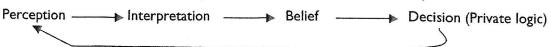
A Brief Introduction to the Thought of Alfred Adler

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Core ideas

- I. Behavior is purposive
- 2. The goal of behavior is belonging (sense of connection) and meaning (significance). Misbehavior is from "mis"-taken belief about how to find belonging/meaning.
- 3. People are continually making decisions based on how their world is perceived.



4. Horizontal relationships: Everyone is worthy of equal dignity and respect.

Implications

- 1. The "problem" is really a "solution" to another problem that is unstated or out of awareness. The mis-behaving child is a discouraged child.
- 2. Gemeinshaftsgefuehl (Community feeling)

Being part of a community (belonging/connection)

Being able to make a contribution to the community (significance/purpose)

Basic tools and principles that flow from Adler's thought

- 1. Teach life skills
- 2. Pay attention to the power of perception
- 3. Focus on encouragement. (Connection and presence, not rah-rah)
- 4. Hold the tension of Kindness AND Firmness at the same time
- 5. Look to Mutual Respect

Respect for yourself and the situation (firmness)

Respect for the needs of the child and others (kindness)

- 6. Assume mistakes to be opportunities to learn.
- 7. Look to solutions rather than punishment

Five Criteria for Effective Discipline

Effective Discipline:

- 1. Helps children feel a sense of connection. (Belonging and significance.)
- 2. Is mutually respectful and encouraging. (Kind and firm at the same time.)
- 3. Is effective long term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world and what to do in the future to survive or to thrive.)
- 4. Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
- 5. Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

Source: Jane Nelsen, www.positivediscipline.com