THE POWER OF ENCOURAGEMENT
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INTRODUCTION

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THE POWER OF ENCOURAGEMENT

In this workshop:

- Introduction Adlerian Theory
- The Crucial C’s
- Aspects of encouragement
- AT in real life
- Sustainable encouragement
- Questions and Answers
- Closing
Alfred Adler  
(1870 - 1937)

Rudolf Dreikurs  
(1897 - 1972)
Alfred Adler: Theory

Alfred Adler (1870-1937), world renowned philosopher and psychiatrist, stressed the need to understand individuals within their social context. During the early 1900’s, Adler began addressing such crucial and contemporary issues as equality, parent education, the influence of birth order, life style, and the holism of individuals. Adler believed that we all have one basic desire and goal: to belong and to feel significant.

Adler developed the first holistic theory of personality, psychopathology, and psychotherapy that was intimately connected to a humanistic philosophy of living. His lectures and books for the general public are characterized by a crystal clear common sense. His clinical books and journal articles reveal an uncommon understanding of mental disorders, a deep insight into the art of healing, and a great inspiration for encouraging optimal human development.

According to Adler, when we feel encouraged, we feel capable and appreciated and will generally act in a connected and cooperative way. When we are discouraged, we may act in unhealthy ways by competing, withdrawing, or giving up. It is in finding ways of expressing and accepting encouragement, respect, and social interest that help us feel fulfilled and optimistic.
Rudolf Dreikurs (1897-1972) believed that discipline is based on mutual respect, which motivates students to behave constructively because of their high sense of social interest. Dreikurs believed that all humans have a primary need to belong and feel part of a group. Dreikurs also believed that all students desire to feel they have value and to feel they can contribute to the classroom. Dreikurs called this need to belong the genuine goal of human social behavior.

Dreikurs believed that when students are not able to gain their genuine goal of belonging they turn to a series of mistaken goals. Mistaken goals are defined as attention, power, revenge and inadequacy. This is when students misbehave. The mistaken goals are listed in order of difficulty to treat. If the student fails to achieve the amount of recognition they desire, then, they travel into the next stage. Students, whom do not have a sense of belonging, attempt to gain attention from peers and the teacher. When students are not satisfied with their attempt at gaining attention, they often seek power by refusing to do what a teacher asks. When student’s attempts at seeking power fail, they may seek revenge through behaviors such as defacing property, cheating or spreading lies. When all else fails students may display inadequacy by withdrawing and refusing to participate in classroom activities.
ADLERIAN THEORY

introduction

Adler’s theory in five beliefs:

- Humans are Social Interested
- Behavior is goal directed
- All Human beings make decisions
- Humans are holistic beings/functioning as a whole
- We see things not as they are, but as we are (Talmud)
ADLERIAN THEORY

SOCIAL FEELING

Children and Adults want:

 to feel significant
 To fit in
 To belong
 To count for something
 To be somebody to others

Belonginess
Interest for others
Interest for general problems
Being part of a whole

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WILLY HOEKSTRA & THEO JOOSTEN
We constantly encourage or discourage those around us
ADLERIAN THEORY

THE CRUCIAL C’s

Adults and Kids who are in trouble are missing four necessities that each one must have in order to successfully meet life’s challenges

- Being CONNECTED to others, a part of family, community
- Having the CAPABILITY to take care of oneself
- Being valued by others, the knowledge that one COUNTS and makes a difference, and
- Having COURAGE
Key aspects of encouragement

- Society and up-bringing
- Fundamentals
- Attitude
- Avoid discouragement
- Language
Listening
No criticism
Looking for solutions
No blaming
Friendly tone of voice
Understood my feelings/emotions
Focus on options

Treated with respect
Not judging
Feeling of acceptance
Showed trust
Challenge for responsibility

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Aspects of encouragement

- Developing social feeling
- Activity
- Possible actions
- Think about possible consequences
- Courage to be imperfect
CASE STUDY
ENCOURAGEMENT
IN
ACTION
Basic principles

- Respect
- Responsibility
- Resource-fulness
- Responsiveness
Characteristics by Neisser

- You can do it
- All right to try
- Opportunities for success
- Show confidence
- Accept as they are
- Guarantee rights
Avoiding discouragement is the start of encouragement
Discouraging behavior

- How much better
- Competition
- Overambitious
- Criticism
- Indulgence
- Marks
- Emphasizing mistakes
- Rewarding
- Double standards
- Coercion
Some little fun..............

https://www.youtube.com/watch?v=Nem0bkErGVY
Seven suggestions

- Mention the activity
- Be specific and objective
- No “try”
- No question
- Avoid “BUT”
- Do not compare
- Appreciate the effort
By developing courage, a teacher contributes to a sustainable value. A lifelong profit.
• International summer school
• Program
• 2015 > Dublin
• 2016 > Slowakia (Trencianske Teplice)
• 17 courses

www.icassi.net


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8. Tener and Pew, The courage to be imperfect, New York. 1978


10. Pratt. A.B., Questions and answers about Corsini four R schools, Columbus, Ohio, 1986.


LINKS
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