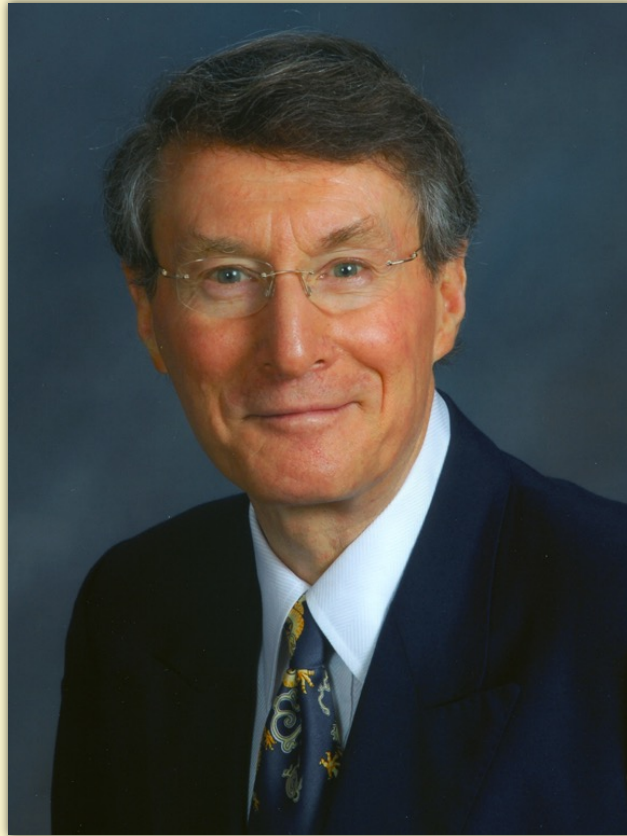


WELCOME!



Dr. Marvin Marshall

TEACHING without STRESS

*How to Increase Academic
Performance and Handle
Every Discipline Problem*

By Marvin Marshall

Download, print, and keep handy
the teaching model at
WithoutStress.com
[Link to Educators](#)

Each time you **coerce** someone
by **using your power of
authority**, you **deprive** that
person of an opportunity to
become more responsible.

Internal motivation is far more powerful and effective in changing behavior than external approaches of telling, rewarding, threatening, or punishing.

WITHOUT STRESS TEACHING MODEL

- I Classroom Management vs. Discipline
- II Three Principles to Practice
- III The Raise Responsibility System
- IV Using the System to Increase Academic Performance

WITHOUT STRESS TEACHING MODEL

I

Classroom Management vs. Discipline

The key to effective classroom management:

- Modeling, teaching, practicing,
and reinforcing **PROCEDURES**

PROCEDURES

Empower

WITHOUT STRESS TEACHING MODEL

I

Classroom Management vs. Discipline

CLASSROOM MANAGEMENT is about the teacher making ***instruction*** **EFFICIENT**—primarily by teaching procedures.

DISCIPLINE has to do with behavior—***not instruction.***

Promoting *obedience*
prompts *stress*.

Promoting *responsibility*
brings *obedience*
as a natural by-product.



Rules are meant to control, not inspire.

Rules are necessary in games, but between people they immediately create an adversarial relationship.

Did you enter the profession to become a teacher or a cop?



Rather than “Rules” use

RESPONSIBILITIES

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

Evaluate your rules.

Are they negative

or

proactively positive?

(Think procedures)

WITHOUT STRESS TEACHING MODEL

II

Three Principles to Practice

Three universal practices
to improve your effectiveness:

Positivity

Choice

Reflection

Practice I - Positivity

P = Send POSITIVE messages.

Notice the number of times you **state something negatively that could be stated in positive terms.**

Promise with the positive by using *contingencies*, rather than *consequences that prompt negative feelings*.

“As soon as you finish your work, you can go to the activity center.” (**Contingency - stated in the positive**) vs.

“If your work is not done, you’re not going to the activity center.” (**Consequence - stated negatively**)

Practice 1 - Positivity

What we perceive (**cognition**)
and how we feel (**emotions**)
are **inseparable**.

Information to the brain is
immediately followed by an emotion.

Practice 1 - Positivity

Change Negatives To Positives

“No running!” becomes
“We walk in the hallways.”

“Stop talking!” becomes
“This is quiet time.”

Practice 1 - Positivity

Change Negatives To Positives

“Don’t do that!” becomes
“Can you find a more appropriate or better
way?”

“Put that down!” becomes
“How should that be handled?”

Practice 1 - Positivity

Change Negatives To Positives

“You are not standing in line properly!”

becomes

“Show me how you should stand in line.”

Practice 2 - Choice

C = Offer CHOICES.

Choice empowers. Choices give ownership, a critical component for **changing behavior**.

Giving three options—rather than two—removes all perceptions of coercion.

Be it a situation, a stimulus, or an urge, ***a person always has a choice regarding the response.***

Don't accept victim-type thinking; it is counterproductive to fostering responsibility, e.g., "*He hit me first!*" "*I had no choice!*" and "*He made me do it.*"

Practice 2 - Choice

“CHOICE-RESPONSE THINKING” Is Taught

Regardless of the situation (you cannot change),
Regardless of the stimulation (you cannot change),
Regardless of the impulse (you cannot change),

You still have the freedom and power
to choose your response.

Think: CHOICE > RESPONSE

Practice 2 - Choice

You choose:

How to act

What to say

How you say it

What to focus on

When to go along with others

When to resist

What you say about others

What you say to yourself about yourself

Practice 3 - Reflection

R = Encourage REFLECTION.

Ask reflective questions that foster growth and responsibility, e.g., *“Are you willing to try something different?” “If you could not fail, what would you do?” “What would an extraordinary person do?”*

Be cautious of “why?” questions. They allow the person to give an excuse, be a victim, and avoid responsibility.

Practice 3 - Reflection

Think of one person in your life
and then answer the following question to
yourself:

***Have you ever CHANGED
that person?***

(Not controlled
but actually changed that person)

Practice 3 - Reflection

You can ***control*** someone by using coercion, but the only person you can actually ***change*** is yourself.

No one can actually ***change*** another person.

**The art of influence
is to induce people
to influence themselves.**

Practice 3 - Reflection

Ask four questions that lead to a change in behavior:

- (1) *“What do you **want**?”*
- (2) *“Is what you are **choosing to do** helping you get what you want?”*
- (3) *“If what you are choosing to do is not getting you what you want, then what is your **plan**?”*
- (4) *“What are your **procedures** to implement your plan; specifically, what will you do?”*

It is interesting to attempt to find the “why” of a behavior; however, knowing the reason has absolutely nothing to do with making new neural connections to **CHANGE BEHAVIOR.**

Practice 3 - Reflection

Learning Log:

What did I learn?

What do I need to work on?

Keeper Journal:

1 item each day

Diary:

If I had a challenge today,
what ***did*** I do about it?

What **can I do** if it happens again?

INSTRUCTIONAL MODEL

- (1) Teaching Levels of Social Development
(Teaching)

The only part of the model that is essential for students to learn and can be taught immediately.

- (2) Checking for Understanding
(Asking)

- (3) Guided Choices
(Eliciting)

Raise Responsibility System

INSTRUCTIONAL MODEL

(1) Teaching Levels of Social Development (Teaching)

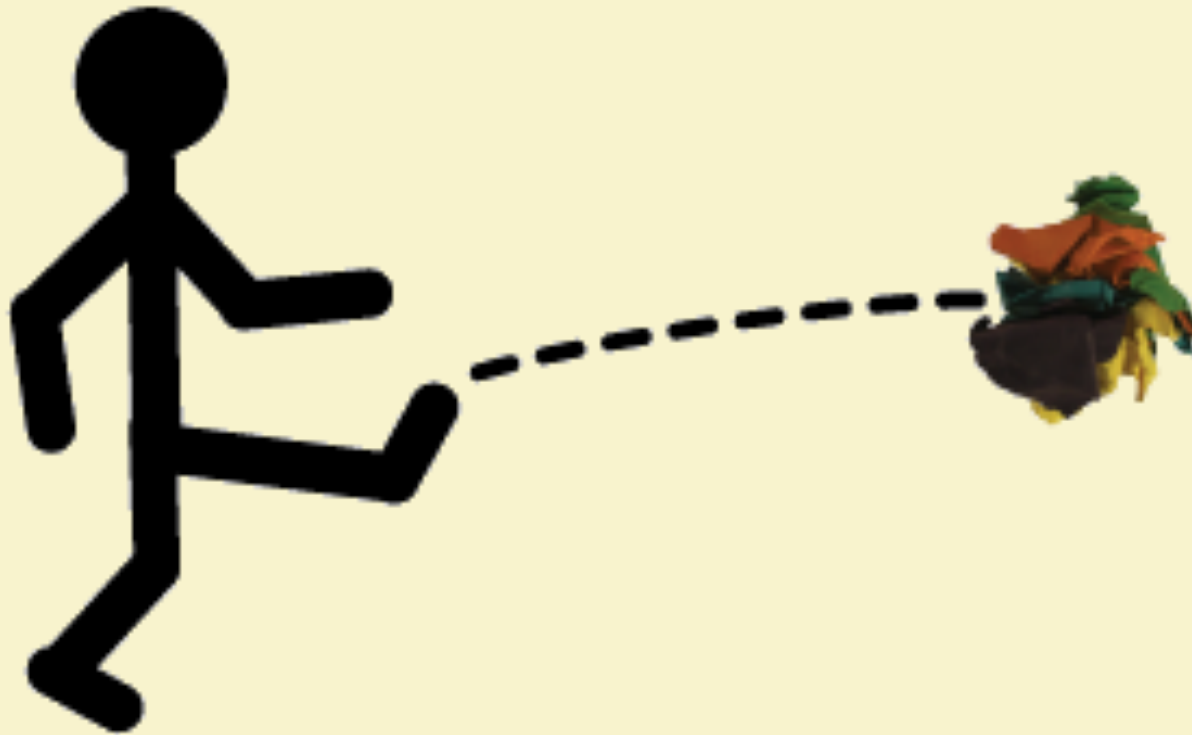
The only part of the model that is essential for students to learn and can be taught immediately.

NOTE:

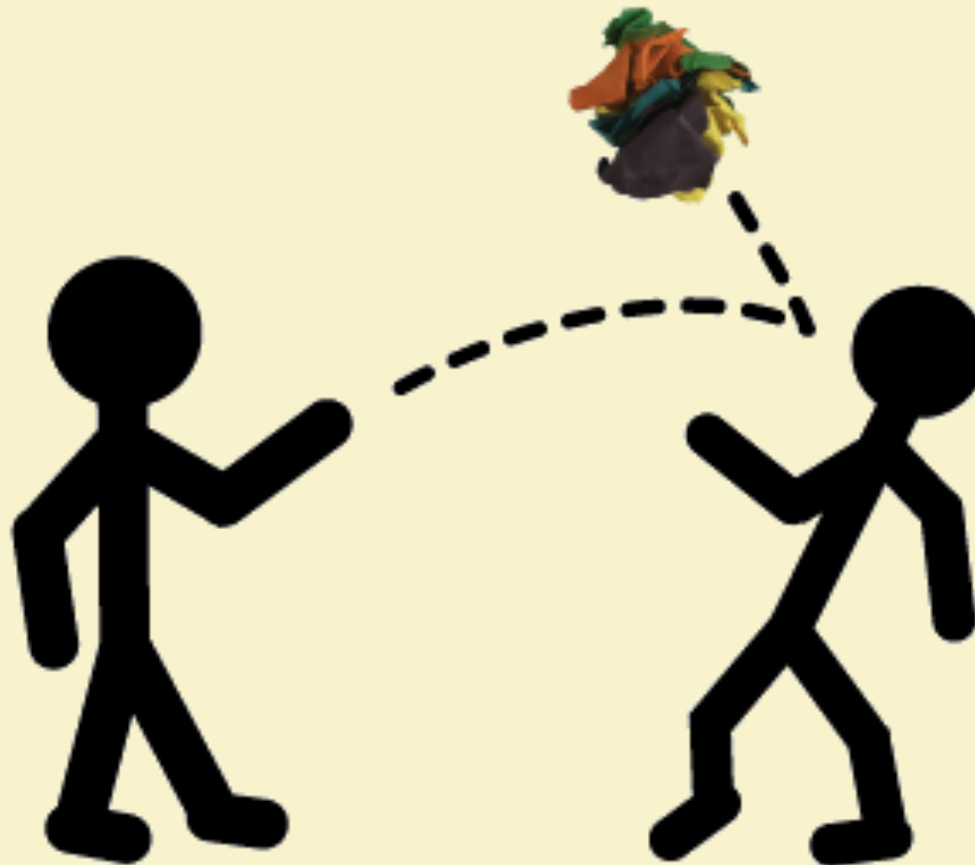
*Level A and Level B refer to BEHAVIORS
—neither of which is tolerated.*

*Level C and Level D refer to MOTIVATION
—both of which people use.*

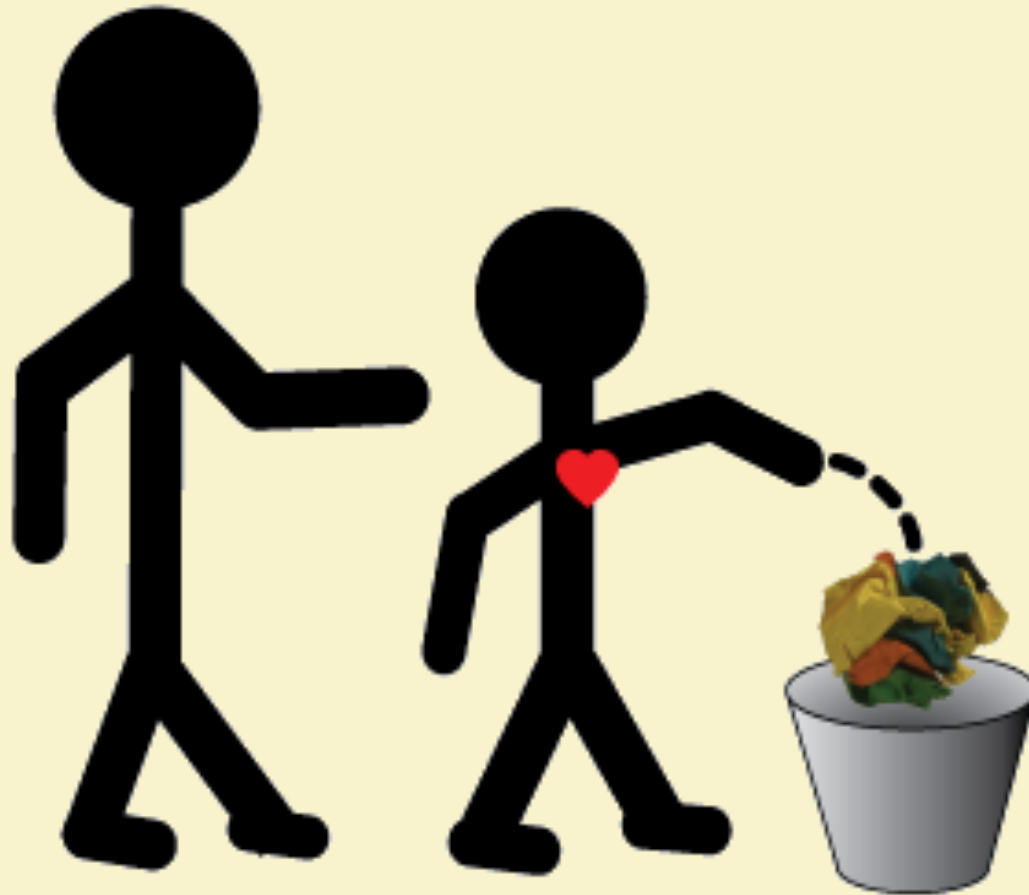
At the lowest level of ***behavior, Level A (Anarchy)***, a young person might ***kick trash around the room***. Naturally, this level is *unacceptable*. A person operating at ***Level A*** can expect an adult to stop the behavior and take control.



Moving up the ladder, someone on **Level B behavior** (**Bossing, Bullying, Bothering**) might pick up the trash and then *throw it at someone*. This level is also *unacceptable*. A person operating at **Level B** can also expect an adult to take control.



Level C motivation (Cooperation/Conformity) is the first of **two acceptable levels**. A student would do what the teacher asks. A student would **pick up the trash *at the request of the teacher*** (*external* motivation).



Level D motivation (Democracy). At this ***highest*** level, a student would take the ***initiative*** to pickup the trash and deposit it in the trash can—***whether or not anyone asked or if anyone was watching***.



HOW AM I DOING?

D



De·moc·ra·cy

C



Co·op·er·a·tion
Con·form·i·ty

B



Boss·ing
Bul·ly·ing

A



An·ar·chy

Children of Rainbow School

Four Short Stories for Teaching Responsibility



The Hierarchy of Social Development

LEVEL A *Anarchy*

- Absence of order - Aimless and chaotic

LEVEL B *Bossing/Bullying*

- *Bothers others - Bullies others*
 - Breaks rules and standards
 - Must be bossed to behave

Neither of these levels of behavior are acceptable or tolerated.

The Hierarchy of Social Development

LEVEL C Cooperation/Conformity

EXternal motivation

- Considerate
- Cooperates
- Complies with what is expected
- But may conform to negative peer pressure

Level C (EXternal Motivation)

Relies on EXternal motivation to prompt effort

- Practices when an adult is nearby
- Applies effort to impress or satisfy others
- Completes assignment primarily to get a good grade (in contrast to learning for one's own benefit)

Level C (EXternal Motivation)

*EX**ternal motivation to prompt effort*

These people often do not exercise their best effort and so are deprived of the satisfaction that comes with **Level D** *internal* motivation.

The Hierarchy of Social Development

LEVEL D *Democracy Highest Level*

INternal motivation

- **Democracy and responsibility are inseparable**
- **Displays responsibility and develops self-discipline**
- **Does good because it is the right thing to do**
- ***Demonstrates initiative*** (The key difference between Level C and Level D)

Level D (INternal Motivation)

- Displays a **desire to learn**
- Stays focused during the lesson
- **Willingly** practices to improve skills
- Practices **without the necessity of adult supervision**
- Completes the assignment because it is in **one's own self-interest**

Level D (INternal Motivation)

These people experience joy and satisfaction that comes from taking the initiative of doing what is best.

Card & Poster

Levels of Development

D **Democracy** *(Highest level)*

Develops self-discipline
Demonstrates initiative
Displays responsibility
Democracy and responsibility
are inseparable
Internal motivation

C **Cooperation / Conformity**

Considerate
Complies
Conforms to peer pressure
External motivation

B **Bossing / Bullying**

Bothers others
Bullies others
Breaks laws and standards
Must be bossed to behave

A **Anarchy** *(Lowest level)*

Absence of order
Aimless and chaotic

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We live the different levels regularly

- **Level A** –Only interested in what you want—just like an infant—as in getting angry and having little regard for the effect your behavior has on others
- **Level B** –Going over the speed limit—as if making your own rules of the road
- **Level C** – The level on which most of us live our lives most of the time—acting appropriately and doing what is expected of us
- **Level D** – Taking the *initiative* to do what is right—regardless of peer influence or other external factors

WITHOUT STRESS TEACHING MODEL

IV

Using the HIERARCHY to Increase Academic Performance

- **Before** students engage in an activity, discuss behaviors at each level.
- **After** the lesson, ask students to take just a moment to **reflect** on the level at which they chose to operate.
- Using hierarchy in this way—**before** and **after** a lesson or activity—**promotes a desire** to reach the highest level.

Example from a High School Teacher

- I use an alarm clock analogy to teach the **importance of establishing a procedure** to get to school on time.
- **Level D** - You set your alarm clock, wake up, and get to school on time.
 - **Level C** - You depend on your parents to wake you up to get to school on time.
 - **Level B** - You ignore your alarm clock and come to school late.
 - **Level A** - You don't even set your alarm clock because you are not responsible.

The more the hierarchy is discussed in a **variety of situations**, the more it becomes a **tool that students use *for themselves*** to evaluate their own choices, actions, and behaviors.

Significant Points

*Teaching **BEFORE** disruptions occur*

- How young people mature after learning and continually referring to the hierarchy is what makes teaching it so valuable.
- Rather than focusing on discipline, think of the hierarchy as an **OPPORTUNITY** for young people **to have a rubric for making decisions in life.**

Hierarchy of Social Development

Key to success:

Continually focus on the *difference* between Level D and Level C: the *MOTIVATION*—*not the behavior*.

Some students in a class may be at **Level C motivation** because of their interest in receiving a good grade—whereas others may be doing their best because they know that doing quality work is in their own best interests and **the right thing to do (Level D)**.

Don't try to assess someone's motivation. It's guesswork!
Focus on the behavior.

INSTRUCTIONAL MODEL

(1) Teaching Levels of Social Development
(Teaching)

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(2) Checking for Understanding
(Asking)

(3) Guided Choices
(Eliciting)

III

Raise Responsibility System

INSTRUCTIONAL MODEL

(2) Checking for Understanding
(Asking)

INSTRUCTIONAL MODEL

(2) Checking for Understanding

(Asking)

Students reflect on their chosen LEVEL.

This approach **SEPARATES THE PERSON FROM THE BEHAVIOR**, thereby negating the usual tendency to defend one's actions.

It is this natural tendency to self-defend oneself that leads to confrontations.

Asking Example 1

- On what level is that behavior?

I don't know.

- Tell me a civility or standard in our class.

Not to be talking when the teacher is.

- Then you are making your own standards. What level is that?

B.

- Thank you.

Asking Example 2

- On what level is that behavior?

He was doing it, too.

- That was not the question. Let's try it again.

- On what level is that behavior?

I don't know.

- What level is it when someone bothers others?

I don't know.

- The letter comes right after A in the alphabet. What letter comes after A?

Raise Responsibility System

The person who asks the question controls the situation or the conversation.

Always stay in control by asking a *reflective* question.

INSTRUCTIONAL MODEL

(1) Teaching Levels of Social Development
(Teaching)

The only part of the model that is essential for students to learn and can be taught immediately.

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III

Raise Responsibility System

INSTRUCTIONAL MODEL

(3) Guided Choices
(Eliciting)

INSTRUCTIONAL MODEL

(3) Guided Choices (*Eliciting*)

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

INSTRUCTIONAL MODEL

(3) Guided Choices (*Eliciting*)

- The advantages of *eliciting*—rather than *imposing*—are that:
 - (1) **an adversarial relationship is avoided**,
 - (2) the student has **ownership of the decision**, and
 - (3) victimhood thinking is avoided because the student is **empowered** by having a choice—in contrast to the usual approach of being **over**powered by the adult.

INSTRUCTIONAL MODEL

(3) Guided Choices (*Eliciting*)

- In both *Checking for Understanding* and *Guided Choices*, the teacher is *asking—not telling*. The *teacher* controls the situation *because the teacher is asking the question(s)*, and as long as the student has a choice, dignity is preserved and confrontation is avoided.

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increase effectiveness
at

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*Thank you for improving teaching and
learning.*