We have small groups of students who repeatedly do not make their day or repeatedly choose Step 4. They seem to encourage each other, which makes it difficult to work with them.

It's very easy to look at students as a group, especially when they seem to work cooperatively to maintain an unwanted direction behaviorally. The most effective way is to tackle each student and their presenting problems individually. Within this group, there are typically students who have undiagnosed academic problems that they have successfully hidden by demonstrating unwanted behaviors. From their point of view, they would much rather be considered a problem child rather than a child who has difficulty learning. Once you've addressed those issues, then determine which student would be the next easiest to work with and co-develop strategies that will help them improve behaviors or academics. For example, modify academics so that it feels doable to the student and/or use points to work with one behavior at a time. Once that student is on track, then target another student. By breaking the group into individual students and their individual problems, it becomes a far more doable task for the teacher. At this time of the year, it is also important to begin documenting strategies that have worked and not worked to help next year's teacher(s) continue what you have started.

How Many Points Did You Earn?

As the end of the school year is in sight, it is useful to take some time to

reflect on the year's achievements. In reference to MYD, we would encourage you to reflect on the following...

- Did I use MYD proactively as a tool to help students grow academically and behaviorally?
- Did I use MYD positively to help students develop positive character traits such as taking responsibility, developing intrinsic motivation, and learning how to be compassionate.
- Was I an active participant in MYD, modeling for my students how to self-assess honestly, how to make mistakes, and how to learn from mistakes?
- Did I actively and positively support my colleagues by actively and positively implementing MYD in all areas of the school?

Once these questions are asked, then it is important to take the time to brainstorm ideas that will help you maintain what you accomplished and make improvements, if necessary.

Moving Forward...

It is important for each person working at the school to reflect individually on their implementation of MYD, but that is only part of the process. Schools brought MYD to their campus because the staff wanted a focus on

a consistent, school-wide approach. As with any curriculum, MYD will fade and die unless a conscious effort is made to continually improve implementation. We've found over the years that those schools that are able to maintain consistency through restructuring and staff changes have focused on the philosophy. When everyone is on the same page in reference to the philosophy, the logistics fall into place. Additionally, when the philosophy of MYD becomes embedded in the school culture, the implementation of the program improves as teachers and students find better ways to articulate the philosophy through the logistics. Not only must staff individually evaluate their efforts, celebrating the successes and determining areas of improvement, in order to develop a plan for the following year, the entire staff needs to do this from a school community perspective. Many schools also include feedback and participation from their students and their parents because they understand the importance of their ownership in the on-going success of MYD.

As a school community, the same self-reflective questions apply...

- Did our school community use MYD proactively as a tool to help students grow academically and behaviorally?
- Did our school community use MYD positively to help students develop positive character traits such as taking responsibility, developing intrinsic motivation, and learning how to be compassionate.
- Was our school community an active participant in MYD, modeling for our students how to self-assess honestly, how to make mistakes, and how to learn from mistakes?
- Did our school community actively and positively support each other by actively and positively implementing MYD in all areas of the school?

And additionally,

- Does the data reflect our perceptions?
- What steps do we need to take in order to improve and refine the implementation of MYD within our school community?
- What questions do we want to ask our school community by the end of next school year that will provide feedback about our desired results?

Whether it's the first year of MYD implementation or the 15th year of implementation, this process remains important. Looking at MYD with fresh eyes each year ensures that the program will be implemented appropriately and positively.