

PROFESSIONALLY & PERSONALLY

TeachersMatter

The Magazine of Spectrum Education



Dr Marvin Marshall

*Discipline without Stress.
Punishments or Rewards*

www.marvinmarshall.com

Elicit, Rather
Than Impose

Internal and
external
motivation

Five Practices
of Superior
Teachers

Counterproductive Approaches

Choose the right words and actions and your students will surprise you.

Teachers are using counterproductive approaches and don't even realise it.

Learning requires motivation, but motivation to learn cannot be forced. Highly effective teachers realise this, so they prompt students to want to put forth effort by creating curiosity, challenge, and interest in meaningful lessons. In addition, these successful teachers create positive relationships with their students by practicing positivity, choice, and reflection. These practices are part of the teaching model which avoids approaches that inhibit motivation. Here are nine examples commonly used in schools today that are so counterproductive that they exacerbate schools' dropout rates:

1. Being reactive

Teachers too often become stressed by reacting to inappropriate behaviour. It is far more effective to employ a proactive approach at the outset to inspire students to want to behave responsibly and then use a non-adversarial response whenever they do not.

2. Reliance on rules

Rules are meant to control, not inspire. Rules are necessary in games, but when used between people, enforcement of rules automatically creates adversarial relationships. A more effective approach is to teach procedures and inspire responsible behaviour through expectations and reflection.

3. Aiming at obedience

Obedience does not create desire. A more effective approach is to promote responsibility; obedience then follows as a natural by-product.

4. Creating negatives

The brain thinks in pictures, not in words. When people tell others what not to do, the "don't" is what the brain sees. Example: "Don't look at your neighbour's paper!" Always communicate in positive terms of what you do want. Example: "Keep your eyes on your own paper."

5. Alienating students

Even the poorest salesperson knows not to alienate a customer, but teachers too often talk to students in ways that prompt negative feelings. Negative feelings stop students' desire to do what the teacher wants. People do "good" when they feel "good," not when they feel bad.

6. Confusing classroom management with discipline

Classroom management is the teacher's responsibility and has to do with teaching, practicing, and reinforcing procedures. Discipline, in contrast, is the student's responsibility and has to do with self-control. Having clarity between these two is necessary for both preventing and solving problems.

Too often, teachers assume students know how to do what is expected of them. A more effective approach is to teach expectations and procedures; have the students practice; have students visualise the process; and later reinforce the procedure by having them practice again. This process is necessary in order to have students successfully perform the activity.

7. Employing coercion

This approach is least effective in changing behaviour. Although teachers can control students temporarily, teachers cannot change students. People change themselves, and the most effective approach for change

is to eliminate coercion. NOTE: Noncoercion is not to be confused with permissiveness or not using authority.


8. Imposing consequences

Although consistency is important, imposing the same consequence on all students is the least fair approach. When a consequence is imposed, be it called "logical" or "natural," students are deprived of ownership in the decision. A more effective and fairer approach is to elicit a consequence or a procedure to redirect impulses so each student becomes more responsible. A teacher does this by asking students if they would rather be treated as a group or as individuals. They will readily have a preference to be treated as individuals and have ownership in the decision that will help them, rather than hurt them.

9. Relying on external approaches

We want to assist young people to be self-disciplined and responsible. Both traits require internal motivation, but rewarding behaviour and imposing punishments are external approaches. They also place the responsibility on someone else to instigate a change and, thereby, fail the critical test: How effective are they when no one is around? The greatest reward comes from the self-satisfaction of one's efforts. In addition, by rewarding kids with something they value (candy, stickers, prizes), we simply reinforce their childish values when what we really hope to do is to teach them about values that will last a lifetime.

In contrast to these counterproductive approaches, the Discipline Without Stress Teaching Model uses approaches that eliminate counterwill, the natural response to coercion.

Additional information is available at www.MarvinMarshall.com 

"Obedience does not create desire. A more effective approach is to promote responsibility; obedience then follows as a natural by-product."

"The student not only takes ownership and responsibility but also is more likely to make more responsible choices in the future."

Elicit, Rather Than Impose

Problems with students often arise from imposing, rather than eliciting.

When teachers impose 'logical' and/or 'natural' consequences on students, they are using their authority to impose a form of punishment. It matters not if the adult's intention is to teach a lesson. Imposed punishments increase the likelihood that the student will feel punished by the adult. Anything that is done to another person prompts negative feelings of reluctance, resistance, resentment, and sometimes even rebellion and retaliation.

In addition, when authority is used to impose, it deprives the student of an opportunity to become more responsible.

Working with the student, rather than doing things to the student, is so much more effective. This approach avoids the problems typically associated with imposing something because:

- a) students will not feel like victims when they design their own consequence
- b) they are guided to focus on learning from the experience.

By *eliciting*, rather than by imposing a consequence, the young person owns it. People do not argue with their own decisions.

By imposing a logical or natural consequence, the responsibility for thinking about the nature of the consequence falls to the adult, rather than upon the student. The student (as opposed to the teacher) *should be the one to create a procedure or consequence* that will help the student prevent creating another such occurrence.

Here is an example to show the difference between something imposed and something elicited:

A young student has scribbled on a wall or an older student has vandalised a wall with graffiti. In a school where consequences are imposed, the adult would think about the situation and arrive at a consequence that seems fair and meaningfully related to the misbehavior. In this situation, the adult would decide that, as an appropriate consequence, the student should be required to clean up the mess on the wall. The adult would impose the consequence, thereby making it feel like punishment.

In a school using a collaborative approach working with the student, the situation would be handled differently. The teacher would expect the student to do the thinking, thus allowing the student an opportunity to take responsibility. Instead of imposing a consequence on the student, the teacher would *elicit an appropriate consequence from the student*.

The student would be asked, "What do you think should happen now that you've marked the wall, making the school less attractive to everyone else?" Because the student would be asked to think, you can imagine the student might say something like, "I should clean the wall." The teacher would agree that this would be a suitable consequence.

Interestingly, in either case, the consequence is exactly the same; the person who committed the act cleans the wall.

You may ask, "What's the big deal? If in both scenarios the situation ends with the young person cleaning up the mess made on the wall, why does it matter who thought of the idea?"

This one difference is critical. Learning, growth, and long-term change come as a result of reflecting about one's actions and about the outcomes that may result from them. By being prompted to think about and determine the consequence, *the student not only takes ownership and responsibility but also is more likely to make more responsible choices in the future.*

Also, being consistent is a very important consideration when dealing with consequences. As a former elementary, middle, and high school principal I was concerned that when I disciplined students I should be firm, fair, and consistent. I soon came to realise that being

firm and fair required a different than usual approach to be consistent.

I found that *imposing the same consequence on all students was the least fair approach.* A more fair way was to elicit a consequence that would help each student become more responsible.

In a classroom, simply ask students if they would prefer the exact same consequence (punishment) be applied to everyone or whether they would rather be treated as individuals? Students will quickly indicate that they would rather be treated as individuals. Young people implicitly know that meting out the same consequence to

everyone seems *at first* to be consistent, but they soon realise that treating everyone as if they were exactly alike is not fair.

In other words — and especially considering our educational objectives for young people — *consistency of procedure* is the fairest approach to be consistent.

In summary, the most effective way to promote responsibility — be it regarding inappropriate behavior, reducing apathy toward learning, or even with home assignments — is to *elicit a consequence or elicit a procedure* to help the student, rather than impose a consequence (punishment).

Re-Light Your Flame!

With this 4-DVD set of keynote presentations from Teachers Matter 2008

- Four hours of inspiration, entertainment and knowledge sure to 'Light Your Flame' and transform your teaching
- A must-have resource for your library
- Perfect for professional development

Five thoughts for a More Thought-full Curriculum - Dr Art Costa

Five themes are presented as 'lenses' with which to view a thought-filled curriculum.

Dare to be Exceptional: Lighting the Flame and Keeping it Burning - Maggie Dent

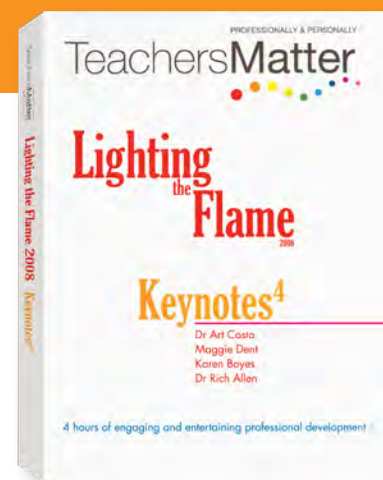
Learn the keys to being an exceptional teacher and how to keep our passion alive and strong as we do the second most important job on earth!

Busting the Fear Factor - Karen Boyes

Students are being average in our classrooms because that's what we expect! Learn how to overcome fear and increase performance both in and out of the classroom.

Igniting a Passion for Learning - Dr Rich Allen

The students walking into classrooms today are radically different than those we taught 20, 15, even 10 years ago. Experience brain-based teaching techniques you can use to seize - and hold! - their attention.



Suitable for every teacher, this valuable material is available now for just

\$195 (including GST)

To order your set today simply phone (NZ) 0800 373 377 or (Australia) 1800 063 272

www.spectrumeducation.com

PO Box 40-912, Upper Hutt, New Zealand
(NZ) Ph +64 4 528 9969 Fax +64 4 528 0969
(Australia) Ph 1800 063 272 Fax 1800 068 977

Five Practices of Superior Teachers

Tips for Promoting Learning

Use procedures rather than rules

Superior teachers use procedures and do not rely on rules. Rules are necessary in games. However, in interactions, rules result in adversarial relationships because rules require enforcement. Rules place the teacher in the position of an enforcer, a cop — rather than that of a teacher, mentor, or facilitator of learning. Enforcing rules often results in power struggles that rarely result in win-win situations. Instead, rules often result in reluctance, resistance, and resentment. While rules are “left-hemisphere” oriented, and they work with people who are orderly and structured, they do not work well with “right-hemisphere” dominant students who act randomly and spontaneously. Even when these students know the rules, their lack of impulse control mitigates following them.

In addition, we often state rules in negative terms and imply an imposed consequence. Rules are not designed to inspire, encourage, or teach. They are aimed at obedience and are meant to control.

Rather than relying on rules, you will be much more effective if you teach procedures, which is the essence of good classroom management. Successful teachers assume that students do not know how to do an activity. These teachers explain the procedure, model it, have students practice it, and periodically revisit it for review and reinforcement.

State what you want, not what you don't want

Superior teachers communicate in positive terms. The brain thinks in pictures, not in words. We often want to assist people by telling them what to avoid. So often, however, when you tell a person what not to do, the opposite results. The reason is that the brain does not envision “don’t” or any other negative-type word. The brain envisions pictures, illusions, visions, and images. Here is an example: Don’t think of the colour

blue. What colour did you envision? The teacher who tells the student not to look at his neighbour’s paper is having the student’s brain envision looking at his neighbour’s paper. Always communicate in positive terms of what you do want. Examples: “Keep your eyes on your own paper.” Instead of “Don’t run,” say, “We walk in the hallways at our school.”

Aim at promoting responsibility, not obedience

Superior teachers promote responsibility, rather than aiming at obedience. Obedience does not create desire. When you promote responsibility, obedience then follows as a natural by-product. Focusing on obedience prompts using coercion, which is the least effective approach for changing behaviour or for inspiring others. Although teachers can control students temporarily, teachers cannot change students. People change themselves, and the most effective approach for actuating students to change is to eliminate coercion, which is not to be confused with permissiveness. The approach for the teacher is to hone the skill of asking reflective questions. As long as the teacher does the asking, rather than telling, the teacher controls the conversation. Use questions such as, “Are you willing to try something different if it would help you?” and “What would an extraordinary person do in this situation?”

Encourage reflection

Superior teachers use reflection to prompt self-evaluation, the key to changing behaviour. You can control a person temporarily, but no one can change another person. People change themselves, and the path for this is to have them reflect.




PHOTO: YURI ARCURI

Reflection is critical for long-term memory, and it is the most overlooked learning activity. At the conclusion of any activity, students should engage in some type of reflective activity—whether it be a “think, pair, timed-share,” writing in a log, or some other activity where the learning will be revisited. Students cannot be exposed to something once and then expect the learning to go into long-term memory. Having students share and reflect reinforces the learning.

Elicit, rather than impose

Superior teachers elicit from students, rather than use authority and impose something on them. Simply stated, when a consequence is imposed, students are deprived of ownership in the decision. A more effective and fairer approach is to elicit a consequence or a procedure to redirect impulses that will help each student become more responsible. This can easily be accomplished and still be consistent in terms of fairness by asking students if they would rather be treated as a group or as individuals. They will readily have a preference to be treated as individuals and have ownership in the decision that will help them. Use questions such as, “What procedure can we develop so that in the future you will not be a victim of your impulses?”

Additional suggestions are available at <http://www.marvinmarshall.com>, where you can also subscribe to the monthly newsletter “Promoting Responsibility and Learning.” 

The Brain, Sleep, and Learning

Ask your brain for what you need, give it eight hours of sleep, and it'll probably surprise you.

The brain evolved to use light and darkness wisely. Acquire information by day, process it at night. The effects of sleep on learning and memory are indeed impressive. Recent discoveries show that sleep facilitates the active analysis of new memories and allows the brain to solve problems and infer new information. The “sleeping brain” may also selectively reinforce the more difficult aspects of a newly learned task.

We may be able to get by on six hours sleep, but if we want to optimise learning and memory, eight hours is better. Only with more than six hours of sleep does performance improve over the 24 hours following a learning session, according to researchers Robert Stickgold of Harvard University and Jeffrey Ellenbogen of Massachusetts General Hospital.

The research suggests that while we are peacefully asleep, our brain is busily processing the day's information. The brain combs through recently formed memories,

stabilising, copying and filing them so that they will be more useful the next day. A night of sleep can make memories resistant to interference from other information and allow us to recall them for use more effectively. Sleep, in all of its various phases, does something to improve memory that being awake does not do.

Apparently, science is proving what many of us had intuitively known as students. We would study what we wanted to remember just before going to bed. Sleep not only strengthens memories, it solves problems. The process can identify what is worth keeping and maintaining and thereby enhance memory. The brain may have to shut off external inputs because nonconscious cognition appears to use the same brain resources that are used for processing signals when we are awake.

In the process of handling new memories, sleep may be creative. As a language arts major in college, I was required to write papers from seven to 20 pages. The assignment was directed at a novel, poem or short story. I would challenge myself to write something original and interesting. I would then think about possibilities and ask myself all kinds of questions. Sometimes I went to bed saying to myself, “Let my subconscious work it out. When I wake in the morning, I will have it.” And it always came to pass.

Even for a term paper, whenever I came to a tangle that stopped me, I used the same approach. “Let it cook in my subconscious. The work will be done there.” I woke the next morning with the answer. And often, the answer surprised me with its creativity.


Two ingredients were at work here: First, I had filled my head with information, possibilities, and questions so that my subconscious had material to work with. Second, I had full confidence in the process.

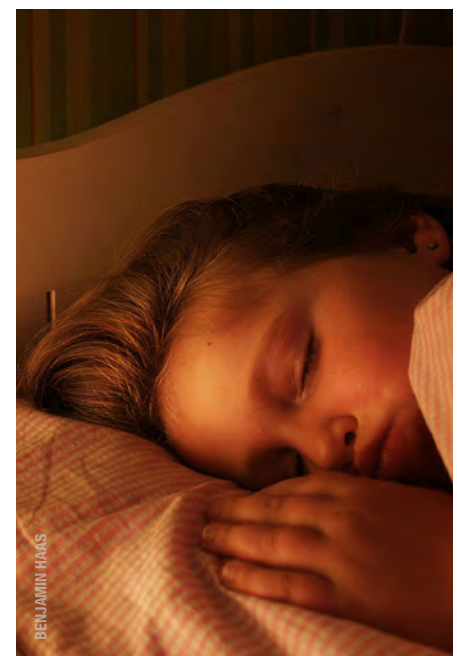
Apparently during sleep, collections of memories are filtered and new relationships

are established. Sometimes this processing helps find what we have missed.

In a nutshell, the brain needs time to process information, and sleep provides the necessary opportunity. To put it more simply, the brain learns while we sleep.

Points to Remember:

1. While we sleep, our brain is processing information learned during the day.
2. Sleep makes memory stronger and even appears to weed out irrelevant details and background information so that only the important pieces remain.
3. Our brain works during slumber to find hidden relations among memories and to solve problems we are working on while awake.
4. We may ask our brain during slumber for creative solutions.
5. More than six hours (closer to eight hours) of sleep maximises memory. 



“Apparently during sleep, collections of memories are filtered and new relationships are established. Sometimes this processing helps find what we have missed.”

The brain and exercise

Exercise boosts brainpower and longevity.

Improvement in learning can come from three sources: diet, sleep and exercise, the subject of this article.

The brain represents only about two percent of most people's body weight, yet it accounts for about 20 percent of the body's total energy usage. In addition to its reliance on energy, the brain relies on oxygen, and exercise provides the body greater access to oxygen.

When you understand the biology of exercise, your chances of influencing yourself and your students toward this direction will be enhanced.

One of the greatest predictors of successful living, working, and aging — both mentally and physically — is the absence of a sedentary lifestyle. Exercise improves brainpower and cardiovascular fitness, which in turn reduces the risk of diseases such as heart attacks, stroke, and diabetes. Exercise helps regulate appetite, reduces risk of many types of cancer, improves the immune system, and buffers against the toxic effects of stress. The reason is that exercise regulates the release of the three neurotransmitters most commonly associated with the maintenance of mental health: serotonin, dopamine, and norepinephrine.


Exercise improves children's ability to learn. Physically fit children identify visual stimuli much faster than sedentary children. They concentrate better. Brain-activation studies show that children and adolescents who are fit allocate more cognitive resources to a task and do so for longer periods of time. They are also less likely to be disruptive in terms of classroom behaviour when they are active. They have higher self-esteem, less depression, and less anxiety — all of which affect academic performance and attentiveness.

When you exercise, you increase blood flow across the tissues of your body because exercise stimulates blood vessels to create a powerful, flow-regulating molecule called nitric oxide. As the flow improves, the body

makes new blood vessels, which penetrate deeper and deeper into the body's tissues. This allows more access to the bloodstream's goods and services, which include food distribution and waste disposal. The more you exercise, the more tissues you can feed and the more toxic waste you can remove. This happens all over the body. That's the reason exercise improves the performance of most human functions. Exercise also encourages neurogenesis, the formation of new cells in the brain.

The benefits of exercise seem nearly endless because it impacts most physiological systems. Exercise makes muscles and bones stronger while improving strength and balance.

Reducing exercise to promote improved test scores is like trying to gain weight by starving. The point is that not only should we teachers establish procedures to exercise regularly, we should provide active exercise and movement periodically in our classes. Even though it may take class time away from academics, it is well known (except by "leaders" concerned more with politics than learning) that physical exercise contributes to increased mental effectiveness.

The more you prompt your students to move, the more you create their potential for improved learning. 

"One of the greatest predictors of successful living, working, and aging — both mentally and physically — is the absence of a sedentary lifestyle."



ANNA YAKIMOVA

Explaining the difference between internal and external motivation

The butterfly can remind students of what they *do* have control over.

A major problem occurs when students exhibit inappropriate behaviour during a lesson. The usual approach for a teacher is to refer to the irresponsible *behaviour*. This approach oftentimes leads to an escalation of anxious feelings for both the teacher and student. The reason is that anyone, regardless of age, finds it extremely difficult to separate oneself from one's behaviour. You can prove this to yourself by reflecting on your last evaluation. Was your self-talk something like, "Well, my evaluator is not talking about me — just my job performance"? If you didn't separate yourself from your performance, how can we expect a young person to do the same, i.e., separate the act from the actor, the deed from the doer, a good kid from an irresponsible behaviour?

One approach used around the world is the *Raise Responsibility System*. Four concepts are taught at the outset. When an irresponsible behaviour occurs, the teacher asks the student to identify the *chosen level* from among the four concepts. If disruptions continue, the teacher elicits a procedure or consequence to prevent future irresponsible impulses.

The four concepts comprise a hierarchy of social development. As with any hierarchy, there is a natural desire to reach the higher levels. The levels are explained in detail at <http://www.marvinmarshall.com/rrsystem.htm> and refer to two unacceptable lower levels as Level A (anarchy), Level B (bossing/bullying) and two acceptable levels: Level C (cooperation/conformity) and Level D (democracy). The difference between the two higher acceptable levels of C and D is in the motivation — not in the behaviour. For example, if there is trash on the floor, and the teacher asks a student to pick it up and put it in the trash basket, and if the student does so, then that would be Level C motivation. If, however, the student takes the initiative to pick up and throw away the trash, the motivation would be on Level

D. In the former case, the motivation was external (from the outside); in the latter case it was internal (from the inside). In both cases the trash had been picked up. One essential part of the system is that students are constantly reflecting on their motivational choices, internal vs. external.

Here is an example of how the levels can be explained to young people above the third grade. (Other examples are used for younger children.) Began by reminding students of their study in third grade of the life cycle of a butterfly. They recall that there are four stages of development: egg, caterpillar, pupa, and butterfly. Talk about how all butterflies are in some stage of this process, but have no control over their movement through the process.

Move to comparing the butterfly's life cycle to that of humans. Humans go through four basic stages as well. We call them: baby/infant, child/youth, adolescence/teen, and adult/grown-up. Students will agree that humans, like the butterfly, have little control over stages of their *physical* development.


Then look at the four stages of *social* development in which one human being and/or an entire society operate. Explain what a human and a society in anarchy would look like and how such a situation would be so hopeless. Then talk about what would likely occur to remedy the problems of an anarchy-based society. "Someone would rise up and take control, thereby becoming the boss/bully (Level B)." Look at countries around the world where these levels can be observed.

Move on to looking at the level of *external motivation* (Level C) in a group of friends. The group works together to share control based on what they agree is their mission and that oftentimes this mission and the group control is not even discussed; it is more or less just understood among the group members. From here, lead a discussion of how blind conformity can develop and how



MARY HESTER

this type of cooperation is not necessarily good (e.g., irresponsible behaviour egged on by peer pressure).

Now look at internal motivation (Level D—how being considerate of others and cooperating for the right reasons result in a democratic society.) The discussion will lead to doing what is right because we know it is the best thing to do and is on a much higher level of development than doing what is right as a result of outside influence (Level C). Conclude by talking about how we have more control over our stage of *social* development than we did over our stage of *physical* development. The thought of being in control over something heightens interest in wanting to be *motivated internally*, rather than externally. 

Competition and learning

Competition increases performance but hinders learning.

There is no doubt that competition increases performance. Athletic teams, bands, and other performing groups practice for hours spurred on by the competitive spirit. Fair competition is valuable, and can be lots of fun. Competition in classrooms, however, is fun for the winner, but is often unfair for the others because the same children usually win, making it uninvolved and dull for everyone but the winner. And, most significantly, competition is particularly counterproductive to learning when the learning is at the beginning stages.

Competition

Teachers of early grades work with children who come to school eager to learn, and competition dulls the spirit for many. For example, when the kindergarten teacher says, "Boys and girls, let's see who can make the best drawing?," the competitive spirit is fostered. The assumption, of course, is that this charge will spur the youngsters to do their best. Unfortunately, the teacher has unwittingly set up only one student to be the winner. Even if all the pictures were to be posted, only one would be the best. The teacher has unintentionally fostered "non-winning" because competition, by its nature, creates winners and losers. In band and athletic competitions, losing may build character, however, in schooling — especially when a student is first learning — successes build character. Competition kills the student's drive for learning if he rarely finds himself in the winner's circle. Competition leads to sorting, which, to a very young person, often fosters feelings of disappointment, which diminish the innate desire to participate.

A common competition is ranking students according to their marks, accomplishments, or some other criteria. There is no doubt that some students who strive to be at the top are stimulated. But ratings are an incentive only for these students interested in the reward — in this case, ranking high. And even though the incentive of ranking

high may influence some students, it does not necessarily enhance the quality of the learning. The reason is that the focus becomes whatever is necessary to achieve the ranking, which is not necessarily the same as quality learning. And, even more important, the competition discourages other students who know they will never rank near the top. Competitive approaches influence students to work against each other, rather than for each other and with each other. "Serve yourself" is the theme. In addition, some people who garner good ratings — especially those caught up with perfectionism — often register a paradox:

"Teachers of early grades work with children who come to school eager to learn, and competition dulls the spirit for many."

They feel that they don't deserve to be ranked above some of their classmates. On the other hand, those who received low ratings often feel misjudged. To put it simply, class rankings destroy team spirit and community.

The education community should not be stuck in the outmoded model of promoting competition. It is not the path to quality work. Teachers can prove the point to themselves by simply taking a student poll. Ask students how many believe they do their best in school. The higher the mark levels, the lower the percentage of positive answers.

Marks serve as an incentive in much the same way that rankings do. Many students are interested in achieving high marks. However, today there are thousands of young people who show little interest in marks. Marks do not serve as an incentive for them. Again, when marks are an incentive, the focus is on this external reward, often at the expense of the intrinsic satisfaction of quality work. In addition, some communities frown upon good marks. The braggadocio of some parents who proudly proclaim on their car, "My student is the honour student of the month" is also frowned upon, as illustrated by the bumper sticker, "My kid beat up your honour roll student."


We cannot really blame the parent for this display that denigrates character education. The fault is in the system. The same is true for the school's attempts to encourage honesty when the system encourages cheating, a major unnecessary problem that permeates schools. Dr Joseph Duran taught that whenever there is a problem, 85 percent of the time it is with the system. Only 15 percent of the time will it be the fault of the people. W. Edwards Deming went further and suggested that the ratio is closer to 95-5. This is certainly the situation with cheating in schools. The system drives behaviours. If the emphasis is on marks — rather than on the joy of learning or intrinsic motivation — then students will do whatever it takes to get marks. The answer is not to crack down harder on cheaters and somehow enforce honesty; the answer is to change the system, or at least in a classroom to change the emphasis.

Marks change motivation. Teachers know this from the questions students ask: "Will it be on the test?" or "Will it be counted in the mark?" The focus is not on quality learning but, rather, on the extrinsic reward of the mark. This is not the case in performing arts and vocational classes. Students in these classes know that marks can interfere with quality work. A performing student is not concerned with the mark. It's the excitement, personalization, and pride of what students accomplish that generates

quality work. Similarly, the student working on electricity is not interested in only half the electrical charges being conducted, or a welding being only 50 percent satisfactory, or the car starting only 75 percent of the time. Can you imagine a dentist or an airline pilot pleased with anything other than their best efforts? Their motivation is on the quality of their work. That is where the satisfaction is — not from external evaluation such as competing for marks. This same drive for quality work can

be fostered in academic classes. But an emphasis on marks, either by the teacher or student, is counterproductive to this end.

Marks will not disappear from the education scene. However, marks need not drive teaching, since they do not drive quality learning. For a start, teachers can do better than mark on a curve — which automatically casts half of the students in a class to a below average rating. Instead, marks should be thought of as goals, which

are mutually established by the class as well as the teacher. Start with the vision that the teacher's role is to assist students not only to learn and grow, but also to enjoy the process. Explain and discuss with students the nature of external assessments, such as marks. Discuss how an emphasis on marks focuses motivation on the external reward of the mark rather than on the joy in learning. 



Joy in learning

How students will want to do quality work



Quality is what makes learning a pleasure and a joy. A quality experience hooks a student on learning. Sometimes mastery is hard work. However, when there is joy in learning, it does not seem like hard work because it feels good. A student will spend hours on the basketball court, working up a sweat while he practises a particular shot. Yet it is not thought of as hard work. When a person wants to do something, the labour seems incidental. Quality work involves exertion, but it may even seem like fun. The adage to remember is that people produce quality when they enjoy what they are doing.

Starting on the process

Quality in learning is influenced by the quality of the process. An investment of time in which the student *discusses* quality actually raises quality. This fosters a sense of ownership. Students of every age can be so engaged, but it takes more than just announcing a desire for quality. A sense of purpose needs to be established. A discussion of the following questions assists in this regard:

- Why are we here?
- What are we trying to do?
- What does it mean to do something well?
- How will we know if we are doing it well together?

When students move from the child development emphasis in primary grades to one of greater accountability in upper grades, evaluating their own work is critical. Therefore, the first few sessions of the class should be devoted to a discussion of the following topics:

- What does it mean to do work with quality?
- How will each student know a quality level has been attained?
- How will the teacher know a quality level has been attained?

- What does the student need to do in order to attain the level?
- What can the teacher do to help students attain the level?
- How will a third party be assured that the level had been attained?

These discussions prompt students to examine their own objectives regarding what they can gain from the learning, rather than just engaging in activities for the usual external reward of a grade. The result of such discussions is that during the remainder of the semester, student enthusiasm and drive increase so that the students learn much more. What one may think of as lost time becomes more than regained.

A class consensus regarding the importance of what is to be learned is helpful. Once students are persuaded that the contents of the course are worth their time and effort, discussion focuses on how the learning is to take place. This discussion revolves around such subjects as follows:

- Testing: How often? What kind? How to evaluate? What is the purpose?
- Homework: Why? How often? When?
- Evaluation: How will we know how we are doing? Against what shall we make comparisons (benchmarks)?
- Class management: How do we make ourselves most efficient?
- Documentation: How shall we persuade others that we have really done a good job?

The purpose of these discussions is to have students become more involved in their own learning — to persuade themselves to become responsible for their own education.

Once some students have tasted the joy of learning, they may not want to return to something inferior. But other students need to be constantly engaged in order to be wedded to academic learning.

Teaching vs. learning

The following illustrates the difference between learning and teaching: The dog owner says, “Last Wednesday I taught my dog to whistle. I really did. I taught him to whistle. It was hard work. I really went at it very hard, and I taught him to whistle. Of course, he didn’t learn, but I taught him.”

Recognising that it is not teaching but learning that determines the quality of education, it is evident that learning depends upon how enthusiastically the students tackle their assignments. The key to harnessing that internal motivation is participation. Research has shown that participation with others may stimulate the brain to release “feel good” chemicals such as endorphin and dopamine. Positive feedback from working with others may be the single most powerful influence on the brain’s chemistry.

Collaboration and quality

W. Edwards Deming, the teacher who brought quality to the workplace, clearly showed the advantages of collaboration over competition for improved quality work. Traditional approaches believed that if quality were increased then costs would surely rise. Deming showed — by using collaboration — how quality work would increase while costs simultaneously were reduced. Using collaboration to improve quality, Deming brought Japan from a reputation of producing cheap and shoddy products to becoming the world’s leader in producing quality products. Collaboration — the antithesis of individual competition that is so prevalent in our schools — became the overriding approach. Along with diminished competition, the use of exhortations, threats, prizes, and special rewards for doing what people are supposed to do were also reduced. In a nutshell, Deming showed the world that working collaboratively is better than working competitively for improving quality.

The key to quality learning is to structure student interaction for maximum participation. For example, a common

"Once some students have tasted the joy of learning, they may not want to return to something inferior. But other students need to be constantly engaged in order to be wedded to academic learning."

approach to starting a lesson is to ask students a question, which infers a right answer. Students compete for the teacher's attention by raising their hands. Posing—in contrast to asking—infers open-endedness, invites students to engage in thought, and engenders dialog. Have students collaborate in pairs or small groups for responses. When collaboration is used, then *all* the students participate.

Here is another example of how collaboration improves quality of learning. A high school student accustomed to above-average test scores was disappointed in her last two test results. The student had grasped the prime concepts but did not do well on reporting details. The teacher told the students that to place concepts in long-term memory, details need to be remembered. The student's father suggested that, as the daughter reads, she should illustrate what she was reading. The daughter, being in high school, thought that illustrating was too juvenile. The father explained that when the brain attempts to remember words, *semantic* pathways to memory are being used. Semantic pathways require much repetition in order to be retained. On the other hand, he explained, when the brain attempts to remember illustrations, it uses *episodic* pathways that require little, if any, repetition. Episodic pathways are contextual or spatial and always involve location. The father, to make his point, asked his daughter what she ate for dinner the previous Saturday and requested that, as she answers, to relate her thinking process out loud. The daughter responded by saying, "Where was I last Saturday?" "Exactly the point! You looked for a location because we are always somewhere, and we remember through images," said the father. The daughter suggested to two friends that they also illustrate their next reading assignment and share their illustrations. All three met and discussed their illustrated notes. During the discussion, each became aware of a few additional details that the others had included. Their test scores dramatically increased. Although the

strategy of illustrations assisted, it was the contributions shared through collaboration that made the activity so successful.

Continuous improvement

Deming's overriding theme was continuous improvement through continuous evaluation. This model calls for a framework that allows those closest to the task to have ownership of the task. Ownership is critical to quality because the driving force is self-evaluation—rather than outside inspection. Deming understood that motivation, productivity, and quality work cannot be legislated. They come from intrinsic motivation.

Schools generally use the old factory approach to evaluation. Before Deming showed the superiority of self-evaluation for improved quality work, American managers hired inspectors. Quality did not really improve; rather, the poor quality work just did not get out. Costs went up because items that did not pass inspection were discarded.

Rather than use this outdated factory model of the teacher as inspector, improved quality work results if *continuous* improvement and *continuous* feedback are built into the learning process. It is learner-generated feedback that increases motivation and is so critical to improved quality. When we are pleased with our efforts, especially when we see improvement, we invest more effort.

Collaborative evaluation

Stephen Covey, in his provocative book, *The Seven Habits of Highly Effective People*, refers to the concept of collaboration as "synergy."

Collaborative evaluation is an integral component of synergy. Collaborative evaluation enhances success, perpetuates a positive learning atmosphere, and raises quality.

Teachers who employ collaborative evaluation methods promote quality because students become more involved in assessing


their own work, which results in greater retention of subject matter and improved attitudes toward learning. Interpersonal relations and understandings are also enhanced. Students learn that others' ideas and feedback can contribute to one's success and that having a different perspective and even a different background is of benefit.

Although the processing takes place in our individual brains, learning is enhanced when the environment provides opportunities to discuss thinking out loud and to bounce ideas off peers.

Teachers' workloads can be reduced, while simultaneously increasing the quality of student work, by applying approaches of collaborative evaluation through feedback. For example, assume the assignment has to do with writing an essay. After an assignment is given, but before it is started, students pair with each other and then share their understanding of the assignment. Then the procedure of "three before me" is explained, which is that before the teacher corrects any paper, it will have been seen by one other student three times. (A variation is to have the work seen by three different people and may include someone other than a classmate. A parent qualifies.) After the original oral sharing of ideas, each student writes a first draft that is exchanged with another student. Each student gives feedback to the other. A second draft is then written, again with each student giving the other feedback. The final copy is then submitted to the teacher.

Summary

Although competition can serve as an incentive to improve *performance*, it can have a negative effect on *learning*. This is especially the case where success, not defeat, is so necessary when first learning a skill. Competition can also have a deleterious effect because some students find themselves rarely winning, thereby decreasing their motivation. In addition, the focus becomes one of winning or getting the prize, often at the expense of the joy of learning and quality work.

Learning is greatest when people work *with* each other—not against each other. Collaboration and focus on continual improvement result in improved quality work because of continual self-assessment and feedback. Finally, because the focus is on learning, in contrast to a focus on teaching, this participatory learning strategy can also reduce teachers' workloads. 

Defining success

Understand these words and become an even better teacher.

“The Brilliant Inventiveness of Student Misbehaviour: Test Your Classroom Management Skills” was an article in a well-respected educational journal. The article had some good suggestions. However, the article had nothing to do with classroom management; it was entirely about discipline.

Confused?



So are many educators, even college professors. When speaking at an international conference on character education, a college professor said to me, “I don’t like the word ‘discipline’; it’s too harsh, so I use the term ‘classroom management’ instead.” This teacher of teachers had not a clue as to the differences.

I was honoured as the Distinguished Lecturer at a conference of the Association of Teacher Educators (ATE). The membership of this USA association is primarily composed of university professors who teach methods and other educational courses. At my bequest, the name of the Special Interest Group (SIG) was changed from “Classroom Management” to “Classroom Management and Discipline.”

Although related, these are *distinctly different topics* and should not be lumped together as if they were synonymous.

Classroom management deals with *how things are done*. It has to do with *procedures, routines, and structure, sometimes to the point of becoming rituals*. Classroom management is the *teacher’s* responsibility and is enhanced when procedures are:

1. Modelled
2. Explained
3. Practiced
4. Reinforced by periodically practicing again.

When procedures are learned, routines are established. Routines give order and structure to instruction.

Perhaps the greatest error teachers make is assuming students know what to do without first implementing steps one to four above.

Good classroom management is essential for efficient teaching and learning. Chances are that when you walk into a room, you do not pay much attention to the floor. But if it were missing you would. The same is true for classroom management.

Anytime students do something that irritates the teacher, the first thought should be, “What procedure can I teach so that this doesn’t happen again?”

Discipline, in contrast to management, is the *student’s* responsibility and has to do with *behaviour* — *not procedures*. It is about acting responsibly, managing impulse, and having self-control.

A totally non-coercive (but not permissive) approach to discipline that prompts a *desire* to behave responsibly and does not use a stimulus-response approach is described in the *Discipline Without Stress Teaching Model* at http://www.marvinmarshall.com/teaching_model.html.

“Good classroom management is essential for efficient teaching and learning. Chances are that when you walk into a room, you do not pay much attention to the floor. But if it were missing you would. The same is true for classroom management.”

Classroom management and discipline are two of the four distinctive concepts necessary for effective teaching. The other two concepts are *curriculum* and *instruction*.

Curriculum refers to the subject matter and skills being taught. The curriculum is determined by departments of education, boards of education, the “federal agenda,” professional associations, the community—and, more recently, corporate performance accountability models for learning.

It is the teacher’s responsibility to make the curriculum relevant, interesting, meaningful, and/or enjoyable.

Instruction has two components: 1. teaching and 2. learning. The former refers to what the *teacher* does, the latter to what *students* do.

Good *teaching* of a lesson has three parts: 1. grabbing interest; 2. the actual presentation of the material (and if a *skill*, practice), and 3. student reflection for enhanced understanding, reinforcement, and retention. A major mistake teachers make is not spending a few minutes at the end of each lesson having students share with one other person what they have learned. By

sharing *with one other person*, 100 percent of the students participate, even shy students.

Learning, in contrast to teaching, pertains to what *students do* to learn. A fellow proudly announces that he has taught his dog to whistle. The dog cannot whistle but, nevertheless, the owner taught the


dog. Point: Teaching and learning are two distinct activities — one pertains to the teacher and the other pertains to the learner.

If you have an unsuccessful lesson, here are the essential questions to ask yourself:

- Was it the *curriculum*? (I just didn’t make it appealing, interesting, relevant, enjoyable, meaningful or prompt curiosity.) or
- Was it *instruction*? (I had a wonderful lesson planned, but I did all the work; the students

were not involved enough in learning activities.) or

- Was it poor *classroom management*? (I had a wonderful lesson, but it took 10 minutes to get the material organized.) or
- Was it a *discipline* problem? (I prompted curiosity, taught a good lesson with meaningful student activities, had everything implemented efficiently, but a few students still behaved inappropriately.)

Reflecting on these questions enhances a clear understanding of the differences between curriculum, instruction, classroom management, and discipline. 

Understanding counterwill

Instead of pushing for obedience, encourage reflection.

“Counterwill” is the name for the natural human resistance to being controlled. Although adults experience this phenomenon, we seem to be surprised when we encounter it in young people. Counterwill is the most misunderstood and misinterpreted dynamic in teacher-student relationships.

This instinctive resistance can take many forms — refusal to do what is asked, resistance when told, disobedience or defiance, and lack of motivation. Counterwill can manifest itself in procrastination or in doing the opposite of what is expected. It can be expressed as passivity, negativity, or argumentativeness and is such a universal phenomenon at certain stages of development that it has given rise to the term “rebellious teens.”

Consider the rebellious teenager. I

difficult for both adolescents and teachers — has its foundation in power struggles.

Despite the myriad of manifestations, the underlying dynamic is deceptively simple: *a defensive reaction to felt coercion*. On a side note, the totally noncoercive (but not permissive) *Discipline Without Stress Teaching Model* totally bypasses any feeling of counterwill. The reason is that students never refer to or have compunction to defend their behaviour because a level of development is referred to — not the student’s behaviour directly. See http://www.marvinmarshall.com/teaching_model.html

Counterwill is normal in toddlers, preschoolers, and students of all ages — as well as in adults. This phenomenon explains the reason that some youth are preoccupied with taboos and why they sometimes do the opposite of what is expected. Adults


who aim at influencing — rather than dominating — have more success, less stress, and greater joy in their relationships with their students.

The practise of telling students to do something is often perceived as being coercive. The inference is that what they are doing is not good enough and that they need to change. The key to avoid prompting feelings of coercion and counterwill is to prompt students to *reflect* — thereby redirecting their attention and thinking. Here are three magic questions to memorise and have at tongue-tip for various situations when you believe counterwill is involved:

- Would you be willing to try something different if it benefits you?
- What would an extraordinary person do in this situation?
- Are you angry with me or with the situation?

For the student who often acts irresponsibly, here is a set of four questions that reduces any feelings of counterwill and lead to more responsible behaviour:

- What do you want?
- Is what you are doing getting what you want? (*This question prompts reflection.*)
- If what you are choosing to do is not getting you what you want, then what is your plan?
- What is your procedure to implement the plan? (*Without a procedure, the plan has little chance of being implemented.*)

Successful teachers understand that relationships are critical for motivating students. They avoid anything that prompts counterwill in the form of negativity or that aims at obedience. Instead they aim at promoting responsibility and collaboration. 

“Teachers who aim at influencing — rather than dominating — have more success, less stress, and greater joy in their relationships with their students.”

believe most theories about the stresses and strains of adolescence overlook the main issue. Reasons for adversarial relationships have focused on physical changes, emerging sexuality, new social demands, struggles between being a child and becoming an adult, delayed development of the neocortex of the brain, and other such suggestions. It is true that teenagers, by virtue of their hormonal changes, are prone to being emotionally volatile, unpredictable, self-absorbed, and hypersensitive. However, upon a closer observation, we can conclude that a major factor in this period of life — which is

and teachers misinterpret counterwill in a young person as a manifestation of being strongwilled, as being manipulative, as trying to get one’s way, or as intentionally pushing the adult’s buttons. Trying to deal with this dynamic by using traditional coercive techniques is a recipe for disaster because no one likes being pushed — including young people.

The antidote to counterwill is to avoid prompting feelings of being coerced. The key is to focus on influence — rather than on obedience. *The art of influence is to induce people to influence themselves.* Teachers

DR. MARVIN MARSHALL



Reducing stress

Think your way to calm.

Some experts suggest that a little stress is good, but high levels of stress are harmful to most people. However, it is possible to perform well when relaxed (think masters of kung fu). In my opinion, that should be the goal: a classroom (and life) that is productive and virtually stress-free.

A traffic jam can prompt feelings of stress one day but not the next, indicating that, with the right training, we are able to face stress with equanimity. The most common approaches are familiar: eliminating the sources of stress and practising techniques such as breathing exercises or meditation. Since these are not practical in a classroom, let's look at an approach that anyone can use: *thought management*—not only for teachers but also for educating our students.

Here is the opening paragraph of my education book, *Discipline without Stress, Punishments or Rewards: How Teachers and Parents Promote Responsibility and Learning*:

"Life is a conversation. Interestingly, the most influential person we talk with all day is ourself, and what we tell ourself has a direct bearing on our behaviour, our performance, and our influence on others. In fact, a good case can be made that our self-talk creates our reality. Many psychologists have argued that by thinking negatively, we cause ourselves mental and physical stress. *Stress is related to perceiving the world as manageable or unmanageable*. By practising the three principles below, we can reduce stress because these principles enhance the management of our world. Practise of the principles also improves relationships and increases our effectiveness in influencing others to change their behaviours.

Positivity, choice and reflection

The first principle to practise is *positivity*. We know that we learn and do better when we feel good, not bad. Unfortunately, rather than communicating in positive terms, we often communicate in negative terms, such as by using consequences. Although consequences can be positive or negative, when we refer to them we usually mean imposed punishment, which is negative and coercive. A more effective approach than consequences is the use of contingencies. Rather than reactive and negative, contingencies are proactive and positive.

In contrast to imposed and reactive consequences, proactive contingencies rely on *internal motivation* and are perceived in a positive way: "You can do that as soon as you do this." "When/then" and "as soon as" assist in sending both a positive message and placing the responsibility on the young person, where it belongs. Notice these in the following examples: "When your work is finished, then you can go to one of the activity centers." "Sure, you can go—as soon as your work is finished." Although the result of a contingency is the same as that of a consequence, the message and emotional effect are markedly different. When using a consequence, the responsibility for checking is placed on the enforcer, the adult. When using a contingency, the responsibility is on the youngster. In addition, whereas a consequence implies a lack of trust, a contingency conveys a message of confidence and trust. The crucial difference can be best understood in personal terms. Which would you prefer to hear your supervisor say to you: "If you leave and are not back on time, we will have a real problem," or "Sure, you can leave as long as you are back in time"? Communicating in positive terms reduces stress, improves

"A traffic jam can prompt feelings of stress one day but not the next, indicating that, with the right training, we are able to face stress with equanimity."

relationships, and is more effective than negativity in prompting change in others.

The second principle to practise is the use of *choice*. Choice empowers. Many practitioners who have written about behaviour maintain that choice is the prime principle of empowerment. Young people learn that regardless of the situation, external stimulus, or internal impulse or urge, they still have the freedom to choose their responses. Freedom to choose one's response is fundamental in a civil society. It is incumbent upon the adults of our society to teach young people that they have a choice in controlling their behaviours and that it is in young people's own best interests to choose appropriate responses.

When a student comes into a classroom stressed by home life or some incident, the student has a choice: be controlled by the stimulus or redirect thinking into becoming engaged in the lesson being taught. This choice is within the student's power to make. I taught my students to continually say to themselves, "I am choosing to . . ."

KEY POINTS

- *Stress is directly related to perceiving the world as being manageable or unmanageable.*
- *Practising the three principles of positivity, choice, and reflection can reduce stress because they enhance the management of our world.*
- *Practising positivity, choice, and reflection both with ourself and with others improves quality of life.*

The third principle to practice is *reflection*. Reflection also reinforces the other two practices of positivity and choice. Reflection is essential for effective learning and retention. In addition, reflection engenders self-evaluation—the critical component for change and an essential ingredient for happiness. Perhaps Stephen Covey in his *The Seven Habits of Highly Successful People* put it most succinctly when he stated, “In all my experiences I have never seen lasting solutions to problems, lasting happiness and success, that came from the outside in.”


Reflection is a powerful teaching and learning strategy that is too often overlooked. The key to reflection is the skill of asking self-evaluative questions. Here are a few examples:

Are you angry at me or at the situation?

- Does what you are doing help you get your work done? What would an extraordinary person do in this situation?

- Are you willing to try something different if it would help you?

Unfortunately, teachers ask *ineffective* questions such as, “Why are you doing that?” This is a pothole question. First, most people cannot articulate their motivation and second, the youngster may answer, “Because I have ADD.” Better never to ask a student a “Why?” question regarding behaviour!

Asking reflective questions is a skill that any teacher can master. Once started on the journey of asking reflective questions — rather than telling students how to behave — you will be amazed at how effective and simple the strategy is. 

Classroom management and visualisation

Paint the picture and help your students.

The foundation of effective classroom management is modeling, practicing, and reinforcing procedures. A fundamental mistake too many classroom teachers make is to assume that students know how to do something *without* the teacher's modeling and the students' practising the procedure.

Procedures can also be taught for situations that occur outside of classrooms that can increase learning. Two examples are related here, one having to do with tardiness and the other with homework.

Tardies

Many teachers rely on rules to have students arrive to classes on time. Rules are necessary in *games*. Between *people*, however, rules result in adversarial relationships because rules place the adult in the position of being an enforcer, a cop—rather than a teacher, coach, educator, mentor, or facilitator of learning.

By their very nature, rules imply a consequence, such as FAILURE TO FOLLOW THE RULES WILL RESULT IN:

- 1st Warning:
- 2nd Essay
- 3rd Detention
- 4th Referral to office

Rules are left-hemisphere oriented. They work for people who like structure and order. But what about right hemisphere-oriented students who tend to act spontaneously and process randomly?

These folks need structure, and establishing procedures for them may be the best approach to help students help themselves.

Mary was consistently late to my second period class. Assigning her detention had little positive affect on having her change

her behaviour. So I had a conversation with Mary and asked what she customarily did before coming to my class. She told me that she would go to her locker to get her book for her second period class. I asked, "Mary, can you see yourself getting your books for both periods before period one?" She responded that she could. I then asked if she did anything else before coming to my class. She told me that since Jane, her best friend, was also in my class and that since Jane's class was on the way to mine, that she would wait for Jane to walk to my class so they could arrive together. I said, "Mary, can you see yourself walking right past Jane's classroom and directly to my class?" Notice what I had done: I established a *visual procedure* to help Mary help herself. The result was that the number of times Mary came to my class late were significantly reduced.

For students like Mary, establishing a visual procedure to help them help themselves can reduce a problem.

Homework


A second area where I used *visual procedures* had to do with home assignments.

I have a short discussion before the assignment, for which I always offer at least two options for the simple fact that students are more empowered if they have a choice. The discussion is a set of questions. Examples follow: What time will you start the assignment? 5 o'clock? If you are shooting basketballs or are involved in some other interesting activity, what *procedure* will you use to remind yourself? Where will you do your home assignment? On your bed? At the kitchen table? Will you be watching television and switch tasking from the TV to your assignment? What materials will you need?

Notice that I am having my students establish a *visual procedure* so that when they do their home learning, they will already have a *procedure in their heads*.

We know that this visualising is effective. Perhaps the most famous story of visualizing procedures is the saga of James Nesmeth, an average golfer who shot in the 90s. For seven years, he completely left the game; he did not touch a golf club nor set foot on a fairway. Major Nesmeth spent those seven years imprisoned in a small cell as a prisoner of war in North Vietnam. During almost the entire time he was imprisoned, he was isolated. He believed that he could keep himself sane in his tiny cell under hideous conditions by occupying his mind. He decided to practice his golf game. He was in no hurry. He had no place to go. He imagined that he was at his favorite golf course playing a full round of golf. Every day he experienced each detail. He saw himself dressed in his golf clothes. He smelled the fragrance of the trees and the freshly trimmed grass. In his mind's eye, he experienced different weather conditions—windy spring days, overcast winter days, and sunny summer mornings. He visualized every single step, from how he positioned himself before each swing to the follow-through afterwards. Starting at the first tee, he looked down and saw the little ball. He visualised addressing it, the feel of the grip of the club, and the position of his stance. He instructed himself as he practised smoothing out his downswing and the follow-through on his shot. Then he watched the ball arc down the exact center of the fairway, bounce a couple of times and roll to the precise spot he had selected. Not once did he ever miss a shot, never took a hook or a slice, never missed a putt. Day after day he played a full 18 holes of golf. When he was liberated, one of the first

things he did was to go to the golf course and play a round of golf. The first time out, without touching a golf club in seven years, he shot a 74, knocking 20 strokes off his game. That is the power of visualisation!

Since procedures are partly at a nonconscious level, they often need assistance to be changed. Teachers can assist by the *mental pictures of procedure* they help young people create in their minds. 



A better approach than relying on rules

Exploring rules vs. procedures

Relying on classroom rules is a mistake, even though it is common practice.

When I returned to the classroom after 24 years as a principal and district director of education, I quickly discovered how rules hindered good relationships and effective discipline. I found myself coming to school every day wearing a blue uniform with copper buttons. I had become a cop — rather than a facilitator of learning, a role model, a mentor, a coach. The reason is simple: If a student breaks a rule, our tendency is to enforce the rule. This is a natural thought process because the assumption is that if the rule is not enforced, people will take advantage of it. Therefore, to remain in control, the rule must be enforced.

Rules are necessary in games. But in relationships between people, reliance on rules is counterproductive because the enforcement mentality automatically creates adversarial relationships. Enforcing rules too often promotes power struggles that rarely result in win-win situations.

Although people establish rules with good intentions, their implementation often produces deleterious effects. When Johns Hopkins University researchers analysed data from more than 600 schools, they found seven characteristics associated with student discipline problems. Four of them concerned rules:

- Rules were unclear or perceived as unfairly or inconsistently enforced.
- Students didn't believe in the rules.
- Teachers and administrators disagreed on the proper responses to student misconduct.
- Teachers tended to have punitive attitudes.

The findings that “teachers tended to have punitive attitudes” is often the result of the enforcement mindset, and this does not help teachers in the classroom. We market information. Note that people don't “buy” from someone they don't like — and

this includes students. Even the slowest salesperson knows enough not to alienate the prospective customer.

Rules are “left-hemisphere” dominant. They are sensible, orderly, and structured. “Left hemisphere” dominant students are often the ones who follow rules and are successful in school. But what about the “right-hemisphere” dominant type of student who acts spontaneously and impulsively and whose brain processes randomly? These are the students who don't follow the rules. Yet, these students need structure and relying on rules does not provide what these students need for success.

After analysing my rules, I concluded that they were actually expectations or procedures. Here is what I mean:

Expectations

Realising that positivity is more effective than negativity, hoping to empower rather than overpower, and wanting to promote responsibility, I stopped using the term “rules.” Since my goal was to promote responsibility, I used the following:

- Responsibilities:
- Have my materials
- Be where I belong
- Follow directions
- Do my assignments
- Be kind to others


Procedures

When a student doesn't follow a procedure, the natural tendency is to teach the procedure until it is learned. This is a positive, empowering mindset, and the same approach teachers use for anything else that was taught but not learned.

I found that teaching procedures is the essence of good classroom management. Here is what I did. Regardless of the grade level, I did not assume students knew what I wanted them to do. Instead, I modeled the procedure, taught it, and the class practiced it. In addition, every time something bothered me, I asked myself, “What procedure can I teach?”

Since the brain envisions images, rather than words, I started to have my students visualise procedures. For example, the number of homework assignments that I received significantly increased when I started having my students visualise procedures about their homework. I started asking questions, such as the following:

- “When will you do your homework?”
- “If you are engaged in some enjoyable activity, what procedure will you use to redirect your attention to do your homework?”
- “Where will you do the homework, sitting at a table or lying on your bed?”
- “Will you be watching TV and have your brain switchtasking?”
- “What materials will you need to take home or have ready to accomplish the task?”

When I started teaching procedures, rather than relying on rules, my relationships significantly increased and so did student learning. In a nutshell, what I had done was simply to change my mindset from an enforcer of rules to an effective teacher by teaching procedures. I was now in the relationship business and had regained the joy of classroom teaching. 



Language, the brain, and behaviour

A lesson from George Orwell

Eric Arthur Blair, better known by his pen name George Orwell, wrote one of the most popular 20th-century English novels in 1949, *Nineteen Eighty-Four*. The book's appendix was referred to as "The Newspeak Appendix" and it described a new language, the purpose of which was to control thought. Orwell showed how language affects the brain, the mind (thought), and behaviour.

A Newspeak root word served as both a noun and a verb, thereby reducing the total number of words in the language. For example, "think" is both a noun and verb, so the word *thought* is not required and could be abolished. Newspeak was also spoken in staccato rhythms with syllables that were easy to pronounce, thus making speech more automatic and nonconscious and reducing the likelihood of thought.

According to this scenario, if the word "freedom" or "liberty" were *not* in the vocabulary, the concept would not exist. By this logic, if a language had a word such as *democracy* (*demo* = *common people* + *cracy* = *rule or government by*), that term would carry with it a significant concept.

In my discipline and learning system, the four vocabulary terms were chosen specifically because of the concepts they represent. For example, the reason that the Hierarchy of Social Development is so powerful in having students want to behave responsibly and achieve at the highest level (Level D, Democracy) is that at this level a person feels satisfied by being motivated to do what is right. All the levels are clearly explained and illustrated in *Children of the Rainbow School*.

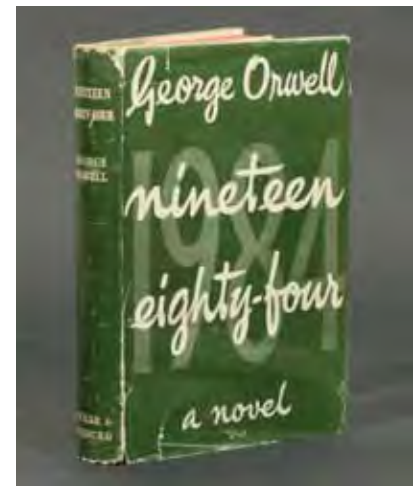
Here is another example of how vocabulary is so important and related to behaviour: Summer vacation is over, and your self-talk is, "I *have* to go to school tomorrow." Now compare this with, "I *get* to go to school tomorrow." Changing self-talk from *have* to *get* to changes not only our attitude but our feelings as well.

This is the reason that young people should be spoken to with empowering terms and empowering questions, such as, "I'm sure you can do it; I know how capable you are." And "If you could not fail, how would you handle this?"

One salesgirl in a candy store always had customers lined up waiting while other salesgirls stood around. The owner of the store noted her popularity and asked for her secret. "It's easy," she said. "The other girls scoop up more than a pound of candy and then start subtracting some. I always scoop up less than a pound and then add to it." People are like magnets. They are drawn to the positive and are repelled by the negative. This is an important principle to understand when working with others. People who are effective in influencing other people phrase their language in positive and empowering terms.


When you walk into a restaurant, which would you rather hear: "I can't seat you for thirty minutes" or "In thirty minutes I will have a wonderful table for you"? The result is the same, but the perception and feelings are different.

The language we use can have a dramatic effect on young people's behaviour. The first step is awareness. To assist in becoming aware of negative statements, listen to yourself. When catching yourself saying something that paints a negative picture, take the extra step of thinking how it could be rephrased to paint a positive picture. Adults do not purposely set out to deprecate young people; awareness of empowering language can ensure they do not. For example, rather than saying, "Did you forget again?" say, "What can you do to help yourself remember?" Rather than, "When will you grow up?" say, "As we grow older, we learn how to solve these problems from such experiences."



What teachers can learn from this book...

Many years ago, the first day of school began on a bright note for the new teacher who was glancing over the class roll. After each student's name was a number 118, 116, 121, and so on. "Look at these IQs," the teacher thought. "They have given me a terrific class!" As a result, the elated teacher challenged his students, raised their expectations, and communicated his confidence in them. The teacher tried innovative techniques and involved students so they became active learners. The class did much better than expected. Only later did the teacher find out that the numbers placed by students' names on new class roll sheets were locker numbers.

A starting point is always to ask yourself, "How can I say that in an empowering way?" because the language used affects the brain, thinking, and behaviour. 

Discipline is a liberating word

A happy life is a disciplined life.

Most people misunderstand the term “discipline.” A university professor once told me this term is so negative that he never uses it. Instead, he uses the phrase “classroom management.” As with so many educators, the professor mistakenly used these two terms as if they were synonymous. On the contrary, *classroom management is about making instruction and learning efficient*. This is the teacher’s responsibility. *Discipline* is about *behaviour* and is the student’s responsibility.

The key to *classroom management* is to teach a procedure for everything you want your students to do. A major mistake many teachers make is assuming that students know what the teacher wants — without the teacher’s first modeling, then teaching, and then having students practice the procedure. In contrast, the key to *discipline* is to induce students to influence themselves so that they want to *behave* responsibly.

The ultimate goal of discipline is self-discipline, the kind of self-control that underlies voluntary compliance with expected standards. This is the discipline of mature character that a civilized society expects of its citizens. John Goodlad said that the first public purpose of schooling is to develop civility. This can only be achieved with self-discipline. In order for a society or classroom to be civil, we need to foster discipline. Yet, according to Richard E. Clark, chair of the division of educational psychology at the University of Southern California, “Discipline is understood in a very limited way by most educators — ‘How do we get these children to behave?’ — rather than ‘How do we support the people in our charge as they learn to channel and direct their positive energy in ways that accomplish their goals and those of their community?’”

Although we often refer to discipline as punishment, this is only one of many interpretations of the word. In fact, Dr.



PHOTO: CATHY YELLET

Lee Salk, the author of eight books on family relationships and a former popular commentator on social change, domestic strife, and changing family patterns, stated in *Familyhood: Nurturing the Values that Matter*, “What discipline is not is punishment.” He also stated, “Discipline isn’t a dirty word. Far from it! Discipline is the one thing that separates us from chaos and anarchy. It’s the precursor to good behaviour, and it never comes from bad behaviour. People who associate discipline with punishment have a shortsighted view of discipline. With discipline, punishment is unnecessary.”

Discipline is derived from the Latin word “*disciplina*,” which means *instruction*. The original meaning of the word connotes the self-discipline necessary to master a task. This is the self-discipline of the competitive athlete, the professional musician, the master craftsman, the expert in any field.

This type of discipline is a personal one. It does not come from receiving something or from someone else. External approaches to discipline, such as telling, rewarding, threatening, and punishing, are manipulative and rarely have long-lasting positive effects.

In her book, *The Caring Teacher’s Guide to Discipline: Helping Young Students Learn Self-Control, Responsibility, and Respect*, Marilyn Gootman writes that discipline is teaching self-control, not controlling or managing students. Julie Andrews believes that discipline is liberating. As she put it, “Some people regard discipline as a chore. For me, it is a kind of order that sets me free to fly.”

Please see Marvin Marshall’s bio for more information. 

Immaculate Perception

There is no such thing as immaculate perception. What you see is what you thought before you looked.

Our beliefs and theories direct our thoughts, and these thoughts mould our perceptions. These perceptions then direct our actions.

In 1960, Douglas McGregor published *The Human Side of Enterprise*. This book was a major influence in promoting the application of behavioral sciences in organisations.

McGregor studied various approaches to managing people, and concluded that managerial approaches could be understood from the *assumptions* managers made about people. McGregor concluded that the thinking and activity of people in authority is based on two very different sets of assumptions. He referred to these assumptions as Theory X and Theory Y.

Theory X

McGregor labeled the assumptions upon which the top-down, authoritarian style is based as 'Theory X'. He concluded that this style is inadequate for full development of human potential. Theory X is based on the following beliefs:

1. The average person has an inherent dislike for work and will avoid it if possible.
2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of goals.

"The average person does not inherently dislike work."

3. The average person prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

These assumptions can be seen as goals that are *imposed* and decisions that are made without involving the participants. Rewards are contingent upon conforming to the system. Punishments are the consequence of deviation from the rules. Theory X styles vary from 'hard' to 'soft'. A drill instructor uses a 'hard' approach. A 'soft' approach is used in less coercive strategies, such as coaxing and rewarding.



Theory Y

Theory Y assumptions are more consistent with current research and knowledge, and they lead to higher motivation and greater success. The central principle of Theory Y is to create conditions whereby participants are self-directed in their efforts at the organisation's success. This approach is most effectively achieved using *collaboration*, rather than through *coercion*.

Some assumptions of Theory Y are:

1. The expenditure of physical and mental effort is as natural in work as it is in play. The average person does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction and will be voluntarily performed, or it can be a source of punishment and will be avoided.
2. People will exercise self-direction and self-control toward objectives to which they are committed.
3. Commitment to objectives depends on the rewards associated with achieving them. *The most significant of such rewards is the internal reward of self-satisfaction.*

Theory Y encourages growth and development. Above all, Theory Y points to the fact that the limits of human collaboration are not limits of human nature but of the authority figures' ingenuity and skill in discovering how to realise the potential of the people with whom they work.

Theory Y is not a soft approach to managing. It can be a very demanding style. It sets up realistic expectations and expects people to achieve them. It is more challenging to the participants—the teacher, the student, and the administrator.

While a growing number of people in education use a Theory Y approach, many schools still tend toward Theory X in attempts to change behavior, especially when disciplining. Theory Y can be threatening to teachers who are accustomed to using the power of their position. People who use Theory X rely on external motivators *to influence, manipulate, and change others*.

In contrast, the Theory Y person uses collaboration and realises that improvement comes through *desire*, rather than by *control*. In using Theory Y, for example, errors are viewed as *feedback* because this is the key characteristic for promoting growth and continual improvement.

An old story dramatises the effects of Theory X. An expedition of scientists went on a mission to capture a Tonkin snub-nosed monkey. Only an estimated 100-200 of this

"We cling to the very things that hold us back, remaining captive through sheer unwillingness to let go."

particular species exists, and they reside only in the jungles of Vietnam. The objective was to capture one of the monkeys alive and unharmed.

Using their knowledge of monkeys, the scientists devised a trap consisting of a small bottle with a long narrow neck. A handful of nuts was placed in it, and the bottle was staked out and secured by a thin wire attached to a tree. Sure enough, one of the desired monkeys scented the nuts in the bottle, thrust an arm into the long neck, and grabbed a fistful. But when the monkey tried to withdraw the prize, his fist, now made larger by its contents, would not pass through the narrow neck of the bottle. He was trapped, anchored in the bottle, unable to escape with his booty, and yet unwilling to let go. The monkey was easily captured.

We may smile at such foolishness, but in some respects we operate in the same manner. We cling to the very things that hold us back, remaining captive through sheer unwillingness to let go. So often people fail because of *what they will not give up*. They cling to what has always worked, clearly after it has stopped working.

The person who holds on to coercion, in all its various forms, will remain captive like the monkey. In a sense, the person loses freedom. A person becomes liberated when willing to let go of the coercion and manipulation of Theory X with its stress, resistance, and poor relationships. The use of the collaboration and empowerment of Theory Y *reduces stress, improves relationships, and is much more powerful in effecting change* in others.

Application to the Classroom

How a person attempts to motivate others depends upon how the person *views* others. If the teacher views a student's irresponsible behavior to be deliberately disruptive, then the coercive approaches of Theory X will most probably be employed. Poor relationships and stress are natural outcomes of this approach.

In contrast, if the teacher perceives that the behavior is the youngster's *best attempt* to solve a frustration or problem, then the adult views the situation as an opportunity to help and uses the approaches of Theory Y. In the process, resistance and resentment are reduced, and effectiveness is increased.

See It and Learn It

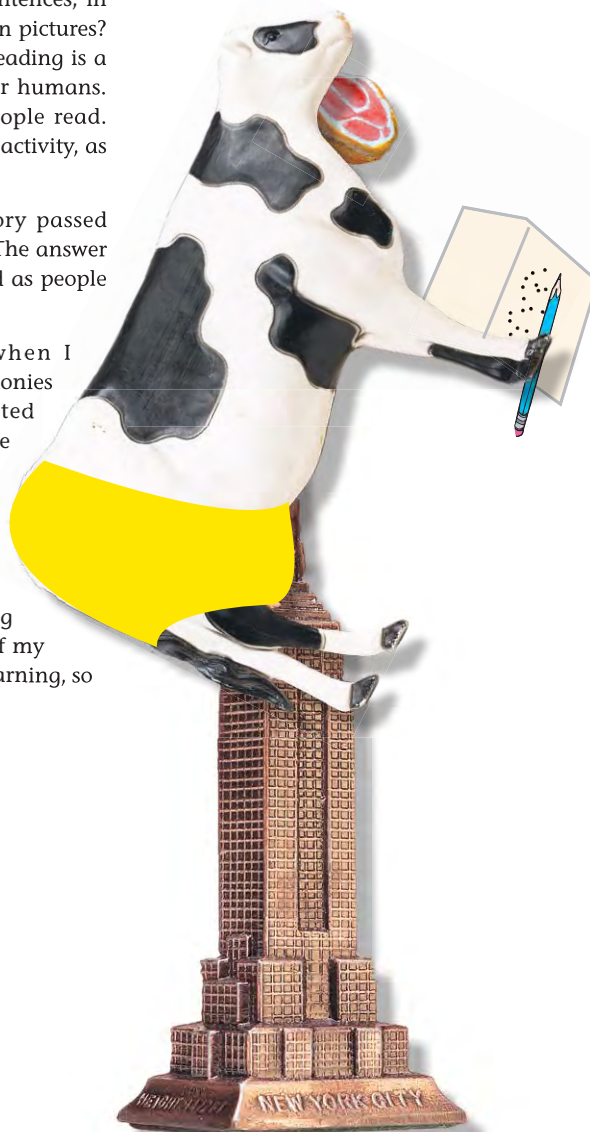
Visualisation activities make brain-compatible learning easy, fun, and engaging

Brain-compatible learning infers that learning will take place in a manner that is “natural.” Unfortunately, however, many teachers expect students to learn in an “unnatural” way.

Let me explain by asking you to visualise the last time you dreamed. Not that you remember your dream, but did you dream in letters, in words, in sentences, in paragraphs? Or did you dream in pictures? We often forget that the act of reading is a relatively recent development for humans. Until recent years, very few people read. Reading is not a “natural” brain activity, as is visualisation.

Think about it: How was history passed from generation to generation? The answer is in stories, stories someone told as people visualised them.

Here is an example from when I taught students about the 13 colonies that became the original United States of America. To make the learning easy, I classified the new states into divisions: New England, Mid-Atlantic, and Southern. We made maps, and the students memorised the states. I reinforced the learning with repeated drills. Still some of my students were not successful in learning, so I turned to visualisation.



Try this exercise: Say the ANSWER to each question OUT LOUD

Visualise a cow. The cow's name is Georgia.

What's the cow's name?

It's a Jersey cow.

What kind of a cow?

The cow is sitting on the Empire State Building.

What is it sitting on?

And it's singing a couple of Christmas carols.

What is it singing?

Under its chin is a ham.

What's under its chin?

It's a Virginia ham.

What kind of ham?

The cow is wearing yellow underwear.

What's the cow wearing?

In its hoof is a pencil.

What's in its hoof?

And the cow is making a connect-the-dots drawing.

What kind of a drawing?

Of Marilyn Monroe.

Of whom?

Walking down a road.

Down a what?

Going to mass.

Going where? ►

What was the cow's name? _____
 What kind of a cow was it? _____
 Sitting on top of the _____
 Singing a couple of _____
 Under its chin is a _____
 What kind of a ham?
 The cow is wearing _____
 In its hoof was a _____
 It was making what kind of a drawing?
 Of? _____
 Walking down a _____.
 Going to _____.

Congratulations!
 You just named all
 original 13 states

Georgia, New Jersey, New York (the Empire State), the Carolinas (North and South Carolina), Virginia, New Hampshire (ham), Delaware (underwear), Pennsylvania (Pencilvania), Connecticut (connect the dots), Maryland (Marilyn), Rhode Island (road), Massachusetts (Mass).

My students had no difficulty remembering them after this exercise because their brains easily visualised and connected each picture.

You can use the same approach for remembering the state's capital cities. Memorisation experts suggest that the more outlandish the image, the easier it is for your brain to remember. The students are even more engaged in the process if they create their own images.

Here are two examples:

1. The capital city of Connecticut is Hartford. See a Valentine-type heart driving a Ford car connecting cutouts of itself (heart-Ford-cutouts).

2. The capital of New Hampshire is Concord. Visualise a rolled up ham piloting the thin and sleek Concord airplane.

Conjuring up vivid images (right brain) while reading a book (left brain) encourages hemispheric integration and leads to improved memory and more efficient learning. If you think of engaging both sides of the brain, no matter what you are teaching, the learner builds up more hooks and cues to ensure long-term memory. The brain can keep on making connections and, therefore, grow throughout life. Learning builds learning because, as we continue to learn, the brain's neural networks augment, creating ever-abundant connections.

We can even improve reading comprehension by encouraging students to make mental pictures as they read and use their own experiences. For example, students can mentally imagine the entrance to their residence, the first room they enter, then the kitchen, and then other rooms. This imaging encourages focusing and generates additional richness of detail. A person can mentally stop in any room and visualise the furniture and decor. Using this technique, students can visualise or "peg" information to any location.

Here is a simple experiment you can do with your students. Find two similar reading selections. Have students read the first selection and then ask questions about the reading. Then take your students through a visualising exercise. Use their bedroom as

"Explain to your students the reason for their improvement: The brain remembers experiences and images better than words."

an example. Say, "As you read something that is important or that you wish to remember, make an image of it or describe it in two or three words and then place it on the bed. Place the next item in a different location

and continue the procedure until the end of the reading selection." Have the students answer similar questions as they did before the imaging exercise. Explain to your students the reason for their improvement: *The brain remembers experiences and images better than words.*

Visualisation can help people in training, which is one reason that professional athletes use the technique. The process transforms complex motor procedures into automatic movements. The reason is that imagining the movements activates the same motor regions of the cerebral cortex that light up during the actual movement. Repeatedly visualising the movements strengthens or adds synaptic connections among relevant neurons. An alternative is to visualise the result — rather than the motions — such as a golf ball dropping into the cup. Golfer Tiger Woods reports that it is easier for him to sink putts when he imagines the rattle of the ball in the cup.

In learning information, you can create any image to enhance recall. For example, to learn Stephen Covey's seven habits of highly effective people in proper order, I conjured up the following image.

is to convey information in story form. When we use this approach, we help create meaning and improve retention for the listener. People retain stories longer than facts because they create visual images.

Habit	Mental placement on my body
1. Be Proactive	head
2. Begin with the End in Mind	shoulders
3. Put First Things First	chest
4. Think Win/Win	belly
5. First Seek to Understand, Then to be Understood	hips
6. Synergise	back
7. Sharpen the Saw	thighs

By creating this visualisation, I have immediate recall. In addition, it took me less time to create the image than if I had attempted to memorise the list through repetition. And reinforcement takes but a matter of moments.

"SAVER" is a simple acronym to remember when using imagery. "S" refers to seeing the image in the mind's eye. "A" refers to associating the image to some action. "V" refers to *vivid*. The more colourful and clearly defined the image, the easier recall will be. "E" refers to *exaggerate*. The more extraordinary, the better! "R" refers to *reviewing* the image periodically. Reviewing assists long-term retention.

Encourage visualisation regularly. It is a simple technique to improve reading comprehension, vocabulary development, and other areas. Most important, because imaging increases comprehension and recall — two of the most tested skills in schooling — it gives students considerable confidence and faith in themselves.

Take every opportunity to simplify the written word so that you can create information as a picture or experience. One way to do this

Images touch emotions because they arouse sensations, which people remember longer than facts.

When someone asked a history teacher the secret of making the subject so interesting and students so enthused, the teacher responded, "I can tell you in two words: *Tell stories.*" An old storyteller's tale makes the point:

TRUTH walked around naked, and everyone shunned him.

STORY walked around in coloured clothes, and everyone liked him.

TRUTH inquired of **STORY**, "What is it that you do that people like you?"

STORY lent **TRUTH** some colourful garb and interesting clothing.

Everyone began liking **TRUTH**.

More on this topic is available at <http://www.MarvinMarshall.com>. This article first appeared in the June 2008 issue of *teachers.net/Gazette* at <http://teachers.net/gazette/JUN08/marshall/>

"When someone asked a history teacher the secret of making the subject so interesting and students so enthused, the teacher responded, I can tell you in two words: Tell stories."