

## MAKE YOUR DAY

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



### Earl's Corner - Contracting

Do apologies change behavior? We assume that a student who demonstrates remorse or shame will change their behavior. If a student offers an apology, we assume that they obviously understand their behavior and are taking responsibility. Is the leveling of blame enhancing the likelihood of students accepting responsibility for their actions? Is an apology sincere if it is required or coerced?

The value in determining degrees of responsibility should only be seen as an aid in describing the event or incident. It is best to seek each student's perspective as this may shed some light on what really happened, but far greater in importance is the determination of what each student is likely to do in a similar situation in the future. Discuss what has just occurred and allow each student to contract to a behavioral standard if it were to occur again. Consequences for any deviations should be part of the contract. The importance of creating a structure for any future indiscretions is critical. This should now be seen by all parties as a binding commitment. The student's sense of self-determination will minimize the potential for repeat behaviors.

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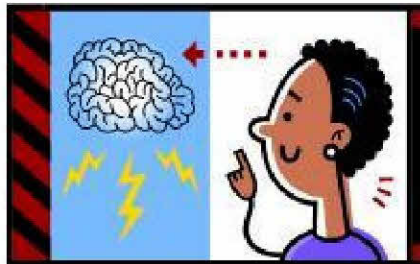
## Cheryl's Two Cents - Helping or Hindering?

It is always a fine line between helping or hindering. How do we know when we've crossed it? Many times we hear from administrators or counselors who have arranged with teachers that a student can be sent to them when "the teacher has had enough." The intent is to support the student and the teacher; however, does it really support both of them?

The teacher is not obligated to follow the predictable set of consequences that are in place within MYD, therefore MYD does not exist for that student. The student is not sure when "the teacher has had enough." Unpredictability creates stress and stress causes undesirable behaviors.

If a student is in need of an intervention at some point in the process, then it should be a planned event. When and how that will happen should be discussed beforehand with all parties, including the parents. This creates a sense of order for all and is philosophically in line with MYD.

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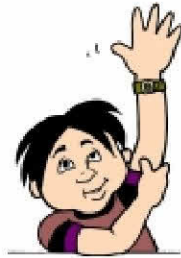


## Brainstorm: Sharing Ideas

Throughout this school year, many schools have been sharing staff and student surveys with us that they have done in order to fine-tune MYD to their school. Amy Pinto, point person for MYD at Simon Lake Elementary School in Connecticut, found a site that allows a 60-day limited trial to determine if their service will work for your school. You can generate a survey for your campus so that your school can begin to make staff development decisions for the upcoming school year.

<http://www.constantcontact.com/index.jsp>

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## From a Student Point of View

Student input is invaluable for implementing MYD with fidelity and tailoring it to your school. Whether you use Student Surveys and/or a MYD Student Committee, students' perspectives are invaluable. The students' greatest concern is that the program is fair for everyone. Students have helped their schools refine implementation in many ways. The following are just a sampling of how students have helped improve the program at their school. Middle school MYD Committees have helped shape their school's tardy policy (once a student has arrived on campus), improve teacher consistency in checking agendas to verify that points are recorded, and decrease the number of students left on steps beyond 5 minutes. Elementary MYD Committees have reviewed expectations for playground equipment to determine if they were fair, inserviced new students about MYD, and helped prepare materials for a staff meeting about MYD.

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