

chapter 9

Discipline without Stress[®] Punishments or Rewards



Objectives

Chapter 9 prepares preservice teachers to meet INTASC standards #1 (Content Pedagogy), #2 (Student Development), #5 (Motivation and Management), and #9 (Reflective Practitioner) by helping them to

- use knowledge about human behavior drawn from Discipline without Stress[®] Punishments or Rewards to develop strategies for classroom management.
- learn how reward and punishment can be detrimental to student motivation.
- learn techniques for applying Discipline without Stress[®] Punishments or Rewards in the classroom.
- determine whether they will incorporate Marshall's concepts for classroom management into their personal discipline plan.
- learn to use classroom meetings to manage curriculum and discipline problems.

Scenario

Third grader Reyes Quintero had always enjoyed being a Cub Scout until Ms. Hampton became the den leader. Ms. Hampton was always unprepared and allowed the boys to run wild rather than engaging the boys in a productive activity. If she did plan a project, she appeared clueless on how to manage the activity. Therefore, Cub Scout meetings usually ended in chaos.

Over the weekend, the boys were to have their first camping experience. Reyes had eagerly anticipated his first camping trip, but when the scouts arrived at the campsite, Ms. Hampton could not get the boys to help pitch the tents or participate in any of the activities she had planned. Frustrated, she took a seat and watched the boys run in a hundred different directions, with no one following directions. Finally, unable to contain himself any longer, Reyes stood on a picnic table, and yelled, "Stop! Stop! This is anarchy. We can't get anything done if you don't listen to Ms. Hampton. Stop acting like this."

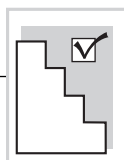
Ms. Hampton watched in amazement as the boys not only stopped their misbehavior but also gathered around the picnic table. Once they were gathered, Reyes turned to Ms. Hampton and calmly asked her, "Now, what is it you want us to do?"

When the boys returned home, Ms. Hampton was eager to tell Reyes's parents what Reyes had done. His father quickly explained, "He has learned this at school. His teacher, Ms. Metcalfe, is using some new method of classroom management. Now, Reyes is always describing someone's behavior as anarchy or bullying. I will have to say, however, he is having a very good year. It seems to be working at home as well. The other day, he told his older brother that he was being a bully, and he needed to stop. It was the first time a situation between them hadn't ended in a screaming match and tears. Maybe you should talk to Ms. Metcalfe. She seems to really have her act together when it comes to managing her classroom."

INTRODUCTION

If Ms. Hampton had taken the time to talk to Reyes's teacher, she would have learned that Ms. Metcalfe was using Marvin Marshall's classroom management strategy, **Discipline without Stress® Punishments or Rewards**. A relatively new classroom management model, Marvin Marshall's Discipline without Stress® Punishments or Rewards was designed in order to teach students responsible behavior.

The model evolved through Marshall's personal search for a classroom management plan that was proactive rather than reactive (Marshall & Weisner, 2004). His own teaching and administrative experiences have taught him teachers need a system of classroom management rather than a group of disjointed strategies. Too often, Marshall contends, good classroom management is viewed as a talent some teachers possess and others lack. He suggests that even talented teachers need a systematic plan to meet the needs of today's diverse students and that a systematic approach to classroom management allows all teachers to have a productive learning environment.



Step-by-Step Discipline without Stress® Punishments or Rewards

To use Discipline without Stress® Punishments or Rewards in your classroom, you will need to do the following things:

1. Discuss Discipline without Stress® Punishments or Rewards with your administrator. Be confident that you have support for your plan.
2. Prepare to teach the concepts of the social development hierarchy. Lesson plans and materials should be prepared in advance.
3. Prepare forms to be completed by students whose behavior advances to the Guided Choices level.
4. Teach the vocabulary of the social development hierarchy. Provide for various learning styles in the classroom by providing multiple ways for understanding the concepts.
5. Check for understanding when misbehavior occurs. Reteach concepts that might be confusing.
6. Provide a form for students who continue to misbehave. Through guided choices students should have an opportunity to evaluate their behaviors and to make plans to change behaviors that do not meet the classroom standards.
7. Keep copies of the completed forms to send to parents in the event that students continue to display inappropriate behavior.

The philosophical basis for Discipline without Stress® Punishments or Rewards comes from what Marshall deems as a response to an important issue facing schools today. Marshall (1998a) notes that in previous generations students came to school with the social skills needed to be successful in the classroom and for the classroom to operate with few disruptions. Today's students, however, have grown up during a time when societal changes have allowed students to enter school without the needed social skills for classrooms to be productive. Therefore, it has become the school's responsibility to do what was once done in the home to help students develop social responsibility. Marshall maintains that behavioral standards must exist in any social relationship, and that the classroom is no exception. Appropriate classroom behavior is a result of the awareness of appropriate standards of behavior. Therefore, the foundation of Discipline without Stress® Punishments or Rewards is a hierarchy of social development, which helps students increase self-responsibility, social awareness, and social responsibility.

According to Marshall (1998a) the teaching of social responsibility cannot occur in the traditional school environment of telling, punishing, and rewarding. Therefore, Discipline without Stress® Punishments or Rewards rejects the reward/punishment concepts of most classroom management models. Marshall notes that too often teachers and administrators try to motivate students by advising, cajoling, exhorting, rewarding, demanding, and punishing. However, these external approaches typically work only when the adult is present. They do little to motivate the student to display responsible behavior when the teacher or administrator is not present. The real power of teachers is in what students do when teachers are not available to supervise. The goal is that students will display appropriate behavior whether the teacher is present or not.

Marshall and Weisner (2004) stress that administrators and teachers have a hard time imagining a classroom in which they do not constantly tell students what to do, punish them if they resist, and reward them if they comply. However, Marshall suggests that these traditional methods of classroom management are coercive and manipulative and teach students they are not responsible for their own actions and choices. The focus of these methods is on external control.

For the same reason, Marshall has issues with rewards and incentives and notes that giving rewards for meeting expected standards of behavior conveys a false message. The practice of rewarding students for acting appropriately conveys the message that responsible behavior for its own sake is not good enough—that one needs to receive something in order to be motivated to act appropriately and responsibly. Again, the focus is on external motivators, rather than internal motivation for controlling and changing one's own behavior. To truly change behavior, Marshall stresses, it is important to tap into internal motivation.

Discipline without Stress® Punishments or Rewards is drawn from the theories of Steven Covey, Abraham Maslow, Douglas McGregor, William Glasser, and W. Edwards Deming. However, it is the philosophy and ideas of William Glasser (see Chapter 1 for a discussion of William Glasser) that has most shaped the system. Similar to Glasser's model of Choice Theory, Discipline without Stress® Punishments or Rewards encourages teachers to

- allow students to take responsibility for their own behavior.
- use a noncoercive approach to classroom management.
- spend little time determining the motivation for a behavior.
- teach students they choose their responses—regardless of the situation.

- view misbehavior as a teachable moment instead of a problem.
- ask questions that effectively guide students to reflect and self-evaluate.
- establish a safe environment for all students (Marshall and Weisner, 2004).

THE THEORY

In order to move students from behavior based on personal desires and goals to one of increasing social responsibility, Marshall created a hierarchy of social development—a way to explain human social behavior in simple terms everyone would understand (Marshall, 1998a). The hierarchy is based on the ABCDs of social development: **A** = Anarchy, **B** = Bullying or Bothering, **C** = Conformity, and **D** = Democracy. The least desirable level is Level A (Anarchy) and the highest level is Level D (Democracy). Table 9.1 provides examples of the ABCD hierarchy.

TABLE 9.1 *Discipline without Stress® Punishments or Rewards*

Corresponding Letter		Level of Behavior	Description of Behavior
D	Acceptable Behavior	Democracy	Shows kindness to others Develops self-reliance Does good because it is the right thing to do Develops self-discipline <i>Motivation is internal</i>
C		Cooperation/Conformity	Listens Does what is expected Complies Considerate <i>Motivation is external</i>
B	Unacceptable Behavior	Bullying/Bothering	Bosses others Bothers others Breaks classroom standards Responds to authority <i>Motivation is external</i>
A		Anarchy	Noisy Out of control Unsafe <i>Motivation is external</i>

Source: Marshall (2004).

Anarchy

The lowest level of Marshall's hierarchy is that of **Anarchy**. Anarchy is the least desirable level of social behavior and classrooms operating at this level are without social order or are in chaos. Students functioning at this level are noisy, fail to follow commands, and move throughout the classroom without permission. Anarchy is behavior in which there is no law or order, and anyone can do anything he or she wants to do without consideration for anyone else. Although individual students within classrooms may be behaving at the anarchy level, the entire classroom may also be in anarchy. This typically happens when teachers are unprepared or lack withitness. Substitute teachers and student teachers can also face classrooms in chaos because students operating at this level look for authority from the adults. If the teacher is hesitant to take control of the classroom, the students will take over the classroom. Some examples of classrooms and students operating at this level follow.

First year teacher, Jessica Malick, is starting to think she has made a poor career choice. If she allows her students to participate in any fun activities, she quickly loses control and the classroom erupts in chaos. Therefore, she has succumbed to the lure of worksheets and tries to keep the students busy by the threat of more handouts and increased homework. She hates coming to school each day and suspects her students do as well.

When substitute teacher Michael Smith arrived at this assignment for the day, he was amazed to find a sea of ninth graders moving around the room and totally ignoring his demands for them to take their seats. After thirty minutes of trying to get the students on-task, Mr. Smith walked to the office and suggested they send an administrator to take over for the day since he was going home.

Bullying

The second level of Marshall's social development hierarchy is that of **Bullying** and **Bothering**. Students who operate at this level of social development bully other students



Tips from the Field

I added "Bugging" and "Breaks classroom procedures" to Level B. I also added "A piling on" to Level A because I use a football analogy. Some students choose to tease other students. This is hurtful behavior. I explain to my students that in order to learn, they must (1) follow classroom procedures and (2) meet behavior standards.

Jim Mann
High School Teacher

and, in some cases, the teacher as well. They make up their own rules. They boss others, behave boisterously, break rules, violate the rights of others, and behave correctly only when the threat of punishment looms. Students who bully or bother only obey when authority figures are present. Bullying or bossing behavior impacts the entire classroom because little learning takes place when students are in constant fear of being bullied. Marshall (2004) notes that most children have no problem with the term “bullying,” but that some teachers do. Therefore, “Bothering” is an alternate choice for these teachers.

If a bully prevails, irresponsible and provocative behavior will be repeated, and patterns will be learned that carry throughout life. Therefore, bullying behavior is not only detrimental to those being bullied but also for the bullies as well. Marshall (2004) provides the following suggestions for teachers who have students who bully or boss:

1. Never label or call a student a “bully.” Focus on the behavior, not the character of the student.
2. Identify the behavior as “bullying or bothering behavior.”
3. Help students take responsibility for behavior.

Bullying occurs at all ages; however, bullying that occurs in the first grade will be different from bullying that occurs in the fourth grade, where name calling and similar activities are often more subtle. Some examples of students operating at the bullying/bossing level follow.

First grader Dwayne Watkins causes a constant disturbance in his classroom. Dwayne grabs whatever he wants to play or work with and if the other students resist, he hits and bites them.

When ninth grade teacher, Tyrone Watkins, comes in from hall duty, he finds April Richardson in tears. He walks over to April and gently touches her arm, “April, what is wrong? Are you feeling all right?” Wiping her tears away, April explains, “Jessica and Tammy are spreading rumors about me. They told everyone I got drunk after the ballgame last week. Why would they tell a lie about me? I thought I was their friend.”

Twelfth grader, Matt Darnell, enjoys his reputation for giving teachers a hard time. He loves to argue and can waste an entire hour arguing over a missed point on a test or a statement he thinks is incorrect.

Marshall and Weisner (2004) stress that neither anarchy nor bossing/bullying is an acceptable level of classroom behavior. Students who display such behavior must come to understand their behavior is unacceptable and develop a means for changing the behavior.

Cooperation/Conformity

Marshall (2004) identifies the next level of behavior on his hierarchy as **Cooperation/Conformity**. This level of behavior is acceptable and desired as cooperation/conformity is as essential for a classroom to function as it is for a society to exist. Students operating at this level comply and cooperate with expected standards. The students are connected to the teacher and each other and involved with others in an appropriate manner.

Conformity is a result of accepting external influences. In a classroom, it is essential for classroom success for students to conform to the expected standards of behavior. However, because conformity is a result of external influence, it is not at the highest level of the hierarchy.

Conformity can lead to unacceptable behavior if students are trying to seek the approval of peers. Marshall (2004) stresses that it is important for students to come to understand the external influences on their behavior and suggests that when they realize they are being controlled by external forces, they begin to feel liberated. Through awareness and discussions about the impact of allowing others to influence their decisions, adolescents can resist group temptations of an “antilearning” subculture. Understanding peer pressure helps young people to become more autonomous and to decide against engaging in socially irresponsible acts, both inside and outside of school.

Students have a strong need to conform—both for good and for bad behaviors. Some examples of students functioning at the cooperation/conformity level follow.

Middle school principal Lane Blackwell enjoys watching his students as they get off the school buses and enter school. He is amazed at the way students dress; and the creative ways they approach the school dress code and how fast a trend sweeps through the school. Therefore, he is careful to watch what twins Tanner and Tyler Burkhart wear as they are the first to wear the latest fad. Fortunately, Mr. Blackwell has learned that if he can talk to the two boys and explain why he feels what they are wearing is inappropriate, they will quickly change their style and comply with the school standards. By asking these two school leaders to comply, other students follow their lead and the dress code of the school as well.

Third grade teacher, Mattie Cook, has established a weekly list of classroom tasks for her students. Each Monday, the students draw the tasks they will do for the week. By having her students take responsibility for many of the routine needs of the classroom, Ms. Cook has learned she has more time to work with students and that the students are learning to be responsible.

The students in Mr. Evans’s class had enjoyed a presentation by a member of the local historical society. When the speaker gathered up her materials and prepared to leave, Mr. Evans turned to Logan and Lucas and asked the boys to help take the material to the speaker’s car. The boys quickly jumped to their feet and helped the speaker.

Democracy

The ultimate goal for any teacher or administrator is that students understand right from wrong and do something simply because it is the right thing to do (Marshall, 2004). As students grow, mature, cultivate manners, and develop values of right and wrong, the prompts for civility become internalized. Marshall refers to the highest level of his social development hierarchy as **Democracy**. It is at this level that students take responsibility for their own behaviors.

At the democracy level of the hierarchy, the motivation to be responsible is internal. Rather than relying on external motivators to influence their behavior, students derive their rewards from self-satisfaction. Rewards at this level come not from stickers, candy, and

praise, but from self-satisfaction because one has acted responsibly. Democratic behavior is shown by the student who develops self-reliance, civility, and a sense of responsibility for the classroom. Students choose good behavior from a sense of self-evaluation and self-correction. Examples of students operating at the democracy level of behavior follow.

When fifth grade teacher Lynn Morris heard a knock on her classroom door, she was surprised to see the head of the local school board and the principal. She learned the principal was giving the school board chair a tour of the school, and they were visiting each classroom. Before talking briefly to her guests, Ms. Morris turned to the classroom and asked if Carson would come to the overhead and continue with the lesson. Without hesitation, Carson and the rest of the students continued with their math lesson while Ms. Morris visited with her guests.

The principal of Northeast High School was very disappointed to learn that a few of his students had painted graffiti on their rival school's wall after a big loss. However, his faith in his student body was restored at midmorning when a group of students arrived at his office with a collection of money to buy paint and materials. They explained they would like to repaint the rival school's wall to make up for the bad behavior of some of their classmates.



Scott Cunningham/Merrill

Class meetings provide a way for students to resolve classroom conflicts before they escalate.

The students in Mr. Evans's class had enjoyed a presentation by a member of the local historical society. When the speaker gathered up her materials and prepared to leave, Logan and Lucas quickly jumped to their feet and volunteered to help the speaker take the materials to her car.

The example is identical to the last one for Cooperation/Conformity except that this time Logan and Lucas offer to help the speaker without being asked. Therefore, they took responsibility for their own behavior. Marshall (2004) notes that the primary difference between C and D behavior is motivation, not action. If a student cooperates and performs a task at the teacher's direction, the student is acting on level C. The student has complied with the teacher's direction and, of course, the behavior is acceptable. However, if the student performs the task without being asked, then the student is operating at level D. The motivation on level C is external, but the motivation on level D is internal. Marshall (2004) states that a critical component for growth and development is for students to understand the difference between level C (external motivation) and Level D (internal motivation).

THE PROCESS

Marshall (1998a) identifies three phases of Discipline without Stress® Punishments or Rewards:

1. Teaching vocabulary and concepts (proactive teaching)
2. Checking for understanding (effective questioning)
3. Using Guided Choices (if necessary, using authority without punishment)

Teaching the Concepts

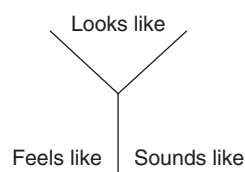
The process of implementing Discipline without Stress® Punishments or Rewards in a classroom begins by teaching the social development hierarchy. Marshall (2004) suggests that this process appeals to teachers because teaching is something teachers understand and embrace. During the initial learning phase, reference is made to the name of each level: anarchy, bullying, conformity, and democracy. However, after becoming familiar with the ABCDs of the social development hierarchy, the terms are no longer used and reference is made only to their letters.

The manner in which the concepts are taught will depend on the age of the students, their maturity level, and the subject matter. Just as no teacher would introduce a concept and assume students understand it, the same is true for teaching the social development hierarchy. Teachers must present the material in a variety of ways, drawing on as many learning modalities as possible. The key to teaching social development is to make the examples relevant to the community of learners (Marshall, 1998a). **Teaching the Concepts** requires more than just introducing and defining the vocabulary. Students must be actively engaged in constructing examples of each level specific to their situations. This is accomplished by engaging students in activities in which they relate their own experiences to the various levels. For example,

To help her first graders understand difficult concepts such as anarchy, bullying, conformity, and democracy, Ms. Myatt gives each student a sheet of paper with



Tips from the Field



I use Y-charts as a tool to help the kids understand concepts, ideas, and so on. I have found them especially beneficial with managing classroom behavior and understanding rules. Words like anarchy and respect are relatively abstract to six, seven, eight-year-olds. I still use words like this but define what “anarchy” and “respect” mean and the set of behaviors they demand through the use of student-created charts. When I have a student who is struggling with a particular social skill or behavior, I Y-chart it with them. I did not invent Y-charts but have taken the ideas and played with, modified, and changed them to suit the needs of my students.

Penne Metcalf
Third Grade teacher
East Manjimup Primary
School
Western Australia

one of the terms written on the top. The students are to then draw a picture that they think identifies the term in some way. Students are then given an opportunity to share their work with the classroom.

A third grade teacher helps her students understand the social development hierarchy through literature. She reads, *Miss Nelson Is Missing* and has the students identify the levels of behavior displayed by the children in the story.

The students in Mr. Maynard’s fifth grade classroom are given large index cards. On the cards they are to write each of the four levels of social development and give examples of the behavior. The students then tape the index cards to the corners of their desks as a constant reminder of the social development hierarchy.

Ninth grade teacher Jessica Morris has her class divide into teams and prepare a skit depicting each level of the social development hierarchy.

According to Marshall (1998a, 2004), teaching the social development hierarchy is the foundation of the entire strategy because it

- Fosters communications. The vocabulary brings clarity to the different levels within the social development hierarchy.
- Creates awareness of social responsibility as a value.
- Encourages students to exercise self-control and individual responsibility.
- Emphasizes that students choose their own level of behaviors.
- Encourages students to see their role in maintaining an environment conducive to learning.
- Helps students to distinguish between appropriate and inappropriate behavior.
- Raises awareness for responsible citizenship.
- Calls attention to the fact that students are constantly making choices and that students choose their own level of behavior.
- Empowers students by allowing them to analyze and correct their own behavior.
- Encourages students to go beyond simply showing acceptable behavior and to take more and more responsibility for themselves and their classmates.
- Encourages mature decision making.
- Focuses on labeling behavior, not people.
- Fosters an understanding of internal and external motivators.
- Leads to improved self-esteem.
- Serves as the first part in a three-part strategy to create and maintain a positive, noncoercive learning environment at all times.

Checking for Understanding

Marshall (1998b) notes that the first two elements of Discipline without Stress® Punishments or Rewards are based on the cognitive learning theory of teaching the concepts and then testing by checking for understanding. This is an important concept to understand as learning a new behavior is similar to learning new subject area content. Therefore, just as a teacher would not punish a student for struggling to learn new content, Marshall contends students should not be punished as they learn new behaviors.

Checking for Understanding is direct intervention for students who struggle with behaviors at the A or B level. It is used when students demonstrate socially unacceptable behavior by disrupting the class. This begins by establishing that the teacher is not going to punish students but is interested in having students develop self-control and social responsibility. Therefore, attention to inappropriate behavior is first brought to the student's attention through unobtrusive techniques such as proximity control and nonverbal means. Such means include

- Establishing eye contact with the student. If necessary, looking at the disrupting student for a second or longer beyond normal sends an effective nonverbal message.
- Using facial expression. However, this should not be typical scowl of the "teacher look." A smile or nod can be just as effective.
- A change in voice, such as using a pause, inflection, or reducing.
- Moving to a new location in the room or moving into the student's space.

- Giving a signal for attention, such as raising hands or ringing a bell.
- Making a request such as “Thank you for your attention” or “Please ask yourself if what you are doing meets the standards of the class.”

If the behavior continues, the teacher then uses questions to check for understanding. However, this is never done in a coercive or negative manner. The purpose is to guide the student in acknowledging the level of behavior, rather than to punish. Therefore, the dialogue is not confrontational. In this phase, students are not asked to describe the behavior, just the behavioral level of the behavior. Marshall (2004) notes the teacher has not given up authority by using this method as the person who asks the questions controls the situation. However, when students can make choices, regardless of how small they are, their dignity can be preserved and confrontations can be avoided.

The student is asked to reflect by identifying the level of chosen behavior. Because a level is referred to, rather than the student’s behavior, the student feels no need to be defensive. It is not important to ask why the student did a certain behavior because the teacher is encouraging awareness, not excuses. “Why” questions engender excuses, and as Marshall (2004) notes, many students do not know or understand why they behave as they do. Asking why gives the student an excuse not to take responsibility.

Although it is typically preferable to speak to students about misbehavior problems on a one-to-one basis, an advantage of the checking for understanding strategy is that the questioning can be done in front of the class without alienating the disruptive student. An additional advantage to the strategy is that instructional time is not wasted during the short teacher–student interchange because the levels of social development are being reinforced to the entire class. After the student acknowledges the level of behavior, the teacher continues with the lesson.

Marshall (2004) has found if teachers take sufficient time to teach the concepts and vocabulary of the social development hierarchy, the second element, checking for understanding, is required for only fifteen to twenty percent of the students. In addition, he has found once students acknowledge the level of behavior, the misconduct stops. The majority of students, from kindergarten to about grade nine, apologize in addition to describing the level of behavior. The teacher does not ask a student to apologize. Marshall (2004) stresses the apology is offered as a natural byproduct of accepting responsibility and realizing that the behavior was not socially responsible.

Seventh grader Carson Ballesteros is having a hard time staying on task. His teacher, Ms. Thornington, had given him a long look when she heard him tapping his pencil on the edge of his desk as he finished an assignment and after a few seconds, Carson had stopped tapping his pencil. Now, she looks up to find him flipping paper wads at his friend Josh. Walking beside him, she quietly asks, “Carson, what level of behavior are you displaying?”

Caught, Carson answers, “Level B.”

“Well, is your behavior helping you or Josh finish our assignment?”

Carson drops his head and picks up his pencil so he can finish his work, “I’m sorry. I’ll get back to work.”

Guided Choices

Marshall (2004) maintains that choice, self-control, and responsibility are so woven together one significantly affects the others. When a student makes a choice, self-control is enhanced. When they fail to choose, self-control is diminished. **Guided Choices** is the last part of Marshall's three-part strategy and is designed to provide choice to students and to foster responsible behavior. By using guided choices, the teacher maintains authority without being confrontational. Because the student has a choice, power and respect are retained and confrontations are avoided.

Guided Choices are used when students have acknowledged that their behavior is at the A or B level of the social developmental hierarchy, yet continue the behavior. During the second phase, Checking for Understanding, students were asked to acknowledge the level of their behavior. In Guided Choices, students are asked to go a step further and not only identify the level of behavior but also to evaluate the choices they are making. The strategy is to offer choices in the form of questions (Marshall, 2004). Rather than confronting and punishing, the teacher asks the student to complete a form that asks three questions:

1. What did I do?
2. What can I do to prevent it from happening again?
3. What will I do in the future?

Any form can be used for answering these questions as long as it fosters student thinking and reflection and it involves future planning.

Having students answer these three important questions shapes their thinking by the self-evaluation process. As students answer the questions they come to see they have choices in the behaviors they display. They learn that although they may have little control over the thoughts that spring into their minds or their initial emotions to these thoughts, they do choose their responses to both their thoughts and their emotions.

Through Guided Choices, students come to see the external forces controlling their behavior. Helping students understand they have a choice in how they respond to any situation helps them see they are in control of their actions and responses. It releases them from the external controls that may be influencing their behavior and prevents them from becoming victims. Marshall (1998a) states that teaching young people about choice-response thinking may be one of the most valuable thinking patterns a teacher can provide.

At the end of the class, the student and the teacher have a short discussion regarding the completed form. The teacher makes sure the student understands why it is necessary to complete the form. One way to show the student the teacher is interested only in the student's growth and not in punishment is for the teacher to ask the student what should be done with the form. Together they can decide if the student will keep the form as a reminder of the desired behavior or if the form should be thrown away. It is not necessary to keep the form as it has served its purpose in that it stopped the disruptive behavior and fostered self-evaluation (Marshall, 2004).

If a student continues to disrupt the classroom, a Self-Diagnostic Referral is the next stop. The self-diagnostic form requires a much deeper depth of analysis and may contain items such as

- What happened that resulted in your being required to complete this form?
- What was the level of your behavior and did that behavior meet the standards of this classroom?
- Is this level of behavior helping you get the things you need from this class?
- On what level should you have acted to be socially responsible?
- What is your plan to show responsible behavior?
- What are your procedures to implement the plan?

Marshall (2004) stresses that students should feel they still have choices. Therefore, the form is handed to the student while asking in a noncoercive tone, one of the following questions: (a) “Would you rather complete the activity in your seat or in the rear of the room?” (b) “Would you like to complete the form now or at the end of this class?” (c) “Would you rather complete the activity in the classroom or in the office?”

The process changes if the student is required to complete a second self-diagnostic referral form. At this point, Marshall (1998a) suggests a copy of the first and the second forms be sent to the parents along with a note from the teacher. If a third referral becomes necessary, a rule of “three strikes and you are out” can reasonably be employed. Copies of all three self-diagnostic referrals should be mailed to the parent along with a second parent note indicating the teacher has exhausted every means to foster social responsibility and the student is being referred to the principal for further action.

Guided Choices fulfills four purposes:

1. It stops the disruption.
2. It isolates the student from the class activity.
3. It gives the disrupting student a responsibility-producing activity to encourage reflection.
4. It allows the teacher to return to the lesson promptly.

Marshall (2004) describes Guided Choices as a win-win situation. The teacher wins by using a nonconfrontational guidance approach that avoids stress. The student wins because dignity has been left intact. When disruptive behavior is thought of as a learning opportunity rather than as a punishment opportunity, everyone wins.

Eliminating Punishment

At no point does Marshall advocate punishing students as he feels punishment is counterproductive to a teacher/student relationship. He suggests that imposed punishment (whether it is called punishment or consequences) puts a wedge in the student/teacher relationship (Marshall & Weisner, 2004).

Marshall (2004) stresses people pressured against their will keep the same opinion and do not change behavior or future choices. Too often teachers punish because they know nothing else to do and punishment operates on the theory that young people must experience pain in order to grow into responsible adults. However, punishment is ineffective with far too many young people and, at the best, is temporary and transitory. Punishment has little effect on fostering desired long-term changes because it deprives young people of taking responsibility for their own actions.

Instead, Marshall (2004) suggests that classroom disruptions should be seen as a teachable moment and as an opportunity to teach social responsibility. This doesn't happen in an atmosphere in which students fear punishment. Social responsibility is learned with a guiding approach rather than a telling, punishing approach. It is through the three-part strategies of Discipline without Stress[®] Punishments or Rewards that conditions are provided for students to change their behaviors and make responsible choices in the future.

PROMOTING A POSITIVE CLASSROOM ENVIRONMENT

To promote a positive classroom environment, Marshall suggests several strategies to complement Discipline without Stress[®] Punishments or Rewards. Specifically, he suggests teachers

- evaluate their instruction.
- conduct class meetings to promote democracy in the classroom.
- identify standards for appropriate behavior.
- use praise and rewards appropriately.

Evaluating Instruction

Marshall (1998b) suggests that many students would rather be disruptive than stupid. Therefore, the classroom disruptions may be a result of problems with instruction or the lesson. The more the student understands the lesson, the less likely it is that there will be any disruption. So-called discipline problems often stem from faulty instruction. Good instruction reduces behavior problems. Lessons need to be planned so

1. students understand why the lesson is meaningful.
2. the lesson involves thinking on various levels.
3. students become actively involved in learning.

Therefore, when a student disrupts a lesson, the teacher needs to reflect on whether the disruption is related to curriculum, instruction, classroom management, or discipline. Differentiation can guide the teacher to the most affective resolution of the problem.

Conducting Class Meetings

As mentioned earlier, the work of William Glasser greatly influenced Marshall's work. One strategy initially advocated by Glasser that Marshall has incorporated into his theory is the use of classroom meetings. As early as 1969, Glasser suggested regular class meetings be held to decide how to best conduct the business of school. Glasser stressed that the cause of 95 percent of discipline problems in schools is because students feel that no one will listen to them. By having regular class meetings in which problems are aired, the majority of discipline situations are eliminated.

Marshall (2004) agrees that classroom meetings provide excellent opportunities for students to practice communication and socialization skills. Such meetings facilitate the solving of many classroom problems and engender both improved instruction and student learning. Class meetings can serve specific purposes such as instructional reflection,

discussion of pertinent items, articulation and application of the values schools engender toward civility, character development, and problem solving. Table 9.2 outlines the many objectives of classroom meetings.

In classroom meetings the process is the point. During the process of discussing issues of interest and concern to both students and teachers, teachers develop a closer relationship with their students. Students benefit because they learn to listen attentively to classmates. The process fosters empathy as students learn to set aside their own desires, views, and values as they hear what others have to say.

Effective class meetings consist of three key parts in addition to rehearsing the procedures at the beginning and, on some occasions, summarizing at the end. The first part is a clarification of the topics to be discussed to ensure everyone understands the issues or topics. The second part, personalizing, gives participants the opportunity to relate the topic to their own knowledge and experiences. The third part provides an opportunity for the teacher to stretch the students' minds by applying the ideas to hypothetical questions or situations.

The role of the teacher during class meetings is to facilitate the discussion, not control the discussion. The teacher's role includes reviewing the procedures, posing some questions, monitoring participation, avoiding judgment, and concluding the session.

Identifying Standards for Appropriate Behavior

Marshall (2004) does not advocate the use of rules in the classroom as he thinks they are counterproductive to producing the type of relationship desired in the classroom. He suggests rules can actually create problems in the classroom if

- rules are unclear.
- rules are perceived as unfair or are inconsistently enforced.

TABLE 9.2 *Objectives for Class Meetings*

-
- Improves communications skills of listening and speaking
 - Provides opportunities for insightful, creative, and critical thinking
 - Teaches the process of respectful interaction
 - Promotes teamwork
 - Increases social intelligence and empathy
 - Fosters social skills
 - Teaches trustworthiness and fairness
 - Reduces anonymity
 - Promotes feeling of acceptance and worthiness
 - Builds trust and caring relationships between students and teacher and between all students
 - Creates a sense of community
 - Provides an avenue for students to talk about subjects that interest, affect, or concern them
-

Source: Marshall (2004)

- rules cause students to look for loopholes around the rules.
- rules require consequences for when the rule is broken.

Instead of rules, which focus on *do's* and *don'ts*, Marshall (1998b) advocates a proactive approach which involves explaining standards and expectations as they connote a positive orientation. Expectations empower students and promote personal responsibility. They tap into internal motivation and foster commitment, rather than compliance.

Using Praise and Rewards Appropriately

Although Marshall (1998c) agrees rewards can serve as great incentives, he stresses that they should not be used for expected standards of behavior as giving rewards for expected behavior is counterproductive to fostering social responsibility. Instead, he advocates the use of acknowledgments, recognition, and validation as they encourage and motivate without placing a value on the person. Acknowledgments simply affirm and foster self-satisfaction. They serve to give recognition to what the student has accomplished.

Unlike praise, which is often based on the desires of the adult, acknowledgments focus on what the student has done well. Praise often starts with a reference to oneself: "I am so proud of your grades," or "I like the way you are working." Such statements are viewed as patronizing. Acknowledgments focus on the actions which might include statements such as "Your grades show a great deal of effort," or "You are working hard on your project." It is a simple acknowledgment of the deed and does not carry an evaluation of the person.

STRENGTHS AND WEAKNESSES OF DISCIPLINE WITHOUT STRESS[®] PUNISHMENTS OR REWARDS

Discipline without Stress[®] Punishments or Rewards is one of the fastest growing classroom management models in the country. It has a large following because teachers and



Tips from the Field

For praise to be effective, it must be

1. Age appropriate—don't talk down to high school students
2. Private—don't embarrass a student in front of peers
3. Earned—students know when praise is fake

Kathy Buckner
High School History Teacher
Fort Campbell High School
Fort Campbell, Kentucky

administrators appreciate the emphasis on self-discipline and personal responsibility. Realizing conventional classroom management models that focus on rewards and punishments fail a great many students, teachers across the country are embracing Discipline without Stress® Punishments or Rewards.

However, there are those who have concerns regarding the model. One concern is the use of standards or expectations rather than rules. They argue students will encounter rules throughout their lives and they need to understand there are consequences, sometimes severe, when students break society's rules.

Many argue Marshall overlooks some of the serious problems students have by suggesting they simply *choose* to act or respond in certain ways. They suggest teachers must try to understand why students misbehave in order to identify or treat the underlying causes of behavior. Students who are misbehaving as a result of child abuse, drug abuse, malnourishment, rejection, insecurity, loneliness, or emotional distress are not choosing to misbehave and need the intervention provided by caring, competent teachers.

There is an additional concern regarding the terms that make up the vocabulary of the social development hierarchy. Abstract terms such as anarchy, conformity, and democracy are very difficult for young children to comprehend. Perhaps the greatest concern is regarding the use of the term "bullying" to describe much of the misbehavior that occurs in the classroom. Bullying is a distinct behavior and an issue of much concern for parents, teachers, and administrators. Therefore, the second level of behavior on the social development hierarchy might be best described by a different term.

DISCIPLINE WITHOUT STRESS® PUNISHMENTS OR REWARDS IN THE CLASSROOM

Scenario

Eleventh grade teacher Jason Stewart had just started going over notes with his history class when the door opened and Jamelia came in the room. Stopping, he smiled and motioned for Jamelia to go to her desk.

When Jamelia was late again a few days later, Mr. Stewart waited until she had taken her seat and asked, "Jamelia, what level of are you exhibiting when you arrive late to my class?"

Dropping her head, she answered, "I know. It is level B. I'm sorry. I'll try to be on time from now on. I'm really sorry but,"

Before she could finish her statement, Mr. Stewart said, "It's not necessary to explain why. I just want to make sure you knew that being late did not meet the standards for our class."

A week passed before Jamelia was late to class again. When she entered, Mr. Stewart handed her a form to complete. "Jamelia, I would like for you to complete this form. Would you like to do it now or after class?"

At the end of class, Jamelia brought the completed form to Mr. Stewart. "Mr. Stewart, I am very sorry for coming late. I know when I'm late it disrupts the entire class when I enter the room." Mr. Stewart waited, so Jamelia added, "But as I filled out this form, I think I thought of a plan to make sure it doesn't happen again."

Motioning for Jamelia to take the seat pulled beside his desk, Mr. Stewart asked, "I'm listening. What is your plan?"

"Well, I have homeroom over in Ms. Henderson's class in the B hallway. Then I have senior English with Mr. Frank in this wing. After English, I have gym. That means I either have to carry my history notebook and book through three periods or I have to go back to B hallway to my locker between gym and this class. By the time I leave the gym, go to the B hallway to my locker, and come all the way back over here, I'm late. If I take all my books to gym class, I have no place to put them. My gym locker will barely hold my clothes and my English book. I can't get the materials for your class in it as well. So, now do you understand why I'm late every day? I'm trying to get from gym to B hallway and then to your class in five minutes."

"I understand, but your lateness does not meet the standards for this class. There has to be a solution. Could we get a locker for you in this hallway?"

"I'm afraid that would just make me late to my afternoon classes. After fourth period, all my classes are in the B hallway. But I was thinking, maybe I could store my history book and notebook in here while I go to gym? I could bring them by on my way to English class and then I could come here after gym class without going to my locker. Would you mind storing my things?"

"No, that would be fine. In fact," he said looking around the room and walking to a cabinet behind his desk, "you could put them in here. Come in between your homeroom and English class and put your books in this cabinet. Then you can come straight from gym class and be here on time." Mr. Stewart extended his hand to Jamelia, "I'm proud of you. I think you have developed a good plan."

Jamelia shook his hand, "Thanks for helping me, and thanks for understanding my problem."

SUMMARY

Discipline without Stress® Punishments or Rewards is a proactive classroom management system that is quickly becoming the system of choice for many teachers. The positive and systematic approach appeals to new and veteran teachers. The program promotes the internal motivation to develop responsibly—both individually and socially. The system consists of three phases: Teaching the Concepts, Checking for Understanding, and Guided Choices. During the first phase, the vocabulary and concepts of the four parts of the social development hierarchy (Anarchy, Bullying, Conformity, and Democracy) are taught with students. During phase two, the teacher checks to determine if the students understand the hierarchy and reteaches it if necessary. When students continue to misbehave, the third phase, Guided Choices, is used to help students make appropriate choices and to take responsibility for their own behaviors.

KEY TERMINOLOGY

Definitions for these terms appear in the glossary.

Anarchy 162

Bothering 162

Bullying 162

Checking for Understanding 168

Cooperation/Conformity 163

Democracy 164

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or Rewards 159

Guided Choices 170

Teaching the Concepts 166

CHAPTER ACTIVITIES

Reflecting on the Theory

1. When fifth-grader Keith Garrett wasn't allowed to join in a game of kickball, he grabbed the ball and threw it over the playground fence. When his classmates complained, he taunted them by laughing, "I guess no one will play now." At which level of the social development hierarchy is Keith's behavior? How would Marvin Marshall suggest the teacher handle Keith's behavior?
2. Both Alfie Kohn and Marvin Marshall place little value on the establishment of classroom rules. Instead, they suggest teachers and students have discussion concerning classrooms expectations and standards of behavior. Where do you stand on the classroom rule issue? Are rules necessary? Is the creation of a set of classroom standards a more positive way of establishing expected behaviors in the classroom?
3. Rather than punishing a student for continued misbehavior, Marshall suggests the use of Guided Choices. Could the requirement of completing the questions be considered punishment by some students? Do you consider Guided Choices a valid way to handle misbehavior?

Developing Artifacts for Your Portfolio

1. Develop a lesson plan for teaching the social development hierarchy. Write a lesson plan which introduces the concepts or one that focuses on one of the four categories.
2. Reflect on the different levels of the social development hierarchy you have observed in classrooms. Describe the behavior of the students, the level of behavior, and why you feel the behavior fell into each category.

Developing Your Personal Philosophy of Classroom Management

1. What strategies from Discipline without Stress® Punishments or Rewards would you incorporate into your classroom management plan?
2. Review the philosophy behind the development of Discipline without Stress® Punishments or Rewards. Does this philosophy match your personal philosophy of classroom management? Which parts would you reject? Why?

RESOURCES FOR FURTHER STUDY

For more information about Discipline without Stress® Punishments or Rewards, contact

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