

MAKE YOUR DAY GUEST/VISITING TEACHER SURVIVAL SHEET

Welcome, thank you for joining us. This is a Make Your Day school. Make Your Day is a school-wide program that is based on one rule that you will see posted in each classroom. NO ONE HAS THE RIGHT TO INTERFERE WITH THE LEARNING, SAFETY, AND WELL BEING OF OTHERS.

Implementing the program involves two procedures: 1) Points, and 2) Steps. The students should be very helpful during the day and as the system is used. The most effective approach you can take upon students' entrance is to let them know what you will be expecting them to earn full points and your hope is that every student will make their day.

POINTS

Students earn points by doing what is expected and doing the best that they can. Students in my class earn _____ points during the regular class periods and _____ points during lunch/recess and special area classes.

At the beginning of each class/period, remind students that they can earn full points by doing what is expected. Review your expectations, especially if anything special is occurring. Do points as these times:

<u>Time</u>	<u>Maximum Points Possible</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Point Procedure:

About 5 minutes before points remind students of the expectations. Allow them to organize their belongings and get in points position. **Round 1:** Read the list of names. Each student will state his/her points. They will also give a reason as to why they earned their points. If the student has not earned full points they will give a reason as to why they did not earn all of their points. Record the number of points stated by the student. **Round 2:** Read the list of names again. You may have a concern with a child's points. This is a change from the regular routine and will only be used when a guest/visiting teacher is here.

Remember you may voice a concern with a student's points if they were not accountable for their behaviors that interfered with someone's learning, safety or well-being. You may also voice a concern if a student did not meet expectations such as completing assignments, following directions, etc.

***During a special area class, that teacher makes point decisions.

STEPS

"Steps" is a procedure allowing students to take time away from the learning environment when they interfere with the learning, safety, and well being of others. Steps are a consequence. Here's how they work.

Step 1: Walk over to the student who is interfering with learning, safety, well being and whisper, "You are on Step 1 for...(state behavior). The child will stand up and move to a chair that is facing away from the class. Wait only 2-3 minutes then go over to the child and say, "How did you get to Step 1?" Student states the reason they are on Step 1, the teacher then asks, "Do you need more time?" If the answer is "No," the student returns to the setting. If he/she cannot say why, repeat the reason and start the procedure over again.

Step 2: If a student does not sit quietly on Step 1, you tell him that he is on Step 2. Instead of sitting the student now stands. You say, "You are on Step 2 for...(state behavior). Again, return in 2-3 minutes and ask, "Why are you on Step 2?" A correct response meant that a student moves back to Step 1 and back to his seat in successive segments. If he is not successful, you repeat the reason he is on Step 2, leave and come back to go through the same dialogue as Step 1. "Why are you here?" "Do you need more time?"

Generally, as a guest/visiting teacher, using Step 1 as a first approach to a classroom problem will demonstrate to the class that you are familiar with the program. There are 5 Steps in the program. If a student progresses past Step 2 with a guest/visiting teacher it is suggested that a staff member whose room is nearby invite the student into their room.

Tips on Steps

- As little time as possible should be spent with the student on Steps.
- Steps should be private, non-threatening, non-judgmental, and non-reinforcing. They should not be facilitated from across the room.
- Steps are allowed when students are interfering with the learning, safety, and well being of others. Non-compliant behaviors are handled with points.
- When placing or releasing a student from steps, the teacher should not touch, or make eye contact. Voice tone or inflection should remain neutral.

Make Your Day Quick Notes

Facilitating Step 1

The teacher should approach the student and whisper quietly.

Teacher says: Step 1 for...(state behavior)

Releasing a student from Step 1

The teacher should approach the student while they are on Step 1.

Teacher says: How did you get to Step 1?

Student says: I was.....(states behavior).

Teacher says: Do you need more time?

Student says: No (returns to class). Yes (remains, time starts over)

Facilitating Step 2

The teacher should approach the student while they are on Step 1.

Teacher says: Step 2 for...(state behavior)

Releasing a student from Step 2

The teacher should approach the student while they are on Step 2

Teacher says: How did you get to Step 2?

Student says: I was.....(states behavior) on Step 1.

Teacher says: Are you ready to go back to Step 1?

Student says: No (stays on Step 2). Yes (goes back to Step 1, time starts over)

When 2-3 minutes are up follow the Step 1 release procedure.

Reminders

- Students EARN points. They NEVER lose them.
- Teachers never PUT a student on Steps.
- Students CHOOSE to go to Steps.
- When facilitating a Step remain neutral with the message. Please don't give or expect eye contact or touch the student.
- Please remember when a student is on Step so that they can be released in a timely manner.

How We Support Our Students and Colleagues

1. Make note of a guest teacher in your area. Take a few minutes to orient them to your school and ask if they have experience with Make Your Day. Ask if you can spend a few minutes with their students at the beginning of the day.
2. (Option A) Talk with the students in the class. Example: “Students, you can see that your teacher is absent today. Mr./Mrs. has (describe level of experience with MYD), but may implement it differently than your teacher. If there are any of you who feel they cannot be successful with this change, please gather your materials. You may work in my classroom today.” Then turning to the sub, “Mr./Mrs. Guest Teacher, if any students exceed your limitations today, please send them to my classroom.”
3. (Option B) more applicable in self-contained settings) An administrator, counselor, etc. joins the classroom at the beginning of the day. They introduce the guest teacher and then explain to the students that they are going to spend a few minutes modeling various components of MYD.
4. Other ideas that have worked...