

CHAMPS: Classroom Management that Works!!

The goal of positive behavior support is not “perfect” children. Rather, the goal should be the perfect environment for enhancing their growth. John Marzano

Discipline problems have always been and will continue to be a leading cause of frustration for teacher

Historically, behavior management has consisted of trying to _____ students behave.

The Big Picture

An effective classroom management plan prevents misbehavior and is continually refined to help students become increasingly _____, responsible, motivated, and _____ engaged in instructional activities.

STOIC is an adjective meaning “_____”, especially showing admirable patience _____ in the face of adversity.”

STOIC represents five variables you can experiment with to try to guide students toward the ***goal of respectful, responsible, motivated, and highly engaged behavior.***

1. S _____ (organize) your classroom to prevent misbehavior.

- The way a setting is structured has a big impact on the _____ and _____ of people in that setting.
- _____ and _____ routines.
- _____ of the classroom.
- _____ and _____.

- Overall _____ of the room.
2. **T**_____ your expectations regarding how to be successful within the structure that you have created.

Effective teachers _____ teach students how to behave responsibly and respectfully in the classroom.

BE CLEAR! LEAVE NO DOUBT!

3. **O**_____ whether students are meeting expectations (monitor!).
- In the short run, this means circulate and visually scan.
 - In the long run, this means collect and analyze meaningful data on student progress.
- Supervise:
- ✓ _____
 - ✓ Watch for praiseworthy behavior.
 - ✓ Use _____ to nip early stage misbehaviors.
 - ✓ _____

4. **I**_____ positively with students.
- Provide frequent _____ attention to build relationships.
 - Provide frequent, age-appropriate positive feedback to acknowledge students' effort to be successful.

5. **C**_____ misbehavior fluently (briefly, calmly, consistently, immediately, and (as much as possible) privately).
- **B**_____ corrections maintain instructional flow and reduce the degree of disruption the misbehavior causes.
 - **C**_____ corrections model responsible ways to deal with conflict, avoid escalating emotional intensity, and keep your blood pressure at reasonable levels.
 - **C**_____ corrections allow you to be on "automatic pilot" and demonstrate to students you are fair and equitable.
 - **I**_____ corrections prevent minor misbehavior from becoming major misbehavior.
 - Reasonably _____ corrections model respect and help maintain the student's dignity—while still addressing the problem.

Four Basic Beliefs:

1. Classroom _____ has a huge impact on student behavior; therefore, teachers should **carefully structure** their classrooms in ways that prompt _____ student behavior.
2. Educators should _____ students how to behave responsibly (i.e., be successful) in every classroom situation.
3. Educators should focus more time, attention and energy on _____ **responsible behavior** than on responding to _____.
4. Educators should _____ their _____ to misbehavior to ensure that they will respond in a brief calm, immediate, and consistent manner.

There is one absolute rule within the CHAMPS approach — students should be treated with *dignity* and *respect*. Belittling or ridicule has no place in the effective teacher’s repertoire of behavior support practices.

Basic Concepts of Behavioral Interventions

- Ninety+ years of research on behavior has repeatedly shown:
 - ✧ Behavior is _____.
 - ✧ Behavior can be _____.
 - ✧ _____ behavior change is more likely with _____, rather than punitive techniques.
 - ✧ No student should be intentionally or unintentionally _____ or belittled.

Survey Time

Classroom Management and Discipline Planning questionnaire (Teacher's Needs)

Read each question, then assign yourself a score from 0 to 20, where 0 represents the answer on the left of the scale and 20 the answer on the right.	
1 What is your tolerance for background noise?	<p>I love to have conversations in crowded, noisy restaurants. Christmas music in department stores drives me crazy after about 30 minutes.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>
2 What is your tolerance for individual voices (volume, pitch, whiny, mumbling, etc.)?	<p>No style seems to bother me—even when there are several at once. Some voices are like fingernails on a chalkboard.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>
3 What is your tolerance for interruption?	<p>I would be fine working as a receptionist—managing phones, people, and equipment. When the phone rings twice during dinner, I want to scream.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>
4 What is your tolerance for background movement?	<p>I thrive on the hustle and bustle of downtown in a large city during the holiday season. I prefer to relax by the side of a lake.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>
5 What is your ability to multitask without becoming flustered?	<p>I love to do three things at once. I do not like to talk to anyone while I am collating papers.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>
Total your score →	

I work best with (high)(medium)(low) structure.

MANAGEMENT & DISCIPLINE PLANNING QUESTIONNAIRE (1 of 2)

For each question, circle the number under the statement that best answers the question. If you are unsure about or do not know the answer to a question, circle the middle choice. When you are done, add all the numbers circled and enter the total on the line provided (you should have a number between 0 and 120).

Questions 1–6 relate to the population of the entire school.

1	How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10% put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2	What percentage of students in your school qualify for free or reduced lunch?*	60% or more 10	10% to 60% 5	Less than 10% 0
3	What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50% or more 10	10% to 50% 5	Less than 10% 0
4	How would you describe the overall attitude of students toward school?	There are frequent confrontations that include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
5	How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations that include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6	How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority of parents are interested, involved, and supportive of what goes on in school. 0

Questions 7–11 relate to students in your class this year.

Middle school teachers: Evaluate your most difficult class.

7	What grade level do you teach?	K or 1 20	6, 7, or 8 10	Other 0
8	How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9	What is the reputation of this group of students from previous years (e.g., if you teach fifth grade, what was the reputation of these students as fourth graders)?	This is the class from hell. 10	It's a mix, but most of the students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10	How many students in your class have been identified as Severely Emotionally Disturbed (SED)? Note: This label varies from state to state (e.g., ED, EBD, BD, etc.).	Two or more 10	One 5	Zero 0
11	Not including students identified as SED, how many students in your class have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

* While poverty level tells you nothing about an individual student, the percentage of students from poverty has an influence on the teacher's initial decision about level of structure. Notice that this is weighted the same as Item 8, the number of students in the class.

Total

Classroom Structure : Using a pencil sharpener

Low Structure
Medium Structure
High Structure

Expectancy X Value = Motivation

Expectancy – the degree to which an individual expects to be _____.

Value – the degree to which an individual _____ the rewards that accompany success of the task.

Expectancy Rate _____ X Value Rate _____ = 100% motivation

Expectancy Rate _____ X Value Rate _____ = _____% motivation

Expectancy Rate _____ X Value Rate _____ = _____% motivation

Expectancy is based on the _____ perception. Find out what they _____ do. Which pieces do they _____? _____ on that.

Now think like a student.....

Activity	Expectancy	Value	Motivation
Video Games			

Classroom Management ST0IC Checklist

Variables	Questions to guide discussion	Y	N	Comments
S tructure/ Organize the classroom for success.	<ol style="list-style-type: none"> 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently? 2. Can you and your students access materials and the pencil sharpener without disturbing others? 3. Does the schedule create consistency, variety, and opportunities for movement? 4. Do you have effective beginning and ending routines? 5. Have you defined clear expectations for instructional activities? 6. Have you defined clear expectations for transitions between activities? 	Y	N	
T each students how to behave responsibly in the classroom.	<ol style="list-style-type: none"> 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions? 2. Have you created lessons and explicitly taught expectations for classroom routines and policies? 3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.) 	Y	N	
O bserve student behavior (supervise!).	<ol style="list-style-type: none"> 1. Do you circulate and scan as a means of observing/monitoring student behavior? 2. Do you model friendly, respectful behavior while monitoring the classroom? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan? 	Y	N	
I nteract positively with students.	<ol style="list-style-type: none"> 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)? 2. Do you provide age-appropriate, non-embarrassing feedback? 3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior? 	Y	N	
C orrect irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	<ol style="list-style-type: none"> 1. Do you correct consistently? 2. Do you correct calmly? 3. Do you correct immediately? 4. Do you correct briefly? 5. Do you correct respectfully? 6. Do you have a menu of in-class consequences that can be applied to a variety of infractions? 7. Do you have a plan for how to respond to different types of misbehavior fluently? 	Y	N	

Effective research says:

1.
2.
3.
4.
5.
6.

Classroom Rules:

😊 Stated _____

😊 Should be specific and refer to _____ behaviors.

😊 _____ your rules using positive and negative examples.

😊 Applicable throughout the _____ class period.

😊 _____ in a prominent, visible location.

THE EFFECTIVE TEACHER (Wong and Wong)

☞ develops _____ for every possible circumstance.

☞ _____ those procedures

☞ _____ those procedures

☞ _____ those procedures

PREPARES, PREPARES, PREPARES

Characteristics of an Attention Signal:

1. _____
2. _____
3. _____
4. _____

Implementing the Attention Signal

- ☞ Use your attention signal when you need to get everyone's _____.
- ☞ Insure that the students have been _____ and _____ how they are to respond.
- ☞ After giving the signal, wait until you have the attention of _____ of the students.
- ☞ Give the attention signal _____ more time, if needed.

Classroom Activities:

<ul style="list-style-type: none">➤ Teacher directed instruction➤ Independent seat work➤ Class discussions	<ul style="list-style-type: none">➤ Cooperative group work➤ Taking tests/quizzes➤ Arrival and dismissal
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C - CONVERSATION

Can the students talk to each other during this activity or transition?

VOICE LEVELS

Developing voice levels allows you to specify the voice level students are expected to use during a particular activity.

- **0=** _____
Ex.: taking a test, listening to a concert
- **1=** _____
Ex.: Asking another student a question during allowed conversation during independent work time
- **2=** _____
Ex.: 2-3 students walking down the hall, 4 students working in a cooperative group
- **3=** _____
Ex.: A student giving a report, a teacher teaching class
- **4=** _____
Ex.: Cheering at a football game

H- HELP

How do students get help?

In your classroom, students get help by.....

A- ACTIVITY

What are students doing?

M - MOVEMENT

Can student move about?

P - PARTICIPATION

How do students show they are participating?

CHAMPS EXPECTATIONS FOR

Type in the name of activity or transition

Conversation

Help

Activity

Movement

Participation

Soar to
Success!

CHAMPS Classroom *Transition* Worksheet

Transition: _____

Conversation

- Can students engage in conversation with each other during this transition? If yes, at what voice level?
- If yes, clarify how (so that they are keeping their attention on completing the transition).

Help

- How should students get questions answered during this transition?
- How should students get the teacher's attention?

Activity

- Explain the transition. What will be different afterwards (e.g., change in location, use of different materials, etc.)?
- Include time criteria (i.e., how long it should take).

Movement

- If the transition itself DOES NOT involve getting out of seats, can students get out of their seats for any reason during the transition?
- If yes, what are acceptable reasons?
 - Sharpen pencil
 - Restroom
 - Drink
 - Hand in or pick up materials
 - Other: _____
- Do they need permission from you?

Participation

- What behaviors show that students are participating fully and responsibly in the transition?
- What behaviors show that a student is not participating appropriately in the transition?

Expectations:

_____ : CHAMPS posters

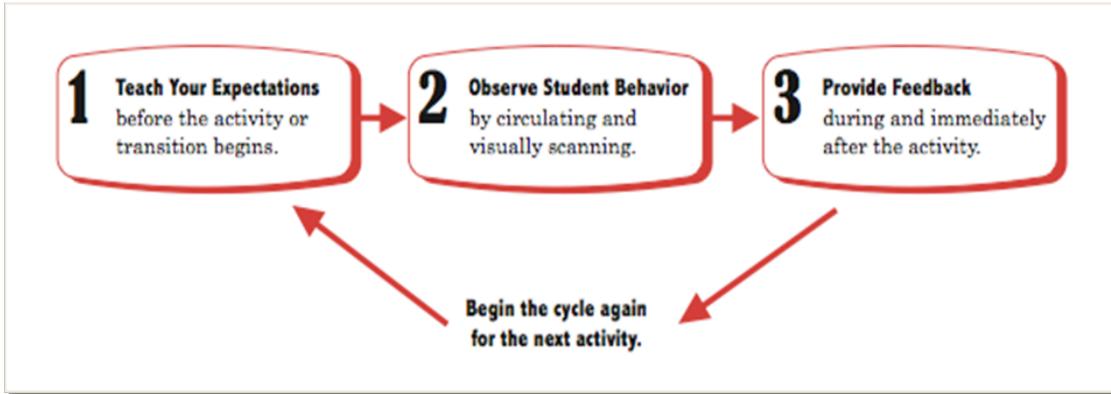
_____ : 90% of the students comply with the posted expectations.

Overtly teach students your expectations.

TEACH VS. TELL:

1. Overtly Teach
2. _____
3. Practice
4. Reteach/Review/Remind
5. _____

THREE STEP PROCESS FOR COMMUNICATING EXPECTATIONS



Class-wide Motivation System:

LOW STRUCTURE	MEDIUM STRUCTURE	HIGH STRUCTURE

Behavior Management Principles

Structure your class to promote responsible _____.

Effectively _____ responsible behavior.

Effectively _____ to irresponsible behavior.

If consequences resulting from a particular behavior are perceived as pleasant, that behavior will _____ or occur more frequently.

If consequences resulting from a particular behavior are perceived as _____, the behavior will _____ or occur less frequently.

CORRECT RULES VIOLATIONS:

_____ your responses to misbehavior

Instructional - Teach the consequences.

Be _____.

Make sure the corrective _____ fits the _____ and frequency of the misbehavior.

Plan to implement the responses _____.

Plan to interact with the student _____ without arguing at the time of the misbehavior.

**It's not the SEVERITY of your consequences
that will make them effective,
it's the CERTAINTY.**

Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
	Previous responses plus	Previous responses, plus:

Reinforcement and punishment are effects.

Effects either _____ or _____ behavior

Ratios of Interactions:

The single most important thing a teacher can do to improve the overall behaviors of a student in their classroom is _____

Formula : Interact with every student at least _____ more frequently when a student is behaving _____ than when the student is behaving _____.

Corrective Interaction Formats: 1. 2. 3. 4. 5.	Positive Interaction Formats: 1. 2.
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FEEDBACK

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-
-
-
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When you teach students how to behave, you dramatically increase their chances of having a productive year.