

Idaho Society of
Individual Psychology

Practical Adlerian Approaches to Trauma Throughout the Lifespan

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THREE LISTS

Challenging Behaviors	Characteristics and Life Skills	Tools

1. What messages (heard or implied) did you learn from your parents about mistakes?
2. Based on these messages, what did you decide about mistakes and about yourself?

RESILIENCY

Write down some resiliency window shrinkers:

Write down some resiliency window stretchers:

SELF-CARE: BODY, MIND, SPIRIT



Taken from Positive Discipline for Early Childhood Educators by Jane Nelsen, EdD, Cheryl Erwin, MA, MFT, and Steven Foster, LCSW

CONVEYING EMPATHY

Scenario A:

CHILD 1: "I'm so upset! The classroom fish died today, and I found it floating in the water!"

PARENT 1: "Oh, it's just a fish. Your teacher can get a new one."

CHILD 2: "I have way too much homework tonight. I can't believe my teachers feel the need to pile it on so high."

PARENT 2: "The longer you wait, the longer it takes, so I suggest you get started."

CHILD 3: "My brother is so stupid. I hate him."

PARENT 3: "It is not okay to speak like that."

Scenario B:

CHILD 1: "I'm so upset! The classroom fish died today, and I found it floating in the water!"

PARENT 1: "Oh no! You sound really upset, but it's just a fish."

CHILD 2: "I have way too much homework tonight. I can't believe my teachers feel the need to pile it on so high."

PARENT 2: "Oh bummer – way too much homework! But you know how important it is to keep your grades up."

CHILD 3: "My brother is so stupid. I hate him."

PARENT 3: "I see that you are upset, but you two just need to work it out, okay?"

Scenario C:

CHILD 1: "I'm so upset! The classroom fish died today, and I found it floating in the water!"

PARENT 1: "Oh no! That must have been quite a shock and really sad. Was it the little orange one or the black one?"

CHILD 2: "I have way too much homework tonight. I can't believe my teachers feel the need to pile it on so high."

PARENT 2: "Your teachers gave you way too much homework tonight, ugh. I bet you had different plans for your evening!"

CHILD 3: "My brother is so stupid. I hate him."

PARENT 3: "You must really be mad. Would you like to show me how big your anger is?"

THREE A's OF ANGER

1. "You don't really feel that way."
2. "That's not a very nice thing to say."
3. "Well, what did you do?"
4. "I don't want to hear you talk that way."
5. "You can just go into time out until you are ready to talk nicely."
6. "You should be nice to your brother."

(ACKNOWLEDGE THE ANGER)

1. "Sounds like you are really angry."

(ALLOW THE ANGER)

2. "Everyone has a right to their feelings."

(ALLOW THE ANGER)

3. "I don't blame you. I have felt angry many times."

(ACCEPTABLE SOLUTION)

4. "Would you like to go outside and scream as loud as you can?"

(ACCEPTABLE SOLUTION)

5. "Would your Wheel of Choice be helpful?"

(ACCEPTABLE SOLUTION)

6. "Sometimes it helps if I draw my feelings."

(Taken from Teaching Parenting the Positive Discipline Way by Jane Nelsen and Lynn Lott)

CURIOSITY QUESTIONS

1. Start with, “I notice _____.” (insert validation, observation, empathy, etc.)
2. Then follow up with a curiosity question:
 - What would you like to have happen?
 - How do you feel about what happened?
 - What ideas do you have to take care of this problem?
 - What could you do next time?
 - How could you solve this?
 - What is your plan for . . . ?
 - How do you see that working?

(Taken from Teaching Parenting the Positive Discipline Way by Jane Nelsen and Lynn Lott)

PRAISE VERSUS 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. I see you want to show me something. I you used a lot of blue. Tell me more about this picture.
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. This is what we call grit.
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. Our plans changed unexpectedly, and despite being disappointed, you showed how much resilience you have.
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. It looks great.	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.

(Taken from Teaching Parenting the Positive Discipline Way by Jane Nelsen and Lynn Lott)

ENCOURAGEMENT PROMPTS

Gratitude	"Thank you for your help today. It made my morning easier."
Empathy	"Wouldn't it be great if . . ." or "I really wish that . . ."
Highlight a Skill	Would you be willing to be the official strawberry harvester." "Now that you can unlock the door, you can be the key master."
Social Impact	"I noticed that ___ had a big smile when you helped her."
Return the Favor	"Because you helped clean dishes, we have extra time for _____"
Uniqueness	"If I lined up all the four-year olds in the entire world, I'd pick you to be in this class."
Statements of Trust	"You know how to start. You go right ahead when you are ready."
Effort	"It is clear a lot of effort went into this." "You stuck to this job for a really long time. I call that persistence!"
Accomplishment	"You know how to tie your shoes now!" "
Say What You See	"You finished that puzzle." "You drew a picture." "Blue seems to be your color of choice today."
Emphasize Strengths	"You seem to know how to give the greatest hugs." "I can really count on you to _____"
Body Language	Eye contact, body posture, full attention, smile, thumbs up, etc.
One Word/Non-Verbal Responses	"Wow" or "Hmm." or "Interesting." Or just eye contact, smile, nod, lean in, give full attention with your entire body!
Describe Feelings	"You look excited about being at school today." "What does it feel like to finish such a big project?"
Progress	It wasn't that long ago when ___ was difficult for you. Look how far you have come! Now that is what I call progress!"
Self-Evaluation	"If you could do this over again, would you do it the same or different?"
Interests	"Show me your favorite part of the book." "I'd like to hear about this picture you painted." "What helped you decide to write this today?"
Ask For Opinions	"I am having some trouble with someone at work. I'd like to tell you about it and see if you have any advice for me."

Adapted from Lynn Lott and John Taylor

BUILDING ON STRENGTHS

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

Mistaken Goal Chart

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	2	3	4	5	6	7	8
GOAL	Parent feels	Parent tends to react by	Child's Response	Child's Mistaken Belief	Adult's Mistaken Belief	Coded Message	Proactive and Empowering Responses
<p>Undue Attention To keep others busy or to get special service</p>	<p>Annoyed Irritated Worried Guilty</p>	<ul style="list-style-type: none"> ▪ Reminding ▪ Coaxing ▪ Doing things for the child they could do for self 	<ul style="list-style-type: none"> ▪ Stops temporarily but later resumes same or another disturbing behavior 	<p>"I count (belong) only when I'm being noticed or getting special service." "I'm only important when I'm keeping you busy with me."</p>	<p>"I feel guilty if you aren't happy." "It's easier to do things for you than to watch you struggle." "I don't have faith in you to deal with disappointment."</p>	<p>NOTICE ME INVOLVE ME USEFULLY</p>	<ul style="list-style-type: none"> ▪ Redirect by involving child in a useful task ▪ "I love you and ____" ▪ Avoid special service ▪ Plan special time ▪ Set up routines ▪ Use problem solving; Encourage ▪ Encourage; Touch without words ▪ Ignore; Set up non-verbal signals ▪ Use family/class meetings
<p>Misguided Power To be boss</p>	<p>Angry Challenged Threatened Defeated</p>	<ul style="list-style-type: none"> ▪ Fighting ▪ Giving in ▪ Thinking "You can't get away with it" ▪ Thinking "I'll make you" ▪ Wanting to be right 	<ul style="list-style-type: none"> ▪ Intensifies behavior ▪ Defiant compliance ▪ Feels he/she has won when parent/teacher is upset ▪ Passive Power 	<p>"I belong only when I'm the boss, in control, or proving no one can boss me." "You can't make me."</p>	<p>"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing and punishing you when you don't, is the best way to motivate you to do better." "I don't practice the importance of teaching you contributing ways to use your power."</p>	<p>LET ME HELP! GIVE ME CHOICES</p>	<ul style="list-style-type: none"> ▪ Redirect to positive power by asking for help ▪ Offer limited choices ▪ Don't fight and don't give in ▪ Withdraw from conflict; Calm down ▪ Be firm and kind; Act, don't talk ▪ Decide what you will do ▪ Let routines be the boss ▪ Develop mutual respect ▪ Set a few reasonable limits ▪ Practice follow-through ▪ Encourage ▪ Use family/class meetings
<p>Revenge To get even</p>	<p>Hurt Disappointed Disbelieving Disgusted</p>	<ul style="list-style-type: none"> ▪ Retaliating ▪ Getting even ▪ Thinking "How could you do this to me?" 	<ul style="list-style-type: none"> ▪ Retaliates ▪ Intensifies ▪ Escalates the same behavior or chooses another weapon 	<p>"I don't think I belong so I'll hurt others, since I feel hurt." "I can't be liked or loved."</p>	<p>"I give advice (without listening to you) because I think I am helping." "I worry more about what the neighbors think than what you need." "I have to hurt you to teach you not to hurt others."</p>	<p>I'M HURTING VALIDATE MY FEELINGS</p>	<ul style="list-style-type: none"> ▪ Acknowledge hurt feelings ▪ Avoid feeling hurt ▪ Avoid punishment and retaliation ▪ Build trust; Show you care ▪ Use reflective listening; Share your feelings; Don't talk ▪ Make amends ▪ Encourage strengths ▪ Put kids in same boat ▪ Use family/class meetings
<p>Assume Inadequacy To give up and be left alone</p>	<p>Despair Hopeless Helpless Inadequate</p>	<ul style="list-style-type: none"> ▪ Giving up ▪ Doing for ▪ Overhelping 	<ul style="list-style-type: none"> ▪ Retreats further ▪ Passive ▪ No improvement ▪ No response 	<p>"I can't belong because I'm not perfect so I'll convince others not to expect anything of me." "I'm helpless and unable." "It's no use trying because I won't do it right."</p>	<p>"I expect you to live up to my high expectations." "I thought it was my job to do things for you." "It is too scary to have faith in you."</p>	<p>DON'T GIVE UP ON ME SHOW ME SMALL STEPS</p>	<ul style="list-style-type: none"> ▪ Break tasks down to small steps ▪ Encourage any positive attempts ▪ Have faith in child;; Focus on assets ▪ Don't pity; Don't give up ▪ Set up opportunities for success ▪ Teach skills/show how, but don't do for ▪ Enjoy the child; Build on their interests ▪ ENCOURAGE! Stop all criticism

SOLUTIONS VERSUS CONSEQUENCES