

MAKE YOUR DAY

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



Earl's Corner - Ask the Students

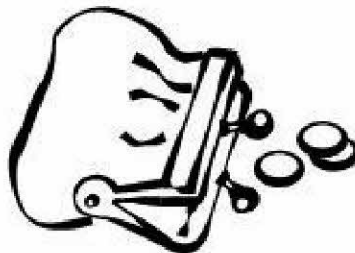
This is the time of year when many students begin to push against the stated limits, which can create frustration for the staff. When all else fails, turn to your students. It may actually be best to seek their input long before "all else fails." The older we get the more bias and subjective analysis creeps in. Our students' lack of worldly experience offers an innocence that can peel away the layers of failed attempts and prejudice.

As parents and teachers, we often guess about what would be the most effective deterrents and most effective encouragements. Our students' responses to our offerings can reinforce or discourage our choices. Individualizing incentives may be cumbersome but would offer the greatest potential return. Avoid extrinsic motivators for the vast majority of students as these will compromise our goal of developing intrinsic motivation.

The verbiage that students use may not be sophisticated. The suggestions may not line up with research. It is, however, incumbent upon us to consider the perspectives of our students. Students who are intrinsically motivated may actually offer us less insight than our most challenged students. The collective experiences and perspectives of our tougher students offer us a looking glass. They are able to dissect and differentiate punishments from consequences. They can help us to refine our structure. Black and white to us is gray and ambiguous to these students.

See the "school" experience through the eyes of your most challenging student and the confusion of why they do what they do will disappear. What has long been

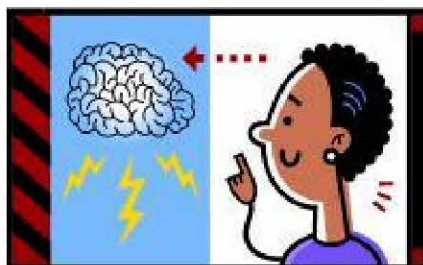
considered aberrant behaviors are actually reasonable responses to ambiguous expectancies. This can be enlightening and encouraging. We will find encouragement in the knowledge that when we learn to set the proper structure and construct reasonable consequences the freedom to teach is at hand.



Cheryl's Two Cents - Teaching Respect

We receive many questions about students who do not address each other or the staff respectfully. First, we encourage teachers to include the desired behaviors in the expectations. Teachers model respectful interactions each time they talk to a student. It can then be addressed during points and concerns, but if there is not a change it would be an indication that the students have not learned the skill of speaking respectfully with each other. As with any other curriculum, it would indicate a need to learn and practice these skills in order to master them. I've used the following approach with my students and found it to be successful, although, I didn't always see changes until we repeated the activity several times.

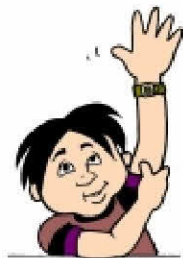
In order to help the students recognize the components of respectful interactions, they need to be actively taught about them. Tone of voice - start a tape recorder at the beginning of a class and let it run through points and concerns. The next day, have students listen to parts of the tape that highlight respectful and disrespectful interactions. Analyze the differences. Practice and then tape another class to check for improvement. Nonverbal language such as eye contact, position of body, etc. can then be addressed. A video of a class session would provide students with the ability to learn about respectful and disrespectful nonverbal language.



Brainstorm: Sharing Ideas

[MYD Morsel](#) is a weekly staff communication developed by Birdville Elementary School MYD Committee. It highlights pertinent components of MYD for review and

addresses current concerns. It is concise, informative, and humorous.



From a Student Point of View

Students recently had a question about homework and MYD. Some teachers at their school had decided that homework should impact points.

One young lady said, "Sometimes, I can't do my homework. There is no one at my house who can help me. The next day I go to school and I start the day by not earning 10 points, which means I can't make my day. That isn't fair."

MYD, Inc.
5672 E. Hedgehog Place
Scottsdale, AZ 85266
866-693-7837
EarlandCheryl@makeyourdays.com

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