MAKE YOUR DAY

A SCHOOL-WIDE CITIZENSHIP PROGRAM THAT ALLOWS TEACHERS TO TEACH AND ALLOWS STUDENTS TO LEARN
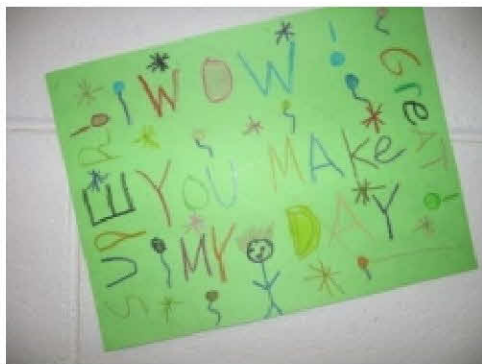
Earl's Corner

Awards and Rewards

When MYD first began, the boys in my classroom had been programmed out. They had experienced all of the token economies, extrinsic motivators and punitive methods designed to inspire or coerce appropriate behavior. In setting up our classroom structure, their first question was "What's in it for us?" Naively, I replied, "The love of learning, the feeling of success, the satisfaction of achievement." To my surprise, they didn't laugh and they didn't rebel. They were, however, interested in how we could achieve that goal. It became apparent in our discussions that my students needed a tangible measure for success. Intrinsic motivation was a very difficult concept for my students. We had elongated conversations about their individual passions and motivators outside of school. The challenge was to segue those feelings of accomplishment that they felt in their avocations to success in school.

In the first several of years of implementation of MYD in a school-wide setting, schools already had reward systems in place. Many of these systems were similar to the token economies we find in institutional care facilities. Specific behaviors were generically assigned a value that could later bring a student

tokens or rewards. These tokens could then be utilized to buy products. Occasionally, schools also offered the

the classroom revolves around competing with one's self instead of artificial standards or other students, our students thrive. This is visible, not just in overt behavior, but we see it in academic performance and even in observing the subtleties of our students' body language. Self esteem comes from within.

Although we, as educators, couldn't survive without a paycheck, it is unlikely that most of us were drawn to the profession because of the pay. If we are motivated by the love of learning and the desire to impart knowledge, can we not replicate this attitude with our students? It is philosophically antithetical to tie tangible rewards to MYD. Tangible rewards

may offer us a short-term, superficial pay-off but external motivators can

1-866-MYD QUESTION

MYD ListServe

Website for Teachers

Website for Parents

My School Wants MYD

option for students to utilize their tokens for privileges. This, the teachers felt, would help in maintaining order and discipline. To accommodate this perception, schools were allowed to use MYD in the same fashion. Over time, we discovered that most students lost interest in tangible rewards. Many would hoard their tokens and, by the end of their school careers, could have bought out the store.

In accommodating the perception that tangible rewards were a necessity in order to give value to MYD, the schools were asked to set up two stores. One offered tangible rewards e.g. pens, pencils, candy, and toys. The other offered privileges e.g. sit at a back table with a friend, lunch with the teacher, and computer time. Curiously, over time, the store with tangible rewards closed, thus saving the PTO a fortune. The store with privileges also diminished in value over time. The universal observation was that students performed within the structure of MYD without external motivators.

It has been reported through the years that some of our students, "don't care if they make their day." And, yet, many of these students manipulate their points at day's end in order to make their day. In schools in which the teachers have emphasized "doing one's best" whether they make their day or not and participate at an equal level when students assess themselves and accept feedback from others, the report of students "not caring" is minimal. When the atmosphere in

undermine our goals for our students. Self-motivation and self-control require the students to take ownership without any external influences.

To create a structure whereby students can achieve goals based on individual abilities that might ultimately lead to receiving recognition does not conflict with MYD. Real world experiences include awards. Winners of a race receive a blue ribbon. The number one student in a high school graduating class is the valedictorian. These achievements are not bought with tokens and neither of these students might have demonstrated exemplary behavior. When differentiating rewards and awards it is important to revisit the school's objectives. Most of the schools that have contacted us through the years are looking to highlight a system that focuses on self-motivation, self-discipline, and self-esteem.

Next month - the optimum classroom structure for MYD.

Cheryl's Two Cents

MYD Vocabulary...

With Winter Break behind us and a renewed focus on fitting everything in before the end of the year, it is a good time to be thoughtful when choosing our

is a good time to be thoughtful when choosing our words in reference to Make Your Day. We frequently remind educators that our use of words, along with our philosophical approach has a significant impact on how the students interact with us and each other. Please encourage your students to help you with this, which is an excellent opportunity to model how Concerns is an avenue for helping each other improve.

In place of "losing points," please say **"points not earned."**

Instead of "putting students on steps," allow them to **"choose steps"** for interfering behaviors.

Refrain from using "Step 4" as a hammer to ensure compliance. **Call parents to arrange a conference if there are chronic issues.**

Do start activities with phrases that invite students into the learning process e.g. **"If you're interested in earning points, the expectations are..."**

Ask students to share a Concern with you if you use cueing phrases such as "The next time you do that, it'll be steps."

Also, **ask students to help you with giving students permission to go to steps privately.**

For Points, remember to provide a focus for earning points and then model it by doing your Points first. For example: "43. I need to work on monitoring the hallways during passing period, but I've improved on privately giving students permission to go to steps."

Maintaining the integrity of MYD requires teachers and students to work together and support each

other through the daily ups and downs of the school day. Collaboration results in a lively, supportive school environment that is beneficial to all.


Ways

MYD as Curriculum

Cheryl was visiting El Mirage Elementary School in Arizona and saw a great example of embedding MYD into the curriculum. **Carol White**, a 4th grade teacher, had given her class an assignment that dealt with praising each other throughout the school day. The students made small posters that illustrated how they could compliment each other. They blended Make Your Day language and a variety of other compliments to demonstrate how they could help support each others efforts.
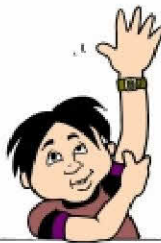
? ? ?
What About This
? ? ?

Student Questions

MYD from a Student POV

While visiting a school, a class of 7th grade students were asked to share their thoughts about MYD. The following is what one young lady wrote, which indicates her teachers have done an excellent job of teaching the philosophy behind the program. (Note: this school has a significant English Language Learner population.)

Make Your Day
Steps is what you choose points is what you value yourself concerns is to remember what you did wrong it is people that helps you. Wanted to tell the truth. Make Your Day is to help us with a fresh start.

SAVE THE DATE

Make Your Day Conference

Make Your Day Conference
Wenatchee, Washington

October 9 and 10