



Disciplina Positiva Chile
Crianza con amor y firmeza

Positive Discipline for Middle School Students

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Certified Positive Discipline Trainer (CPDT)

The fist

Draw a Middle School Student

GROUP 1

Typical Middle Schooler

GROUP 2

Dream Middle Schooler

An iceberg floating in a blue ocean under a blue sky with light clouds. A horizontal red line marks the water's surface. The top part of the iceberg is above the surface, and the much larger bottom part is submerged. The text 'Behavior' is positioned above the red line, 'Belief behind the behavior' is between the red line and the submerged part, and 'Belonging and Significance' is on the submerged part.

Behavior

Belief behind the behavior

**Belonging and
Significance**

BASIC ADLERIAN PRINCIPLES

Positive Discipline

Focus on Solutions

Long Term Effects

Teach life skills

**Mistakes are Opportunities
to Learn**

Encouragement

Private Logic

The power of perception

Mutual Respect

Kind and Firm

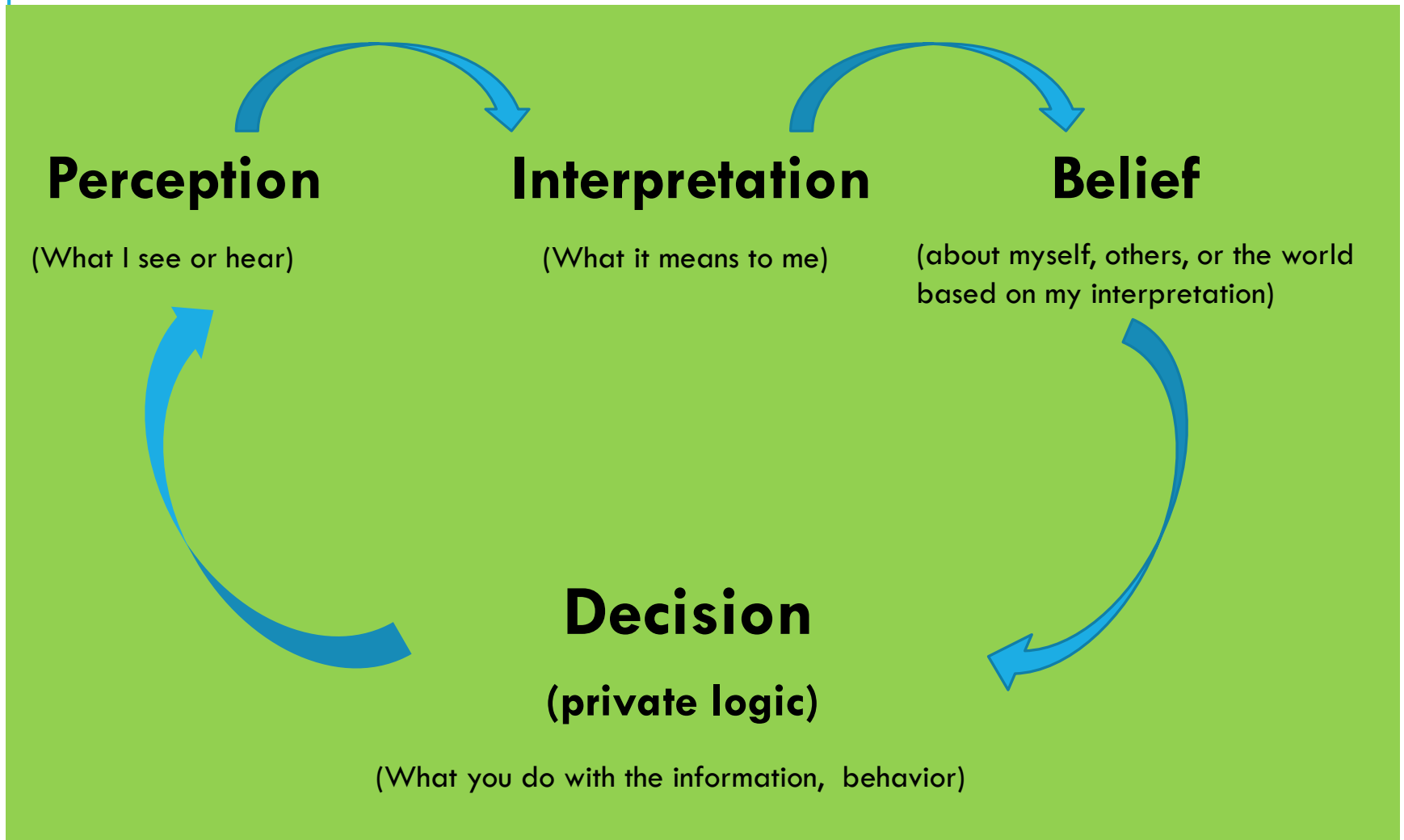
**Horizontal
Relationships**

Belonging and Significance

Connection

ALFRED ADLER. (1870-1937)

INDIVIDUAL PSYCHOLOGY



Curiosity questions

TRAUMA

Greek concept that means “wound”.

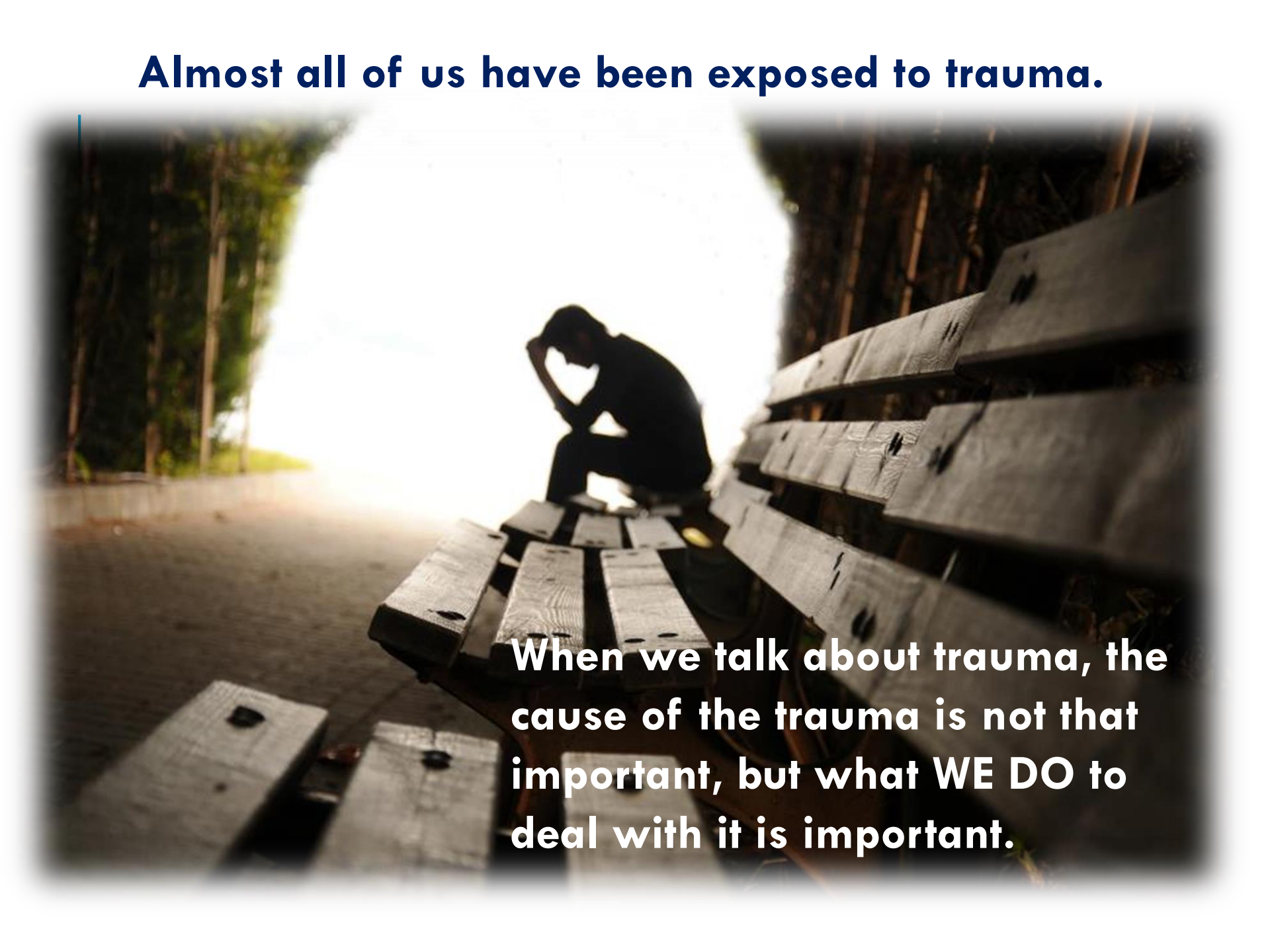
A psychological trauma is the unique individual experience of an event or enduring conditions, in which:

- The individual's ability to integrate his/her emotional experience is overwhelmed, or
- The individual experience (subjectively) is a threat to life, bodily integrity, or sanity.



The reactions of children will depend on the severity of the trauma, their personality, their way of dealing with problems and the chance to receive support

Almost all of us have been exposed to trauma.

A person is sitting on a wooden bench in a park, silhouetted against a bright sun. The person is looking down with their hand on their head, suggesting a state of distress or contemplation. The background shows a path and trees, with the sun creating a strong lens flare effect.

When we talk about trauma, the cause of the trauma is not that important, but what WE DO to deal with it is important.

A.C.E. STUDY (ADVERSE CHILDHOOD EXPERIENCE)

Robert Anda and Vincent Felitti (San Diego, CA.) Researched how childhood abuse led to medical and social problems which had a big impact on Public Health.

They observed the long term effects on general health throughout the life of the Adverse Childhood Experience

TED Talk: Nadine Burke Harris ([youtube.com](https://www.youtube.com/watch?v=UeZCfXpU354))

“How childhood trauma affects health across a lifetime”

The ACE scores showed that a third of the population participating in the study had a score of 4 or above, which had a significant effect on their physical health

IMPACT

Children that have been exposed to trauma have **32 times higher** probabilities of having attention problems and behavior problems

- Teenage pregnancy
- Use of tobacco, alcohol and other drugs
- Early sex
- Mental health issues
- Physical health issues
- Victimization issues





THE BIG IDEA

The **problem** (bad behavior) we are seeing is the solution to another **problem** (we are not seeing)

Children or Youth are not doing things on purpose, **they are solving a problem to be safe.**

WHAT HELPS BUILD RESILIENCY?

“The **profound belief** that you **really**
matter to another human being”

Dr. Vincent Felitti

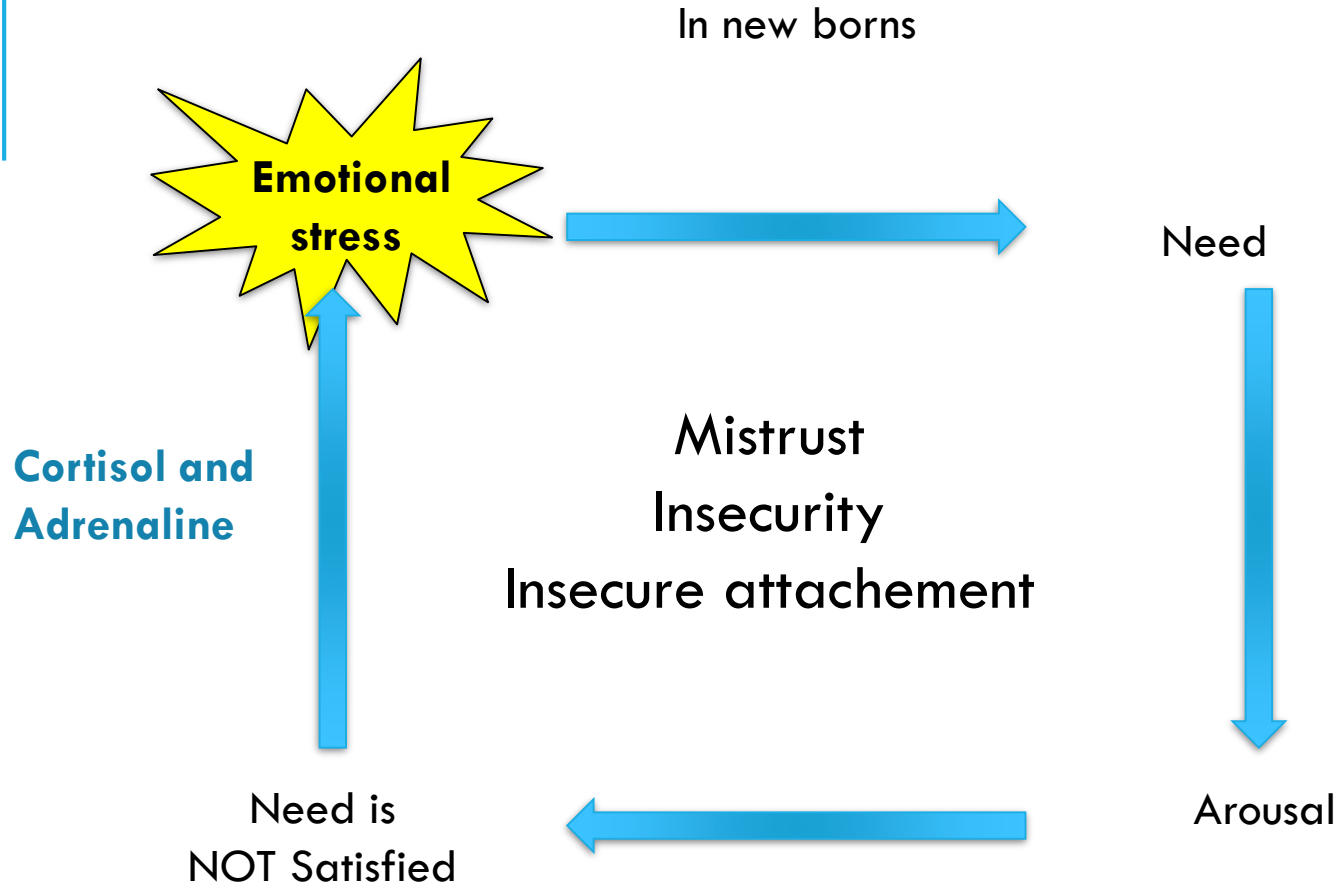
For many youths that person is or was someone
outside their family

SECURE ATTACHEMENT:

- I AM LOVED
- I AM SAFE IN THIS PLACE
- I BELONG



AROUSAL/RELAXATION CYCLE INTERRUPTED





The child makes the decision:

- I AM NOT LOVED
- I AM NOT SAFE
- THIS PLACE IS NOT SAFE
- I DON'T BELONG
- THERE MUST BE SOMETHING WRONG WITH ME



TOXIC STRESS

Cortisol and **adrenaline**,
affect neuronal growth and
development.

During the first three years of age,
neurons are more active and
flexible.

IS THIS PERMANENT?

NO

But the person need another person to recover.



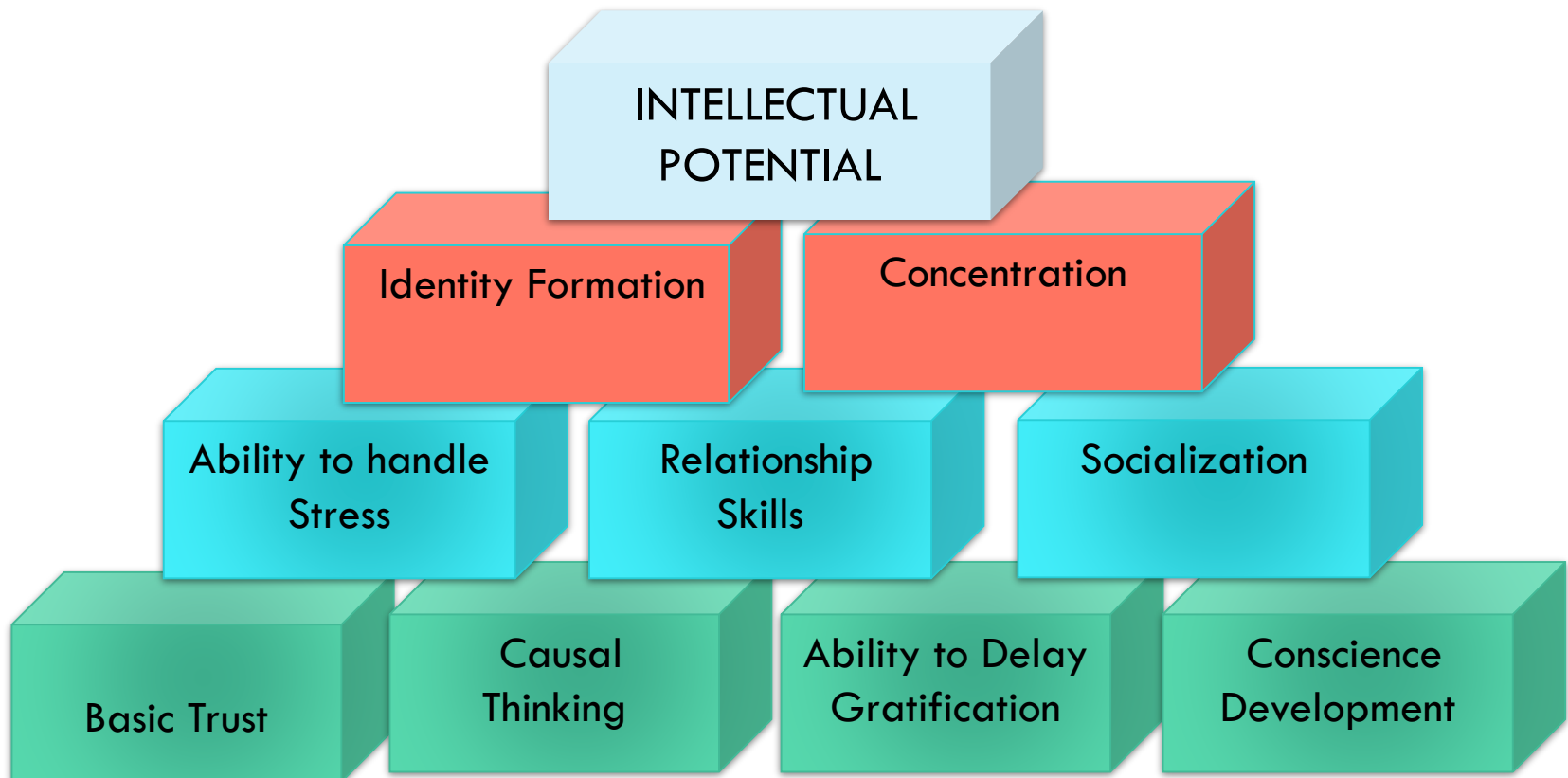
Connection





IMPLICATIONS FOR DAILY INTERACTIONS OR EDUCATIONAL SETTING

BUILDING BLOCKS OF ATTACHEMENT





OUR JOB IS TO

SELF REGULATE

SELF REGULATE



CONNECTION

before

CORRECTION

BRAIN IN THE HAND



PRE FRONTAL CORTEX FUNCTIONS



Body regulation

Emotional balance

Decision making

Planning

Flexibility

Managing fear

Empathy

Understanding of self

Morality

Intuition

Compassion

High Kindness
CONNECTION

PERMISSIVE

(Freedom without order)



**DEMOCRATIC
Authoritative**

(Freedom and order)

Low
FIRMNESS

High
FIRMNESS

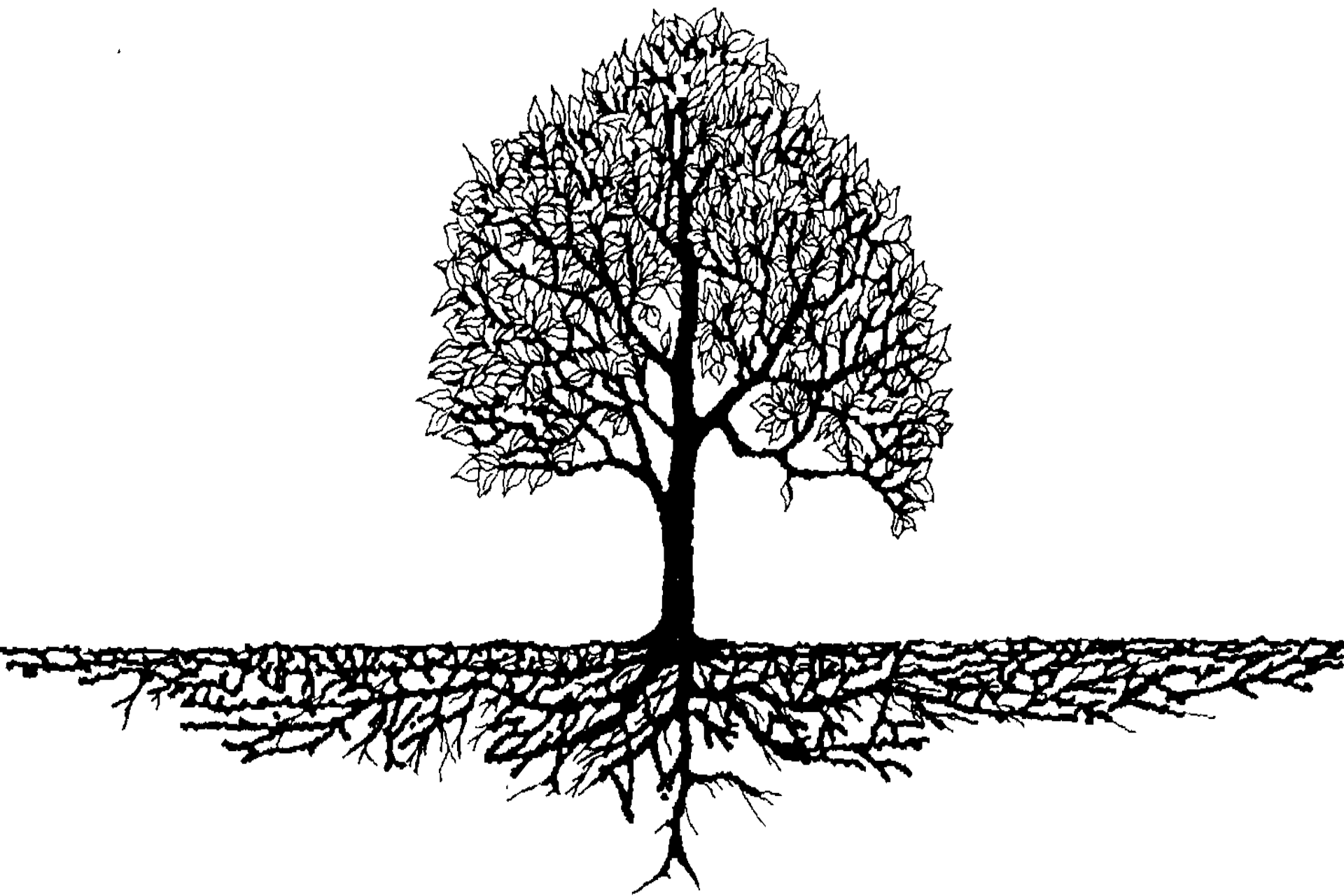
NEGLIGENT

(No Order, No freedom)

AUTHORITARIAN

(Order without freedom)

Low Kindness
CONNECTION



Dance activity



**“ WHERE DID WE EVER
GET THE CRAZY IDEA
THAT IN ORDER TO
MAKE CHILDREN DO
BETTER, FIRST WE HAVE
TO MAKE THEM FEEL
WORSE”**

JANE NELSEN.



Encouragement

Descriptive

“I notice...”

Appreciative

“I appreciate...”
“Thank you for...”

Empowering

“I have faith ...”

“I know...”

(with evidence to back up our statement)

**Integrity is doing the right thing
even when nobody is looking**

9.9



????







Disciplina Positiva Chile
Crianza con amor y firmeza

www.disciplinapositivachile.com

Jane Nelsen

www.positivediscipline.com

Puget Sound Adlerian Society

www.psasadler.org

Daniel Siegel, Md.

The Whole Brain Child

Brainstorm.

The power and purpose of the
teenage brain.

Brain in the Hand (youtube)



**POSITIVE
DISCIPLINE
ASSOCIATION**

DEVELOPING RESPECTFUL RELATIONSHIPS

Positive Discipline Association

www.positivediscipline.org

Sound Discipline

www.sounddiscipline.org

TED Talk

Nadine Burke Harris (youtube.com)

“How childhood trauma affects
health across a lifetime”

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