

## MAKE YOUR DAY

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



### Earl's Corner

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When wandering through classrooms we find different levels of attending behaviors by students. Different teachers establish different criteria in the expectations for earning points. Student posture, neatness of the working area, active listening skills vary in each classroom. Universally, when a teacher announces "This will be on the test." the level of attending behavior changes. A different degree of motivation has now been introduced into the instruction. The students' motives for learning appear to have changed. The same thing occurs for a longer period of time during class when the teacher announces there will be a quiz at the end of the period. The reverse is true when the teacher announces "This will NOT be on the test."

The same observations can be made when a teacher begins instruction with "For those of you who wish to earn points, this is what's expected." The students understand that a measure will be provided at the end of the period that assesses effort during the period. The motivation for performance is enhanced when students understand that there will be a greater level of accountability than just a test at the end of the week. When teachers provide students with a practical application for their efforts students are given additional motivation. "By the end of the period, you will be able to \_\_\_\_." "If you've struggled with \_\_\_\_, then this lesson will clarify \_\_\_\_."

What would students' behavior look like if band, chorus and art were required, while math and reading were electives?

Students don't care how much you know. Students want to know how much you care.

Next month - points as a motivator and concerns as curriculum.

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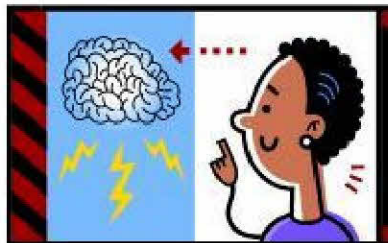


## Cheryl's Two Cents - Stay the Course

The holiday season has arrived, bringing with it changes in routines at school and home. In the holiday spirit, we often relax our structure and then we blame the students' excited behavior on the upcoming holidays. The holidays do contribute to their behavior, which is why they need us to continue to provide a consistent, predictable school environment. One of my student teaching experiences was in a self-contained classroom for students with significant learning disabilities. Winter break was fast approaching and my mentor teacher had not made any mention of it to her students. Thinking that she had forgotten, I reminded her. She explained that she hadn't forgotten, but she had discovered over the years that dwelling on the impending change in schedule was too stressful for her students because they didn't like changes in their routine. Their stress increased the frequency of inappropriate behaviors. She maintained her usual structure up to the end of the last school day, which she finished up with "See you next year. Have a good holiday."

Although, her students' need for consistency was greater than the general education student, it was still a good lesson for me about the importance of maintaining a consistent structure for students. We are doing our students a favor when we remain consistent and predictable until they are off our campus, which also sets the tone for their return.

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## Brainstorm: Sharing Ideas

Seen on the road in Burlington-Edison School District, Washington.

West View School uses *Tootles*. Throughout the school in common areas and in classrooms, *Tootles* are displayed. *Tootles* are compliment forms that staff and students use to compliment each other. These are sincere compliments for lessons or work well-done, helpfulness appreciated and a variety of other topics. The givers of compliments use either their real names or clever pseudonyms.

The photos at the bottom of the newsletter provide some additional examples of blending the philosophy of MYD with the curriculum.

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## From a Student Point of View

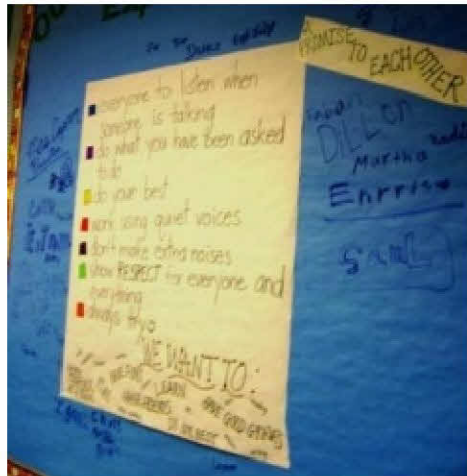
The difference between a consequence and a punishment as described by a MYD Student Committee member at the conference in Wenatchee.

**Consequence:** A consequence at home is when I can't play video games because I haven't cleaned my room. I know about it ahead of time and it always happens.

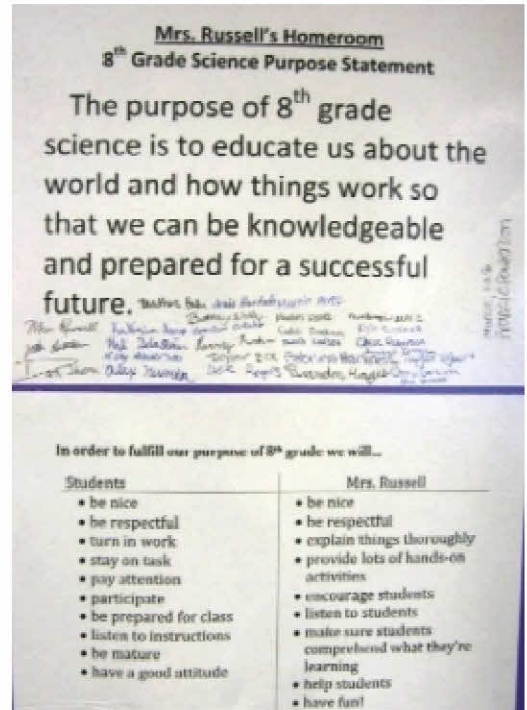
**Punishment:** Hauling wood to the porch is a punishment because I don't know when it will happen and I don't know how much wood I'm going to have to bring to the porch.



Lucille Umbarger - custom water bottles for a "Talk about MYD" lunch.



Allen - Patty Capron, a 3rd grade teacher, developed expectations with her students and they formalized it by signing.



Allen - Kristy Russel, a 7/8 Science teacher, expanded on a Purpose Statement by including what the expectations are for her in reference to fulfilling the purpose.

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