

MYD Staff Meeting Ideas

Keeping MYD alive and well at your site can be challenging. Having the opportunity to give a brief presentation at staff meetings is extremely helpful. The next challenge is balancing the time you are given and a variety of activities. Here are some ideas that will get you started.

- Grade levels or pre assigned groups model Steps, Points, Concerns, Step 4 Conference, and developing ownership of the Rule. One role-play could be done per week at a meeting.
- Share the funniest MYD moment.
- Share the most insightful MYD story.
- Share the most productive Step 4 Conference.
- Share the strangest Step 4 Conference.
- Share insights from students who are on your committee.
- Share insights from the students who are on your student committee.
- Involve the staff in Agreement Circles with MYD as the topic.
- Involve the staff in Find Someone Who with MYD as the topic.
- "Send a Problem" using MYD Scenarios. Different scenarios are passed from one group to another. Each group makes a suggestion in writing as to how the problem might be solved using MYD. The scenario is then sent to the next group for additional suggestions. Share as a large group.
- If you're short on time instead of passing different scenarios small groups work with the same scenario and answers could be compared after 5 minutes.
- Take a few minutes at the beginning of you MYD Committee meeting to write a new scenario. Base it on situations that have been occurring at your site. Therefore, a review of the program's components is always in progress and feedback is based on what is needed at your site.

When you find other ideas that are successful please share them with other MYD committee members at other schools.

Make Your Day Scenarios

1. Oona Goosepimple's second grade class is having difficulty transitioning from one academic period to the next. Although Oona, a first year teacher, listened carefully in her college methods classes and continuously tells some students how much she likes the way they are following directions, the other students have not caught on as to what Oona would like them to do. She realizes that Make Your Day is in place at her school, but doesn't want to utilize Steps because there are so many students talking she doesn't know where to start. She is also concerned that her principal will come in and see a large number of students on Step 1 and think that she has limited classroom management skills. Keeping the Make Your Day framework in mind, what advice would you give Oona to make her teaching experience run more smoothly?
2. It is a "normal" day in fourth grade. The teacher has set the expectations, one of which is that students work on the task for 5 minutes on their own before asking for assistance from her. Immediately, Grover approaches the teacher and asks for assistance. She restates the expectation and Grover begins to argue. Somewhat surprised by Grover's response the teacher says, "Step 1, arguing." Grover continues to argue and immediately the teacher says, "Step 2, not going to Step 1." Not seeing a chair, Grover moves quickly and angrily away from the learning environment, slides on the floor, and bangs into the door of an adjoining room. Immediately the teacher goes to Grover and lets him know that he has chosen Step 3. The teacher states the Step 3 information written on the back of the rule. Grover then chooses Step 4 when he makes an offensive remark to the teacher. When he makes his phone call home and his mother asks him why he has chosen Step 4, he states that he is on Step 4 because his teacher hates him. How might this have been handled differently?
3. Goody Twoshoes is her sixth grade teacher's dream student. Her class work is completed on time, she is always on task, and has never missed handing in a homework assignment. Goody Twoshoes always earns all of her points and has never experienced Step 1. Although a dream in the classroom, Goody Twoshoes gives the duty teachers a run for their money by repeating behaviors that interfere with the safety of the other students. When the duty teacher approaches the classroom teacher regarding Goody's recess problems the teacher states that she can't believe it. The duty teacher is also concerned that the student is not being held accountable at recess because her classroom behavior is acceptable. What do you think about the situation?

4. Terry Terminator teaches seventh grade in a Make Your Day middle school. He plans well and his instruction is clear. He facilitates Steps when necessary, but finds that the students are repeating the same behaviors. Steps don't seem to "make a difference" with the repetitive behaviors. He also finds that some of the students don't seem to care if they earn all of their points or not. Some don't even care if they make their day. They are in a hurry to leave his class and move on to the next class. Sometimes they don't record their points. What suggestions could be offered to Terry the Terminator?
5. The fifth grade teacher in room 5 has her work cut out for her. All of the students in her classroom are intrinsically challenged. She has worked diligently with the Make Your Day team members at her school to provide the students in her class with a consistent and predictable classroom environment. Although she has made an exceptional effort, she finds that not all days are created equal. During her Social Studies lesson Elmo tries desperately to engage the other students at his table in playful chatter. Due to his interfering behavior the teacher allows Elmo Step 1. As she resumes teaching Elmo turns around and sticks his tongue out at her. She does not notice it, but an instructional aide working with a student at the back of the room sees it. Elmo also sees the other adult watching him. Another student sees Elmo stick his tongue out and gives him a "thumbs up." What should happen now?
6. Although all of the teachers at a Make Your Day elementary school find the kindergarten students adorable their teachers find them to be a bit of a challenge. They talk out, they don't sit still, they like to touch other people, and occasionally enjoy rolling on the floor. They are not able to state their points because they don't understand the concept of numbers. Some look forward to the possibility of a Step 4 note because they want to see their parents and would prefer to be at home. How does Make Your Day make accommodations for Kindergarten? Even if you don't teach Kinder take a look at the phenomenal job the teachers do. They set the feeling and the structure for the rest of us.

Tips for Working With Administrators

Administrators will have different levels of ownership in the program. The level of ownership will be dependent upon whether the administrator was the force behind bringing MYD into the school or if the administrator inherited MYD. The program can be successful with both types of administrators. Those who have inherited MYD present more of a challenge because they are coming into an established culture and are trying to mesh their existing philosophy with a new one. It is a challenge for them as well. Understand that they are probably overwhelmed with the amount of information MYD generates. Add that to the amount of information the district has given them. Now add to the mix the fact that they might be a brand new administrator and the situation becomes more complex. What can you do to help?

- Having the administrator involved with the school's MYD committee would be an excellent place to start. He/she would see that the committee is active and committed to finding ways to improve the school's program.
- Suggest visits to other MYD schools to observe the program in progress.
- Keep in contact with the administrator. Point out areas that are working well and areas that might be targeted for growth. Choose two or three areas that are the most critical.
- All members of the committee should feel comfortable approaching the administrator regarding MYD topics. Make sure all committee members agree as to the needs of the school.
- Provide your administrator with a checklist as to what they should be noticing as they visit classrooms.

Please make yourself available to answer questions as they arise. Your administrator may be fluctuating between MYD philosophy and what has been his/her past practice.