



MAKE YOUR DAY

A SCHOOL-WIDE CITIZENSHIP PROGRAM THAT ALLOWS
TEACHERS TO TEACH AND ALLOWS STUDENTS TO LEARN

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Staff in need of
training?
Check

www.makeyourdays.com
for upcoming dates and
locations.

Interested in attending
the Make Your Day
conference in Seattle?
Information is on the
[website](#). Registration
materials will be out

Earl's Corner

Discipline and Citizenship

In recent years, more schools have chosen to title their program "Make Your Day Citizenship Program" rather than "Make Your Day Discipline Program." For some reason, discipline can have a negative connotation as it relates to working with kids. Years ago, having a classroom or school with good discipline was considered an attribute. Self-discipline still appears to maintain a universal positive status. Some individuals get caught up in semantics.

Schools that have used citizenship as part of their title generally focus on different elements of Make Your Day than those who see it as a discipline model. In evaluating schools through the years there actually have been some observable differences between a focus on citizenship and a focus on discipline. Most schools demonstrate the characteristics of both good citizenship and good discipline. Some of the following characteristics differentiate these settings.

Students will tell you when the structure of the setting is imposed or owned. When asking students to regurgitate the rule I always ask them "Whose rule is it?" When students immediately respond with "It's mine," they own it. These students can articulate the specific implications of the rule and tend to adhere to it based on this ownership.

In observing behaviors within the classroom and in the common areas, it is evident when students are showing compliance based on the presence of adults. When citizenship is the focus, students seem to have a greater level of understanding and ownership. Their

before the end of April. behaviors appear to be more automatic. Attitudinally, one group shows adherence and the other a willingness to comply. There's a greater likelihood that the students who own the structure will generalize limits and apply them without prompts (steps).

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Websites:

[Parents](#)

[Schools](#)

[Our school would like to use](#)

[MYD](#)

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Schools in the greater Phoenix area have an opportunity to receive free bully prevention training through a grant funded by The Greater Phoenix Child Abuse Prevention Council. (2711 E. Roosevelt, Phoenix, AZ 85008) Contact Lynne Marion at 480 664-8952 for further information and scheduling.

A good discipline model tends to develop effective solutions to behavioral challenges. A good citizenship model seeks to find, not simply the solution, but the causative factors and seek a greater focus on therapeutic remedies. Both are effective, the emphasis is simply different.

Although there are many more characteristics that differentiate citizenship and discipline, in the interest of time and space, I will address only a couple more differences at this time. Schools with an emphasis on discipline utilize the MYD Student Committee as a valuable resource. The schools that focus on citizenship utilize the MYD Student Committee in the capacity of an authority. The students are not there simply to give feedback, but have been empowered to make the changes necessary to create the fairest, most reasonable, logical, and predictable setting. An additional observable difference between the two approaches is students who appear well-managed and students who manage themselves.

Next month, I will continue to describe differences between discipline and citizenship.

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Points and Concerns: A Tool for Improving Instruction

Many teachers use the process of points and concerns to evaluate and improve instruction. One teacher who moved from kindergarten to fifth grade wanted to extinguish cueing - a necessary tool for kindergartners but not appropriate for fifth graders. She asked her students to share a concern for her during points and concerns if she cued them rather than honoring their request to take some time away. Her cueing

behavior was eliminated in three weeks and she was appreciative of her students' efforts to support her as she learned how to work with students without cueing.

For those teachers who are still uncomfortable with allowing their students to help them, I would recommend reading an excellent article published by The Council for Exceptional Children in the March/April 2005 [Teaching Exceptional Children, "I Said That?" How to Improve Your Instructional Behavior in Just 5 Minutes Per Day Through Data-Based Self-Evaluation.](#) Research has identified self-evaluation as an effective tool for improving teaching skills. This article describes a step-by-step process to evaluate one's instruction and how to develop a plan to improve. For example, Tracey estimated that she praised students 3-4 times within a 5-minute time period; however, when she listened to the tapes she had made she discovered that she had only used specific praise one time in six days. The use of objective data collection allowed her to develop a specific plan to improve in this area.

Either of these techniques will help all teachers improve their skills. Remember: As long as you're still teaching you're never as good as you're going to be.

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Discipline Tips

A Service of The MASTER Teacher (used with permission of The MASTER Teacher)

Positive Preventive Briefing

An effective technique for avoiding discipline problems is the technique of "Positive Preventive Briefing."

In such a "briefing," a teacher offers advice and reminders to students in any situation in which judgment and experience indicate the possibility exists for problems.

The objective is to teach acceptable behavior in specific situations when students might not know exactly what is expected of them.

Do not confuse this technique with the common “teacher warning.”

When briefing students, a positive attitude is maintained, and the teacher approaches the situation from the standpoint of “what students need to learn—and what they can expect to happen.” Then the teacher takes positive action to emphasize what students should do rather than what they should not do.

Discipline Tip of the Week is a free service of [The MASTER Teacher](#). It briefly addresses a proactive discipline technique each week, the majority of which are philosophically aligned with Make Your Day.

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Congratulations to Ann Spratt, Principal

Ann Spratt, Principal of Icicle River Middle School in Leavenworth has been named 2005 Middle Level Principal of the Year for Washington state. The students and teachers honored her with a huge handmade card and a celebration. The Cascade School Board honored her at the February 15 meeting. Upon receiving this honor, Ann made a point of meeting with each class and letting students that they all had earned this award because it is a collaborative achievement - every person on campus is responsible for and a recipient of this recognition.

The following excerpts from [The Leavenworth Echo](#), February 23, 2005 are reprinted with permission of [The Leavenworth Echo](#).

"I can't say enough about the job Ann does," said Superintendent Dr. Rob Clark. "It gives me great pleasure to make this announcement."

Spratt said her achievement would not be possible without the efforts of her staff. "I have a great staff," said Spratt. "They are devoted, passionate and smart."

After receiving her award, Spratt gave a detailed presentation on Icicle River Middle School titled "The Power of Teaming." From paraprofessionals to food service workers, every staff member is part of a team at Icicle River Middle.

Spratt also touched on the benefits of the Make Your Day Count program in students taking responsibility for their behavior and learning.

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Research & Make Your Day

Although, Make Your Day philosophy, principles and components are aligned with decades of research on schoolwide positive behavior support, there have been many requests for research specific to Make Your Day. Northwest Regional Educational Laboratory (NWREL) has been selected to evaluate the impact of Make Your Day at schools. Michael Coe and Elizabeth Vale will be contacting randomly selected schools to ask for data and to interview staff in order to prepare an integrated evaluation report of their findings. We look forward to this objective look at the program so that we can share the results and make improvements based on their findings. The expected completion date is January, 2006.

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