

Practical Adlerian Approaches to Trauma Throughout the Lifespan

Idaho Society of Individual Psychology
Annual Conference, March 2021

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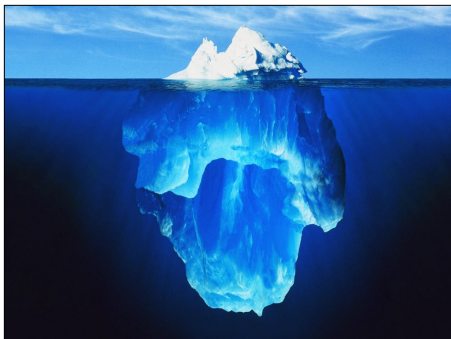


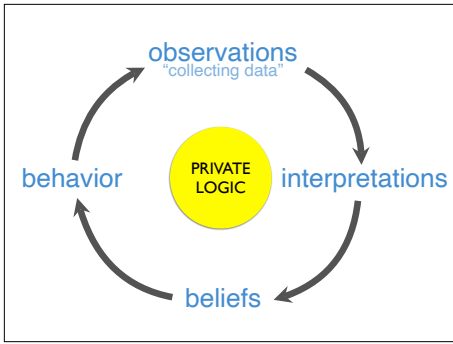
Three Lists

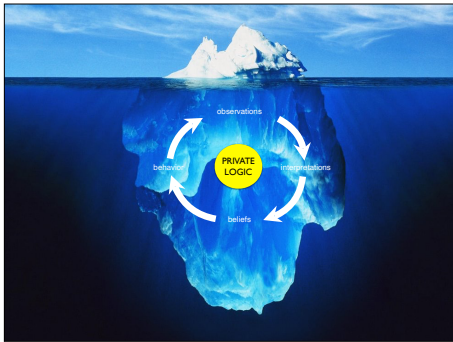
| Challenges | Life Skills | Tools |
|------------|-------------|-------|
| • | • | • |

Three Lists

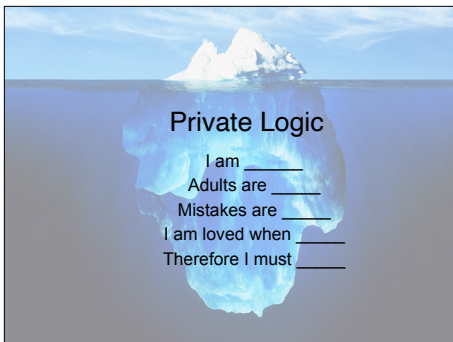
| Challenges | Life Skills | Tools |
|---|---|-------|
| <ul style="list-style-type: none">• Tantrums• Sibling fights• Too much screen time• Not listening• Back talk• Whining• Defiance• Not doing chores• Doesn't do homework• Won't try new things• Acts helpless• Unmotivated• Messy• Lying | <ul style="list-style-type: none">• Honesty• Resilience• Self-regulation• Respect• Kindness• Problem solving• Creativity• Growth Mindset• Ability to learn from mistakes• Boundary setting• Work ethic• Self discipline• Contribution | • |

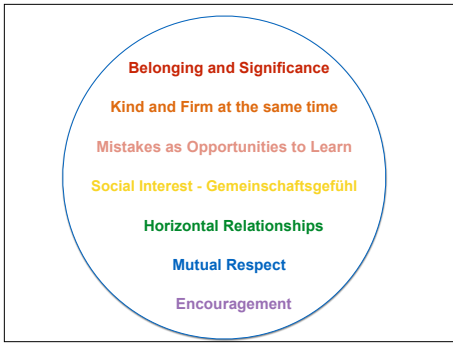




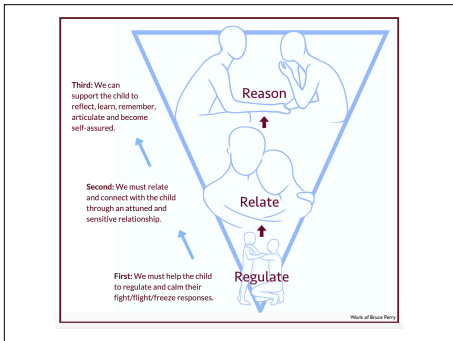


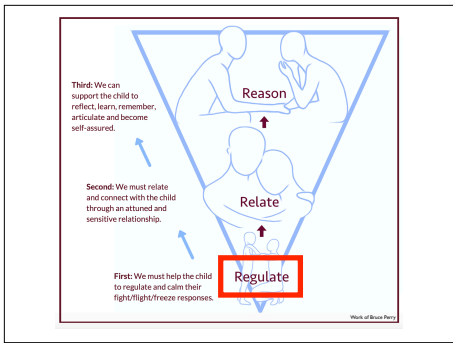








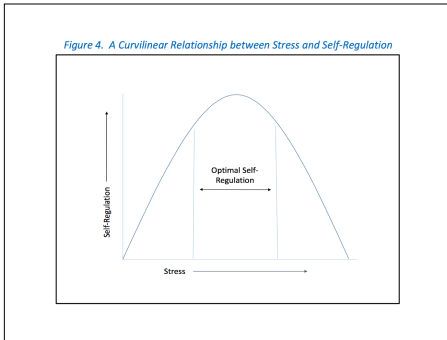


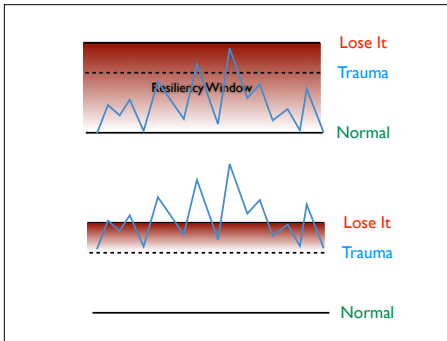
- 5 CRITERIA FOR EFFECTIVE DISCIPLINE**
1. Helps children feel a sense of connection.
 2. Is mutually respectful and encouraging.
 3. It is effective long term.
 4. Teaches important social and life skills.
 5. Invites children to discover how capable they are.



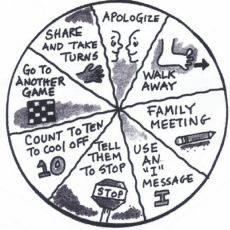


| | | | |
|---|---|---|---|
|  | BRAIN STEM • Automatic functions • Fight • Flight • Freeze |  | LIMBIC AREA • Safety radar • Amygdala • Emotions • Memories |
|  | CORTEX • Thinking • Planning |  | PRE-FRONTAL CORTEX • Understand other's feelings • Calm self • Morality • Read body language |

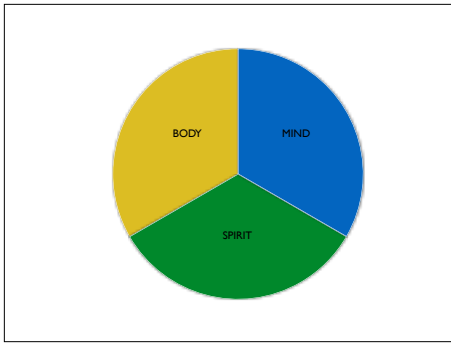


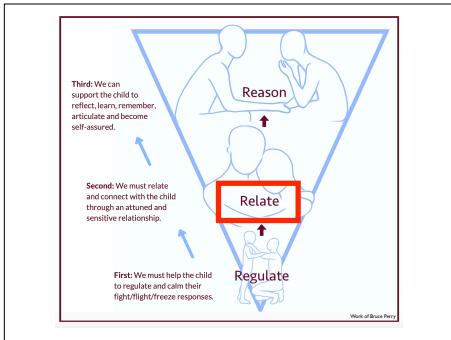


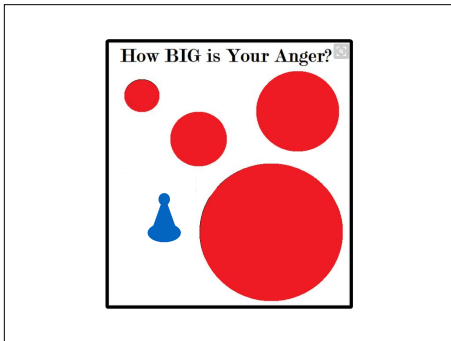
Wheel of Choice



Teaching Families the Positive Discipline Way Lynn Lutz and Jane Nelson







- I notice . . .**
1. What would you like to have happen?
 2. How do you feel about what happened?
 3. What ideas do you have to take care of this problem?
 4. What could you do next time?
 5. How could you solve this?
 6. What is your plan for . . . ?
 7. How do you see that working?

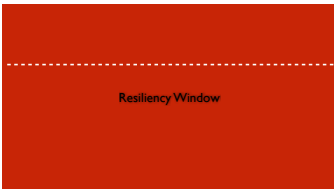
| PRAISE | ENCOURAGEMENT |
|---|---|
| 1. Good job getting your homework done. | 1. Staying on track while doing online learning takes discipline and focus. |
| 2. I am proud of you! | 2. Your expression tells me you must be feeling proud of yourself! |
| 3. Nice job cleaning your room. | 3. We are all spending more time in the house. When it is tidy it makes being home more pleasant for all of us. |
| 4. Your art is beautiful. | 4. You got clever about finding items in our home to make your art. That is what I call being resourceful! |
| 5. Keep trying! | 5. What strengths do you have that you think you can draw on to help you feel more successful? |
| 6. You got it. | 6. I noticed you had a little struggle. You thought about and tried a new strategy. You really have what it takes to be persistent. |
| 7. I love it when you are kind to others. | 7. When you helped your brother, I noticed a huge smile on his face. |
| 8. You wrote a really good story. | 8. Your story shows off all your writing skills. You must really enjoy being creative with your words. |
| 9. Way to go being flexible. | 9. You showed how much resilience you have when our plans changed unexpectedly. |
| 10. You are such a good sport. | 10. I have faith in your judgement and ability to navigate new challenges. And you can always count on me to be on your side. |
| 11. Thank you for cleaning the garage. | 11. It was so much easier to pull my car into the garage today. Thank you for cleaning the garage! |
| 12. You are so cooperative. | 12. I really feel like a team when we work together. |

| Underuse | Character Strength | Overuse |
|-------------------------------------|--------------------|---|
| Acting helpless | Confident | Defiant |
| Hesitant to start | Intelligent | Perfectionist/Anxious |
| Having a hard time being empathetic | Kind | Not finding their voice to state their own boundaries/needs |



Resiliency Window

ENCOURAGEMENT INCREASES OUR RESILIENCY WINDOW



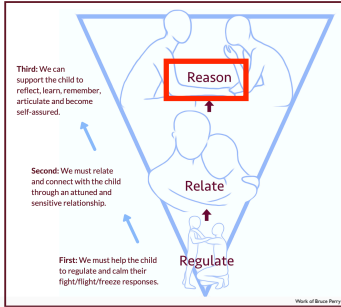
Resiliency Window



If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.

CAROL S. DWECK

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Mistaken Goal Chart (How Adults May Contribute)

| GOAL | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---|--|--|--|--|--|--|
| | Parent looks to meet | Child's Response | Child's Mistaken Belief | Adult's Mistaken Belief | Costly Message | | | Practices and Empowering Responses |
| Under Attention To have others notice or get special service | Arrogant behavior Cruelty | • Resenting • Crying • Doing things for the child that could do for self | • "I have someone who will do for me what I can't do for myself." • "The only reason other kids won't like me is because they're lazy." | "I feel guilty if you don't thank me for what I'm doing for you. I feel like I'm being taken for granted." | • "I feel guilty if you don't thank me for what I'm doing for you. I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." |
| Respect Power To be in charge | Fighty Challenged Demanding To be in charge | • Fighting • Crying • "Why do you want to be in charge?" • "Why do you want to be in charge?" • "Why do you want to be in charge?" | • "I have someone who will do for me what I can't do for myself." • "The only reason other kids won't like me is because they're lazy." | "I feel guilty if you don't thank me for what I'm doing for you. I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." |
| Revenge To get even | Hostile Disrespectful Dishonoring Opposed | • Resenting • Crying • "Why do you want to be in charge?" • "Why do you want to be in charge?" • "Why do you want to be in charge?" | • "I have someone who will do for me what I can't do for myself." • "The only reason other kids won't like me is because they're lazy." | "I feel guilty if you don't thank me for what I'm doing for you. I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." |
| Autonomy To be in charge | Oppositional Defiant Demanding To be in charge | • Fighting • Crying • "Why do you want to be in charge?" • "Why do you want to be in charge?" • "Why do you want to be in charge?" | • "I have someone who will do for me what I can't do for myself." • "The only reason other kids won't like me is because they're lazy." | "I feel guilty if you don't thank me for what I'm doing for you. I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." | • "I feel like I'm being taken for granted." |

Consequences

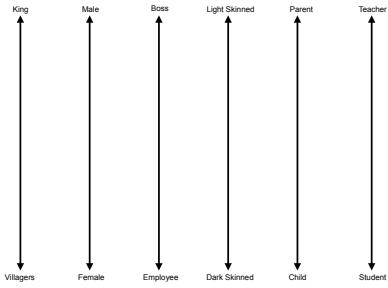
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Solutions

-

Related
Reasonable
Respectful
Helpful

LADDERSHIP



LEADERSHIP



POSITIVE DISCIPLINE PROGRAMS



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THE POSITIVE DISCIPLINE WAY



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