

# The Levels of Development

The foundation of the *Raise Responsibility System*\* (See asterisk at the bottom of the pdf) is teaching four concepts of LEVELS OF DEVELOPMENT before problems occur. How people mature after learning the Levels of Development is what makes the teaching so valuable. Rather than focusing on discipline, think of the Levels of Development as an OPPORTUNITY for people to have a rubric for making decisions in life.

**1.** Some *adults* may feel uncomfortable with the vocabulary, **but these specific terms are the most effective** in empowering students to resist bullying, resist negative peer influence, and make responsible decisions. After the concepts have been explained, reference is made only to the *letter*. For example, the lowest level, *Anarchy*, is referred to as *Level A*.

**2.** Occasionally, an adult thinks that youngsters may confuse the letters of a grading scale with the letters of the hierarchy. Since language has meaning in context (e.g., when to spell *to*, *too*, *two*), students do not confuse the hierarchy of *D, C, B, A* with the reverse order of letters in grading systems.

**3.** Two significant advantages in referring to the levels are: (a) **the deed is separated from the doer** so students never feel a need to defend themselves—which often leads to arguments, and (b) the vocabulary can be used **in every grade level and by every staff member**.

**4.** The hierarchy is **NOT an assessment tool for someone on the outside looking in**. The motivation of some students during an activity will be at *Level C* while others will be at *Level D*. Only individuals themselves can accurately assess their own level of motivation.

\* Part III of the Discipline Without Stress Teaching Model

**5.** As we live, we experience various levels. If you have experienced great anger, chances are that you had little concern for the effect your behavior had on others (*Level A*). If you ever drove faster than the speed limit, you made your own rules of the road (*Level B*). If you were courteous and considerate of others, your *motivation* could have been to do what others were doing (*Level C*), or your *motivation* could have been to be courteous and considerate of others because that was the *right thing to do* (*Level D*).

**6.** To perpetuate a civil society, *motivation at Level C* is essential, and this is the motivational level at which most of us live our lives most of the time. However, since *obedience does not create desire*, when working with young people the **GOAL** is to **promote motivation at Level D**. The reason is that *motivation at this level actuates the greatest desire for responsible behavior and for putting forth effort in learning*. **Learning requires motivation.**

**7.** *Since rewards change motivation*, once a reward is given, the reward becomes the focus. Rewarding *Level D* is both counterproductive and guesswork because no one can know the *motivation* of another with complete accuracy.

**8.** The *hierarchy becomes significantly more effective* when the **FOCUS** is on the **DIFFERENCE BETWEEN THE MOTIVATIONAL LEVELS OF C and D**. The more you *have students reflect on their motivational level*, the more effectively the system serves both you and young people.



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