



# Make Your Day ©

October, 2004

Volume 1, Number 1

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## FAQS

Need an answer to a question quickly? Go to the Frequently Asked Questions. Hundreds of questions can be answered when you need it – NOW.

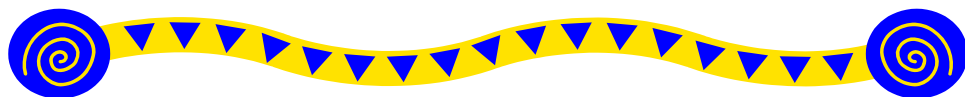
What's New on the Website...

*Parent Info in five (5) languages.*

*Disengaged Learners? Get some ideas from an article in Teaching Exceptional Children.*

## Earl's Corner

In as much as this is the first issue of what will be a regular newsletter, Cheryl and I want to acknowledge all of the hard work and innovative practices of the schools that have adopted Make Your Day as their citizenship/discipline program. The program has evolved beyond the original classroom through the efforts of all of the educators who have articulated the philosophy. The basic philosophy remains intact as all students maintain the right to learn in a safe environment. Much of the terminology has become more aligned with the philosophy over the years. Many schools have taken the model beyond discipline and well into citizenship. The ownership for the structure is being transferred more and more to the students. We've delivered infants and schools have raised them. Ideally, this newsletter will become more of a dialogue than a monologue. We encourage all educators, parents and students to contribute ideas, articles and discussions on any aspect of Make Your Day that would enhance responsibility, performance, and the ultimate goal of optimizing intrinsic motivation. We look forward to your feedback as we continue to improve this newsletter and the Make Your Day program.



## Make Your Day Conference - February 5 Arizona

Here's a great opportunity to learn, share and network. You will leave this conference with ideas and renewed energy. We look forward to seeing you.

**Take advantage of the Super Early Registration that ends September 30.**

[Link to Conference Information and Registration](#)

Steps -  
Dos & Don'ts

Playground  
Hints

Ideas for  
Working with  
Those Students  
Who Need  
More

[Punished By  
Rewards: The  
Trouble with  
Gold Stars,  
Incentive  
Plans, A's,  
Praise, and  
Other Bribes](#)

## Kindergarten Strategies

The following is a model developed by Gail Gregory who taught kindergarten for many years and with MYD for 12 years. It took longer the first few years, but this is the refined version.

She used the following format, varying the length of implementation depending on the make-up of the class. She always had all the components implemented within the first two weeks of school and, sometimes, within the first week. (Concerns: student-generated concerns aren't usually started until later in the year. Students don't do Concerns independently until first grade. There is a great deal of teaching and modeling to be done first.)

First, she talked about/taught expected classroom behaviors and interfering (bothering) behaviors in general. She didn't really say "Make Your Day," but used the language: expectations (sitting, entering, groups, tables, recess), interfering (with learning, sitting, activities), etc. Often the students had heard about MYD from older siblings, so she would allude to what the "big kids" did.

After a few days, she would lead guided discussions about time away. She found that most of her students understood the concept of taking a time-out, so she would use that as a springboard. Older brothers and sisters choosing to take time away for interfering behaviors. What would interfere? How can we behave to make our class the best place to learn? This discussion she usually spread over two consecutive days.

Once she established all the concepts/language of MYD, then she introduced MYD by starting with points. We have an exciting program that we're going to use, just like your big brothers and sisters, called Make Your Day. You get to earn points by...

Steps are introduced, referring back to previous discussion related to interfering behaviors. Steps are OK. We all make mistakes. They role-play interfering behaviors/choosing steps, so all the students who are comfortable can practice choosing steps. The students discover they can "live through it."

Practice points remembering that you start out by assigning points, then students take over that process for themselves. It progresses quickly and use visuals such as number-lines in the

## Websites:

## Parents

## Teachers

## Our school would like to use MYD

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beginning.

For each point period, she opened with expectations and closed with expectations for the point period. As students said their points, she would describe how successful students had earned points as a reminder to students who struggled. So, rather than pointing out to students how they didn't earn points, she restated it in the positive as a reminder. She did not worry if students didn't make their day. It was used as a learning opportunity, focusing on how to meet expectations, OK to make mistake, that's how we learn, etc.

She always kept a positive tone to protect students' self esteem. She involved parents very early in the process, so they could help their children accept that mistakes are OK. Students who made their day had their hand stamped as they left for the day. (Often sixth graders who were in her room would stop by on the way home to get their hand stamped, too.)

In the beginning of the year, Gail used many of reminders. She gave students time to understand and practice expectations. She moved from reminders to points not earned and steps when the behaviors continued, teaching students that frequency has an impact and just needs a different type of reminder to help them get back on track.

For students who are struggling with this, work with the parents and contract individually with each student. And...keep smiling!