MONTHLY QUOTE:

Some may conclude that I am against all punishments. This is a wrong assumption. I have no problem with ADULTS using punishments for justice, fairness, or safety.

With young people, however, the problem is not the punishment or the consequence for inappropriate behavior (levels A and B); rather, it is the question of WHO decides and imposes the punishment or the consequence--THE ADULT OR THE YOUNGSTER HER/HIMSELF.
You may find the following story disturbing enough to share it with others.

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?"

(from "Parenting without Stress," p.208)

Parents find that this entitlement thinking applies at home, also. It is illustrated by the parent who is always persuading the child by offering rewards and finds out the CHILD LEARNS TO EXPECT THEM--and then the child rebels when the child doesn't get them.

The book, "PARENTING without STRESS: How to Raise Responsible Kids While Keeping a Life of Your Own" rolls off the press for delivery later this month. A 50% prepublication discount is being offered through December.

Link to the site to find out about the book and read some of the testimonials from people around the world who have read the draft copy: http://www.parentingwithoutstress.org.
2. PROMOTING RESPONSIBILITY

It is important for young people to understand that rights are often accompanied by responsibilities.

Here is a list created several years ago by 14-16 year old students and their teacher of Cowichan Valley Alternative School in Duncan, British Columbia, Canada.

1. I have a RIGHT to learn in this school.
It is my RESPONSIBILITY to listen to instructions, work quietly, and quietly ask for help if I have a problem.

2. I have a RIGHT to hear and be heard.
It is my responsibility not to talk, shout, or make loud noises when others are speaking.

3. I have a RIGHT to be respected in this school.
It is my RESPONSIBILITY not to tease or bug other people or to hurt their feelings by what I might say or do.

4. I have a RIGHT to be safe in this school.
It is my RESPONSIBILITY not to speak unkindly to or about anyone else or to threaten, kick, punch, or physically harm anyone else.

5. I have a RIGHT to privacy and my own personal space.
It is my RESPONSIBILITY to respect the personal space and property of others and to accept their right to privacy.

3. INCREASING EFFECTIVENESS

A few tips:

Saying to someone, "You will have to...." immediately promotes counterwill, a negative reaction to coercion.

Saying, "Would you like to...?" rephrases this perceived command into a request for cooperation.

Similarly, "No, you can't...!" is not nearly so effective as, "Sure you can as soon as...."
If it is a complaint, saying, "I can't do anything about it; I WISH I COULD," moves the other person's feeling from one of apathy to one of empathy.

4. IMPROVING RELATIONSHIPS

People who display moodiness, anger, or negativity may consider themselves as being authentic about their feelings.

However, such feelings are perceived by others as being narcissistic--Level A, being concerned only with themselves without regard of how their feelings and behaviors affect others.

Obviously, if you have bad or negative feelings, you are concerned about them and may even want to share them with others (and perhaps with your therapist). But most people are less interested in your feelings and more interested in your behavior--especially if your feelings lead to prompting discomfort in others.

Who indeed wants to be around an angry, negative, or moody person (aside from oneself)?

5. PROMOTING LEARNING

The more you have young people sit quietly and attend, the more opportunities you should give them to stand, stretch, and converse. Movement brings more oxygen to the brain; therefore, learning becomes more efficient.

If you are a teacher who fears allowing students to engage in kinesthetic activities because it would be like letting a dog off a leash for the first time without knowing obedience come-back calls, then your mental image can be changed by practicing procedures.

You will meet with success if you have used an attention management procedure such as the one at http://www.marvinmarshall.com/pdf/Attention_Mgmt.pdf and have taken a few minutes to practice for "quiet" and
"attention."

When learning a procedure, the steps to keep in mind are;
First silently
Then in pairs
Then in small groups
Then in large groups/whole class.

6. PARENTING

Abraham Maslow's pyramid of human needs are:

1. Survival
2. Security, the need to feel safe
3. Social, the need to be liked by others
4. Self-esteem, the need to be respected by others
5. Self-actualization, the need to be fulfilled

Albert Ellis, the late founder of Rational Emotive Behavior Therapy refers to "NEEDS" as really "DESIREs." I agree with Ellis in that what most parents, educators, and psychologists refer to as needs are really desires.

Stated this way, a pyramid of human desires would read:

1. Survival
2. The desire to feel safe
3. The desire to belong and be liked by others
4. The desire to be respected and treated with dignity
5. The desire to live a satisfying and fulfilling life

Perhaps number 5 is the most challenging to have children achieve. The RAISE RESPONSIBILITY SYSTEM points the way when it describes Level D. This is described in great detail in the new parenting book.

Click on http://parentingwithoutstress.org/ to find out more and receive a 50% prepublication discount.
Consistency in discipline is important. However, IMPOSING the same consequence on all young people is the least fair approach. For example, if one sibling or student is continually bullying another, is imposing the same consequence on both fair?

Also, when a consequence is IMPOSED--be it called "logical" or "natural"--young people are deprived of ownership in deciding the specific consequence. A more effective and fairer approach is to ELICIT a consequence or a procedure that will help redirect impulses. This is easily accomplished by ELICITING the consequence from the youngsters.

This approach satisfies the consistency requirement; it is in each person's best interest and is fairer than imposing the same consequence on all parties involved in unacceptable behavior.

8. TESTIMONIALS/RESEARCH


Teachers are usually among the first to recognize a change in a child's behavior. In the classroom, teachers must act promptly so that problematic behaviors do not interrupt the classroom learning environment. Traditional methods of sending the student to the principal's office or taking recess away just aren't effective anymore. Too often, students are unclear as to why their behavior was unacceptable and how their actions affect others around them. However, these traditional disciplinary methods continue to be used in the classroom despite their questionable effectiveness.

Two teachers at Michael D'Arcy Elementary School in Fontana, California are using methods that encourage students to become personally responsible for their actions and to take ownership of their behavior. Stephanie Beruman and Heather Morris, 3rd grade teachers, have been using a program called "the A,B,C & D's of Learning Behavior."
The concept, based on a book by Dr. Marvin Marshall, teaches students different levels of behavior and uses picture books to assist in describing those behaviors at a level the students can understand. When a student is corrected in the classroom, the students are asked to explain in writing what they did wrong, identify the level of behavior, and describe what they can do in the future to prevent it from happening again. Beruman and Morris believe this makes the students responsible for their actions and teaches ownership of their behavior.

"We have been using the program at the fifth and sixth grade levels for six years now. For proper implementation of the program, it's important that we have all teachers at a grade level on board so that we all discipline students in the same manner," says Beruman. "Upper grades can be more difficult to deal with because the students eventually tend not to care about the traditional methods of discipline. But, with this program, they understand their discipline. They understand how their actions affect those around them," says Mrs. Morris. "It's always nice when we're on the same page so that when a teacher is absent, we know their discipline plan."

The program starts with a two-day session of introducing students to the hierarchy at the start of the school year. Students learn that unfavorable behavior will fall into one of the four following levels:

**Level D: Democracy**
- Deciding to be responsible on their own
- Show kindness to others.
- Does good because it is the right thing to do.
- The motivation to responsible is INTERNAL. They decide to be responsible without being asked or told.

**Level C: Conformity/Cooperation**
- Listens
- Practices
- Cooperates
- The motivation to be responsible is EXTERNAL. A Person of authority is present.
Level B: Bossing, Bulling or Bothering
- Not an appropriate or acceptable level
- Bosses others
- Breaks classroom rules/standards and/or makes his/her own standards.
- Bothers others

Level A: Anarchy
- Noisy
- Out of control
- Unsafe
- No one is safe OR happy

Once these levels are explained, the teachers use picture books containing stories that reinforce the different levels of behavior. The behavior list is also sent home with the student to share with their families.

"We understand the program may be more lax (read: DIFFERENT) than the traditional methods of discipline, but we don't reward them with candy, either. We just don't believe in taking a student's recess away as discipline. At this age, children need time to release built up energy which translates into increased learning while in the classroom." says Mrs. Morris. Beruman and Morris are the only third grade teachers using the program at their school. They have already experienced less behavioral problems with their students as compared to teachers not using the program.

Mrs. Morris and Beruman believe teaching students that their actions have consequences and those actions affect the students around them is the best way to discipline students today.

For more information on Dr. Marvin Marshall's principles of promoting positive learning environments, you may visit his website at www.MarvinMarshall.com.
NOTES:
1) In updated versions of the RAISE RESPONSIBILITY SYSTEM, and in the more recent publication of the book, http://www.DisciplineWithoutStress.com/ no emphasis is placed on using forms with primary students. Instead, the focus is on impulse management: http://www.marvinmarshall.com/impulsemangement.html

2) Any school in the USA can receive the books free from the public charity, "Discipline Without Stress, Inc." by completing the application procedure at http://www.disciplinewithoutstress.org/

Keynote & Seminar Topics

For Parents:
--Parenting without Stress: How to Raise Responsible Kids

For Educators:
--Discipline without Stress, Punishments, or Rewards
--Simple Strategies for Dealing with Difficult Students

Products and services

THE PARENTING BOOK:
http://ParentingWithoutStress.com

THE DISCIPLINE AND LEARNING BOOK
http://www.DisciplineWithoutStress.com

POSTERS, CARDS, AND STAFF DEVELOPMENT PACKAGE:

FREE BOOKS AND STAFF DEVELOPMENT PACKAGE FOR USA SCHOOLS:
http://www.DisciplineWithoutStress.org
Resources and Support

RESOURCES: See the navigation bar at http://www.MarvinMarshall.com


About Dr. Marvin Marshall

The proactive and noncoercive (but not permissive) discipline, learning, and parenting approach stemmed from his acquiring knowledge about young people as a parent; a recreation and camp counselor; a classroom teacher at the elementary, middle, and high school levels; a middle school counselor and assistant principal; a high school counselor, guidance department chair, assistant principal of both supervision and control and curriculum and instruction; and as an elementary and high school principal.

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.

Additional information is available at http://ParentingWithoutStress.org/about.html.
About this Newsletter

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