

Parts of the Brain Used in MYD	Beginning of the Year Set-Up	Expectations	Steps	Points: Validating Earned and Unearned	Concerns
Prefrontal Cortex	X	X			
Motor Cortex					
Visual Cortex					
Limbic System	X			X	X
Speech/Language Center				X	X

How do 1st Steps fit with MYD?

Note: In the following section, the word cue or prompt is used interchangeably. In MYD training, we ask teachers to not use cues, but to use prompts that have been taught. Whether the word cue or prompt is used, the following definitions are used in the training. Prompt: a verbal or nonverbal action that is used to gain students' attention and/or to signal a transition. Example: Class-class; Yes-yes. Cue: a verbal or nonverbal action that is used repeatedly to regain control. Class-class; little or no response from students. Class-class (louder voice); mixed response from students. CLASS-CLASS!

- ✓ Class-Yes
 - MYD training stresses the importance of teaching procedures to your students so that they have a clear understanding of your expectations. Class-Yes is an acceptable prompt or cue because the students are taught when and how to do it, providing them with a clear understanding that you are about to say something that will be important for them.
- ✓ Five Rules
 - In a MYD school there is one school rule. All other “rules” are described as expectations. A teacher using both programs would simply say the “Five Classroom Expectations” or the “Five Expectations when we are doing Whole Brain Activities” would likely be a more accurate way to describe them.
- ✓ Teach-OK
 - Students are actively engaged to the best of their ability and have a clear understanding of the expectations.
- ✓ K-4th Scoreboard Game
 - The Scoreboard Game does not replace MYD Points and Concerns. It is tied to a particular activity and scoreboard points are group-oriented and teacher-controlled. The Scoreboard Game engages students in the current activity. At the end of the period, MYD Points and Concerns allows each person to individually assess if they have met expectations to the best of their ability.
 - MYD agrees with the following statement on the wholebrainteaching.com website: “There are two principles you need to keep in mind. First, the entire purpose of this is to reinforce positive behavior in a fun, upbeat, positive environment. Second, while this method will work for most of your kids, there are always those few who will not always buy in.”

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- ✓ 5th-12th Scoreboard Game
 - See K-4th Scoreboard Game above.
 - MYD does not agree with the following statement: “However, if the students do not listen, and follow instructions you do not have to fuss at anyone! You just look at the non-compliant students and say ‘Thank you very much! That was a point for ME!’ ” In MYD, we deal with individual behaviors individually to maintain student dignity and self-esteem. Targeting one student will usually cause them to react defensively (shut down) or offensively (escalate the behavior).
 - MYD does agree with the following statement in reference to those students who are not meeting expectations: “Note that there is no punishment. You do not assign extra homework, or take anything else away.”
- ✓ Focuser: Hands and Eyes
 - Works well with MYD because it is a clearly taught transitional cue or prompt.
- ✓ Mirror
- ✓ Switch
 - A clearly taught transitional cue or prompt.

Whole Brain Teaching Levels and Make Your Day

Note: This is the disciplinary structure of Whole Brain Teaching, which is unnecessary in a school that uses MYD; however, Levels 5 and 6 are two strategies that could be effective with students. Philosophically, the approach and the strategies align with MYD.

- ✓ Level 1: Scoreboard
 - The Scoreboard does not replace or figure into MYD Points because the teacher controls the Scoreboard and it is a group reward.
- ✓ Level 2: Practice Cards
 - We would recommend that schools using MYD do not use Level 2 Practice Cards. Steps are used for interfering behaviors and Points are used for noncompliant behaviors. A parent communication system is already in place when students do not make their day. The Practice Cards Level does not align with MYD philosophy or practice.
- ✓ Level 3: Guff Counter
 - Using a demonstration of the Guff Counter as a way to teach students about expected behaviors could be useful if handled as a lesson. The Whole Brain Teaching rationale and procedure for demonstrating it are different than MYD philosophy. If a student is giving “guff” in an interfering manner, she is choosing Steps. If a student is giving “guff” with noncompliant behavior, he is not earning points.
- ✓ Level 4: Independents
 - Does not align with MYD because it involves a group punishment. All students in the independent group received the same punishment regardless of any improvements in their behavior.
- ✓ Level 5: The Bull’s Eye Game
 - This strategy does align with MYD philosophy because it involves dealing with challenging students individually, targeting behaviors during and activity, self and teacher assessments, and discussing the results. This strategy

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does not replace Points and Concerns, but teaches the student how to evaluate their behavior and how it impacts others.

- ✓ Level 6: The Agreement Bridge
 - This is an additional individualized tool that could be effective with challenging students. Again, it begins as a conversation between the student and the teacher about current problems. It uses a structure that allows the teacher and student to collaboratively work toward a solution.

Make Your Day and Brain Toys

The following are only a few examples of how Brain Toys can be used with MYD.

- ✓ Sockless Hand Puppets
 - For students who are shy or whose emotions are escalated, using the Sockless Hand Puppets as a tool to begin the conversation can de-escalate the situation.
- ✓ Air Whiteboard
 - “Class-class.” “Yes-yes.” “In about five minutes we are going to do Points and Concerns. The expectations for this period were.... Start finishing up your work and then take out your Air Whiteboard. Use your Air Whiteboard to write down how many points you earned by doing your best at meeting the expectations. Tell us your points earned, using one of this week’s new vocabulary words. Write it on your Air Whiteboard so you remember. And, if you didn’t earn all of your points, write the reason on your Air Whiteboard so you remember. When I say Pointety-Points, you say Readity-Ready and only leave your Air Whiteboard on your desk. Then we will begin Points and Concerns.”
- ✓ Poppers
 - At the end of the day closure when the teacher randomly asks a couple of students what helped them make their day or what kept them from making their day, students can “pop” these thoughts out of their heads. For example: Cheryl, what kept you from making your day? I kept shouting out answers. Susan, you used to have a problem with that but don’t anymore. Could you pop a couple of ideas out of your brain that might help Cheryl?
- ✓ Two Finger All Terrain Vehicle
 - Can be used for practicing behavioral expectations in the classroom and in common areas.

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Concerns:

When taken literally, Rule Five is not a philosophical fit with MYD because it can set up a power struggle between the teacher and students. Also, it takes the students' voices out of the equation.

Transparency is important in MYD. Some of the Whole Brain technique outcomes seem contrived and would be counter to MYD philosophy, unless the teacher explains the purpose.