

Comparisons Between Discipline and Punishment

Adapted from: Dreikurs, R., Grunwald, B., & Pepper, R. (1971).
Maintaining sanity in the classroom. New York, Harper & Row.

	Discipline		Punishment
1.	Appropriate for the action. Not too severe or meaningless.	1.	Not appropriate (related to the action) Too severe.
2.	Expected because the individual has been informed of the rules and results of infringement.	2.	Unexpected since the punisher has reacted on the spur of the moment.
3.	Immediate consequences.	3.	Often punishment is delayed.
4.	Based on logical consequences expressing the reality of the social order.	4.	Expresses power of a personal authority.
5.	Discipline is assumed. Responsibility of the individual (choices offered).	5.	Punishment is imposed. Responsibility is that of the punisher (no choices).
6.	Focuses on teaching present & future positive behaviour (e.g., mistakes are seen as a chance to learn). Solution oriented.	6.	Focuses on stopping past negative behaviour.
7.	Focuses on reinforcing internal control of behaviour.	7.	Focuses on the external control of behaviour.
8.	Emphasizes teaching ways that will result in a more successful identity.	8.	Reinforces failure identity. (Confirms low self-esteem and may increase rebellion and hostility or withdrawal.
9.	Should be friendly—a partnership.	9.	Often is seen as an expression of anger and hostility.
10.	Difficult, time-consuming, and requires much patience.	10.	Easy, expedient, requires little skill.
11.	Over time strengthens the relationship as consistency demonstrates caring.	11.	Punishment often alienates the individual.
12.	Individual makes his/her own value judgement of his/her behaviour.	12.	Expression of moral judgement by the punisher.
13.	Discipline is linked to the act (emphasis on deed).	13.	Punishment is often seen as linked to the punisher rather than the act. (Doer is wrong.)
14.	Recognizes effort as well as results.	14.	Only recognizes results.
15.	Options for the individual are kept open so he/she can choose to improve his/her behaviour.	15.	Options for the individual are closed.