



It is a philosophy that promotes the development of an internal locus of control in students. The basic tenets of this philosophy are built on human dignity, responsibility for one's actions, and the understanding that all actions result in consistent and reasonable consequences. Students, parents, teachers, and administrators cooperatively develop a structure that supports the common goal of providing a safe learning environment. Internalization of the Make Your Day philosophy by the school community evolves into a solid educational foundation that supports superior teaching and intrinsically motivated learning.

Would you like to...

- Significantly decrease discipline referrals?
- Increase academic scores?
- Increase quality-teaching time?
- Improve communication between home and school?
- Maximize effective classroom management?
- Empower teachers and students?
- Increase conflict resolution skills?
- Preserve student dignity?
- Teach students to take responsibility for and make positive changes in their behavior?
- Allow all students to be recognized for good work and good behavior every day?
- Increase positive parent participation?
- Eliminate teacher "burn out"?
- Implement a program that uses research-supported structure and methods?

“No one has the right to interfere with the learning or safety of others.”

“Do what is expected and do it the best that you can.”

This rule and these expectations summarize the philosophy of the Make Your Day program. It is based on the premise that every person within the school environment has the right to complete his or her responsibilities without interference from others. From a student's point of view, this means that they can expect a physically and emotionally safe school environment that is enhanced by a focus on learning. The students are able to communicate directly with those persons who are interfering with their learning in order to effect a change. Students are encouraged to help each other by communicating politely with the other person when an interfering behavior occurs. From the teacher's perspective, all behavioral interventions are couched in terms of interfering with another student's rights or with the teacher's right to instruct.

In order to evaluate if a student is "Doing what is expected and doing it the best that they can," they are provided with the opportunity to be involved in a self-peer-teacher evaluation of their efforts on an hourly basis, which is given substance by the earning of "Points." The emphasis in this phase is on self-evaluation -- the ability to review one's personal effort in order to make a determination as to whether the classroom expectations were fulfilled to the best of their ability. For example, a student whose best effort is 65% accuracy on a given assignment is evaluated on equal footing with the student whose best effort is 98% accuracy. Students are not penalized for learning difficulties and they learn to accept individual differences in themselves and their peers. In order to take advantage of the powerful effect the peer group has on changing behavior, students are allowed to describe concisely to another student how one of that student's behaviors has affected their right to learn or to be safe. A teacher-monitored, brief verbal exchange takes place that allows the students to communicate their feelings and perceptions while resolving the issue.

Every staff member holds each student accountable to established school-wide standards. Consequences are clearly delineated and consistently enforced throughout the school environment. If a student is interfering with the learning or safety of others, they are privately asked to take time away from the current activity in order to process the consequences of their current behavior, its effect on those around them, and engage in problem-solving to resolve the difficulty. After a few minutes, they are privately asked if they need more time to be away from the learning environment. If their answer is "no," the student is given permission to return to the designated activities, whereas a "yes" simply indicates that the student requires additional time to reflect and/or to gather self-control.

If a student is unable to gain self-control or engages in an extreme behavior, they are asked to call their parents for a conference at school. This three-way conference between the staff member, the student, and the parent(s) is structured to give the student an opportunity to assess and take responsibility for their behavior, provide alternative choices for future situations, and indicate a readiness to return to the classroom. These procedures are implemented without blaming, moralizing, or showing anger and the teacher speaks in a quiet, businesslike tone when addressing the student. Throughout the school day, each student is cognizant that the consequences of their behavior, both positive and negative, result from their choices -- not arbitrary decisions by the staff.

At the beginning of the school year, the classroom teacher and the students jointly establish the classroom rule. This is accomplished through a guided examination of the underlying rationale of classroom structure and the consequences of "lawlessness." The outcome of this process is that students have taken an active part in the organization of their classroom, which results in students taking ownership of the classroom and its structure.

Another essential component of the Make Your Day classroom management model is consistent communication with the parents. Parents are encouraged to ask students about their day. If their child "made their day," the parents understand that school expectations were met and that their child gave their best effort. Students who do not "make their day" are required, on a written form, to describe what occurred. The student takes this communication form home, which provides the parents with an opportunity to discuss the choices their child made along with alternative strategies that could be more successful the next time. Parents are encouraged to use this as a time to help their child determine what happened that interfered with their optimum learning. The intent is that the child will learn from this experience. The school does not expect parents to administer a consequence. Students are expected to honestly reflect their efforts in their points, which means that no student will "make their day" all of the time. Mistakes are simply a learning opportunity. After briefly discussing the happenings of the previous day with their parents, parents sign the form, and the student returns it the following day

School-wide Behavior Assessment Tool

The following survey, developed by Lewis and Sugai, is a sample of an initial assessment that addresses the research-based components of a positive and proactive school-wide management plan. The Make Your Day Schoolwide Citizenship program is aligned with research, with the exception of the use of rewards. Rewards are not part of Make Your Day and there is additional research that supports the efficacy of this approach. Therefore, the references to the use of rewards in this survey have been deleted. With that exception, schools using Make Your Day will have all of the following components in place after training.

To fully implement any schoolwide curriculum is a two to five year process. Schools that use Make Your Day realize a 60-70% reduction in referrals along with increased time on task the first year. However, the benefits of Make Your Day increase as the staff and students become more proficient. In order to support that process, training and support does not end after 16 hours of training. Return visits to evaluate program implementation and provide feedback occurs yearly during the first three years. Unlimited email and phone support are provided ad infinitum. Those schools that are interested in maintaining best practices for Make Your Day usually schedule a day every other year in which a trainer provides a program review and updates. In addition, we are hosting Make Your Day conferences beginning February, 2005. Additional school support may be found at www.makeyourdays.com and additional parent support is provided at www.makeyourdayparents.com.

Lewis, T.J., & Sugai, G. (1999). Effective Behavior Support. A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31 (6), 1-24.

Arizona University Center on Disabilities. Institute for Human Development.
<http://www.nau.edu/%7Eihd/abi/index.shtml>.

School-wide Systems

Current Status			Feature	Improvement Priority		
In Place	Partial In Place	Not In Place		High	Med	Low
			School-wide is defined as involving all students, all staff, and all settings.			
			1. A small number (<i>e.g.</i> 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office and classroom-managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Staff members receive regular (monthly/quarterly) feedback on behavior patterns.			
			12. School includes formal strategies for informing families about expected student behaviors at school.			
			13. Booster training activities for students are developed, modified, & conducted based on school data.			
			14. School-wide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning.			
			15. All staff members are involved directly or indirectly in school-wide interventions.			

Non-Classroom Setting Systems

Current Status			Feature	Improvement Priority		
In Place	Partial In Place	Not In Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact with) students in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff received regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices is evaluated quarterly from data.			
			9. All staff members are involved directly or indirectly in management of non-classroom settings.			

Classroom Systems

Current Status			Feature	Improvement Priority		
In Place	Partial In Place	Not In Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classroom are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success (> 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Individual Student Systems

Current Status			Feature	Improvement Priority		
In Place	Partial In Place	Not In Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students			
			1. Expected student behavior & routines in classroom are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success (> 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Interested? Ask schools these questions.

www.makeyourday.net

1. Is your school safer with Make Your Day?
2. Are your teachers happier and more productive with Make Your Day?
3. Has the atmosphere in your school changed? If so, how?
4. Is there a reduction in the number of office referrals and suspensions?
5. What are the problems you've experienced?
6. Would you recommend this program?
7. Would you work at a school that doesn't use Make Your Day?

This seems to be exactly what our school wants, what do we need to do?

1. If possible, visit schools that are implementing the program. As many people as possible should visit: administrators, representatives from grade levels and specials/electives, support staff, and parents. If visitation is not possible, please call schools. If you would like to call similar schools, contact us for that information.
2. If there is an overall favorable response, vote as an entire staff (administrators, teachers, office staff, support staff, custodian, bus drivers, etc.) There are three possible votes: 1) Yes, I'm in full support of this program; 2) Yes, I'm not sure but am a team player and will try it; 3) No, I don't want it even though I have seen it. If you'd like you can have each staff member write a brief rationale for their vote - both yes and no votes. All staff must be in support of implementing the program.

Costs:

First year of implementation: \$6000 plus expenses - 16 hours (2 days) of training; includes unlimited phone and email support, and a follow-up site visit (1 day); the school is responsible for all travel, hotel and per diem costs incurred by the trainer. The school is invoiced \$5000 plus expenses after the initial training and \$1000 plus expenses after the follow-up site visit.

The first year follow-up visit (1 day) includes observation of campus and classrooms, talking with staff, students and parents, and then ending the day with a staff meeting to share observations and make recommendations. This is best scheduled when the staff is available for a 1/2 day meeting. The school is responsible for travel, lodging and meal costs.

Second/Third year of implementation: \$1000 per day plus expenses. These visits will follow the same format as Year 1, however, the goal of each year is to continue to fine-tune and introduce refinements. The school is responsible for the fee for the trainer, plus travel, lodging and meal costs.

If your school needs help with this process and/or is interested in receiving training, contact:

Earl Brown or Cheryl Brown
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