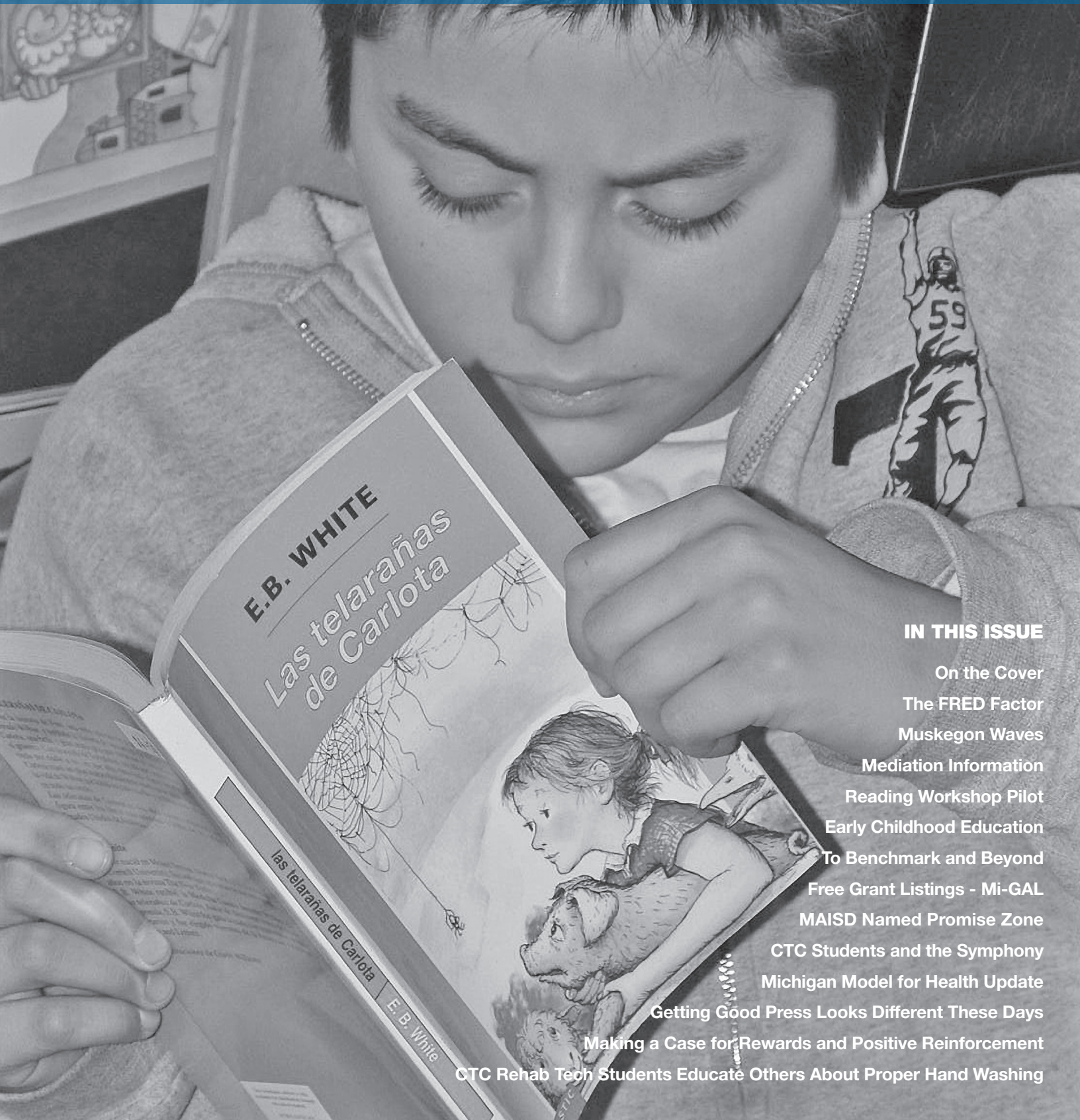




MAISD News

a quarterly publication of the Muskegon Area Intermediate School District

May/June 2009



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MAISD Named One of Ten Promise Zones

A letter from the MAISD Superintendent, Susan W. Meston, Ph.D.

The promise of a college education for all children in our community is an exciting idea. The recently-passed "Michigan Promise Zone Act" has provided a rare opportunity for ten communities within the state to strive to become "Promise Zones." The purpose of a Promise Zone is to support local efforts to promise a college education to K-12 students who reside within the zone.

To begin the process of establishing a Promise Zone within the MAISD boundaries, the MAISD held a public hearing and adopted a resolution to declare its



intentions. The resolution has now been approved by the Department of Treasury. A governing board will convene and will conduct research, plan, and evaluate the potential to raise

the private dollars that must fund the Promise Zone for the first two years. After the second year of distributing privately-funded scholarships, a certified Promise Zone can then capture one-half of the growth in the state education tax to be used for a two-year associate's degree or up to a four-year degree for resident students.

For the past two years a group comprised of education and community leaders, named "Muskegon Opportunity," has explored the possibility of a collaborative community-wide effort to expand the post-secondary educational opportunities for all of our children. The MAISD will work closely with Muskegon Opportunity as it examines the feasibility of raising the funds necessary to offer the promise of college.

PROMISE ZONE

Frequently Asked Questions about the Promise Zone

- 1. How will funding for the Promise Zone be generated?** The funding must be generated by private donations the first two years. After the second year of distributing privately-funded scholarships, a certified Promise Zone can then capture one-half of the growth in the state education tax.
- 2. Who will be in charge of raising the money needed to establish the Promise Zone?** An 11-member board will create a development plan that will include how the funds necessary to accomplish the promise of financial assistance will be raised.
- 3. How long does our community have to generate the required private funding?** There is no set time table. The plan that the board develops will address this issue. The planning process may take a year.
- 4. What will happen if our community cannot raise the necessary private funds to pay for the first two years of college scholarships?** The MAISD would notify the Department of Treasury that this is the case, and the Promise Zone would then become available for another community to apply for.
- 5. Will the dollars needed to finance the Promise Zone take money away from the K-12 funding?** Yes, as it is drawn from one-half of the growth in the state education tax – money that now supports public education. Regardless of whether or not Muskegon is involved, the state education tax will be captured and applied to Promise Zone communities.

On The Cover



José Alcahuter, a fifth-grade student in Teacher Tonia Ertzinger's class is engrossed in his book, Charlotte's Web, during his reading workshop time. Mrs. Ertzinger is an active member of the 2008-09 Reading Workshop Pilot facilitated by the MAISD and will be involved in working with teachers joining the project for the 2009-10 school year. For more information about this pilot program, please see the related article located in the middle of this MAISD News issue.

Getting Good Press Looks Different These Days

submitted by Kristin Tank, Public Information Officer
231-767-7263 or ktank@muskegonisd.org

The Michigan School Public Relations Association recently offered a social networking workshop. It was packed with those from the education community, including local school districts, education associations, and ISDs. Julielyn Gibbons, an online campaign strategist, provided a fantastic overview of new high-tech tools that can supplement and even replace what used to be considered “good press.” She shared some helpful tips on getting started.

First, realize that the target audiences of parents, students, and community members are already online. Over 80 percent of Americans have regular access to the Internet, and there is no variance by income or education level. There is a higher percentage of Internet use by minorities. Two-thirds of Internet users are over 18, the age of one of our primary stakeholder groups: taxpayers.

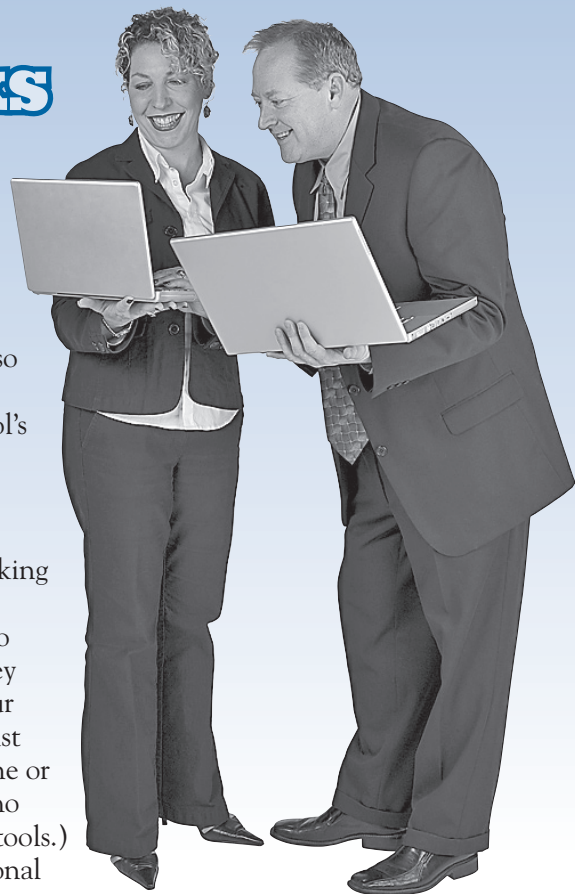
Of those online, 35 percent regularly use social networking sites like Facebook, Linked In, or MySpace. Of those using social networking sites, 95 percent use them for personal reasons, which means they are considered “authentic” ways to communicate. Facebook, for example, has more than 175 million active users, while its fastest growing demographic is made up of those 30 years old and older. As of December 2008, 11 percent of online American adults said they used a service like Twitter or another service that allowed them to share updates about themselves or to see the updates of others. (To learn more visit <http://pewresearch.org/pubs/1093/generations-online>.)

Second, make the use of social media part of the larger school communications plan. Creating a Facebook site or establishing a Twitter account will only be truly effective if it is part of a bigger plan. Ask yourself what communications objectives your school has, who the key audiences are that you are trying to reach, and which social media tactics will help meet those objectives. Also consider whether or not you are ready for an ongoing commitment to social media tools. How will you implement your strategy? What will

it cost? How will you measure your efforts? You will also need a policy that governs your school’s use of social media tools.

Third, experiment with social networking and new media products yourself to determine how they might work for your school. (Hint: Enlist the help of someone or an organization who already uses these tools.) On your own personal time, establish and use a personal Facebook (www.facebook.com) site. Facebook is highly interactive and encourages two-way communication. Twitter (www.twitter.com) may be a great way to update your staff, students and parents about news from your school and drive traffic to your school website. It tends to be more of a one-way communications tool and can be great for alerting others to new press releases. Many schools are successfully using blogs and emails as well. Ms. Gibbons reinforced the value of sending emails to lists of your key communicators or others with whom you want to connect. She suggested using short, attention-grabbing subject lines to prompt your audience to open them.

The bottom line is that “good press” may be no further away than the computer on your desk. Instead of just hoping that the newspaper will print a press release, post it to your website, blog about it, tweet about it, write about it, and post a related photo on your social networking page. There’s more than one way to get a good message out.



Mi-GAL Michigan Grants Available List

submitted by Kristin Tank, Public Information Officer
231-767-7263 or ktank@muskegonisd.org

Did you know that the Michigan Department of Education maintains an online searchable database of grant opportunities? The Michigan Grants Available List (Mi-GAL), found at www.michigan.gov/migal, is designed for schools, higher education institutions, parents and the general public to find education-related funding opportunities. Users are able to generate searches for federal, state, private and other funding or grant resources related to education and/or youth.

The database recently has been updated to include over 100 new grants, scholarships, fellowships, and award/contest opportunities. Please visit the website for more information or to perform a search focused on your district’s needs.

Michigan Model for Health® Improves Student Knowledge, Skills, Attitudes and Behavior

Submitted by Alecia Hoppa, Prevention & Health Education Consultant, 231-767-7340 or ahoppa@muskegonisd.org

The Michigan Model for Health® curriculum facilitates skills-based learning through lessons that include varying teaching techniques and that build skill development and positive lifestyle behaviors in students and their families. Muskegon County teachers trained in Michigan Model for Health® are implementing this valuable curriculum in their classrooms through programs like Comprehensive School Health Education, Shaping Positive Lifestyles and Attitudes through School Health (SPLASH), and Safe & Drug Free Schools.

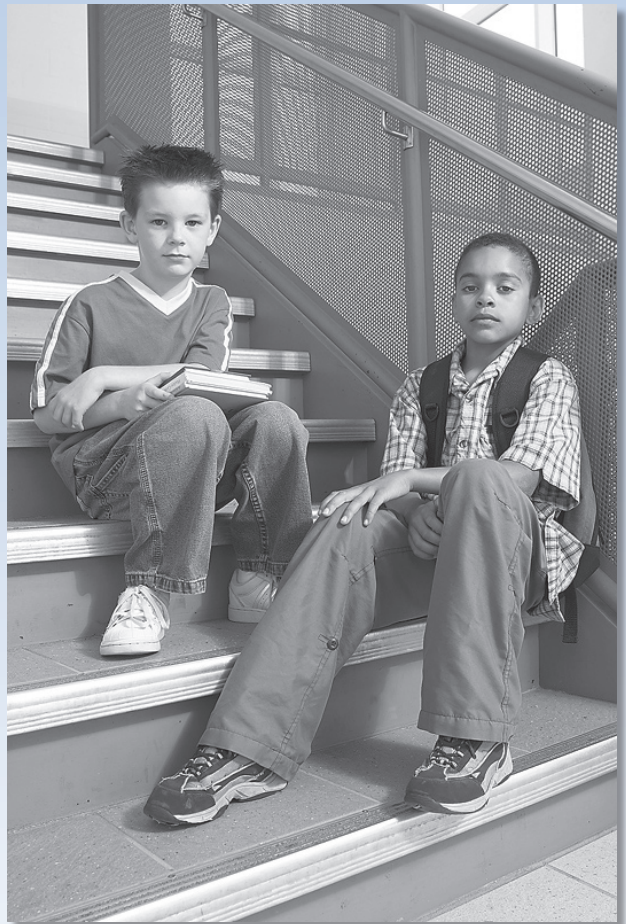
A 2008 Michigan Department of Community Health and Education study found that the Michigan Model for Health® curriculum improves students' health knowledge, skills, attitudes, and behavior. The study included 2,500 students and 200 teachers from 50 schools across Michigan and Indiana. Researchers followed fourth and fifth grade students over a two-year period.



Findings indicate that fourth grade students who have been exposed to the Michigan Model for Health® curriculum demonstrated significant positive changes when compared to students who had not received the curriculum.

Specifically, students who received the Michigan Model for Health® curriculum showed stronger drug and tobacco refusal skills, indicating these students would be less likely to use alcohol and tobacco. Additionally, these students improved their anger and stress management skills, enhanced their ability to stay safe on the Internet and around guns and strangers, and they increased their knowledge related to both physical activity and nutrition. In some situations, knowledge increased three-fold for students who received Michigan Model for Health® over students who had not been exposed to the curriculum.

Since 2007, Michigan Model for Health® has revised the



curriculum for kindergarten through grade five, and revisions to grade six are expected to be released this spring. To ensure further success in the classroom, Michigan Model for Health® has begun the process of correlating the curriculum to the Grade Level Content Expectations. A correlation chart for K-5 English Language Arts is expected to be released this spring, with correlations for K-5 Social Studies to follow.





Tech Center Students Share Spotlight with Local Manufacturers

On March 26-28, 2009, students from the machine technologies, welding, and CAD (computer aided design) classes at the Muskegon Area Career Tech Center shared the spotlight with employees of L-3 Communications Combat Propulsion Systems, Alcoa Howmet, Bayer Crop Science, Cascade Engineering, Johnston Boiler, Padnos Iron & Metal Company, Shape Corporation, Eagle Alloy, Michigan Spring, and Bennett Pump Company. Images of the students and employees working were featured on giant screens erected on the stage of the Frauenthal Theater in downtown Muskegon as part of a multi-media performance of the West Shore Symphony Orchestra (WSSO).

The local footage was shown in conjunction with historical footage and still imagery. The resulting dynamic presentation called "American Made: The Art of Manufacturing" also included recorded footage of the manufacturing process—choreographed in real time with live classic symphonic music by 20th century American composers. In addition to watching people go about their daily work, students heard selections by American composers Aaron Copland, Leonard Bernstein and the great fiddler, Mark O'Connor.

To further involve high school students and their parents and teachers, WSSO offered a one-hour reception, in addition to providing scholarship information and hosting a career fair with local manufacturers and colleges. Representatives from Alcoa Howmet, Bissell, Bayer Crop Science, Eagle Alloy, Shape Corporation, Padnos Iron & Metal Company, and L-3 Communications Combat Propulsion Systems were on hand to speak with students and their parents. Members of The Now Device were also available to talk about the creative and technical processes that went into producing "American Made." After the reception the students, parents, and teachers were invited to attend the WSSO rehearsal. Music Director Scott Speck addressed the audience during the rehearsal. Public concerts followed on March 27 and 28.

Carla Hill, President/CEO of WSSO, said, "We anticipated 'American Made' would be a fitting tribute that would really resonate with the residents and businesses of West Michigan. Our local economy still relies heavily on manufacturing, and we felt that this performance would pay homage to the men and women who design and build the cars, appliances, and consumer goods that keep our country running."

WEST SHORE
Symphony Orchestra



Reading Wor

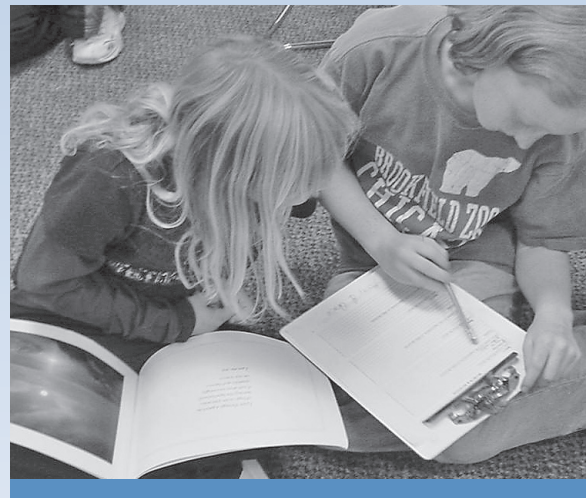
Paradise, a fifth grader, improved her reading from an “end-of-2nd grade” level to a “mid-fourth grade” level in less than six months.

A student who is an excellent reader, yet never read a full book in his life, read 16 novels in less than three months.

An entire second grade class showed 1.2 years of growth in just seven months.

What do these success stories have in common?

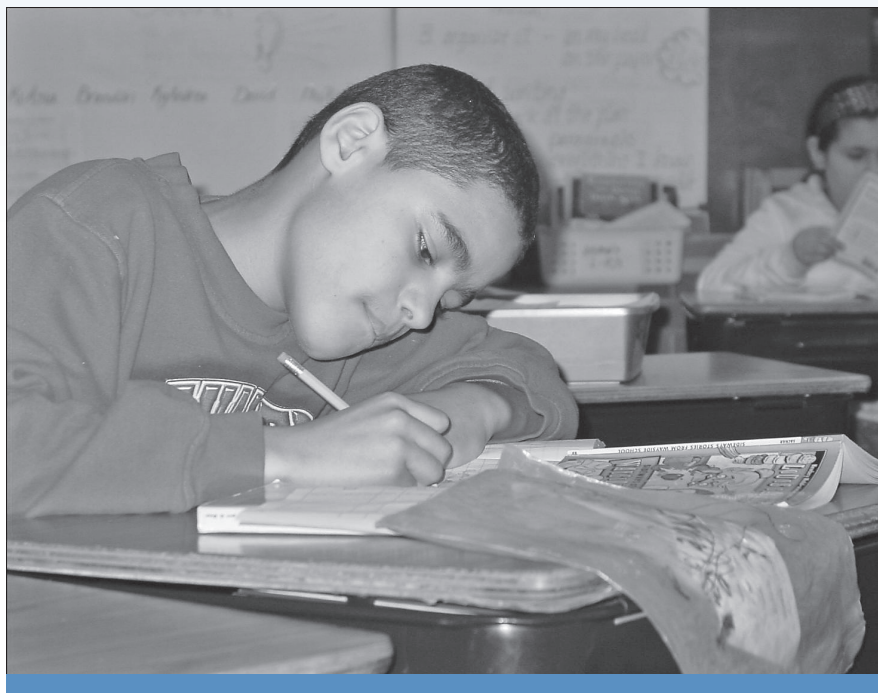
All of these students are in classes that use Reading Workshop as the core reading program.



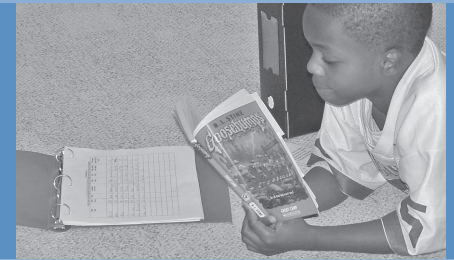
Reading Workshop is a structured part of a balanced literacy program that revolves around all students reading for an extended period of time, up to 45 minutes daily, at their independent reading level following an explicit mini-lesson that includes clear teaching of good reading habits, strategies for both word solving and comprehension, and genre studies such as delving deeply into character or non-fiction reading. In structure, the Reading Workshop mirrors the Writing Workshop that is being implemented in most Muskegon County schools.

Teachers who are implementing Reading Workshop need a large selection of books that are leveled and must practice continuous assessment to accurately match books to readers.

Oakridge Lower Elementary has been implementing Reading Workshop at the first through third grade levels, one grade at a time, for five years. Oakridge teachers have joined with upper elementary teachers from Muskegon Public Schools to form a Reading Workshop pilot during the 2008-09 school year. These nine teachers have supported each other through a variety of professional development

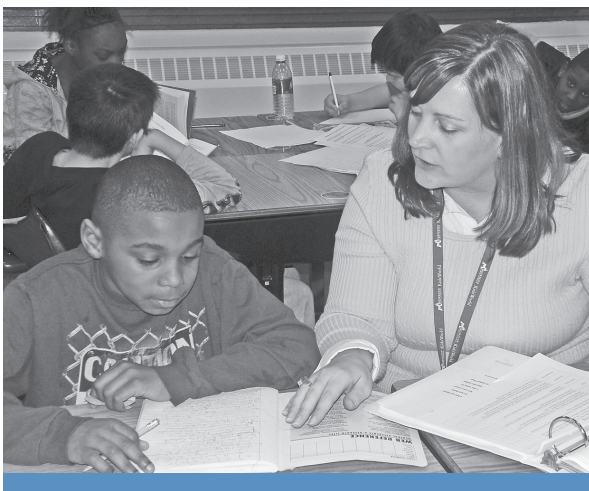
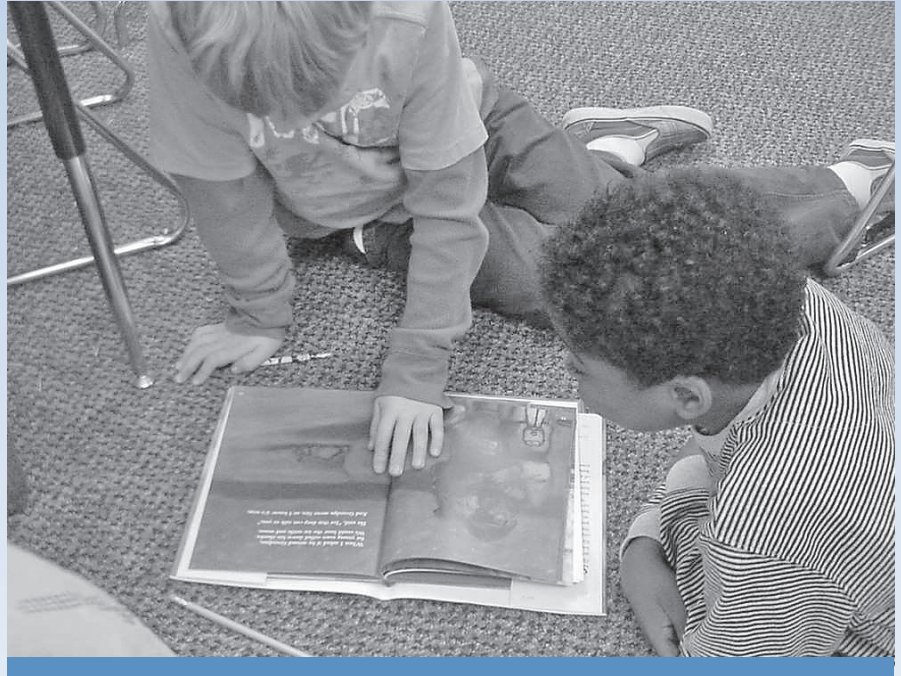


Kshop Pilot



opportunities including book studies, classroom visits, writing their own units, and periodic meetings. Although pilot teachers have worked long hours to create dynamic units of study, level books and keep up with reading logs and notebooks, each has clearly stated, "I won't go back!" Student progress, enthusiasm, and clear self-confidence are the rewards that keep this dedicated group working and growing.

The Reading Workshop pilot is now open to elementary teachers in Muskegon County for the 2009-10 school year based on the recommendation of building principals. For further information, contact Amy Oak, Early Childhood, Literacy and School Improvement Consultant, 231-767-7221 or aoak@muskegonisd.org.



"Muskegon Waves"

Opens Athletic Opportunities for Persons with Physical Disabilities

The Muskegon Waves is a new sports team created for persons with physical disabilities. Numerous such teams throughout the state are part of the Michigan Disabled Sports Alliance which provides the opportunity to compete in the annual Michigan Victory Games each spring at Michigan State University.

The Michigan Victory Games is a competition for athletes with various abilities. Athletes with cerebral palsy, muscular dystrophy, multiple sclerosis, or those who have suffered traumatic brain injury, or stroke and various other physical disabilities qualify for the competition. The games have been around since the 1970s and have afforded opportunities to advance to such national and international level competitions as the World Games and the US Paralympics. Athletes participate in bowling, swimming, boccia, slalom, table tennis, power lifting, cross country, cycling, and track and field events.

The Muskegon Waves practice every other week and are looking for more athletes to join the team. Those interested should contact Ms. Ellis.

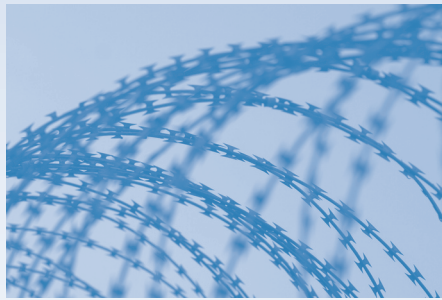
submitted by Katie Ellis, Wesley School
231-638-2948 or kellis@muskegonisd.org

Study Reveals Prisoners Reap More Financial Support than Children Zero to Five

submitted by Kristin Tank, Public Information Officer, 231-767-7263 or ktank@muskegonisd.org

An exhaustive study of more than 100 possible sources of funding for early childhood development efforts in Muskegon County has turned up some eye-opening results. The study, conducted by the Great Start Collaborative of Muskegon County and completed in December 2008, revealed that twice the amount of public and private dollars are spent to house Muskegon County residents in state prisons than are spent on supporting children in Muskegon County ages birth through five. Approximately \$28 million was spent in non-entitlement programming to support young children during fiscal year 2007-08. (Non-entitlement programs include Head Start preschool services, Early On special education

services, such as public health care programs as childhood immunizations, child abuse prevention, lead poisoning screening and



abatement, as well as many others.) This compares to approximately 58 million of tax dollars spent annually to house Muskegon County residents in state prisons.

“We need to turn this paradigm around,” states Stuart Jones, chair of the Great Start Collaborative. “Nobel award-winning research tells us that investing in children beginning at birth leads to higher educational outcomes, a more productive workforce, and lower social costs in such areas as crime and welfare.”

The Great Start Collaborative issued a report on the study entitled *The Finance Project: Survey of Financial Support for Early Childhood Development in Muskegon County*. Of the funding sources examined, 66 separate financing sources were identified as currently serving the approximately 12,500 children aged birth to five in Muskegon County. Programs include those listed above and entitlement programs such as Medicaid, Social Security Supplemental payments, support for basic family needs, foster care, and others. State or federal funding sources make up 97 percent of the financial support for families, with only three percent exclusively provided by local resources.

The study also found that programs serving young children and their families have come under great strain

during this decade, particularly during the past two to three years, due to the poor economy. Many programs regularly deny services to children and families as a result of a lack of resources. Head Start of Muskegon/Oceana, which receives funding for 924 children, for example, currently has a waiting list of more than 250 children. In addition, various medical and dental practices have closed to new patients with no insurance or Medicaid. According to Linda Juarez, Executive Director of Hackley Community Care Center, “Demand for free health services is skyrocketing due to families losing their health insurance. We simply cannot keep up with the demand. In the long run, the community will pay a steep price as future health care costs will soar and health outcomes will undoubtedly suffer.”

An additional finding of the study documents that the majority (97 percent) of funding for early childhood development programs is focused on basic needs, physical health, child care, and early educational services. Just three percent of such funding is directed toward social-emotional or family support/parent education services. Similar studies have shown very few resources dedicated to infant mental health and parenting services.

Great Start Collaborative Coordinator Jane Clingman-Scott stated that the report’s findings send a message that “society can do much more to support the development of our youngest generation in Muskegon County. Research clearly tells us that the human brain develops more rapidly between the ages of birth to five than during any other period in life. If we want to build a workforce to compete globally, it has to start at birth, not years later.”

The Great Start Collaborative of Muskegon County was founded in 2006 under a grant from Michigan’s Early Childhood Investment Corporation. The collaborative is comprised of representatives from more than 40 organizations as well as parent members. In November 2007, it authored a 14-point strategic plan entitled “*Creating Young Stars: A Comprehensive Strategic Plan for Early Childhood Development in Muskegon County*.” The collaborative actively continues to work on implementation plans to ensure that all of Muskegon County’s children are ready to succeed in school and in life by the time they enter kindergarten. Both the report that summarizes the study’s findings and the strategic plan can be found online at www.greatstartmuskegon.org.

UNIVERSAL PRESCHOOL

HOW CLOSE ARE WE?

By Jane Clingman-Scott, Coordinator, Great Start Collaborative of Muskegon County
231-767-7285 or jclingma@muskegonisd.org

As part of the Great Start Collaborative of Muskegon County's long-term strategic plan for early childhood development entitled "Creating Young Stars," a goal was established to increase the participation of children in area preschools. Research consistently shows multiple positive benefits of young children attending quality early education programs.

Nationally the movement to voluntary "universal" preschool has gained momentum during the past decade. The National Institute for Early Education Research recently published interesting information regarding the universal preschool movement.

- In 2001, 40 percent of preschoolers were three years old; up from five percent in 1965.
- In 2002, 42 percent of preschool moms stayed at home while 58 percent worked outside the home.
- Sixty-seven percent of families making \$50,000 or more sent their children to preschool, while 46 percent of families making less than \$50,000 sent their children to preschool.

What conclusions can be drawn from this profile? Children are entering preschool at younger ages, which is consistent with the research that predicts future societal benefits with such a trend. Preschool is accessed by families of various income groups, with those families who earn a higher income utilizing it at a significantly higher rate than families of lower-economic means. Whether this is due to the fact such families can afford preschool or whether they value the service higher is open to debate.

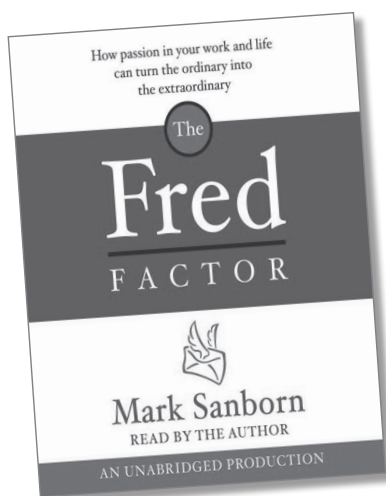
The study's author asserts that the proven benefits of preschool, including "increased achievement, reduced retention and special education, increased educational attainment, and increased employment, productivity and earnings," do not stop at the poverty line. They are universal benefits to all children.

For more information on the universal benefits of preschool, visit the National Early Childhood Technical Assistance Center website, "Effectiveness of Infant and Early Childhood Programs," at www.nectac.org/topics/quality/effective.asp#longterm.

THE FRED FACTOR

Comes to Muskegon ISD

Submitted by Carolyn Smith-Gerdes, Assistant Director, Special Education
231-767-7249 or csgerdes@muskegonisd.org



During the fall of 2008, the MAISD Administrative Assistants participated in a book study on The Fred Factor by Mark Sanborn. The first part of the story tells about "Fred" demonstrating extraordinary customer service. The rest of the book describes how to be a Fred—to deliberately and persistently make a difference for people, always taking the opportunity to positively impact others. Since completing the book study, there have been numerous "Fred sightings" at the MAISD, with employees rendering extraordinary service to both customers and colleagues. The administrative assistants also created a "Fred" presentation, showing how rewarding it can be to do an ordinary job in an extraordinary way, making a positive difference daily! For more information on the book or the study, please visit www.fredfactor.com.

To Benchmark and Beyond

Early intervention in literacy is essential for achieving grade-level competency. The Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Intervention (LLI) are new programs currently in review to see if they effectively assist Muskegon County students achieve grade-level competency. Both systems use the Response to Intervention (RtI) three-tiered model to provide a holistic approach to student intervention and achievement. The Benchmark Assessment System complements the LLI System by providing a continuum of instruction that focuses on specific behaviors a reader needs to effectively read and interact within, about, and beyond text.

The Fountas and Pinnell Benchmark Assessment System uses running records as a core to identify independent and instructional levels of reading while linking instruction to a student's specific needs from kindergarten through

8th grade. It also identifies students who need some level of intervention.

Data will be collected from teachers who are trained in the use and application of the Benchmark Assessment System. This data will be analyzed to determine whether this system is effective in identifying struggling readers and moving them toward the desired benchmark. Use of the data will also help determine whether or not to expand use of the Benchmark Assessment System throughout the county.

After students are assessed using the Benchmark Assessment System and identified as needing extra support, the LLI system delivers ongoing assessment. The assessment looks at reading behaviors and aligns students with independent and instructional reading supports to move struggling readers up a continuum to benchmark.

LLI is a targeted intervention that focuses on Tier II and Tier III students from kindergarten through 2nd grade. Tier II students struggle with accessing information learned in whole group instructional practice. They will receive additional strategic small group instruction each day to help improve comprehension. Tier III students continue to struggle with basic reading skills and will therefore receive additional hours of intensive instruction in small groups with a student/instructor ratio of 2:1 or 1:1 daily.

Ten special education teachers have been trained in using the Benchmark Assessment System, and three have been selected to pilot the LLI System. Data will be collected as the program moves forward to determine its effectiveness in moving students to benchmark and beyond.

For additional information, please contact Tina Harmon at 231-767-7268.

submitted by **Tina Harmon**,
Special Education Curriculum Consultant
231-767-7268 or tharmon@muskegonisd.org

Teens Partner with Public Health to Fight Shigella Outbreak

submitted by *Kathy Andrews*, Rehab Tech Instructor
231-767-3675 or kandrews@muskegonisd.org

Since late September 2008, 91 confirmed cases of Shigella illness have been reported to Public Health – Muskegon County. Seventy percent of those cases have been diagnosed in children under the age of 10 years old. In response to this current Shigella outbreak, the Rehab Tech students from the Muskegon Area Career Tech Center have joined with public health to educate local elementary students about the importance of hand washing and the prevention of spreading germs. Efforts are underway to canvas as many schools as possible with hand-washing education as a means to contain the spread of the Shigella bacterial infection.

Rehab Tech students provide fun facts and hands-on demonstrations using an invisible lotion called “Glow Germ,” which is activated by black light. Students can rub the Glow

Germ lotion on their hands and “transmit” it to other students by shaking hands and giving “high fives” to each other. This allows students to actually see how germs can be passed from one to another in school.

Shigella symptoms include diarrhea, fever, stomach cramps and nausea/vomiting. Shigella spreads from person-to-person when hands, objects or food become contaminated with very small amounts of stool or feces from those who are infected, and the bacteria are then taken in by mouth. Shigella infection can be prevented through careful and frequent hand washing.



Communication and Conflict Resolution Skills Can Lead to Lasting Relationships and Positive Results for Children

Submitted by Kathy Fortino, Special Education Director
231-767-7250 or kfortino@muskegonisd.org

Communication and conflict resolution skills can play an effective role in reconciling the varied interests that must come together to develop workable plans for infants through young adults with disabilities and their families. These plans include individualized family service plans (IFSP) for children birth to age three under the IDEA Part C and individualized education programs (IEPs) for children in Special Education.

Communication and conflict resolution skills can foster cooperative agreements and strong relationships among schools and families who must work together in the best interests of the child.

At times, disputes can arise between school and parents. Mediation can be a helpful solution. Mediation is a way of talking constructively about the issues in dispute. The parties define the problem and develop their own solutions. A neutral mediator keeps the discussion fair, balanced and productive. When the parties resolve the problem to their own satisfaction, they all become winners.

The mediator encourages all parties involved to phrase issues in a neutral fashion, brainstorm, and develop a solution that is right for their circumstances. By entering into mediation, the parties build relationships and underscore their commitment to collaborative problem solving and its importance to the child or student.

The process is nonjudgmental. Solving the problem at hand, rather than finding fault, is mediation's goal. The neutral mediator encourages the parties to discuss their needs and interests and how they can best be met.

Mediation is also fast and affordable. When parties agree to try mediation, most disputes can be resolved within two weeks. A typical mediation session lasts less than three hours, and the service can be provided for special education at no cost.

For more information about mediation, contact the Muskegon Area ISD Special Education office at 231-767-7250 or the Westshore Dispute Resolution and Brian P. Mattson Restorative Justice Center at 231-727-6001.

Mediation Websites:

Westshore Dispute Resolution and Brian P. Mattson Restorative Justice Center, www.mediatewestmichigan.com

Dispute Resolution Education Resources, Inc.
www.michiganresolution.org

Mediate.com www.mediate.com

Association for Conflict Resolution www.acresolution.org

Making a Case for Rewards & Positive Reinforcement

A controversial issue that seems to surface from time to time within schools that are implementing school-wide Positive Behavior Support (PBS) is the issue of intrinsic versus extrinsic reinforcement. Some staff believe that the use of rewards and extrinsic reinforcement breeds dependency, and it should not be necessary in developing pro-social behaviors in their students. The notion that rewards are bribes and will turn kids into "praise junkies" is one that has been argued about for the past century. However, this issue has been extensively researched, and the fact is that motivation is generally a combination of both extrinsic and intrinsic variables.

Those arguing against the use of reinforcement and rewards often have no problem with using punishment; i.e., systems designed to discourage inappropriate behavior through negative consequences. There is no consistent body of research to support the use of punishment in teaching students better ways of behaving, especially those with problem behaviors. If we are to walk the talk of Positive Behavior Support, then we need to show our students that we value their attempts to treat others with respect and exercise self-control.

If someone is advocating for using only intrinsic motivation, then that person should be equally opposed to punishment and an extrinsic control strategy. The notable difference in using rewards and positive reinforcement programs is that these systems change the balance of how we respond to problem behavior. The research is clear—if we only attend to problem behaviors, then this is what we will get.

By using a systematic reward system, we discipline ourselves to devalue negative behaviors and to give attention and acknowledgement for desired or "replacement" behavior. Therefore, before a child is punished or excluded from an educational environment, one must consider the message sent when that is our primary response. An evidence-based approach should focus on prevention and a reinforcement ratio that far outweighs the attention the child receives for negative behavior (i.e., five positives for every correction). Using systematic reward programs helps students build positive connections with school staff. Rewards should be a way of celebrating a child's efforts and building on existing positive relationships. So keep noticing "the good," and that's what you'll get.

By Steven Vitto, Coordinator/Behavioral Support Services
231-767-7279 or svitto@muskegonisd.org

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*Associate Superintendent for
Academic Services*

MAISD News Staff

Jennifer Sleeper, Editor
jsleeper@muskegonisd.org
Kristin Tank, Editorial Advisor
ktank@muskegonisd.org
Inquiries should be directed to
231-767-7230

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MAISD Mission Statement

The mission of the Muskegon Area Intermediate School District (MAISD) is to provide the leadership, programs and services which complement and enhance the efforts of constituent school districts in extending educational opportunities to all students.

It is the policy of the MAISD that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, religion, national origin, creed or ancestry, age, gender, height, weight, marital status, or disability. The MAISD is an equal opportunity employer. Inquiries related to issues of discrimination on the basis of disability should be directed to the Assistant Director for Special Education at (231) 767-7249. All other discrimination inquiries or requests for special accommodations to participate in a program, event, or activity should be directed to the Human Resources Program Director at (231) 767-7213.