

# 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:

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

*Part II of the teaching model:*

**Principles to Practice:**

(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*

**KEY TO SUCCESS:**  
**Focus on the difference**  
**between levels D and C.**

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

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

*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

Be sure to read  
“A Letter Worth Reading”  
at  
[www.MarvinMarshall.com/  
letterworthreading.html](http://www.MarvinMarshall.com/letterworthreading.html)

### (2) Checking for Understanding **(Asking)**

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.

### (3) Guided Choices **(Eliciting)**

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.**

[www.marvinmarshall.com/using\\_the\\_hierarchy\\_to\\_promote\\_1.htm](http://www.marvinmarshall.com/using_the_hierarchy_to_promote_1.htm)

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