

Teaching *without* Stress

Promoting Learning & Responsibility

Without Stress Teaching Model

I

CLASSROOM MANAGEMENT

The key to effective classroom management is teaching and practicing procedures. Teaching procedures is significantly more effective than relying on rules.

II

THREE PRINCIPLES TO PRACTICE

POSITIVITY

Teachers practice changing negatives into positives. "No running" becomes "We walk in the hallways." "Stop talking" becomes "This is quiet time."

CHOICE

Choice-response thinking is taught—as well as impulse control—so students are not victims of their own impulses.

REFLECTION

Since a person can only control another person temporarily and because no one can actually change another person, asking REFLECTIVE questions is the most effective approach for actuating change in others.

III

THE RAISE RESPONSIBILITY SYSTEM (DISCIPLINE)

THE HIERARCHY OF SOCIAL DEVELOPMENT (Teaching)

The hierarchy engenders a desire to put forth effort to learn and to behave responsibly. Students differentiate between internal and external motivation—and learn to rise above inappropriate peer influence.

CHECKING FOR UNDERSTANDING (Asking)

Students reflect on the LEVEL of chosen behavior. This approach SEPARATES THE PERSON FROM THE BEHAVIOR, thereby negating the usual tendency to defend one's actions. It is this natural tendency toward self-defense that leads to confrontations.

GUIDED CHOICES (Eliciting)

If disruptions continue, a consequence or procedure is ELICITED to redirect the inappropriate behavior. This approach is in contrast to the usual coercive approach of having a consequence IMPOSED.

IV

USING THE HIERARCHY TO INCREASE LEARNING

Using the hierarchy BEFORE a lesson and reflecting AFTER a lesson increases motivation, improves learning, and raises academic achievement.