

PROMOTING RESPONSIBILITY & LEARNING

The Monthly Newsletter

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A personal note to my valentine on this Valentine's Day:
Grow old with me. The best is yet to be.
--Robert Browning

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1. WELCOME
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MONTHLY DISCIPLINE AND LEARNING QUOTE:

"This means trust rather than fear,
encouragement rather than force,
cooperation rather than competition,
challenge rather than threat,
recognition rather than praise,
self-discipline rather than punishment, and
satisfaction rather than reward."

(THESE ARE ALL INGREDIENTS OF THE DWS TEACHING MODEL

http://www.marvinmarshall.com/teaching_model.html)

--From "The Most Meaningful, Persuasive Book I Have Ever
Read: 'Perceiving Behaving Becoming' ASCD 1962 Yearbook,
pages 202-203" Updated 2001 ASCD.

--Thanks to Bill Page <http://www.teacherteacher.com/>

The text of the parenting book has been completed. The title is:
"Discipline without Stress for Parents -
3 Practices for Raising Responsible Kids
While Keeping a Life of Your Own"

Later this year, I will be attending Book Expo America in New York City and plan to speak to publishers around the world to market the parenting book. With the international market in mind, if you live in a country outside of the United States and would like to receive an E-BOOK DRAFT COPY, just send me your e-mail address with "Parenting" in the subject line. THE SAME APPLIES TO RESIDENTS IN THE U.S. When the editing of the draft is completed, I will send the draft copy to the first 50 responders in the U.S. and 50 responders from other countries. My hope is to receive comments/suggestions and a 1-4 sentence testimonial from readers of the draft copy.

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2. PROMOTING RESPONSIBILITY

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A teacher wrote: "I'm impressed with separating the behavior from the kid. I've just read about the wise teacher who told a student that he won't do that when he becomes a man. It worked! That kid sat right up and so did all the others."

This idea for promoting responsible behavior was shared by Dr. Martin Brokenleg. A post about his message (which dovetails with DWS incredibly well) is at at <http://groups.yahoo.com/group/DisciplineWithoutStress/message/275>

His message is from a First Nations' (North American) perspective. Modeling, group influence, discussion, and positive expectations are used, rather than rewards and punishments. "Standing Bear" does not recall his father saying, "You have to do this," but instead he would often say something like, "Son, some day when you are a man you will do this."

Thanks to Kerry
<http://disciplineanswers.com/>

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3. INCREASING EFFECTIVENESS

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On the "Discipline Without Stress" book's back cover (<http://www.DisciplineWithoutStress.com>):

"This book shows how internal motivation is far more powerful and effective in changing behavior than are punishments or rewards."

Verification:

The most powerful motivators are internal, not external.

For instance, when people kept a journal of how they felt while they performed a range of tasks throughout the day, one result was clear: They felt better doing work they loved rather than work they did only because they were rewarded for it. When doing a task for the pleasure of it, their mood was upbeat, both happy and interested. When doing something simply for the pay, they were bored, disinterested, even mildly irritated (and most unhappy if the tasks were stressful and onerous). It feels better to do what we have passion for, even if the rewards are greater elsewhere.

When all is said and done and a job has been pursued to its end, what are the ultimate sources of satisfaction? That question was asked of more than seven hundred men and women in their sixties, most of whom were nearing the end of successful careers as professionals or business executives. Most rewarding was the creative challenge and stimulation of the work itself and the chance to keep learning. The next three sources of reward: pride in getting things done, work, friendships, and helping or teaching people on the job. Much lower on the list came status, and even lower was financial gain.

Traditional incentives miss the point when it comes to getting people to perform at their absolute best. To reach the top rung, people must love what they do and find pleasure in doing it.

Motive and emotion share the same Latin root, "motere," to move. Emotions are, literally, what move us to pursue our goals; they fuel our motivations, and our motives in turn drive our perceptions and shape our actions. Great work starts with great feeling.

--From "WORKING WITH EMOTIONAL INTELLIGENCE" by Daniel Goleman (p. 106)

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4. IMPROVING RELATIONSHIPS
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I recently had the pleasure of presenting at Winton Middle School of the Hayward Unified School District in Northern California. The school started implementing "Discipline Without Stress" at the beginning of the school year. Donald West, principal, started the year with an emphasis on two areas: PROCEDURES and RELATIONSHIPS.

PROCEDURES: After serving in a variety of positions he reflected on the question, "What makes some schools operate more smoothly than others?" His answer: There are few emergencies in smooth running schools. These schools have

routines and procedures for almost everything. In contrast, schools without procedures experience emergencies on a regular basis.

RELATIONSHIPS: Donald West understands that teaching and relationship are intertwined. As social beings, when students do not feel that they belong or do not feel accepted, their negative emotions filter their perception and cognition. To ensure that every student at the middle school would feel accepted and a sense of belonging, the principal collaborated with the staff to have teachers conduct some relationship building activities at the very beginning of the school year.

The day following my presentation, a teacher sent me the following e-mail:

"I'm a teacher at Winton Middle School and I worked with my principal, Donald West, and other teachers this summer to create lessons for the staff to use the first week of school. I've been a teacher here for over 10 years and have seen a huge change in the climate of the school in just the first semester of the year."
--Phoebe Williams

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5. PROMOTING LEARNING

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A few years ago, I had the pleasure of conducting a few seminars in New Zealand under the sponsorship of Karen Boyes. Karen's company, SPECTRUM LEARNING publishes an outstanding educational journal, "Teachers Matter," four times each year.

The following is from Karen's article, "The Last Word: Motivation and Rewards - Do Stickers, Stamps and Stars really work?" Issue #3, 2008-2009, page 74:

Dean Wittick, head of the Division of Educational Psychology at the University of California at Los Angeles, suggests that today's classroom teaching is based on a flawed theory.

For a long time, we've assumed that children should get an immediate reward when they do something right," he said. "But the brain is much more complicated than most of our instruction; it has many systems operating on parallel."

The brain is perfectly satisfied to pursue novelty and curiosity, embrace relevance, and bathe in feedback from successes. Wittick suggests extended applications of projects and problem solving where the process is more important than the answer.

As teachers, our understanding of motivation has changed. Stickers, stamps, stars, coupons and gimmicks may no longer

make sense when compared to the alternatives.

Neuroscientists have a different perspective on rewards: the brain makes its own rewards. Called opiates, they are used to regulate stress and pain. The reward centre is based in the brain's centre, and the pleasure-producing system lets you enjoy behavior like affection, sex, entertainment, caring or achievement. It's a long-term survival mechanism, as if the brain says to itself "That was good, let's remember it and do it again!" Students who succeed usually feel good, and that's reward enough for most of them.

So are external rewards also good for the brain? Neuroscientists don't believe so. The brain's internal reward system varies between students. Most teachers have found that the same external reward can be received completely differently by two students. How students respond can depend on genetics, life experiences and individual brain chemicals.

If students are unaware of the reward and receive it after the event, it's not a reward but a celebration. If given the option of "Do it well; then you'll get pizza" before the event, then it is a reward. Research suggests that students will want a reward each time the behavior is required; they'll want an increasingly valuable reward, and, in addition, rewards provide little or no lasting pleasure. In 1989 Dr. Teresa Amabile of Harvard University documented extensively how the use of rewards damages intrinsic motivation.

This known fact has been written about for many years but almost completely ignored by too many principals, teachers, and parents who insist that rewarding young people with something tangible is necessary to motivate them or to reinforce some behavior.

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6. DISCIPLINE WITHOUT STRESS (DWS)

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QUESTION:

I am on the 2nd year of implementation of the hierarchy. I am an elementary character/p.e. teacher. This is also the first year of "total school" implementation and is going well. I had a thought on adding another level to the hierarchy: Level "E" for excellence--Level E being the daily consistent habit of being in level D. Your thoughts when you can. Thanks.

RESPONSE:

Through the years, there have been many suggestions about the hierarchy, but in the end they all detract from the

power of using just A,B,C, and D.

Level A and Level B are unacceptable. Level C and Level D are both acceptable. These two lower levels describe BEHAVIORS. The two higher levels describe MOTIVATION. For the most effective use of the HIERARCHY OF SOCIAL DEVELOPMENT (<http://www.marvinmarshall.com/hierarchy.htm>) refer to opening paragraph and the 8th significant point at http://www.marvinmarshall.com/pdf/hierarchy_significant_points.pdf

NOTE: When using "CHECKING FOR UNDERSTANDING" http://www.marvinmarshall.com/pdf/promoting_responsibility/instructional_model.pdf, ask, "What level are you choosing?" when working with youngsters. When working with older youth, to avoid a coercive feeling, simply say, "Reflect on the level you are choosing."

Beginners with the system have a tendency to ask or have a student reflect on the level at which the person is "ACTING" or "BEHAVING." Since Levels C and D refer to MOTIVATION, rather than behavior, the action may be identical on both levels. Some students in a class may be at Level C 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).

Since obedience (Level C) does not create desire, it is only motivation at Level D which brings the most personal satisfaction.

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).

NO ONE OPERATES ON LEVEL D ALL THE TIME. A major point about thinking about the hierarchy is to be continually aware of the level one chooses. It is like sitting up straight. You choose it, and then in a few minutes you realize that you are slouching again. Pull in your stomach for girth control (a conscious activity), and in a few minutes you realize that you are no longer "pulling it in." ONCE AN ACTIVITY BECOMES HABITUAL, YOU LOSE AWARENESS. Hence, although the idea sounds like a good one, a "Level E" would lose the significant step of ALWAYS BEING AWARE OF ONE'S CHOICES--a key to empowerment that so many young people need.

Great question! Thanks for asking.

By the way, the same "awareness" is necessary for the THREE PRACTICES: positivity, choice, and reflection. Are you aware when your self-talk (and communications to others) is negative? Are you giving options to reduce coercion? Are you asking reflective questions such as, "What can I learn from this experience?"

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7. TESTIMONIALS/RESEARCH

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Several years ago I attended one of your two-day workshops. I then worked at the Bathurst Tutorial Centre and implemented your approach. I have spent the last three years working in a mainstream school and have had great success with your program.

I can not thank you enough for validating my ideas on how to best get through to troubled students.

Alison Griffiths
Blayney, New South Wales
Australia

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Resources and Support

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FREE, COMPREHENSIVE, and DOWNLOADABLE INFORMATION about DISCIPLINE WITHOUT STRESS is available at <http://www.MarvinMarshall.com>.

Book: <http://www.DisciplineWithoutStress.com>

E-BOOK: http://www.marvinmarshall.com/resources/discipline_ebook.htm

DISCIPLINE support links and their descriptions are available at <http://www.marvinmarshall.com/support.html>.

CLASSROOM MANAGEMENT support links and their descriptions are available at http://www.marvinmarshall.com/classroom_management.html.

PARENTING tips are available at <http://www.marvinmarshall.com/parenting.htm>

Schools can receive free books and free staff development by completing the application process at <http://www.disciplinewithoutstress.org>.

SELECTED OLDER NEWSLETTER POSTS are available at his blog <http://disciplineforsmartpeople.com>.

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About Dr. Marvin Marshall
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Marvin Marshall's proactive discipline and learning approach was inspired from his experience as a parent; an elementary, middle, and high school teacher; middle and high school counselor; and elementary, middle, and high school principal. More about the author is available at <http://www.marvinmarshall.com/about.htm>.

He has presented in 43 of the United States and in 14 countries on five continents and can be contacted for presenting a keynote or workshop from his website at <http://www.marvinmarshall.com>.

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