

CARD 01 · DEFINITION

What is UPR?

Give a one-sentence answer that keeps the person and the act separate.

Question

Structural Learning

CARD 02 · BOUNDARY

Does “unconditional” mean no consequence?

Explain what can stay firm.

Question

Structural Learning

CARD 03 · HISTORY

Who developed the idea?

Name Standal's and Rogers's distinct roles.

Question

Structural Learning

CARD 04 · THEORY

Where does UPR sit in Rogers's 1957 claim?

Do not stop at the three core attitudes.

Question

Structural Learning

CARD 05 · EVIDENCE

What did Farber et al. review?

Keep the setting and construct clear.

Question

Structural Learning

CARD 06 · EDUCATION

Did Cornelius-White isolate UPR?

Name the wider predictor bundle.

Question

Structural Learning

CARD 02 · ANSWER

Respect and a firm limit can coexist

A fair consequence, safety step or repair can follow. UPR does not mean praise, approval or no rules.

Answer

Boundary

CARD 01 · ANSWER

Steady regard for the person

UPR values a person's basic worth without making it depend on approval, agreement or performance. The act can still be named and judged.

Answer

Definition

CARD 04 · ANSWER

Fourth of six conditions

UPR was condition four. Congruence and empathy were two more therapist attitudes. Contact, client state and perceived communication completed the six.

Answer

Rogers, 1957

CARD 03 · ANSWER

Standal, then Rogers

Standal's 1954 thesis developed the need-for-positive-regard account. Rogers then built UPR into person-centred theory and made it widely known.

Answer

History

CARD 06 · ANSWER

No, it tested a broad set

The studies covered warmth or positive regard, empathy, genuineness, non-directivity, encouragement and other learner-centred traits.

Answer

Cornelius-White, 2007

CARD 05 · ANSWER

Positive regard in therapy

The review pooled 64 psychotherapy studies. The group links were $g = .28$ and $.36$ in two models. They are not school effect sizes.

Answer

Farber et al., 2018

CARD 07 · LANGUAGE

Rewrite “You are careless.”

Name the work and a next step.

Question

Structural Learning

CARD 08 · SAFETY

What comes first during risk?

Place UPR beside school duty.

Question

Structural Learning

CARD 09 · SEND

Is UPR a treatment for SEND?

Give the needs-led answer.

Question

Structural Learning

CARD 10 · DISCLOSURE

Must a learner talk about feelings?

Protect choice and school roles.

Question

Structural Learning

CARD 11 · RETURN

What happens after a consequence?

Keep accountability and a route back.

Question

Structural Learning

CARD 12 · FOUR PARTS

What are the four school checks?

Name each part of a bounded response.

Question

Structural Learning

CARD 08 · ANSWER

Stop harm and follow policy

Respect for the person does not delay safety, safeguarding, a fair consequence or help from another adult.

Answer

Safety

CARD 07 · ANSWER

Name the work, not the child

“These two steps do not yet follow. Let us find where the method changed.”

Answer

Language

CARD 10 · ANSWER

No forced disclosure

Respect includes privacy and a choice of communication route. Teachers should not simulate therapy or seek a life story.

Answer

Disclosure

CARD 09 · ANSWER

No

UPR can guide respectful words. It does not treat dyslexia, autism, ADHD, SEMH, trauma or any other need. Assess and support the real barrier.

Answer

SEND

CARD 12 · ANSWER

Person, act, rule, next step

Keep dignity. Name what took place. State the limit. Set out repair, help, consequence or referral.

Answer

Four parts

CARD 11 · ANSWER

Make the return clear

“The consequence is complete. Here is today's task and the help on offer.” The learner remains accountable and included.

Answer

Return