
### Model Central Theories or Principles

**Rogerian**  
(Thomas Gordon  
Teacher Effectiveness  
Training--TET)

“...what a child grows to become will be a summation or embodiment of the child’s experiences. A child has an innate “capacity for being rational and capable.” Each child, “each person is unique and thus it is impossible for one person to make appropriate decisions for another. Any two people in a given situation will experience that situation in different ways. This is because people experience and interpret stimuli based on prior encounters, goals, expectations, and attitudes. Each person will screen that event according to who he or she is as a person, and this screening, to a great extent occurs at the unconscious level.” Life experiences continuously change. Many of the actors considered when making personal decisions are hidden from consciousness. “...the process or goal for the individual experiencing problems is consciously to process...difficulties through the vehicle of language. By expressing feelings and concerns, an individual can make decisions that will result in the most appropriate rational solution.”

**Rudolph Dreikurs**  
(Adlerian Theory)

“...the central motivation of all humans is to belong to and be accepted by others. Humans are foremost social animals....all behavior, including misbehavior, is orderly, purposeful, and directed toward achieving social recognition. Each action taken by students...is goal directed. The inner goal results in the outward behavior. The teacher must have students...recognize his inner goal and then help the student change to the more appropriate goal of learning how to belong with others.” A teacher must actively show a student how to belong. Faulty goals, which motivate behavior, are attention getting, power and control, revenge and helplessness.
Quality School

“...human beings must live in a world of other human beings. Each individual must satisfy his or her own needs in a way that does not infringe on another’s...individual’s are each’ responsible for their own actions and, regardless Of how disturbed or dependent they claim to be, people must bear the consequences of their own behavior and make a commitment to act in a responsible manner toward others...individuals...escaping reality by behaving in inappropriate ways do not need to find a rationale and defense for their illogical behavior. Instead, people must be helped to acknowledge their behavior as being irresponsible and then to take action to make it more logical and productive. Glasser views many schools as places where Right now the system tells the teacher to deal with disruptive students punitively and show them who’s boss. Punishment, however, is not a part of a Quality School Program. If you are a teacher in a Quality School and you are confronted by a disruptive student you would 1) not immediately defend yourself as if your were being attacked personally and 2) not angrily counterattack as if you could squelch their behavior. As abusive as students may be, they are not really attacking you personally. Their rebellion is against a system of education that does not sufficiently take their needs into account. To them, you represent this system. Therefore, if the system is to be changed, you must change what you do.


Positive Discipline (Fred Jones)

“....teachers should not get bogged down in the use of language and negotiations with backtalking students, but should use the powers of proximity
and vision to assert their will. The Jones model features four legs to the chair of discipline and management, and each leg must be intact and function to make the positive discipline process work: (1) limit setting, (2) responsibility training, (3) omission training, and (4) a back-up system.” facilitates good discipline. “Jones draws theoretically and conceptually from the knowledge bases of behavior modification, proximity research from anthropology as a study of animal behavior, and neurobiology as to how the human brain functions.”

**Assertive Discipline**

*(Marlene and Lee Canter)*

“The Canters” approach to discipline is derived from the application of assertiveness training to various forms of human conflict...Assertiveness training is based on the premise that humans can respond to conflict in one of three ways: non-assertively, hostiley, or assertively....The assertive person states what his or her reasonable rights are without being obnoxious, aggressive, vengeful, apologetic, or wishy-washy. As the assertiveness writers state, every person has the perfect right to express his or her own needs and desires.... Teachers...

- have the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable student behavior.
- have the right and responsibility to teach students to consistently follow these rules and directions throughout the school day and school year.
- have the right and the responsibility to ask for assistance from parents and administrators when support is needed in handling the behavior of students.

The Canters believe that teachers must attend to their own needs and not become confused by other approaches to discipline...which they believe attend more to student than teacher needs. The assertiveness model of discipline is therefore a systematic combination of verbal assertiveness
• training combined with teachers using the everyday rewards and punishments that they have at hand.”

Judicious Discipline

The model centers on a child-development perspective and a perspective that people have two basic motivations for behavior: Fear of authority and feelings of understanding of social responsibility. Immature students have an authoritarian moral view. From the perspective of this view, children obey rules out of fear of losing love or approval; behavior is based on an external locus of control. In classrooms, logical consequences and encouragement facilitate students in moving toward a mature moral view—empathy for others, an ability to collectively establish rules; behavior is based on an internal locus of control. Punishment and praise hinder a move toward a mature moral view. A mature moral view can become a basis from which teachers structure a management system based on due process with consideration for the rights of individuals in the context of “the good of all.”


