Rudolf Dreikurs the Social Discipline Model

1. __________________ invented the Social Discipline Model.

2. Rudolf Dreikurs ________________ from the University of Vienna Medical School.

3. He organized the ________________ Hygiene Committee in Austria.

4. Led him to find colleague and friend Alfred ________________.

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

6. Rudolf became Professor of ________________ at Chicago Medical School.

7. ________________ Interest is the wellbeing of all students.

8. Mistaken goals are ________________ power/control, revenge, and helplessness.

9. Logical consequences help guide students in the right ________________.

10. Teachers must give students ________________ that is needed.

11. ________________ statements are key to students’ success.

12. You should always ________________ involvement and improvement with your students.

13. Students should ________________ in classroom opportunities.

14. ________________ consequences equal hidden forms of punishment.

15. Punishment and the ________________ may be appeasing to the teacher but not to the student.

16. A strength of this model is that students are able to make ________________ decisions.
Rudolf Dreikurs the Social Discipline Model: Answer Key

1. Rudolf Dreikurs invented the Social Discipline Model.

2. Rudolf Dreikurs graduated from the University of Vienna Medical School.

3. He organized the Mental Hygiene Committee in Austria.

4. Led him to find colleague and friend Alfred Adler.

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

6. Rudolf became Professor of Psychiatry at Chicago Medical School.

7. Social interest is the wellbeing of all students.

8. Mistaken goals are attention getting, power/control, revenge, and helplessness.

9. Logical consequences help guide students in the right direction.

10. Teachers must give students attention that is needed.

11. Positive statements are key to students’ success.

12. You should always encourage involvement and improvement with your students.

13. Students should participate in classroom opportunities.

14. Logical consequences equal hidden forms of punishment.

15. Punishment and the crime may be appeasing to the teacher but not to the student.

16. A strength of this model is that students are able to make responsible decisions.