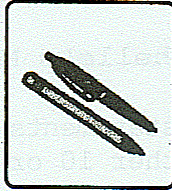


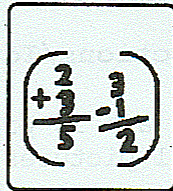
I listened to the teacher.



My materials are ready.



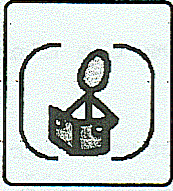
I worked all period.



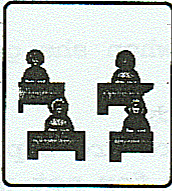
I worked all period.



I worked all period.



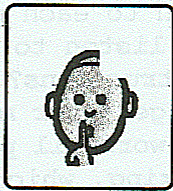
I worked all period.



I participated.



I raised my hand when I needed help.





I worked quietly.



I got ready for points.

Lunch or Special 

Lunch or Special 

Lunch or Special 

I earned _____ points.

Instructions for MYD Point Chart

Developed by Cheryl Brown for use with students who need visual/concrete supports. Appropriate for any age level with tailoring as needed for individual students or as an example of the thinking process when teaching MYD to kindergarten or first grade students.

Note: There are 10 pictures with statements and 3 lunch/special pictures to represent either 10 or 13 points allowing a student to count by tens. The point values may be modified as necessary.

At the end of each period, take a minute to review the student's points. The student can either put a marker on each picture that earned, copies can be used so pictures can be crossed of, or a copy may be laminated for repeated use with a whiteboard marker. Ask the student the following questions while directing his/her attention to each picture.

Did you listen to the teacher when she/he gave the class instructions?

Did you get your materials ready?

Did you work all period? (There are 3 pictures for working, which would allow for not working all period.)

Did you participate?

Did you raise your hand when you needed help?

Did you work quietly?

Did you get ready for points?

The student will then count, with help as necessary, the pictures marked to determine how many points have been earned. The point total is recorded.