

Marvin Marshall, Ed.D.

Discipline Without Stress®: How to Handle Every Discipline Problem

Dr. Marvin Marshall is nationally recognized as the foremost authority on how to handle irresponsible behavior while fostering student responsibility. His program is based on years of experience as a classroom teacher (all levels) and administrator (counselor and principal). He holds a doctorate in Education in the combined areas of instruction and guidance from the University of Southern California. Dr. Marshall's writings on social development and human behavior have been published in numerous national and academic publications.



Dr. Marshall has conducted professional development programs for schools, districts, universities and organizations in 13 countries on five continents, and is a member of the National Speakers Association. Dr. Marshall is the author of *Discipline without Stress® Punishments or Rewards—How Teachers and Parents Promote Responsibility & Learning*. His discipline and learning system is described in numerous college texts for the preparation of new teachers. Visit Dr. Marshall's website at www.marvinmarshall.com.

ATTENDEE COMMENTS ABOUT THIS PROGRAM...

*"I came away with **information, learning and motivation** that will allow me to be more successful in the classroom for years to come."*

*"The insights offered into what motivates us had a **profound effect on me**. It got me thinking about who I am as a teacher, a husband and a father. I am stunned and grateful."*

James D. Sutton, Ed.D.

Working Effectively with the Difficult Defiant and Noncompliant Student



As an educator, Dr. James Sutton has taught everything from grade school to graduate school. His interest in working with emotionally troubled youngsters motivated him to earn a doctorate in psychology. Today, Dr. Sutton addresses the needs of young people as a consulting psychologist, an author and an accomplished speaker. He is a Professional Member of the National Speakers Association. His years of service to young people, and those who serve them, have included consultation with schools, educational service centers, hospitals, residential treatment facilities, juvenile probation authorities, special education cooperatives and child service agencies.

Dr. Sutton has earned a national reputation for training child service professionals at major universities. He has authored many books, guides and audio programs for child service professionals, including the best seller, *101 Ways to Make Your Classroom Special*. Visit Dr. Sutton's website at www.docspeak.com or contact him via e-mail at suttonjd@docspeak.com.

ATTENDEE COMMENTS ABOUT THIS PROGRAM...

*"Dr. Sutton gave me **creative, compassionate ways** to deal with difficult behavior from students. Better understanding of the situational behavior has helped me plan better relationships with students who really need a good connection with a teacher."*

*"This is one of the most well organized and creatively presented seminars I have ever attended. I am leaving the seminar with **practical strategies** I can begin to use immediately."*

AUDIENCE

All K-12 Classroom teachers, Special Education teachers, alternative education teachers, school counselors, administrators, behavior intervention specialists, instructional assistants, program and assessment specialists, school psychologists, social workers and parents.

CONTINUING EDUCATION UNITS

The University of Nebraska's Department of Academic Conference Planning and Management is granting .55 CEUs (5.5 hours) for each of the two workshops. You will attain 1.1 CEUs (11 hours) by attending both topics.

COST

Single workshop fee is \$159 for either 1-day workshop. The fee for attending both workshops is \$279. The fee includes all workshop materials, CEU certificates and refreshment breaks.

SCHEDULE

Registration each day will be from 7:45 a.m. to 8:30 a.m.
The program is from 8:30 a.m. to 3:30 p.m.



The Difficult, Defiant and Noncompliant Student—Monday, Oct. 29 Discipline without Stress® Punishment or Rewards—Tuesday, Oct. 30

General Information

AUDIENCE

All K-12 Classroom teachers, Special Education teachers, alternative education teachers, school counselors, administrators, behavior intervention specialists, instructional assistants, program and assessment specialists, school psychologists, social workers and parents.

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CONTINUING EDUCATION UNITS

The University of Nebraska—Lincoln Department of Academic Conferences is granting .55 CEUs (5.5 hours) for each of the two workshops. You will attain 1.1 CEUs (11 hours) by attending both topics.

FOR MORE INFORMATION

Contact the University of Nebraska—Lincoln Department of Academic Conferences at (402) 472-5733 or conferences@unl.edu
Or visit the Academic Conferences website at <http://conferences.unl.edu>



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Lincoln, NE 68588-6100



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Achievement • School Compliance

—A Two-Day Event for K-12 Educators and Specialists—

Working Effectively With the Difficult, Defiant and Noncompliant Student

Monday, October 29, 2007

Presented by Dr. James D. Sutton

Discipline without Stress® Punishment or Rewards

How to Handle Every Discipline Problem

Tuesday, October 30, 2007

Presented by Dr. Marvin Marshall

5.25 Continuing Education
Clock Hours For Each Workshop



UNIVERSITY OF
Nebraska
Lincoln
ACADEMIC CONFERENCES



Working Effectively with the
**Difficult, Defiant and
Noncompliant Student**

Presented by Dr. James D. Sutton

**DO YOU HAVE ONE OR SEVERAL STUDENTS WHO ARE
DIFFICULT, DEFIANT AND NONCOMPLIANT?**

Do they cost you dearly in time lost and the effort it takes to deal with them? If you want to reduce classroom disruption and achieve a more productive learning environment, this valuable NEW program is for you.

James Sutton, nationally recognized educator, psychologist and author, will provide you with a wealth of practical strategies and proven interventions that will help you be more effective with even your most challenging student.

Dr. Sutton will focus on how teachers can defuse power struggles and implement non-coercive redirection of defiance and noncompliance in the classroom while building an improved and lasting relationship with the challenging student. When this happens, the opportunity for achievement opens up for everyone, and the classroom becomes a more productive environment.

You'll leave this outstanding program with practical strategies and valuable insights you can put to use immediately. You'll also leave with a comprehensive, professionally published program handbook that will be a valuable resource for many years to come.

RECEIVE AN EXTENSIVE PROGRAM HANDBOOK

You will receive a valuable program handbook stuffed full of ready-to-use ideas, strategies and interventions for improving student behavior and generating more compliance and achievement in your classroom (a \$21.50 value).



THIS PROGRAM WILL HELP YOU:

Match the Strategy to the Problem

FOCUS intervention on the correct problem (really) ... AVOID the behavioral "fallout" that can accompany redirection of this student ... EMPLOY the strategy of "soliciting good intentions"

Erase the Student's Next Defiant Episode

USE creative provocation to your advantage ... DISPLACE one or more of the three elements that must be in place for defiant and noncompliant behavior to occur ... PRACTICE the "when" of intervention

Empower Your Difficult Student for Compliance

Positively CHANGE the youngster's perception of authority ... DISCARD the type of teaching that doesn't produce long-term results with this student ... MASTER the "Magic Moment," a brief but powerful relationship-building intervention ... Creatively "BALANCE" expectations ... ENCOURAGE the difficult student to interpret his own improvement

Confront Effectively—Not Eternally

MASTER the "Aha!" approach to confrontation ... MINIMIZE disagreements and excuses ... HELP the difficult student to focus on his defiance and noncompliance, rather than the discomfort of the confrontation ... Creatively ENLIST the student's cooperation

Improve Achievement and On-Task Behavior

PREVENT the misunderstanding of directions and tasks ... BUILD compliance through the strategy of "adding to" ... INITIATE and MAINTAIN task-directed focus and behavior ... ENCOURAGE compliance using spontaneity and humor ... STRUCTURE a forced-choice approach to task completion ... MASTER nonverbal ways to redirect a defiant and noncompliant student to task

Address Issues of Programming and Discipline

EVALUATE the most pressing programming challenges of working with this student ... UTILIZE one or both of two proven disciplinary interventions

Conference Effectively with Parents

DO two simple things that can significantly increase the effectiveness of a parent conference.

**Discipline without Stress®
Punishment or Rewards**

How to Handle Every Discipline Problem

Presented by Dr. Marvin Marshall

OBJECTIVES

Discipline without Stress® Punishments or Rewards: How to Handle Every Discipline Problem teaches student responsibility while simply and easily handling disruptive classroom behavior. This powerful, non-coercive approach results in a more positive classroom experience for students and teachers. You will learn strategies that reduce stress, reduce student impulsivity and increase your teaching satisfaction.

A 21ST CENTURY APPROACH

The usual means of imparting discipline and obedience is through the use of external motivators such as telling, rewarding or punishing. These forms of pressure, manipulation and coercion often result in resistance or even defiance because people do not like to be controlled. However, if people are motivated to be responsible, then obedience becomes a natural by-product. Using Dr. Marshall's 21st century approach, you will learn how to

- Employ the proactive approach of Steven Covey, the noncoercive approach of William Glasser and the empowering approach of W. Edwards Deming to actuate responsible behavior
- Use intrinsic motivation to develop the student's desire to be responsible
- Elicit students' self-evaluation to foster improvement
- Separate the behavior from the person so self-defense is eliminated
- Utilize three practices to increase your success
- Use constructivist teaching to emphasize thinking and self-control at any grade level and in any subject area—even with special education students
- Emphasize choice-responsive thinking
- Deal with disruptive behavior before it occurs through the use of the Raise Responsibility System

PARTICIPANTS WILL LEARN TO

- Teach a hierarchy of social development so students will manage their own behavior
- Use a highly effective strategy for handling classroom disruptions
- Apply specific strategies for promoting individual and social responsibility
- Move from teacher-only control to class self-control
- Create and maintain a positive, motivated learning environment
- Reduce teacher stress when dealing with disruptions
- Foster responsibility based on intrinsic motivation
- Use authority without resorting to punishment
- Foster self-discipline and self-esteem
- Become more effective and improve relationships in their personal as well as professional lives

SUPPLEMENTAL RESOURCE GUIDE

Each participant will receive a supplemental resource guide, compiled especially for this seminar, which includes

- Strategies for fostering self-control and change
- Specific instructions for implementation
- Detailed reference guide for follow-up
- Sample implementation schedule
- Suggestions to share with parents
- Forms and templates ready for immediate use

Attend Both Workshops and Save!

Register online at <http://conferences.unl.edu>

**Register Now to Create a Better Learning
Environment for Each of Your Students**

Register Online or mail/fax this registration form

Name _____
Organization _____
Title (including grade level taught if appropriate) _____
Address _____
City _____ State _____ Zip _____
Phone _____ Fax _____
E-mail (for confirmation/receipt) _____

Choose your workshop(s)

- Full Registration (both topics/2-day workshop) \$279
- Difficult, Defiant...Student—Monday, Oct. 29 \$159
- Discipline Without Stress®—Tuesday, Oct. 30 \$159

Total Payment: \$ _____

Method of Payment (check appropriate box)

- Credit Card—Circle One: VISA MasterCard

Charge Card Number _____

Expiration Date _____

Name on Card if Not Registrant _____

Signature _____

- Payment enclosed
Make check payable to University of Nebraska
- Bill my organization—PO # _____
Enclose purchase order or authorization w/ appropriate signature

Name of Organization to Bill _____

Organization Address _____

City _____ State _____ Zip _____

Organization Phone Number _____

FOR MORE INFORMATION

Contact the UNL Department of Academic Conferences at (402) 472-5733 or conferences@unl.edu—or visit the Academic Conferences website at <http://conferences.unl.edu>

WORKSHOP LOCATION AND ACCOMMODATIONS

The workshops will be held at the Doubletree Guest Suites Hotel, 7270 Cedar St, Omaha, NE 68124. Rooms can be reserved by calling (402) 397-5141.

REFUND POLICY

If you register but cannot attend, you may transfer your registration fee to a colleague, attend an alternate site, or request a refund. Cancellations can be made by calling the Conference office at (402) 472-2423, or fax (402) 472-1264. Cancellations will be accepted until one week prior to each conference and registration fees will be refunded less a \$30 processing fee. **No refund requests will be accepted within one week prior to the conference.**

IN CASE OF INCLEMENT WEATHER

In the event of inclement weather on the day of your conference, please contact UNL Academic Conferences at (402) 472-5733 or conferences@unl.edu—or visit the Academic Conferences website at <http://conferences.unl.edu>

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**Fast, Easy
Registration**



Online

To Register or for information & updates visit the Academic Conferences Web Site:

<http://conferences.unl.edu>



By E-mail (Internet)
conferences@unl.edu

In your message, include all of the information requested in the form at left.



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Transmit this entire page and the mailing label page. Our fax line is open 24 hours.



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Call from
8 a.m. to 5 p.m. CT
Monday-Friday



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