

***Developing and Using a
Needs Assessment to
Tailor Support and
Training at Your School***

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Why?

- *Inconsistencies in*
 - Understanding
 - Application
 - Teacher-Parent-Student Buy-in
- *Leads to growing animosity towards the program*

Creating ways to assess the problem areas

- *Understanding*
- *Application*
- *Teacher -Student-Parent Buy-in*

Who Needs Assessment?

- *Teachers*
- *Students*
- *Parents*

Teachers

- *Role models for program*
- *Primary leaders in MYD*

Students

- *MYD is THEIR tool for improving behavior*
- *Do they see it that way?*

Parents

- *Pivotal allies*
- *Vested interest success of program*

How to Survey "Unity"

- o *Informal Survey*
 - What are people saying?
 - Becomes basis for...
- o *Formal Survey*
 - Written and concrete

Developing a Formal Survey

- o *MYD Committee*
- o *Trial Run*
 - Glitches are inevitable
 - Reduce aggravation of participants
- o *Revise, revise, revise*

What Do the Kid's Think

"I don't think we are doing the MYD program right. Like Mr. Palmer yells across the room 'Step One.' But I think everything else is okay. But I still don't like the Make Your Day program."

-Karina

What do the Kid's Think

"I think make your day should be gone it's interfering with your home parents. and if u get 0 points we do not choos to go to step one for the rest of the perid."

-Tyler

What do the Kid's Think

"What I learned is that we have a lot of rules and you need to follow them even I still don't like it. I think it's stupid. but if it would work the way it was suppost to work I might be ok with it."

-Rachelle

What do the Kid's Think

"If the MYD system was implied properly, then my attitude towards it and going to school would be a more positive feeling, and I would enjoy going to school a bit more than I do now. My feelings towards school would change a whole lot, and I would enjoy going to school."

-Megan

What to Survey

- Understanding
- Application
- Buy-in

Understanding

For the following scenarios, in the best of your understanding of the Make Your Day program, select whether the values listed are **CONSISTENT** or **INCONSISTENT** with the philosophy of the Make Your Day program.

Scenario	Consistent	Inconsistent
1. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
2. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
3. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
4. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
6. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
7. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
8. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
9. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>
10. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>

Application

How likely are you to intervene and apply the appropriate MYD concepts? Indicate how likely you would intervene during the course of a normal day. Then indicate what you understand the appropriate MYD consequences should be.

Scenario	Very Likely	Probably Likely	Probably Not Likely	Very Unlikely
1. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Buy-in

How regularly do you do the following?

Scenario	Very Regularly	Regularly	Not Regularly	Very Irregularly
1. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demographics

Demographic Information

Scenario	Very Often	Often	Not Often	Very Rarely
1. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program is a waste of time and money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Surveyor BEWARE

- Always be mindful of how the data will be collected and reviewed
 - Long answers –few questions
 - Many questions—limit possible responses
- Survey Medium
 - Paper
 - Computer
 - Online Survey Creating programs
- Time required to take survey
- Test vs. Survey

Power in Results Sharing

- o *Where are we consistent?*
- o *Where are we not?*

- o *Fostering unity through mutual understanding*

Staff Review

The table contains a grid of data points, likely representing survey results for various staff members. A legend on the right side of the table includes a vertical bar and a legend box with the following items: Always, Usually, Occasionally, Rarely.

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Re-Evaluate

- o *Refine the MYD Program*

- o *Refine the survey each year*

More Questions?

Contact us at

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khargrove@be.wednet.edu

Click here when you have completed the survey.

West View Make Your Day Survey


Please answer every question. To select, click on the answer box and choose the number corresponding to the answer which is truest for you.

		Select Choice by clicking on down arrow or type in number.
1	For the following scenarios, to the best of your understanding of the Make Your Day program select whether the actions taken are CONSISTENT or INCONSISTENT with the philosophy of the Make Your Day program.	
2	A student is talking with his neighbor. Teacher catches the eye of student and indicates a "one" with her finger and points to back of room for student to go to step 1.	
3	To save time, the teacher asks for just those who did not receive full points to indicate who they are and how many points they should earn.	
4	A student is quietly chewing gum during silent reading. The teacher permits this because it is not interfering with anyone's learning, safety, or well-being.	
5	The class discusses beforehand possible poor behaviors and determines how many points will be deducted at points time.	
6	During concerns 3 students raise their hands when they get to "Billy." "Billy" quickly acknowledges that he was making rude noises and changes his score before the students that have a concern have a chance to speak. The teacher changes the score and the 3 hands go down.	
7	"Suzy" raises her hand during concerns when they come to "Billy's" name. She says to the teacher, "Billy, side my pencil and would not give it back." The teacher says, "No concern, you did not address your concern directly to Billy and did not indicate what he interfered with."	
8	"Suzy" raises her hand during concerns when they come to "Billy's" name. She turns to Billy and says, "Billy, you interfered with Jimmy's well-being when you called him a fathead." Billy accepts that he did and agrees to modify his score.	
9	During a science demonstration lesson a teacher calls up a student and quietly says "Step one for shooting spit wads."	

9	After 4 minutes, the teacher calls the student back and quietly asks the student "Why did you choose step one." The student says, "I don't remember." The teacher then quietly says, "You were spitting spit wads. Do you need more time?" The student responds "no" and sits back down.	
10	A teacher quietly walks back to a student and says, "Why did I put you on Step 2." The student responds, "For talking while on step -1." The teacher then says, "Go to step one."	
11	Frustrated with "Billy" who has been on Step 1 six times already today, the teacher tells Billy to go straight to step 3 when he catches Billy poking his neighbor, AGAIN!	
12	A student comes to a classroom on a Step Four to wait for her parents to arrive. After sitting quietly for an hour, she begins to talk to one of the students. The teacher quietly walks over says, "Step two, for talking." Three minutes later the teacher returns and asks, "How did you choose step two?" The student says, "Talking." The teacher then says, "You may go back to step one."	
13	During reading time, Billy quietly draws on a paper instead. The teacher observes this for the entire reading time. The teacher during concerns raises her hands when they get to Billy's name and says, "Billy, during reading time you were not doing what was expected because you were drawing during reading time when you were supposed to be working on your assignment. Do you agree?" Billy replies, "Yes." The teacher then says, "I think you should get a zero." Billy says, "I agree." The teacher then reminds Billy that during next reading time, he will be sitting on Step 1 for the entire period.	
14	A teacher observes a student threatening another student with very intimidating body language. He calls him over and tells him her may go to step one for threatening another student. When he comes back to the student later and after asking why she is on step one he says, "You know that I could have made this an automatic step 4. If it ever happens again, I will. Do you need more time?"	
15	Over half the class is off-task and talking. The teacher gets everyone's attention and says, "Put your heads down, you are all on step one."	
16	During Points where 45 points is possible a student says, "43, choosing step 1 two times."	
17	A student may only be on step one for more than five minutes only if a verbal contract was made prior to the interfering behavior.	

30	At the bus line, you see a student run between buses parked in the driveway. It is several buses away and no other teacher apparently observed the behavior. You recognize who it was but they are too far away to realistically call them back without running after them.		
31	You observe a student from another grade threatening a peer by using intimidating body language.		
32	A student leaves step one before being excused.		
33	You observe a student chewing gum.		
34	A teacher is walking their class and some students "bunch up" while walking.		
35	A student on their way to class says hello to a student in class.		
36	Students do not clean up their mess.		
37	You quietly say to a student who is running in the hallway (Step 1, running) and the student says I don't have to listen to you		
38	A younger student walks up to you before school to tell you that an older student has been bullying him		
39	You hear a student call another student "gay"		
40	A student is walking down the hallway eating from a bag of red hot Cheetos		
41	A student is walking down the hallway chewing gum.		
42	You are walking through the hallway and several 7 or 8th grade students are shoving each other.		
43	You quietly say to a student who is running in the hallway, "Step 1, running" and the student walks away.		
44	You are inside your classroom and you hear a group of students running outside in the hallway.		
45	You overhear two students who are complaining that their friend has been on Steps too long.		
	How regularly do you do the following?		1=Always/Almost always 2=Usually 3=Occasionally 4=Rarely/Never ➔
46	I allow time for concerns at the end of the points process.		
47	When doing concerns, I read each class member's name, including my own.		
48	When doing concerns, I only allow students to voice concerns for others when the person's name for whom they have a concern is read.		

18	Only while excusing a student from steps in the "accountability interview" should a teacher take a moment to explain why the student's behavior is inappropriate.		
19	Steps should be used every time a student is not meeting class expectations.		
20	Eye contact is important when excusing a student form Steps.		
21	A student who does not begin relating a concern by indicating how they interfered with their learning, safety, or well-being can not continue with the concern.		
22	A student who does not look at their "accuser" during concerns must accept whatever points the accuser deems fair.		
23	7-8th graders may talk quietly while walking to and from the lunch line, whereas K-6 students may only talk to take care of lunch business (please, thank you, etc.)		
24	Consistent use of Steps is more important than consistently doing Points and Concerns.		
25	A teacher speaks to a student standing on Step 3. The teacher tells her, "Step 3, for Shadowing." After 3 minutes, the teacher returns to the student and following the "accountability interview" says, "You may return back to class," not requiring her to go to Step 2.		
	How Likely are you to intervene and apply the appropriate MYD consequence? Indicate how likely you would intervene during the course of a normal day. Then indicate what you understand the appropriate MYD consequence should be.	How Likely are you to intervene in the situation? ➔	According to the MYD program which action SHOULD be taken ➔
26	You are having a step-4 conference with a parent and student in the hall when a student from another class runs down the hall to catch up with friends.		
27	You walk past a window and overhear a student using profane language outside		
28	You observe a class coming down the hallway where several students are obviously not in a single file line and talking amongst themselves. You see the teacher following behind the class involved in a conversation of his own.		
29	You are walking through the 7-8th grade hall-way. They are obviously in the middle of transition. A large group of students are having a conversation in the middle of the hallway making it difficult to get through.		

49	When doing points and concerns, I begin by doing my own first to provide a role model for the students.	
50	I send home notices when a student does not make his/her day.	
51	I send point sheets with my students to specialists (i.e. Music, PE, Library, etc.).	
52	I calculate points from class time spent with specialists into the daily total for each student.	
53	I have a set point value assigned for each specific infraction.	
54	I allow students to decide how many points to deduct for not following expectations.	
55	I lead the points and concerns process.	
56	I do points and concerns with the students throughout the day on a daily basis.	
57	I carefully monitor "revenge" concerns from students trying to get back at another student for voicing a concern on them.	
58	I require that students give a specific reason for their points if they fail to award themselves full points for the point session.	
59	When I witness a student interfering I warn them that continuing in such behavior will result in a step one.	
60	When a student has chosen a step, I walk next to them and discreetly say, "Step (#) for (infraction)"	
61	After reminding a student that he/she has chosen a step I check in with them to see if they are ready to rejoin the group within five minutes or less.	
62	I figure a student lead points and concerns.	
63	When a student has chosen a step, I give them permission to go to Steps from across the room where others can hear.	
Demographic Information		
64	What role best describes your position here at WWV?	 Select Choices by clicking on down arrow.
65	What level of MYD training have you received?	
66	How much of MYD do you use?	
67	How strongly do you agree with the Make Your Day Philosophy?	