

Ford Middle School

Make Your Day Self Management Program

Mid Year Review

The following outline is intended to provide you with a framework to follow while reviewing the Make Your Day Program with your class. The goal of this review is to remind all students of our expectations and procedures. Invite your students to take notes and/or ask questions, but keep the focus on the MYD program in general rather than specific incidents.

We want students to walk away knowing at least three things:

- 1. Choosing Steps is not a bad thing.
- 2. You can tell your side when being worked off Steps.
- 3. It is the student who makes the choices, good and bad.

A note to the teacher:

This review is designed to give you a guide for leading the students through a question and answer session about our MYD Self Management Program. Most of the answers should be obvious, but just in case I have included some general answers.

1. Why MYD?

A. No one has the right to interfere with the learning or safety of others.

*Emphasize this point.

B. Who makes the choice to interfere or not interfere?

*Students make the choices.

C. Is the consequence for interfering fair and reasonable?

*Emphasize that Steps are fair and reasonable because students have been told what the consequences were going to be for their actions.

2. Consequence or Punishment

A. Are Steps a consequence or punishment?

*Emphasize that Steps are fair and reasonable because students have been told what the consequences were going to be for their actions.

B. Are you in trouble when choosing Steps?

*Emphasize that students are not in trouble when choosing Steps. Get the point across that Steps are supposed to be time for students to get away from the group and have a few minutes to reflect on their behavior.

3. Steps

A. Who chooses Steps?

*Students.

B. Let's review what it looks and sounds like to choose, and then sit, on Steps 1 - 4.

*Emphasize that while on Steps, the student is to face away from the group without turning around, looking around, moving, talking or communicating with other students in any way.

C. What is Step 5?

*Suspension from school.

D. How do you work off of Steps?

*Review the process of the teacher coming to the student and working them off Steps.

*Make sure in that process you give the student an opportunity to say his side or ask a question.

E. When can you tell your side?

*When the teacher comes to work you off Steps.

F. What is shadowing?

*Communicating in any way with or about a student on Steps.

G. Let's review Automatic Step 4s and 5s.

*Use what is appropriate for your school.

H. What happens in a Step Four conference?

*Emphasize to students that during the conference the student is responsible for telling the parents why they chose to have them come in.

4. Points

A. How do you earn Points?

*Do what is expected and do it the best you can.

B. When do you start/stop earning Points?

*You start earning Points when you leave home for school in the morning. You stop earning Points when you get home after school.

C. How do you make your day?

*By not earning no more than 10 points. (Adjust for primary grades.)

D. How do you not earn Points?

*Review some examples with your group: In class, in the hall, at lunch or the courtyard.

E. A student who earns 0 points will automatically be on Step 1 for the entire period the next time they are in that teacher's class.

*The "next time" could be the next period if it is a core class.

5. Let's review Points and Concerns Time.

A. When giving anything less than full value you must give a reason.

*For example; You should say-"43 points-talking during quiet time." Do not say-"43 points-I chose Step 1."

B. Students only raise Concerns if someone directly interferes with THEIR learning or safety. Teachers raise Concerns when a student interferes with anyone's safety, learning, or the teacher's teaching.

C. Concerns must be made directly at the other student in a positive tone and with the intent to help not to punish, to tattle on, or to get back at the student.

D. Concerns should be done quickly with short phrases and responses.

E. The Concern process should go like this:

1. State the Concern in a positive way while looking at the other student.
2. Respond to the Concern: "I take responsibility or I don't take responsibility."
3. Person with Concern responds: accepted = no Points change suggested, not accepted = Points change suggested.
4. Point change accepted = new Points or Point change not accepted = average.

6. Advisory (for middle schools)

A. Why do you go to advisory?

*To evaluate your day and determine if you have made your day that day.

B. What if you don't make your day?

*The student completes a form explaining why and then returns the form the next day with a parent signature.

7. What if I am threatened or I am a witness to a criminal act?

A. You should always let an adult know as soon as possible whenever you are threatened or you witness a criminal act that jeopardizes your safety or the safety of other students.

B. If someone is continually interfering with your learning or safety and doesn't stop when you ask what should you do then?

*Emphasize to the students that they can tell an adult if they feel the disruption will consistently disrupt their learning or safety and waiting until Concerns is not practical.

8. Stop Slips (probably specific to Ford Middle School)

A. If you are tardy from class because you chose Step 1 in the hall and received a Stop Slip your tardy is not excused. The Stop Slip will admit you to class, but it will not excuse your tardy.

*Emphasize to students that teachers will not be responsible for anything the student has missed during the time they were out of class. Students for whom this seems to be a continual problem will be contracted for more time on Steps or for more Points.