

MAKE YOUR DAY

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



Earl's Corner

It Might Be Redundant, But Necessary...

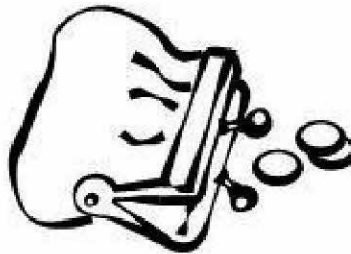
I've been told that fine wine becomes better over time. The aging process enhances the qualities of that wine. I'd like to believe that process is true of MYD as well. That isn't always the case. With staff turnover, administration turnover and the lessening of focus, MYD can become a weapon not a tool. It is difficult to reinstate the freshness and hyper-focus that the original training provides for a staff. How then do we keep the intentions of MYD whole?

Through the years, we have seen the program evolve in different directions in the various schools. In its infancy, MYD has great similarities in all schools. As time passes, the similarities fade. Each school is unique in its application of the system. When the focus is more on the philosophy than the logistics, the program has prospered. When the nuances and subtleties are practiced on a daily basis and the ownership is maintained equally by staff, administration and the students, the continuity remains. While it is difficult to transfer this ownership and basic understanding to the new administrators, teachers and students, it can and has been done.

There is no silver bullet. The invitation to embrace MYD to the newly arrived must be both extended and required; however, if the invitation is perceived as more of a requirement than an actual invitation, there is less likelihood of success. We have found in the regional trainings that these new staff members implement the logistics without understanding the rationale behind

each component. There are many "Aha" moments as they begin to learn about the underlying philosophy and the rationale for each component.

In as much as we describe the system as ever evolving, it is important to embrace the perception of those who do not know from whence we've come. If new ideas and perception are consistent with the basic philosophy of MYD and incorporated into the existing program, schools will thrive. It's incumbent upon the original group in each school to explain, demonstrate, and support the newly arrived. Schools that have maintained focus on the basis tenets of MYD, schools that continuously train and retrain, and schools that have incorporated MYD as everyday curriculum continue to succeed. If the question "Is this still best for our students?" can be answered with a yes, then our path is a righteous one. Cheryl and I, along with the other MYD trainers, remain committed to training, retraining and on-going consultation whenever necessary. Call us if you need us. We know budgets are tight and we will work to accommodate.



Cheryl's Two Cents Are We Expecting Too Much?

We frequently receive questions from educators who want to make sure that they are working with all of their students fairly. In particular, there is often concern about how long a student with ADHD might spend in a buddy room after choosing Step 4.

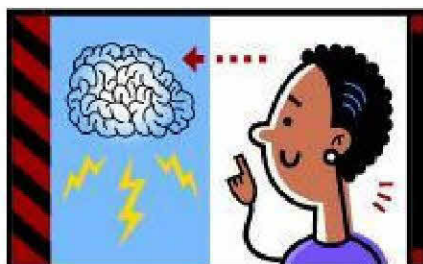
It is difficult for some students to wait for their parents; however, these students are making an informed choice. They know what their circumstances will be when they make the choice. If they chose an escalating Step 4, they had three opportunities to make a different decision. If they chose an automatic Step 4, then this provides them with an opportunity to work on impulse control - a critical skill for people with ADHD. They do have work to do - reflect on their behavior, plan how they will handle the Step 4 conference with their parents, and work out strategies for avoiding Step 4 in the future. There is no need for them to write any of this down because it is mental work - again important skills for being a successful adult.

To some this approach for students with ADHD may feel that there is no attempt to take their needs into consideration; however, we are doing them no favors to excuse consequences because of their disability. When the day comes that people will be excused from speeding tickets or other typical

adult ADHD behaviors because of their disability, then we can look at it differently.

In working with students with ADHD, we have found them to be wiggly, but capable of waiting. At times, the buddy room for students on IEPs has been the resource room because there are often fewer distractions and an increased tolerance for movement. Additionally, these students can be given strategies to help them such as "If you need to fidget, wiggle your toes inside your shoes." (A real strategy shared by a teacher at a recent training.)

One caveat: If you find that students are frequent choosers of Step 4, then it's a red flag that the student would likely benefit from additional supports that would help them remain in the classroom. It's necessary to explore this as Step 4 is not designed to change repetitive behaviors. It's designed to bring the behaviors to the attention of the adults.



Using Points to Validate Learning
Thanks to Kristy Daley from Cascade School District

In the last news letter, we shared how an Anson County teacher asked students to generate an equation that validated points earned. Kristy Daley responded to our request for additional ideas about how to imbed learning in Points and Concerns. She made the following suggestion: "Students must use their newly learned vocabulary words how they earned/didn't earn their points."

Another excellent suggestion. Keep them coming.



Ideas
Materials
Forms
Information
FAQs
www.makeyourday.net

MYD Regional Training via Video Conferencing

If you are new to a MYD school or would like a refresher on MYD, we are scheduling training via video conferencing.

Please click on the URL below in order to register.

[Registration](#)

Dates for Upcoming Session

July 20-21, 2011
8:00am - 12pm

Cost

\$80/per person
8 hours of training

Topics

Philosophy and Ownership of the Rule
Steps 1-4 and the Step 4 Conference
Points: Logistics and Benefits
Concerns and Closing Out the Day

Materials

*A copy of your school's MYD Training Manual or
the MYD manual that can be downloaded upon registration
A computer with access to the internet
A camera (recommended is Logitech QuickCam Pro 900C)
A headset with microphone*

or

If your district has video conferencing capabilities, you may use those.

*Prior to the training, please schedule a time to test your system with Cheryl.
Call 480-419-0605 to schedule an appointment.*

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