



Mellisa Ostrega
Mike Blanco
Nessa Rodriguez

Rudolf Dreikurs The Social Discipline Model

Professional Background

- Born February 8, 1897 – May 25, 1972
- Native to Vienna, Austria
- Graduated from the University of Vienna Medical School
- Spent 5 years interning and resident in psychiatry



Professional Background

- Organized Mental Hygiene Committee in Austria
- 1937 left Austria to avoid Nazi persecution
- Went to the United States
- Settled in Chicago



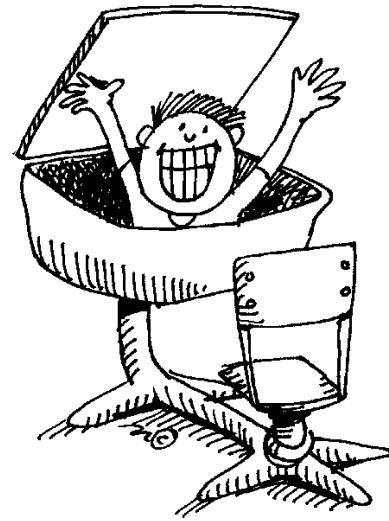
Professional Background

- Found interest in teaching social psychology
- Led him to find Alfred Adler
- Shared similar theories
- Combined methods with family and classroom settings



Professional Background

Both believed, “The driving motivations for all humans were to be accepted and feel a sense of belonging.”



Professional Background

- Became Professor of Psychiatry at Chicago Medical School
- Director of the Alfred Adler Institution in Chicago
- Editor for the *Journal of Individual Psychology*



Quotes

- “It is what you learn that allows you to be free.” (Discipline Without Tears pg. 23)
- “Students who have healthy self-esteem are more willing to take on new challenges.” (Healthy Classroom Management pg. 56)



Key Terms

- Social interest
 - Well being of all students
- Autocratic classrooms
 - Authoritarian style of teaching
- Permissive classrooms
 - Does not enforce rules or consequences
- Student behavior
 - Wants to belong



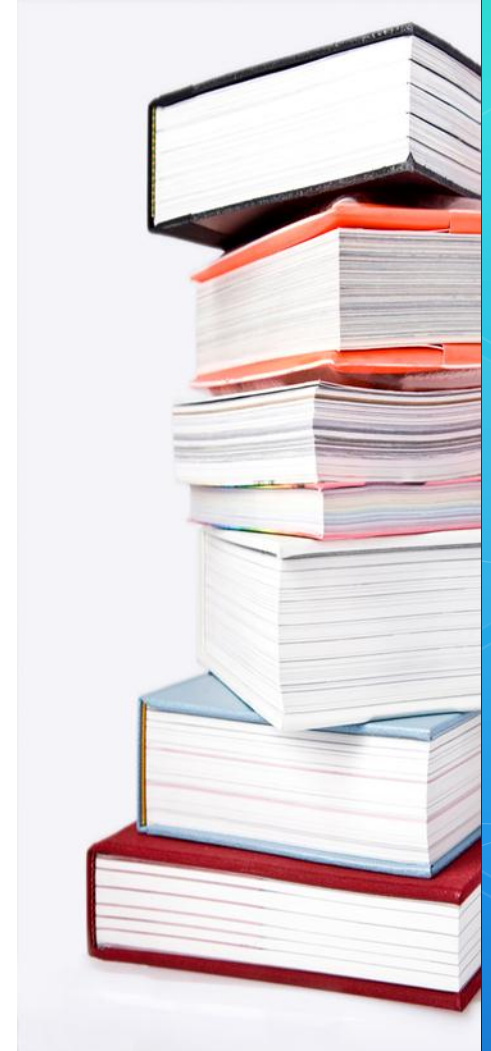
Key Terms

- Democratic classrooms
 - Promote a sense of belonging and self-discipline
- Mistaken goals
 - Attention getting
 - Power and control
 - Revenge
 - Helplessness and inadequacy



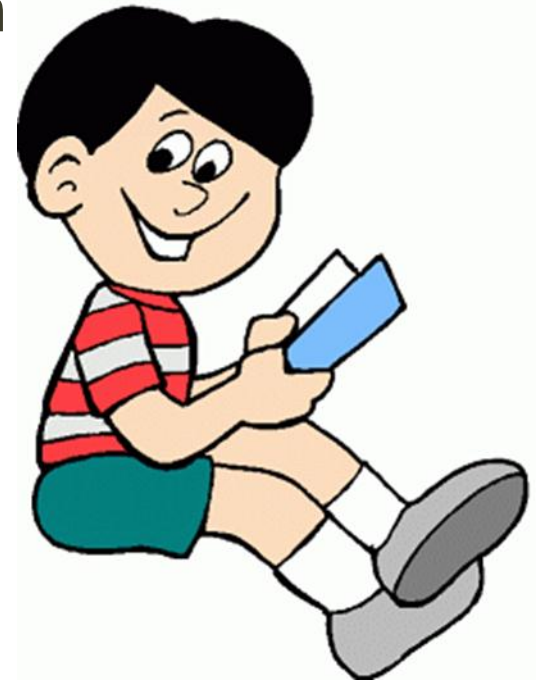
Key Terms

- Logical consequence
 - Actions or responses carried out by teacher
 - used for discouraging child's inappropriate behavior
 - Help guide child in right direction



Teachers' Job and Role

- Enjoyable, effective classroom
- Give attention that is needed
- Build a relationship
- Encouragement is key
- Giving positive, productive feedback



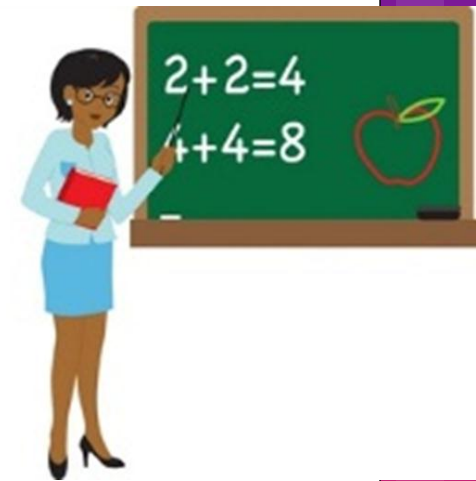
- Be democratic in classroom social interactions with students
- Giving Choices
- Cause and effect factual statements
- Positive statements
- Redirecting

Teachers' Responsibilities



Teachers' Responsibilities

- Encourage involvement and improvement
- Emphasize students strengths
- Help students learn from mistakes
- Show faith in students



Expectations for Students

- Participate in the many opportunities
- Feeling fully satisfied
- Self fulfillment
- Feeling equal (Power and control)



Strengths

- Helps students see their goals of behavior
- Helps students develop self control
- Students develop initiative
- Students make responsible decisions



Shortcomings

- Logical consequences = hidden forms of punishment
- It may be difficult for teacher to determine students' mistaken goals and use of logical consequences



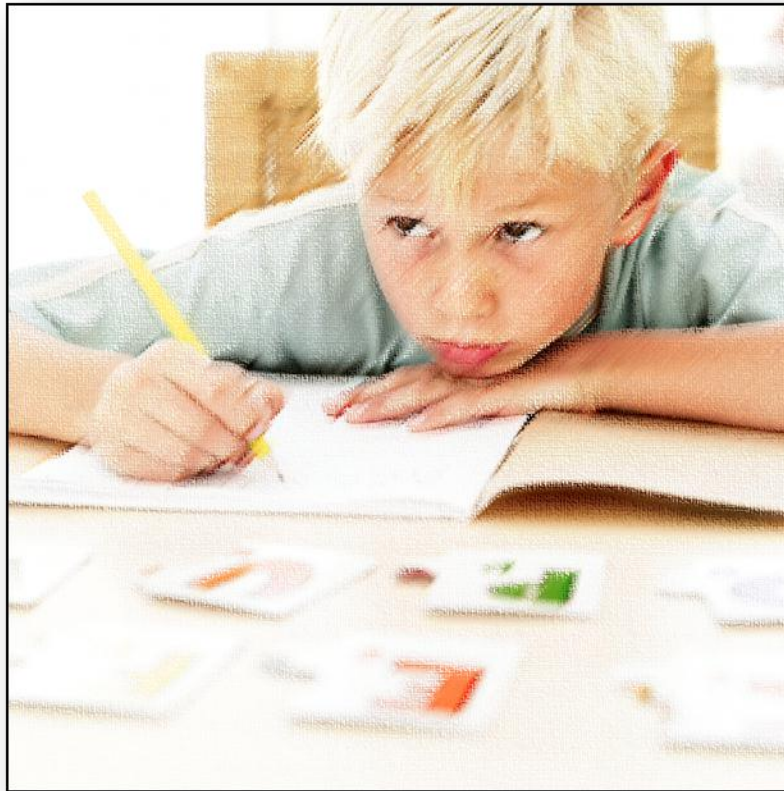
Shortcomings

- Punishment and crime appealing to teacher but not student
- Student could use misbehavior and dialog to gain more attention



Sample Case

- “Josh”



Mellisa's Conclusion

- Help maintain healthy and reasonable classroom
- Look over the four parts of this model: attention, power, revenge, and helplessness



Mellisa's Conclusion

- Use in managing students in classroom with use of logical consequences instead of punishment
- May not decide to use this model because line between logical consequences and punishment very thin



Vanessa's Conclusion

- Positive reinforcement
- Open communication
- Role model



Mike's Conclusion

- Split
- Pros/ Cons



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4. (1972). In P. C. Rudolf Dreikurs, *Discipline Without Tears: How to Reduce Conflict and Establish Cooperation in the Classroom*. Wiley.

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Graphic Citations for Mellisa Ostrega

- Slide 1: <http://www.rudolf-dreikurs-schule.de/lehrer.htm>
- Slides 2, 16, 19, 20: www.office.microsoft.com
- Slide 3: www.classroomclipart.com

Graphic Citations for Mellisa Ostrega

- Slide 4: <http://www.freud-sigmund.com/wp-content/uploads/2011/07/adler1.jpg>
- Slide 5: <http://school.discovery.com/clipart>
- Slides 6, 7, 17: www.dreamstime.com

References for Mike Blanco

1. Charles, C.M. Building Classroom Discipline + Myeducationlab. 10th ed. Boston: Prentice Hall, 2010. Print.
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Graphic References Mike Blanco

Slides 8-10, 15, 18, 22:

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Vanessa References

- The social discipline model of Rudolf Dreikurs
<http://www.metu.edu.tr/~e133376/project/The%20Social%20Discipline%20Model%20of%20Rudolf%20Dreikurs.htm>
- Slide 16:
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- http://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/Rudolf_Dreikurs
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- By Jeanne M. Machado, Helen Meyer-Botnarescue

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- http://hasslefreeclipart.com/clipart_school/boy_reading2.html