

Make Your Day Program

Rationale

One of the goals of this student's program is that he remains in the classroom and is participating to the best of his ability. The following is a modified version of the MYD program, which allows this student to remain in the classroom and work on minimizing interfering behaviors. This version was developed for a student who uses augmentative communication.

Earning Points

Mike will earn points throughout the day and give his points at appropriate times with the rest of his classmates. In order for Mike to prepare to choose points, he will be asked to reflect on his behavior in the following areas. (The expectations are tailored to Mike's IEP goals.) Mike will be presented the questions on a card and tokens will represent the points earned.

- Did you work quietly? (1 point/token)
- Did you participate in your work? (1 point/token)
- Did you use your communication device when appropriate? (1 point/token)
- Did you follow directions? (1 point/token)

For each question, Mike will answer Yes or No. The number of points earned will be based on the responses. Mike's support person will say Mike's points for him when his name is called. Staff and classmates may have concerns for Mike, which will be phrased in a way that allows for nonverbal yes/no answers.

Steps

Cards will be presented on a choice board with the steps represented. Each step will be on the choice board. When he progresses through the steps he will be shown the step that he is on, along with the verbal cue.

When Mike is disruptive in class, he will move to a step 1. This area is in the back of the room across from the door. During step 1, he has the opportunity to get himself together, quiet down and get ready to work. If he doesn't calm down, he moves to step 2.

Step 2 will be outside the door of the classroom in the hallway. He will again need to

take time to get himself together, quiet down and get ready to work. If he doesn't quiet down, he moves to step 3.

Step 3 will be an opportunity to look at the rule for the school. "No one has the right to interfere with the learning or rights of others." The rule will be presented with the text and BoardMaker pictures. If he doesn't quiet down, he moves to step 4.

Step 4 will be a call made to his mother to let her know that Mike is not earning points and has chosen a step 4. (Mike will not earn his reinforcer at home that evening.) After talking to Mike, his mother will decide whether Mike is ready to go back to class or whether to go home.

Thanks to Janet Holt

Paradise Valley School District, Arizona