

The Raise Responsibility System

Part III of the **DISCIPLINE WITHOUT STRESS TEACHING MODEL**

Each time you coerce someone by using your power of authority, you deprive that person of an opportunity to become more responsible. In addition, **internal motivation** is far more powerful and effective in changing behavior than are external approaches of telling, rewarding, threatening, or punishing.

Instructional Model:

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| (1) <u>Teaching the Levels</u> | (Teaching) |
| (2) <u>Checking for Understanding</u> | (Asking) |
| (3) <u>Guided Choices</u> | (Eliciting) |

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| (1) <u>Teaching the Levels</u> | (Teaching) |
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Part II of the teaching model:

Principles to Practice:

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| (1) Positivity | + |
| (2) Choice | x/o |
| (3) Reflection | Rx |

The **Hierarchy of Social Development** is taught **BEFORE** disruptions occur:

LEVEL D *Democracy- Internal motivation - Highest Level*
Democracy and responsibility are inseparable.
Displays responsibility and develops self-discipline
Does good because it is the right thing to do
Demonstrates initiative

LEVEL C *Cooperation/Conformity - External motivation*
Considerate
Complies with what is expected
Conforms to negative peer pressure

-----Only levels C and D are acceptable. -----

LEVEL B *Bossing/Bullying*
Bothers others - Bullies others
Breaks rules and standards
Must be bossed to behave

LEVEL A *Anarchy*
Absence of order - Aimless and chaotic

KEY TO SUCCESS:

Focus on the difference between levels D and C.

The prime difference between level D and level C is in the motivation—not the behavior.

Some students in a class may be at **Level C** because of their interest in receiving a good grade whereas others may be doing their best because they know that doing quality work is in their own best interests and the right thing to do (**Level D**).

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| (2) <u>Checking for Understanding</u> | (Asking) |
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Disruptions are handled by **Checking for Understanding**.

The strategy is to ask **reflective** questions pertaining to the **levels**—not the action—thereby eliminating the natural desire to deny or self-defend. Most situations are handled using this simple two-step approach of *teaching* and having students *reflect* on their self-chosen level.

Consider: When you *tell*, who does the thinking? When you *ask*, who does the thinking?
Consistently **asking** students to **reflect** is the key to actuating change.

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| (3) <u>Guided Choices</u> | (Eliciting) |
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This third step (if necessary) is used for students who have already acknowledged irresponsible behavior and yet continue to behave on an unacceptable level.

Guided Choices stop the disruption by using **authority without being coercive or punitive**.

A *procedure or consequence* is **elicited** to help the student prevent repetition of Level A/B behaviors.

See Part IV, USING THE SYSTEM TO INCREASE ACADEMIC ACHIEVEMENT.

http://www.marvinmarshall.com/using_the_hierarchy_to_promote.htm

Monthly newsletter, **Promoting Responsibility & Learning:** www.MarvinMarshall.com
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