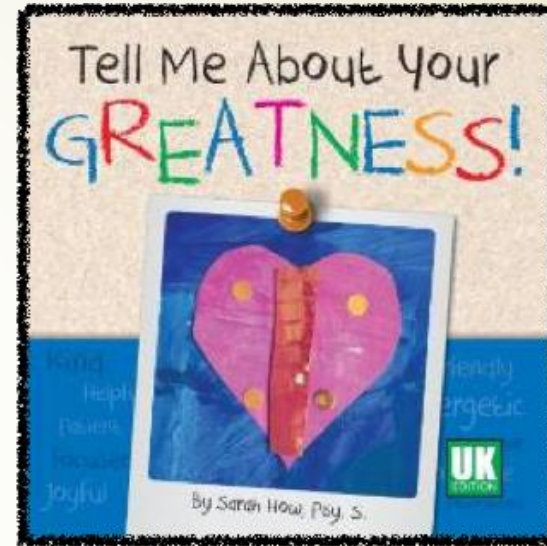
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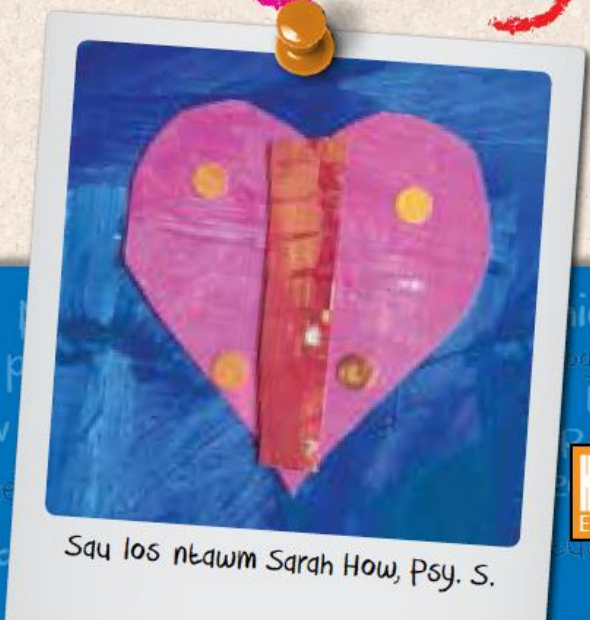


To Your *Greatness!*

Sarah How's Books: Greatness crosses languages, cultures and borders



Qhia Kuv Txog koj
TSHAJ LIJ!



Our collaborative effort to spread greatness!



Siab Zoo

Lub zog zoo kuv siv yog muaj kev ncaj ncees rau txhua leej.

Kuv SIAB ZOO!

WHAT IS THE NURTURED HEART APPROACH®?

.....
A set of strategies for helping
children (and adults) use their
intensity in successful ways...
and awaken to their greatness!

