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

- 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 appeasing 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

References for Mellisa Ostrega


http://mgmnttheoristd.webnode.com/background
Graphic Citations for Mellisa Ostrega

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- Slides 2, 16, 19, 20: [www.office.microsoft.com](http://www.office.microsoft.com)
- Slide 3: [www.classroomclipart.com](http://www.classroomclipart.com)
Graphic Citations for Mellisa Ostrega

- Slide 5: http://school.discovery.com/clipart
- Slides 6, 7, 17: www.dreamstime.com
References for Mike Blanco


References for Mike Blanco

http://www.metu.edu.tr/~e133376/project/The%20Social%20Discipline%20Model%20of%20Rudolf%20Dreikurs.htm
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Slides 8-10, 15, 18, 22:
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- **Classroom Management Theorists and Theories/Rudolf Dreikurs**

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