

PROMOTING RESPONSIBILITY & LEARNING AT ELIOT RIVER ELEMENTARY SCHOOL
The Monthly Newsletter Companion to

<http://www.MarvinMarshall.com>
<http://www.DisciplineWithoutStress.com>
<http://www.DisciplineWithoutStress.org>
http://www.marvinmarshall.com/teaching_model.html

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1. WELCOME
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MONTHLY DISCIPLINE AND LEARNING QUOTE:

The use of failure as an educational strategy is a failure.
--Bill Page

An E-BOOK is now available for "Discipline Without Stress,
Punishments or Rewards - How Teachers and Parents Promote
Responsibility & Learning - 2nd edition."

Three developments prompted this publication: (1) With the
downturn in the economy around the world, many people find
purchases of any kind to be more difficult. (2) The book
shows a more effective approach for responsible
decision-making than the use of REWARDING YOUNG PEOPLE FOR
EXPECTED STANDARDS OF BEHAVIOR, which I believe is
undermining core democratic values. (3) More people are
becoming accustomed to reading online and from hand-held
communication devices.

The e-book is offered at a significant discount. A number of
pages from the book can be read before purchase. See

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

Harry and Rosemary Wong sent me a copy of their new 4th edition of "THE FIRST DAYS OF SCHOOL - HOW TO BE AN EFFECTIVE TEACHER." Their book is the best-ever selling education book with over 3,000,000 copies sold.

As in their 3rd edition, The RAISE RESPONSIBILITY SYSTEM is the only discipline system described in detail. This version includes the card/poster LEVELS OF DEVELOPMENT at <http://www.marvinmarshall.com/cards.html> and the PRIMARY POSTER at http://www.marvinmarshall.com/pdf/promoting_responsibility/PrimaryPoster.pdf.

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2. PROMOTING RESPONSIBILITY

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I recently received the following e-mail:

"I was horrified to have a group of SECOND GRADERS ask me what I would give them if they did the work I had just assigned. I know that rewarding has become the standard for teaching in many schools. I hope to see this modified over time. I hope to interest the staff at my school in learning more about the concepts of the DWS approach for encouraging students to become responsible, excited learners."

Positive Behavior Interventions and Supports (PBIS) is one of these increasingly popular programs. It was created for special education students and is now being thrust on all students in many schools. The program prompts the type of student thinking described above, namely, "What will I get if I do what you want me to do?"

PBIS is a variation of the old Skinnerian approach designed to reinforce desired behavior by using rewards as incentives. In the process of using external manipulators, intrinsic motivation for long-lasting responsible behavior is reduced--as has been repeatedly proven.

Gene Griesman, Ph.D. is quoted in my book:
"Several years ago, I had the opportunity to do a lengthy interview with B.F. Skinner. I concluded that I do not subscribe to much of what he taught--for example his rejection of all inferred states such as attitudes and motivation.

Last month's e-zine reported on a school in Canada that mandated teachers use the BPIS approach. Kerry followed up on the case. She decided to see if there had been any more happening in the Canadian school where PBIS was put on hold

due to the parents who decided to challenge this system. Following is her post:

"It was Marv's posting of the original article in his December e-zine that prompted me to check in on this story again. In a follow-up article, the newspaper explains that the group of six parents hired a lawyer and prompted the school board to halt the use of PBIS in the school. There was something in Ontario law that states that parents must be consulted when the school alters its code of conduct.

"No wonder when I contacted the woman myself and thanked her for sticking up for kids in the face of this PBIS program, she said she cried! I think the whole experience has been absolutely devastating, not only for the six families who questioned the rewards approach but also for the school. It's too bad that such a thing had to happen to these families (whose children, keep in mind, were ALREADY WELL BEHAVED and no one ever suggests otherwise--not even the principal can say that these kids ever presented a problem at all) who simply didn't want their child's motivation level tampered with. They were already self-disciplined and well behaved; why try to appeal to them in a lower fashion with external rewards?

"The woman, Adele Mercier, told me that when the PBIS program was in operation (and kids wore tags around their necks for teachers to punch holes in), students had to have a certain number of punches in order to try out for a soccer team, join the chess club, play on the adventure playground or even walk in the Terry Fox Walkathon to raise money for cancer. Can you believe it??

"It's just so amazing to me that a very large number of parents in the school think that this type of thing is okay. They should be thanking the six families that took a stand. Unfortunately, much of what they think is based on misunderstandings and ignorance about the well documented results of rewarding."

More of Kerry's posts can be viewed at <http://disciplineanswers.com/>

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3. INCREASING EFFECTIVENESS
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The following is from an article by Bill Page <http://www.teacherteacher.com/>

"The first time I really saw myself through the eyes of my failing, average, loser, at-risk type student, Jim Bates, it shocked me. Since I felt his pain, his helplessness, and his frustration, I have never been the same as a teacher.

"Upon returning from school one day, I found my dog lying in

front of the screen door, blocking it from being opened. I called his name, pushed him with my foot, and pulled on the door, attempting to move him or get him to move. He didn't do anything but lie there looking up at me. I yanked harder at the door, nudging him with my foot, as I pulled and yelled at him to move. After several attempts to get him out of the way, his perverseness, stubbornness, stupidity, or whatever it was so angered me that I gave him a good solid kick. It was then and subsequently, I learned that he was paralyzed from having been bitten by a copperhead snake. The sickening feeling that I got in the pit of my stomach from realizing I had kicked a dog that couldn't move was precisely the feeling I got when I realized that I was "kicking" Jim when he was helpless to respond as I wanted.

"Certainly, there are times when force is necessary and desirable, just as it is in our society as a whole--armies, police, prisons, etc., and thank goodness we have them to control drug dealers, lunatics and evil people in our communities. But to the extent that we are concerned as teachers with long term, permanent changes in student responsibility, attitudes, beliefs, self-actualization, self discipline, maturity, values and independence, force, even in its most subtle forms, is inappropriate, undesirable and counter-productive."

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4. IMPROVING RELATIONSHIPS
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The great American humorist, Will Rogers said, "As long as you live, you'll never find a method as effective in getting through to another person as making that person feel important." He was right. When you make people feel important, you get their cooperation.

Will Rogers was not talking about insincere flattery that butter up people. He was simply referring to getting in the habit of recognizing how important people are.

Cavett Robert, the founder of the National Speakers Association, looked out his window one morning and saw a skinny twelve-year-old boy going door to door selling books. The boy was headed for his house. Robert turned to his wife and said, "Just watch me teach this kid a lesson about selling. After all these years of writing books about communication and lecturing all over the country, I might as well share some of my wisdom with him. I don't want to hurt his feelings, but I'll get rid of him before he knows what's happened. I've used this technique for years, and it works every time. Then I'll go back and teach him how to deal with people like me."

Mrs. Robert watched as the young boy knocked on the door. Mr. Robert opened the door and quickly explained that he was a very busy man. He had no interest in buying any books. But

he said, "I'll give you one minute, but I then have to leave. I have a plane to catch."

The young salesman was not daunted by Robert's brush-off. He simply stared at the tall, gray-haired, distinguished looking man, a man whom he knew was fairly well known and quite wealthy. The boy said, "Sir, could you be the famous Cavett Robert?" To which Mr. Robert replied, "Come on in, son."

Mr. Robert bought several books from the youngster--books that he might never read. The boy had mastered the principle of making the other person feel important, and it worked. It's an approach that even the rich and famous or the big and strong can rarely resist.

All people--especially young ones--wear little, invisible signs around their necks that say, "Help Me Feel Important!" And the truly effective teachers, parents, and leaders do exactly that. They read the signs and act on them.

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5. PROMOTING LEARNING

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"OUTLIERS - The Story of Success" is Malcolm Gladwell's third and current #1 best selling book. (The other two are "THE TIPPING POINT - How Little Things Can Make A Big Difference" and "BLINK - The Power of thinking Without Thinking.")

Below are a few gems from OUTLIERS. (Note: The points become more fully understood by reading the book and in no way undermine the pleasure of reading it.)

--Practice isn't the thing you do once you're good. It's the thing you do that makes you good. (p. 41)

--Given what we are learning about intelligence, the idea that schools can be ranked, like runners in a race, make no sense. (p. 83)

--(Regarding Lewis Terman, the developer of the Stanford Binet IQ Test): Terman's error was that he fell in love with the idea that his high intelligence subjects were at the absolute pinnacle of the intellectual scale--at the ninety-ninth percentile of the ninety-ninth percentile--without realizing how little that seemingly extraordinary fact meant. (p.89) Terman concluded that intellect and achievement are far from being perfectly correlated. (p. 90)

--In Western communications, it is the responsibility of the speaker to communicate ideas clearly and unambiguously; if there is confusion, it is the fault of the speaker. In many Asian countries, it is up to the learner to make sense of

what is being said. (p. 216)

--Success is a function of persistence and doggedness. (p.246) A comparison of the TIMMS (Trends in International Mathematics and Science Study) questionnaire and the test results themselves are exactly the same. In countries where students are willing to concentrate and sit still long enough and focus on answering every single question in an endless questionnaire are the same countries whose students do the best job of solving math problems. We should be able to predict which countries are best at math simply by looking at which national cultures place the highest emphasis on effort and hard work. (p. 247-248)

--There is a big difference in how number-naming systems in Western and Asian languages are constructed. (p.228) That difference means that Asian children learn to count much faster than American children. Four-year-old Chinese children can count, on average, to forty. American children at that age can count only to fifteen, and most don't reach forty until they're five. By the age of five, in other words, American children are already a year behind their Asian counterparts in the most fundamental of math skills. (p. 229)

--Regarding the success of the KIPP (Knowledge Is Power Program) in urban schools: Poor kids may out-learn rich kids during the school year. But during the summer, they fall far behind. Virtually all the advantages that wealthy students have over poor students is the result of the way privileged kids learn while they are NOT in school. (p.218) The school year in the United States is, on average, 180 days long. The South Korean school year is 220 days long. The Japanese school year is 243 days long. America doesn't have a school problem. It has a summer vacation problem. (p.260) KIPP students do three extra weeks in July. (p.261) The schools report that, although it seems counterintuitive, they do things at a slower pace, and as a result, get through a lot more. (p.261) Students see the relationship between effort and reward. (p. 261)

--The miracle of meaningful work (p. 269): My earliest memories of my father are seeing him at his desk and realizing that he was happy. I did not know it then, but that was one of the most precious gifts a father can give his child. (p. 298)

--Three things: autonomy, complexity, and connection between effort and reward are the three qualities that work has to have if it is to be satisfying. (p. 149) Work that fulfills these three criteria is meaningful. (p.150)

Kerry included the following in her post about the book at <http://groups.yahoo.com/group/DisciplineWithoutStress>.

It is not how much money we make that ultimately makes us happy between nine and five. It's whether our work fulfills us. Being a teacher is meaningful. Hard work is a prison sentence only if it does not have meaning. (p. 150 in the book)

It just occurred to me, as I read Gladwell's book, that if these three things--autonomy, complexity, and a connection between effort and reward--are the things that make work satisfying, as teachers this is significant information for us in planning lessons for our students and in working with them. As DISCIPLINE WITHOUT STRESS suggests, autonomy is supported by offering choices to our students, complexity is often naturally built into whatever it is our students are learning, and it's important that we do our best to make sure that students become more aware of how the results of their efforts will pay off for them in some real way.

One thing Darlene and I have noticed with our grade one students is that if we plan to create a "product" of some kind as part of every learning theme, we can engage the students so much more easily than if we simply had a series of loosely related lessons about the theme. For example, if we are studying an animal we might either work towards creating a report, page by page, or a display board that can be shared with others in our school library. When we do a theme like dinosaurs, all our lessons might be connected to learning that will eventually be displayed in a "museum" to which we invite parents and others. We might make a lap book connected to a topic that can be taken home and shared with families. Two years ago when we studied fables, we worked toward a Reader's Theatre evening to which we invited families.

Most recently, when we did our Nursery Rhyme theme in November, we created a piece of artwork for 12 different nursery rhymes that we bound into a 2009 calendar that will be wrapped this week to be given to each child's family as a Christmas present. The kids are so proud of their beautiful calendars! Although our real purpose in doing the twelve-cut/paste paper pictures of the rhymes was to help the students become more coordinated and have more improved cutting skills (because most of them were quite weak in this area), having the long range goal of creating a calendar was motivating for the students. The task was certainly complex for grade ones as we had to reduce the size of each cut/paste project in order to fit it onto a calendar size space.

This same idea of "production" is one of the many ideas that made Bill Page such an extraordinary teacher as mentioned in the "Welcome" section at

http://www.marvinmarshall.com/newsletter/promotingresponsibility_11-08.htm#welcome

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6. DISCIPLINE WITHOUT STRESS (DWS)

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QUESTION:

I am a third year art teacher in Florida. Three years ago, I made a career change from a corporate field into teaching and I have been searching ever since for a classroom management system that would work in my classes. I was given the DISCIPLINE WITHOUT STRESS book by a fellow teacher and I love the ideas set forth. My question is how to effectively implement it into the art classroom. I see 25 classes a week. Each class only gets one 45-minute session of art time each week. How can I balance introducing the RAISE RESPONSIBILITY SYSTEM and curriculum with such a limited time. I would appreciate any suggestions.

RESPONSE:

Welcome to the most influential and satisfying of all professions.

Here are a few quickies.

Link to <http://groups.yahoo.com/group/Disciplinewithoutstress> and post your question. It is necessary to join the mailing in order to post it. You may receive responses that may assist beyond the ones below.

Make a poster or purchase one of the Hierarchy of Social Development. They are at two of the links at <http://www.marvinmarshall.com/aquickstart.htm>

READ ALL THESE LINKS.

At the outset, obtain examples from students or share your examples of what each level would look like so that students have a mental image of them.

Let students know that you believe one of the most important things they can learn in school and in life is to understand the difference between doing something to PLEASE others--such as impressing their friends--(Level C) or doing something because it is the most satisfying and best for all concerned (Level D).

Focus on the difference between these two higher levels.

When a youngster fools around, whisper in the student's ear, "Don't worry about what will happen. We will talk about it later." This question will redirect the student's attention and stop misbehavior because of the uncertainty of what will happen. Don't answer any question from the student. Keep in mind that the person who asks the question controls the situation.

Before class ends, use the phrasing at <http://www.marvinmarshall.com/impulsemanagement.html> to ELICIT A PROCEDURE FOR FUTURE irresponsible impulses.

Also download the teaching model, print it, and refer to it often. http://www.marvinmarshall.com/teaching_model.html.

Be sure you have a quick way of getting students' attention, such as that at http://www.marvinmarshall.com/attention_management.html

Finally, when you walk into a classroom, make a statement like, "It's nice to be a guest in your classroom. I know that we're going to have a good time together." This will immediately raise expectations for appropriate classroom behavior.

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7. TESTIMONIALS/RESEARCH
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Let me tell you, fostering social responsibility is the way to go. I love when kids make "bad" choices because I love to help them "think" through the decision with the language. The approach changed my life and many children's lives.

Tammy Jordan, Principal
Hutto, Texas

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

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

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.

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 has taught primary, upper elementary, every grade 7-12, and has lectured at numerous universities. His experiences, in teaching, counseling, and principalships at the elementary, middle, and high school levels prompted him to create his approach that is totally noncoercive--but not permissive. His products sharing his approach can be viewed at <http://www.marvinmarshall.com/products.htm>.

He has presented in 43 of the United States and in 14 countries on five continents. He can be contacted for presenting a keynote or workshop at <mailto:Marv@MarvinMarshall.com>.

More about the author is available at <http://www.marvinmarshall.com/about.htm>.

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