

In-House Staff Development *IMPLEMENTATION* **Designed to be used with the DVD** **and the *DISCIPLINE WITHOUT STRESS TEACHING MODEL***

The In-House Staff Development and *Resource Guide* are designed to be used over several days or weeks.

For **optimal implementation**, first view the 90-minute DVD **with these *IMPLEMENTATION* suggestions**. After becoming familiar with the DVD, these suggestions, **AND** the *Resource Guide*, then hold in-service sessions.

I. CLASSROOM MANAGEMENT vs. DISCIPLINE

- Show the **first section** explaining the differences between classroom management and discipline. (*Resource Guide* p. 9)
- **Share** some of the procedures teachers are currently using and discuss others that will make **instruction more efficient**. (*Resource Guide* p. 78)

II. THREE PRINCIPLES TO PRACTICE

A. POSITIVITY

- **ACTIVITIES:** After viewing this section of the video: **(1)** List and share some benefits of being positive. **(2)** Share examples of what **often** is **stated negatively** but could just as easily be **stated in positive ways**. For example, "No running" becomes "We walk in the hallways" and "Stop talking" becomes "This is quiet time." **(3)** Teachers review some of their own communications that are often stated in negative terms and then **practice** stating the same ideas so **students perceive them in positive terms**. *Rules are a good place to start.* (*Resource Guide* p. 8)

B. CHOICE

- **ACTIVITIES:** After viewing this section of the video: **(1)** Share ideas about **choice-response thinking**. (*Resource Guide* p. 34) **(2)** List and share some benefits of offering choices. **(3)** Practice the **impulse control** technique as a way to redirect impulsive behavior so **students never need be victims**—regardless of the situation, stimulation, or impulse—and learn to respond **reflectively**, rather than **reflexively**. (*Resource Guide* p. 35) (Cards and posters are available at www.MarvinMarshall.com/products.htm.)

A very effective approach is to TEACH A PROCEDURE. The conversation sounds something like, "Pat, every time you stick your foot out to trip Stacy, you are a victim of your impulses. **Do you really want to go through life being a victim?** If not, let's establish a procedure so that when you get that impulse again, you can **redirect** it. For example, picture and feel your foot chained **to** the floor. That image will prompt you to **reflect** the next time Stacy passes your desk. It will help you be in charge and be in control and not become a victim of an impulse.

C. REFLECTION

- **ACTIVITIES:** After viewing this section of the video, **(1)** discuss that a person can **control** someone else **temporarily** but that **no one can change another person**. **People change themselves**, and the most effective approach to influencing another person to change is by **prompting the person to want to change**. The key to this strategy is to **ask reflective questions**. **(2)** Review pages. 53 - 58 in the **Resource Guide**.

III. RAISE RESPONSIBILITY SYSTEM

A. TEACHING LEVELS OF SOCIAL DEVELOPMENT (Teaching)

- After viewing this **first segment** of the **Raise Responsibility System**, discuss how the levels can be taught **in any grade, in any subject area, and in any setting**. (**Resource Guide** pp. 13 - 22)
- Teachers often aim toward **obedience** and **meet with resistance**. However, when **responsibility** is fostered, **obedience becomes a natural by-product**. Review **"Teaching the Levels"** (**Resource Guide** pp. 23-27), and perform the *chair exercise* showing that **obedience does not create desire**. (**Resource Guide** pp. 24 - 26)
- **DISCUSS THE SIGNIFICANT POINTS ON PAGE 17.**

B. CHECKING FOR UNDERSTANDING (Asking)

- After viewing the **second segment** of the **Raise Responsibility System**, role-play the **scripting exercise**. (**Resource Guide** p. 39) Pay particular attention to the second example. Emphasize the point that when *the student did not answer the teacher's question, the teacher persevered in asking the question again*. **HEREIN IS A CRITICAL LESSON TO REMEMBER: The person who asks the question controls the conversation.**

C. GUIDED CHOICES (Eliciting)

- After viewing the **third segment** of the **Raise Responsibility System**, discuss differences between **imposing** a consequence and **eliciting** one. Imposing *lacks ownership*, a key to lasting change. **Eliciting a procedure or consequence to redirect future impulsive behavior—rather than imposing one—is much more effective**. (**Resource Guide** p. 40)

REVIEW/REFLECTION Conduct a **"Think, Pair, Timed Share"** exercise. *Silently, for one minute*, everyone **thinks** by reviewing page 52 in the **Resource Guide**. **Pair** with one other person, and then each describes (**shares**) for *only one minute* the **Raise Responsibility System**—without using notes.

IV. USING THE RAISE RESPONSIBILITY SYSTEM TO INCREASE MOTIVATION & LEARNING

- Using the **hierarchy BEFORE** a lesson or activity and using **reflection AFTER** the lesson or activity **increases motivation and learning**. Review the **Resource Guide** pages 32-33. **Read** "Part 2: *The System in Practice*" in the ***Phi Delta Kappan*** (unnumbered article at the end).