

PROMOTING RESPONSIBILITY & LEARNING AT ELIOT RIVER ELEMENTARY SCHOOL

The Monthly Newsletter by Marvin Marshall  
Companion to

<http://www.DisciplineWithoutStress.com>

Volume 8, Number 11

November 2008

Distributed to 15,157 subscribers

To give a free gift subscription, just forward this newsletter to someone who you believe wants to promote responsibility, promote learning, increase effectiveness, and/or improve relationships.

=====
To subscribe, unsubscribe, or change your e-mail address, scroll to the last section.
=====

IN THIS ISSUE:

- 1. Welcome
2. Promoting Responsibility
3. Increasing Effectiveness
4. Improving Relationships
5. Promoting Learning
6. Discipline without Stress (DWS)
7. Testimonials and Research
Resources and Support
About Dr. Marvin Marshall
About this Newsletter

=====
1. WELCOME
=====

MONTHLY DISCIPLINE AND LEARNING QUOTE:

Our job is to teach the kids we have--
Not those we would like to have,
Not those we used to have,
But those we have right now--
All of them.

Bill Page

-----

We act according to what we believe. In other words, what we believe determines what we do. It makes no difference if it's true or not. We believe it.

We burned witches at the stake. Burning was the only way to

kill the evil spirit within the body. It makes no difference of its truth; people believed it.

We put leeches to George Washington to suck out the bad parts of his blood. This common practice hastened his death. It makes no difference whether the practice of the physicians was actually effective regarding improving health; they believed it.

What we believe determines what we do. If we believe that all students should come to school motivated to learn, then why plan to make lessons meaningful, interesting, useful or even fun? Do you think all kids come to school motivated to learn every lesson you teach?

What you believe about your students and motivation (to learn) will determine what you do--or don't do. It makes no difference about the truth. You act on your belief.

--From a DVD BY Bill Page

I have viewed Bill's DVD's. They are a treasure for ELEMENTARY, MIDDLE, HIGH SCHOOL, and AT-RISK teachers. Bill is now retired and selling his series of 14 DVD's for \$79, which includes postage and handling.

If you are a classroom teacher who would like to learn some practical, effective, and motivational strategies that actuate even the most reluctant of students to learn, take advantage of this very special offer. If you implement just a few of Bill's ideas, your teaching enjoyment and success --and your students' learning--will significantly increase. Note: A few of the sessions start slowly. Your patience will be rewarded.

You can get more details and contact Bill Page personally at <mailto:billpage@bellsouth.net>.

=====

## 2. PROMOTING RESPONSIBILITY

=====

The public school in which I teach does not even display its name outside the building. We have one, and at times, two police officers on duty. The school is highly gang affiliated. The school is for students that have not been successful in their home school or in their alternative school. Our goal is to get the students back to their home schools. Behavior is our first concern.

It never dawned on me to teach REFLECTING to students. Your phrase,

"Can you manage yourself even though someone beside you is not managing too well, or would you like to move to another spot where you can better manage yourself?"

is inspiring. We use the rewards system in several ways as well as punishment. WOW are we off base. I need to build a rapport with the students and ask them to reflect on their behavioral choices.

Thank you,  
MKE  
St. Louis, MO

=====  
3. INCREASING EFFECTIVENESS  
=====

Be cautious of "Why?" questions. Asking, "Why?" is one of the most frequently used and ineffective questions. It not only has an accusatory overtone, it also blocks communications because it prompts negative feelings. Let's prove the point. Say the following question out loud so you can hear yourself:

"Why are you doing that?"

Notice that when you asked this question, your voice pitch rose higher and your volume increased. Also, notice the effect on your emotions when you asked, this "Why?" question.

Now, say the following out loud so you can hear yourself:

"What do you think we should do now?"

Notice that the emotional aspect was reduced because the aim was toward a resolution--rather than on the cause. The cause could have merely been a mistake or an accident--something that happens to adults as well as to young people.

If you believe it was a mistake, you will address the problem differently than if you had believed that the person intentionally misbehaved.

=====  
4. IMPROVING RELATIONSHIPS  
=====

A classic story that bears repeating: HOW YOU LOOK AT IT

A man pulled into a gas station on the outskirts of town. As he filled his tank, he remarked to the attendant, "I've just accepted a job in town. I've never been to this part of the country. What are people like here?"

"What are people like where you came from?" the attendant asked.

"Not so nice," the man replied. "In fact, they can be quite

rude."

The attendant shook his head. "Well, I'm afraid you'll find the people in this town to be the same way."

Just then another car pulled into the station. "Excuse me," the driver called out. "I'm just moving to this area. Is it nice here?"

"Was it nice where you came from?" the attendant inquired.

"Oh, yes! I came from a great place. The people were friendly, and I hated to leave."

"Well, you'll find the same to be true of this town."

"Thanks!" yelled the driver as he pulled away.

"So what is this town really like?" asked the first man, now irritated with the attendant's conflicting reports.

The attendant just shrugged his shoulders. "It's all a matter of perception. You'll find things to be just the way you think they are."

=====

## 5. PROMOTING LEARNING

=====

A jigsaw classroom is where students work in teams to master an assignment on which they will be tested. Just as in a jigsaw puzzle, each student in the group holds one piece essential for full understanding. For example, in studying the creation of the American Constitution each team member becomes a specialist on one area, viz., the Southern viewpoint, the Northeastern Viewpoint, the middle states viewpoint. The specialists study their specific viewpoint with students from other groups studying the same topic. Then the specialists go back to their home group and teach the others.

To master the subject, the whole group must listen to what each specialist has to say. If the others heckle or tune out the specialist, they risk doing poorly on the test that follows. The learning process itself encourages listening, respect, and cooperation.

Students in jigsaw learning groups quickly let go of their negative stereotypes. Likewise, studies in multicultural schools show that the more friendly contacts students have across group divides, the less their bias.

Take Julio, a fifth-grader who left the school that many Mexican-American students attend in order to be bused to a different neighborhood. Kids in his new school were better

informed in all subjects. They ridiculed him and his accent. Julio became an instant outsider, shy and insecure.

But in the jigsaw classroom, the same students who had made fun of him now had to depend on his piece of the learning puzzle for their own success. At first they put him down for his halting delivery, making him freeze--and they all did poorly. So they began to help and encourage him. The more they helped, the more relaxed and articulate Jesus became. His performance improved as his group mates saw him in an increasingly favorable light.

Jigsaw learning prompts total participation, collaboration, and reliance on others. The results, as can be seen by this example, are significant. It is a total win-win situation that can be applied to many areas--depending upon the creativity of the teacher.

=====

## 6. DISCIPLINE WITHOUT STRESS (DWS)

=====

### QUESTION:

I teach 8th and 9th grades, and three of my five classes have responded beautifully. The other two are about to make me pull my hair out. I have a group of boys and a few girls in each of the two classes who think it is their mission to make me miserable.

Ideas?

-----

1)

As a starter, print and implement suggestions at the pdf at [http://www.marvinmarshall.com/pdf/dealing\\_with\\_difficult\\_students.pdf](http://www.marvinmarshall.com/pdf/dealing_with_difficult_students.pdf)

2)

Refer to pages 101 - 106 and pages 284 - 287 in the book. (<http://www.DisciplineWithoutStress.com/>) Chose one or two of the "ringleaders" and work with them individually .

3)

Communicate with them in questions and be sure you give them three (3) choices. One option can be their own.

Example:

- (a) Have a parent in for a conference,
- (b) While I am standing next to you, explain to your parents over the phone how you have been behaving, or
- (c) What do you suggest?

If they choose suggestion (a) or (b) HAVE THEM EXPLAIN LEVEL B TO THE PARENT.

4)

Remind them that if they operate on Level B, they will only act appropriately when authority is used and that they are asking you to boss them. Remind them that their behavior determines the type of teacher they have. Level B student behavior requires that the teacher act as a Level B teacher because they are NOT MATURE ENOUGH TO ACT RESPONSIBLY.

Remember that you need to use authority with students acting on an inappropriate level, but you do not need to be punitive.

5)  
Continually ask students if what they are doing is appropriate. THEY HAVE A REASON FOR THEIR BEHAVIOR, much the same way that you have a reason for what you are asking them to do. Have them reflect on the reason for their behavior.

6)  
The foundation of the RAISE RESPONSIBILITY SYSTEM (Part III of the DISCIPLINE WITHOUT STRESS TEACHING MODEL) is to be PROACTIVE by teaching BEFORE problems occur. After students understand the level, then follow through as necessary with "Checking for Understanding" and "Guided Choices." see [http://www.marvinmarshall.com/pdf/promoting\\_responsibility/instructional\\_model.pdf](http://www.marvinmarshall.com/pdf/promoting_responsibility/instructional_model.pdf)

-----  
Some people truly understand how teaching the hierarchy can have amazing results. Kerry Weisner is one of those perceptive people. SHE DOES NOT FOCUS ON "DISCIPLINE." In fact she never even refers to this term.  
See [http://www.marvinmarshall.com/pdf/hierarchy\\_significant\\_points.pdf](http://www.marvinmarshall.com/pdf/hierarchy_significant_points.pdf)

Referring to any discipline approach--and announcing consequences for irresponsible behavior BEFORE they occur--infers that students will misbehave. This is a NEGATIVE APPROACH. Schools that insist on having teachers post consequences are not doing a service to themselves, teachers, students, or parents. KNOWING WHAT WILL HAPPEN AHEAD OF TIME enables the student to measure in advance the desired behavior against the consequence. "Will the behavior be more fun than the consequence?" NOT KNOWING IS FAR MORE EFFECTIVE IN PREVENTING IRRESPONSIBLE BEHAVIOR. Whispering in a misbehaving student's ear, "Don't worry what will happen; we'll talk about it later" immediately redirects the student's attention, stops the disruption, eliminates teacher stress, and takes no time away from instruction. At your convenience, then have a private discussion with the student to ELICIT a procedure or consequence that will help the student be more responsible if an inappropriate impulse arises again.

See Kerry's blog at <http://disciplineanswers.com/>

=====

## 7. TESTIMONIALS/RESEARCH

=====

I have just begun using DWS this year with my 4-year-old special needs preschool classes. I absolutely love it. No, my class is not perfect. No, it does not solve all behavior problems. What it does for the first time is reward my kids that are being good while helping the kids that are not. It makes me view everything as a teachable moment, rather than as a child's attempt to undermine. I love the way it stresses the positive and actually encourages me to pay more attention to the children doing the right thing. I have much to learn and need to practice many aspects but I am extremely excited about the journey. So far, things are going very well. I believe I would have more problems with the personalities in my class if I were doing it the old way.

The idea of teaching every procedure is also a huge life-saver. I have a mild autistic child and another that may be autistic. The concept of 6 to 8 weeks to learn the procedures is very hard but has reaped many rewards. It is tough to slow down and NOT be doing some of the things I was doing last year (and that other teachers are doing at our school). However, I don't believe I am behind. I may not do as many things as the previous year, but content-wise I am even, if not ahead! They are listening better (notice, not perfectly but definitely better) and transitions are smoother because we practice! I am trying not to preach too much to co-workers, but it is hard to curtail my enthusiasm. I definitely want to become better at this approach.

I think it has so much to offer the GOOD kids. I have always been concerned for the good kids because we spend so much of our time trying to offer rewards to the problem kids to get them to be good. Finally, I believe this approach helps ALL kids with the same approach. I'm sold!

Terri Gibson, Early Childhood Special Education, Ohio

=====

Resources and Support

=====

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](http://www.marvinmarshall.com/classroom_management.html).

Schools can receive free books and free staff development by

completing the application process at  
<http://www.disciplinewithoutstress.org>.

=====  
About Dr. Marvin Marshall  
=====

Read about the author and his presentations at  
<http://www.marvinmarshall.com/about.htm>.  
Click on the link to read about him on one page.

He is available to present keynotes and workshops.  
mailto:Marv@MarvinMarshall.com.

=====  
About this Newsletter  
=====

REPOSTS and REPRINTS: We encourage sharing this newsletter.  
Permission is also granted to repost or reprint the  
newsletters in whole or in part and anything on my websites  
as long as <MarvinMarshall.com> is cited.

Copyright (A© 2008 Marvin Marshall. All rights reserved.

SUBSCRIPTION, REMOVAL, AND E-MAIL ADDRESS CHANGES: If you  
received this issue as a forward and would like to receive  
your own newsletter, simply enter your e-mail address at  
<http://www.MarvinMarshall.com>.

PRIVACY STATEMENT Your address will always be kept  
confidential and will not be released to anyone.

To BE REMOVED or UPDATE your e-mail address, click on  
<http://mh.databack.com/c.php?L=marvinmarshall&E=drford@edu.pe.ca>