

## **Part IV of the DISCIPLINE WITHOUT STRESS TEACHING MODEL Using the HIERARCHY to Increase Academic Performance**

*Before* students engage in an activity, discuss behaviors at each level. *After* the lesson, ask students to take just a moment to **reflect** on the level at which they chose to operate. Using hierarchies in this way—*before* and *after* a lesson or activity—**promotes a desire** to reach the highest level.

### **Level D (INTERNAL motivation to learn)**

- Displays a desire to learn
- Stays focused during the lesson
- Willingly practices to improve skills
- Practices *without* the necessity of adult supervision
- Completes the assignment because it is in one's best self-interest

*These people know what's going on in the classroom. They listen for directions and take the initiative to look after themselves. As a result, they feel capable and informed. They experience joy and satisfaction that comes from taking the initiative of doing what is best.*

### **Level C (Relies on EXTERNAL motivation to prompt effort)**

- Practices when an adult is nearby
- Applies effort mainly to impress or satisfy others
- Completes assignment primarily to get a good grade

*These people do what is required, but they depend on others. These people don't exercise effort to do their best and so are deprived of the satisfaction that comes with Level D.*

### **Level B**

- Spends little if any effort to learn
- Distracts others by taking them off task

*These people are often "out of it." They often have a hard time keeping up because they don't choose to put in the effort needed to keep on top of what needs to be done. This can lead to uncomfortable feelings of discouragement or even panic when they realize that they have missed directions, don't know what to do, are behind in assignments, or do less than their best.*

### **Level A**

- Deliberately misbehaves and causes a disturbance

*These people are interested only in themselves, have no interest in others, and disrupt activities.*

The more the hierarchy is discussed in a **variety of situations**, the more it becomes a **tool that students use for themselves to evaluate their own choices, actions, and behaviors**. *Following is an example from Jim Mann, a high school teacher:*

I use an alarm clock analogy to teach the **importance of establishing a procedure** to get to school on time.

**Level D** - You set your alarm clock, wake up, and get to school on time.

**Level C** - You depend on your parents to wake you up to get to school on time.

**Level B** - You ignore your alarm clock and come to school late.

**Level A** - You don't even set your alarm clock because you are not responsible.

The approach really clarifies the concepts of internal and external motivation. It applies to adults, too. It goes way beyond the classroom. I tell my high school students that to succeed in college, they must have motivation on Level D. Their motivation must come from within.

Additional examples of various hierarchies to *promote learning, increase academic performance, and promote responsible character traits* are available at

[http://www.marvinmarshall.com/using\\_the\\_hierarchy\\_to\\_promote.htm](http://www.marvinmarshall.com/using_the_hierarchy_to_promote.htm)

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