

PROMOTING RESPONSIBILITY & LEARNING

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1. WELCOME

MONTHLY DISCIPLINE AND LEARNING QUOTE:

He, who has so little knowledge of human nature as to seek happiness by changing anything but his own disposition, will waste his life in fruitless efforts and multiply the grief which he purposes to move.

--Samuel Johnson (the literary giant of the 18th century)
from an exhibit at the Huntington Library, San Marino,

California

The book, "PARENTING WITHOUT STRESS: How to Raise Responsible Kids While Keeping a Life of Your Own," is now taking pre-publication orders.

Following are two of the many comments received from around the world from readers of the first draft.

"Your parenting book is exactly what every parent desperately needs because it does what other discipline experts have not done: It retains the authority responsible parents need while creating the respectful relationship parents want. Your sensible strategies show parents how, while your awesome anecdotes, stories, and examples offer practical suggestions. The delightful, well-written, and enjoyable style is an added bonus."

--Bill Page

--Nashville, Tennessee

"I loved this book! It's not just another parenting book, and I was pleased to find it was much more than a book for teachers re-worked for parents. I'm passing this book on to my children in hopes that they will not make the same mistakes I made with them. Bravo, Dr. Marshall!"

--Debbie Mills

--Casablanca, Morocco

The book and the numerous stories and examples are ESPECIALLY FOR PARENTS. For those interested in viewing the UPDATED Table of Contents, link to

<http://www.parentingwithoutstress.org>.

If you are interested in placing an order for a discount, <mailto:Marv@MarvinMarshall.com> and in the SUBJECT line, insert "Parenting Book." You will be notified when the book is available in early December (early enough for a Christmas present) and how you can receive the advance discount copy.

At your convenience, invest 19 minutes to view the video by Daniel Pink on the science of motivation:

http://www.ted.com/talks/dan_pink_on_motivation.html.

(Be patient while the video loads.)

2. PROMOTING RESPONSIBILITY

The following is from my soon-to-be-released parenting book:

Carrots are no more effective than sticks for helping young people make responsible choices and become moral and ethical adults.

As indicated at the outset, this book is the result of numerous requests for me to write a book especially for parents based upon my previous book, "Discipline without Stress® Punishments and Rewards: How Teachers and Parents Promote Responsibility & Learning." The book is used in many college courses for those entering the teaching profession.

However, many people entering teaching are still taught that it is essential to use external manipulative approaches in order to foster responsible behavior. You decide if using such Skinnerian approaches (reinforcing desired behavior by some reward) uplifts and empowers students to behave responsibly.

The elementary school hired a substitute during the absence of the regular teacher.

Upon returning from lunch, a student asked if the class had earned a star to put on the bulletin board for the quiet way in which the class had returned.

The substitute didn't understand the request and asked about the procedure.

Another student explained that when students enter the classroom quietly, the teacher puts a star on the bulletin board. When a certain number of stars are reached, the class is given an afternoon without any work.

The substitute asked, "But aren't you supposed to walk quietly in the hall so that you don't disturb the other

classes? Why should you earn a star for doing what is right?"

Students looked at each other, puzzled. Finally, one student explained, "We always get a reward. Why else should we do it?"

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Half of all people entering teaching leave the profession within five years. As studies have repeatedly shown, a major reason has to do with discipline. My point, of course, is that these external motivational approaches are not successful enough with too many of today's young people. Here is a challenge: Inquire if an approach as in the above story is used in the school your child attends. If so, take the initiative (Level D) to make a significant impact on promoting responsible behavior by sharing the approaches in this book with the school.

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3. INCREASING EFFECTIVENESS
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Kerry Weisner responded to a post on an educational mailing that suggested having kids create rules in a classroom, as opposed to having the teacher create procedures, is simply a matter of semantics.

Kerry responded, "To me, semantics ARE the issue."

Here is her post:

I can't comment on how your approach and my approach might be similar or different, but I can compare my OWN approach of using DWS for the past seven years to the approach I used before.

Like you, every year my partner and I used to have our students help develop classroom rules on the first day of school. I found that this type of thinking created a different teaching mindset than the mindset created when I started to think about developing "procedures" instead of rules. For me this turned out to be big. It was actually the semantics to which you referred that MADE the difference.

I find I'm much more positive in my own mind when I purposely view "misbehavior" as coming from "someone who didn't learn the procedure," as when I perceive the same behavior as coming from "someone who's not following the rules." Having tried both ways, I greatly prefer teaching from the "procedures" mindset. I find it a more relaxing and positive approach to working with people. It puts me in a "teaching frame of mind" rather than a "find a consequence for breaking the rule frame of mind."

Adopting a "procedures mindset" also focused my attention on the need for repetition on any one procedure--which might even be identical to a particular "rule" I used to have before. With a "rules" mindset, I didn't have a good understanding of this issue. Although I always taught routines, I didn't teach them well enough or provide enough practice to make them automatic for every child. Reading DWS information, which referred me to Harry Wong's book for understanding classroom management issues, (as opposed to discipline issues,) I found the following information. Harry Wong quotes research by Madeline Hunter:

For a child to learn something new, you need to repeat it on the average 8 times.

For a child to unlearn an old behavior and replace it with a new behavior you need to repeat the new behavior on the average of 28 times. 20 of those times are used to eliminate the old behavior and 8 of the times are used to learn the new behavior.

For the first time I began to see how the practice of teaching procedures would allow me to reach every child and especially help the most challenging students to become more successful. (It also helped me to understand the value of thinking out my classroom procedures CLEARLY before I taught them.)

One understanding I gained from my reading of Marvin Marshall's book was that creating procedures and standards (what I used to think of as "rules,") is the responsibility of the TEACHER, rather than the students. This was somewhat of a startling idea for me but it rang true.

Marshall's view is that classroom management is the responsibility of the teacher, whereas discipline (in the sense of a person being in charge of his/her own behavior,) is the responsibility of the student. In DWS, the teacher creates the procedures because that's the job they've signed on to do--to lead, to structure the room for learning, etc. He says that this is not the job of the child. (The job of the child is to make choices about their own behavior.)

If I think back to the days when I DID have kids help create the rules, I realize that I never really intended to give them the power to create the rules at all--because usually I had several rules in my own mind already, before the first day of school. (In fact, I often had a chart all prepared that I could whip out once "we'd finished creating the rules together.") If a child came up with a rule I didn't like, or I didn't think was reasonable or important, I didn't allow that rule to stand. I manipulated the conversation to come around to what I had in my own mind anyway. So, when I thought about it, I realized that if the kids didn't really create the rules, did I need to pretend that they did? Now that I have this clear in my own mind, I have become a more confident teacher with greater understanding of my role.

This is my current thinking: It's MY job to create the classroom procedures. By teaching the procedures well, I instill my expectations--that is, I expect that students will follow the procedures I have taught. By teaching procedures thoroughly (8 or maybe more times for the most challenging children,) I am actually teaching students how to be well-behaved in my classroom--because without this careful instruction some really don't know HOW.

Now when it comes to discipline, that's a different issue. Kids are responsible for their own discipline. Why? Because I can't change another person, so it makes sense that the students have to be in charge of themselves in this way. That's the goal of DWS--to promote responsibility and the advantages of being self-disciplined. But that's getting off track from our conversation here!

So, in part, it might be semantics, but in part, definitely not... in my experience anyway!

Best wishes!

Kerry in BC

More of Kerry's posts are at <http://disciplineanswers.com>

4. IMPROVING RELATIONSHIPS

Robert Kennedy once remarked that Robert McNamara was the most dangerous member of President John F. Kennedy's cabinet. The reason was that McNamara was so persuasive. Michael Beschloss, the esteemed presidential historian, suggested that McNamara was ill equipped to advise presidents (both Kennedy and later Johnson) on defense matters. McNamara's penchant for numbers overcame his understanding that some human motivations cannot be quantified.

Although economics was my major in one of my post-graduate degrees, I lost interest in the subject when my professors were teaching economic theories that were all based on "rational" decision making and using numbers as the sole source for prediction.

Unfortunately, the politics of education in the USA is using the same ill-informed approach of primarily using numbers to assess learning. Basing educational progress on standardized achievement test scores and also using them for comparisons makes sense only to those who know very little about how such tests are constructed--or perhaps they have some interest in perpetuating the MYTH THAT LEARNING CAN BE ASCERTAINED BY NUMBERS.

Can characteristics such as perseverance, responsibility, integrity, kindness, honesty, beauty, and appreciation be quantified? Perhaps Skinnerian thinking is present: If the behavior cannot be seen, it doesn't exist.

In order to develop a spread of scores, all standardized tests eliminate any item that all students can answer correctly. So, although the intent is to measure what students have learned, the tests measure other things, also. They assess information that has been taught, influence from socio-economic environments, students inherited academic aptitudes, and a combination of these three

factors--according to W. James Popham, emritus profess at UCLA and one of the world's most respected authorities on testing and assessment.

As the American Educational Research Association and the American Psychological Association have argued, educators should never rely on a single criterion when arriving at any sort of important decision. To do so is simple folly.

Using and comparing student scores on standardized tests to assess learning--yet even thinking of such an approach to assess teacher effectiveness--is simply not credible, unless, of course, you want to believe they are.

5. PROMOTING LEARNING

Chronic fear can biologically diminish students' abilities to learn. A stressful school environment is biologically counterproductive. Such environments destroy the neural systems that are involved with learning.

--Dr. Robert Sylwester, Emeritus Professor of Education, University of Oregon.

Are you putting your students in constant fear of failure?

6. Parenting

Consider the use of IMPOSED punishments.

They give the adult all the power. The powerless child doesn't develop judgment, self-discipline, or self-control. IMPOSED punishment takes ownership away from the child and puts it into the hands of others.

For example, a 10-year-old is placed in a situation where he is tempted to shoplift. All his friends are doing it and no one in the store is watching. The child whose parent uses IMPOSED punishments has an easier time of it. If the youngster believes he won't get caught, why not go ahead? In contrast, the young person whose parents have encouraged the

development of self-discipline will have a more difficult time. For that young person, getting caught, getting punished is not the issue; using good judgment is.

For this child, the thought of how his behavior affects others--the owner who has to pay for the merchandise, an innocent victim who might get accused of the theft, parents who may feel they have failed, and others involved in the young person's growth will be hurt by the breach of trust.

What a child will do when adults are not around--when there seems that there will be no consequence--is the measure of parental effectiveness.

7. DISCIPLINE WITHOUT STRESS (DWS)

The inquiry/statements to me are in lower case. To make it easy to separate, my responses are in capital letters.

READ SLOWLY AND DO NOT TAKE ANYTHING I HAVE WRITTEN PERSONALLY. I AM TRYING TO BRING YOU AROUND TO THE DISCIPLINE WITHOUT STRESS MINDSET.

Dr. Marshall,

I am a third grade teacher. I have been reading your book over the summer and have enjoyed it immensely. I am anxious to try the plan in my room this year.

YOU WILL FIND THE MOST DIFFICULT PART REMINDING YOURSELF (BEING CONSCIOUS) OF ALWAYS COMMUNICATING TO YOUR STUDENTS IN (1) POSITIVE TERMS (WHAT YOU WANT, NOT WHAT YOU DO NOT WANT), (2) GIVING THEM OPTIONS, AND (3) HONING IN ON THE SKILL OF ASKING REFLECTIVE QUESTIONS. THE BOOK HAS A NUMBER OF THEM THAT YOU MAY EVEN WANT TO POST AS A REMINDER UNTIL ASKING (INSTEAD OF TELLING AND IMPOSING) BECOMES HABITUAL.

In the past, I have put different colored ovals on the students' desks. They start the day on green. If they misbehave, they change their color to blue. Another disobedience, and they move to purple. Next is yellow, and last is red.

THE KEY HERE IS WHO DOES THE EVALUATING. IF THE KIDS DO IT, FINE. IF YOU DO IT, YOU ARE DEPRIVING THE STUDENTS OF AN OPPORTUNITY FOR REFLECTION.

At the end of the day, I post the color that they ended the day with.

WHY PLACE THE BURDEN ON YOURSELF? ALSO, ARE YOU SURE THAT YOUR EVALUATION IS THE SAME AS THE STUDENTS? WHAT IF A STUDENT DISAGREES WITH YOUR EVALUATION? WHAT HAVE YOU GAINED? BUT YOU CERTAINLY CAN LOSE A STUDENT'S TRUST AND INTERFERE WITH HOW THE STUDENT FEELS ABOUT YOU. (REMEMBER THAT COGNITION AND EMOTION ARE INTER-RELATED. FIRST COMES THE COGNITION, IMMEDIATELY FOLLOWED BY EMOTION.)

If they are not on green, I let the parents know why.

YOU WOULD BE MUCH MORE SUCCESSFUL IF YOU HAD THE STUDENTS TELL YOU.

If they are on yellow or red, I call the parents.

WHY BURDEN YOURSELF? IF YOU COMMUNICATE TO PARENTS WHEN STUDENTS OPERATE ON LEVEL D AS OFTEN AS YOU COMMUNICATE WITH STUDENTS WHEN THEY ACT ON AN UNACCEPTABLE LEVEL, GOOD. BUT WHY ONLY BRING HOME BAD NEWS ABOUT A CHILD?

At this age, it is very important to them to be on green each day.

SORRY ABOUT THIS, BUT ACCORDING TO WHOM? ALSO, ASK YOURSELF WHY? YOUR ASSUMPTION MAY BE WITH THE STIMULUS-RESPONSE BEHAVIORAL PSYCHOLOGY THAT IS CURRENT AMONG EDUCATORS BASED ON AN APPROACH TO TRAIN ANIMALS--AND DENOUNCED BY EXPERTS ON MOTIVATION (COVEY, DEMING, GLASSER, ETC. REFER TO THE DAN PINK VIDEO IN THE "WELCOME" SECTION.)

We have class jobs, and if they are on yellow, they lose their job for the week.

WHY? WHO IMPOSED THIS--YOU OR THE STUDENT? ELICITING A PROCEDURE TO HELP THE STUDENT WILL BE MORE EFFECTIVE. SEE PHASE 3, PAGE 100 OF THE RAISE RESPONSIBILITY SYSTEM IN THE BOOK, OR NUMBER 10 AT

http://www.marvinmarshall.com/counterproductive_practices.htm

That is basically the only consequence, other than contacting their parents.

AGAIN, THE CRITICAL QUESTION IS WHO DECIDES THE CONSEQUENCE. REVIEW THE FIRST LETTER IN THE BOOK SECTION ENTITLED, "LETTERS WORTH READING."

Most of the time, they get in trouble with their parents after they see that they are not on green.

IS THIS WHAT YOU REALLY WANT? DO YOU WANT PARENTS TO PUNISH? DO YOU REALLY BELIEVE THAT YOU HAVE TO MAKE A YOUNGSTER FEEL BAD IN ORDER TO DO GOOD?

The children are much better behaved, at least for awhile.

"FOR A WHILE" IS THE KEY. NO EXTERNAL APPROACH TO BEHAVIORAL CHANGE IS LONG-LASTING.

I have very few discipline problems, and hardly ever have to send a child to the office.

BUT ARE YOUR STUDENTS LEARNING JUST TO BE OBEDIENT? OR ARE YOU INSPIRING AND UPLIFTING YOUNG PEOPLE TO MAKE RESPONSIBLE DECISIONS FOR LIVING IN A CIVIL SOCIETY?

Since I am using your plan this year, I wanted to ask you if I should still use this system. If not, what do you recommend?

IF SCHOOL HAS ALREADY STARTED AND IF YOU HAVE ALREADY STARTED WITH THE OLD SYSTEM, CONTINUE IT. THEN USE PRACTICE TWO: GIVE YOUR STUDENTS A CHOICE. ASK THEM IF THEY BELIEVE THAT YOU NEED TO MONITOR THEM OR IF THEY ARE MATURE ENOUGH TO MONITOR THEMSELVES.

IF SCHOOL HAS NOT STARTED, IMPLEMENT DWS AND SEE HOW MUCH EASIER YOUR DAYS WILL BE AND HOW MUCH MORE RESPONSIBLE YOUR STUDENTS WILL BECOME.

The parents always ask what system we use.

FOR THE PARENTS, SEE

http://www.marvinmarshall.com/a_letter_to_parents.html

OR USE THE SAMPLE LETTER TO PARENTS ON PAGE 283.

Thank you.

YOU SEE THAT "DISCIPLINE WITHOUT STRESS" REQUIRES A DIFFERENT MINDSET THAN WHAT YOU HAVE BEEN ACCUSTOMED TO. TRUST THE PROCESS. YOU WILL GROW AND ENJOY IT--AS WILL YOUR STUDENTS.

PLEASE REMEMBER THAT ANYTHING YOU DO DIFFERENTLY IS GOING TO FEEL UNEASY AND STRANGE AT FIRST--UNTIL YOU HAVE USED IT ENOUGH TIMES SO THAT YOUR BRAIN HAS ESTABLISHED NEW NEURAL CONNECTIONS TO BECOME YOUR NEW HABIT.

8. TESTIMONIALS/RESEARCH

What a wonderful session! Attendees lingered to talk and share. You surely have discovered a way of helping all of us respond responsibly and at the highest level in human relations. Unforgettable! Thank you sincerely for all you have done for us.

Marilyn J. Boyce
Facilitator, Paraprofessional Teacher Training Program
Orange County Department of Education
Orange County, California

If you are at a school in the U.S.A. and have received the books for all faculty members and the in-house staff development package described at <http://www.disciplinewithoutstress.org>, contact me for the possibility of a pro bono presentation: <mailto:Marv@MarvinMarshall.com>.

Products and services

FREE BOOKS AND STAFF DEVELOPMENT PACKAGE FOR USA SCHOOLS:
<http://www.DisciplineWithoutStress.org>

THE BOOK, E-BOOK, POSTERS, CARDS, AND STAFF DEVELOPMENT

PACKAGE: <http://www.marvinmarshall.com/products.htm>

FREE POWERPOINT:

http://www.marvinmarshall.com/pdf/DWS_ppt_secure.pdf

VISUALS:

<http://www.marvinmarshall.com/visuals.html>

Resources and Support

RESOURCES: See the menu bar at <http://www.MarvinMarshall.com>

SUPPORT LINKS AND DESCRIPTION

<http://www.marvinmarshall.com/support.html>

http://www.marvinmarshall.com/media_room.htm

About Dr. Marvin Marshall

The proactive discipline and learning approach was inspired from his experiences as a parent; recreation and camp counselor; elementary, middle, and high school teacher; middle and high school counselor; elementary, middle, and high school principal; and district director of education.

More about the author is available at

<http://www.marvinmarshall.com/about.htm>.

He has presented in 44 of the United States and in 15 countries on five continents and can be contacted for presenting a keynote or workshop at <mailto:Marv@MarvinMarshall.com>.

About this Newsletter

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