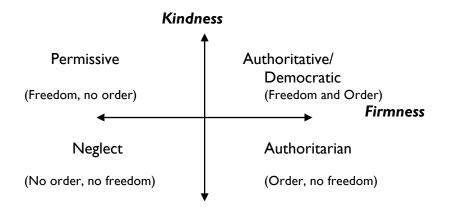
Developing Relationships with Children According to the **Dimensions of Kindness and Firmness**





Two Opposing Schools of Thought on Human Behavior

Chart by Terry Chadsey and Jody McVittie

	Dominant and Traditional Practice in American Schools	The Democratic (Solution Focused) Approach
Theory based on:	Common practice, Pavlov, Thorndike, Skinner.	Adler, Dreikurs, Dewey, Glasser, Nelsen, Lott, Dinkmeyer, Albert.
Behavior is motivated by:	People respond to rewards and punishments in their environment.	People seek a sense of belonging (connection) and significance (meaning) in their social context.
We have most influence on the behavior of others:	At the moment of response to a specific behavior.	In an ongoing relationship founded on mutual respect.
The most powerful tools for adults are:	Control, rewards, and punishments.	Empathy, understanding the perspective of the student, encouragement, collaborative problem solving, kind AND firm follow through.
"Respect" is:	Obedience and compliance in relationships in which dignity and respect of the adult is primary.	Mutual, in relationships in which each person is equally worthy of dignity and respect.
"Appropriate" response to inappropriate behavior:	Censure, isolation, punishment	Naming without shaming and blaming, identifying the belief behind the behavior, focus on solutions, follow through.
"Appropriate" response to dangerous and destructive behavior:	Censure, isolation, punishment.	Maintaining safety for all, holding the student accountable for their action, followed, at a later time, by solution focused planning and clear follow through.
Student learning is maximized when:	The adult has effective control over student behavior.	The student feels belonging and significance in the classroom.

Positive Discipline in the School and Classroom Leaders' Guide: Resources and Activities

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