CHAMPS: A Proactive Approach to Classroom Management

Presented by:
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800-323-8819 or info@safeandcivilschools
Introduction

Basic Beliefs

1. Behavior is changeable!

2. Many schools depend too much on punitive consequences.

3. Punitive consequences have inherent and inescapable drawbacks, including but not limited to:
   - Escape/avoidance
   - Fear
   - May become neutral
   - May become reinforcing
   - Can set a negative climate

   “I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

   —Haim Ginott

4. The goal of classroom management is to develop a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks.

5. There are five broad variables to implement to change behavior.
   - Structure for success.
   - Teach expectations (like a great basketball coach).
   - Observe—circulate and scan.
   - Interact positively with students.
   - Correct misbehavior fluently.

The remainder of this packet has 10 strategies for classroom management.
1. Prepare lessons on your behavioral expectations for each major activity.
   (CHAMPS C4T1&3, DSC C5T1&3)

   Identify critical content for activities such as teacher-directed instruction, independent seatwork, and cooperative groups.

   Be sure to clarify:

   **C**onversation  
   **H**elp  
   **A**ctivity  
   **M**ovement  
   **P**articipation  
   = **S**uccess

**High school teachers:** Consider ACHIEVE.
CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity

Conversation
Can students engage in conversations with each other during this activity? Voice Level:
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Help
How do students get questions answered? How do students get your attention?
If students have to wait for help, what should they do while they wait?

Activity
What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement
Can students get out of their seats during the activity? If yes, acceptable reasons include:
    pencil sharpener
    drink
    restroom
    hand in/pick up materials
    other:

Do they need permission from you?

Participation
What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!
Achieve Classroom Activity Worksheet

Achieve—To succeed in something!

Activity:
(e.g., lecture, labs, independent work, tests, cooperative groups)

Conversational:
Can students talk to each other?
If so, about what?
What voice level?
To whom?
How many can be involved?
How long should conversations last?

Help:
How should students get questions answered during this activity?
How should students get your attention?

Integrity:
What are your expectations for students working together, quoting sources, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

Effort:
What behaviors would demonstrate active participation?
What behaviors would demonstrate a lack of participation?

Value:
How would active participation be of benefit for students?

Efficiency:
Can you provide tips to increase student productivity?
2. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.
   (CHAMPS C4T2 & 3, DSC C5T2&3)

Transitions include:

- Arriving at the classroom
- Beginning class/routines
- Getting out necessary materials
- Changes in location
- Putting things away
- Cleaning up
- Leaving the classroom

Schoolwide settings
(halls, cafeteria, playground, bus waiting areas, assemblies, and so on)
CHAMPS TRANSITION WORKSHEET

**Transition**

**Conversation**
Can students engage in conversations with each other during this transition? If yes, clarify how (so that they keep their attention on completing the transition).

**Help**
How do students get questions answered? How do students get your attention?

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

**Movement**
If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

**Participation**
What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

**Success!**
ACHIEVE Transition Worksheet

ACHIEVE Transition Expectations

Transition: ___________________________________________________________________________

Describe the transition. What will be different after the transition?

How long should this transition require? Be specific.

Can students speak to each other or you?

If so, for what reasons and how (voice level, permission, how many students, etc.)?

Can students move during this transition for any reason?

If so, for what reasons and how (do they need permission)?

What behaviors would indicate a student is participating?

What behaviors would indicate a student is not participating in this transition?
3. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and meeting expectations. (CHAMPS C7T2&T4, DSC C8T3&4)

Feedback should be:

Specific and descriptive

Contingent
  Following a behavior or skill that is new
  Following a behavior or skill that is difficult
  Following anything the individual is proud of

Age appropriate

More frequent than attention to misbehavior—3:1 RATIO

4. Design rules that communicate your most important expectations. (CHAMPS C3T2, DSC C4T2)

Plan to post this information in a prominent place.

If you wish to work these out with the students, predetermine whether there are any rules that you need to establish in order to effectively teach.

Rules should be specific, observable, and (for the most part) stated positively.

Avoid having more than five rules.

**SAMPLE RULES:**

Follow directions immediately.

Work during all work times.

Keep hands, feet, and objects to yourself.

Arrive on time with all materials (pencil, notebook, textbook, paper).
5. Develop and post Guidelines for Success.
   (CHAMPS C1T4, DSC C1T3)

   Design the Guidelines to be hierarchical, with the first describing the most important trait you want all students to learn to exhibit.

   Sample:
   
   Be responsible.
   Always try.
   Do your best.
   Cooperate.
   Treat everyone with respect, including yourself.

   Use the Guidelines as the basis for positive feedback, corrections, classwide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

6. Develop consequences for common rule infractions.
   (CHAMPS C3T4, DSC C4T4)

   Establish consequences that fit the nature of the problem, but are as mild as possible.

   Prediscuss consequences with students.

   Implement the consequence calmly and consistently.

   Possible classroom consequences include:
   
   Gentle verbal reprimand
   Keep a record of the behavior (see forms on pp. 13–14)
   Behavior improvement form
   Parental contacts
   Restitution
   Time owed
   Timeout — Four possible levels include:
     o Removal from small group instruction
     o Isolation area in class
     o Sent to another class
     o Sent to the office
   Reduction of points earned (behavior incorporated into grading)
   Lunch/after-school detention
   Student is required to devise a plan for own behavior
   Restriction from privileges
7. Develop an Attention Signal.
   (CHAMPS C2T3, DSC C3T3)

   The most effective signals can be used in any location.

   Decide on a reasonable length of time between giving the signal and
   gaining all students’ attention.

8. Analyze the physical setting.
   (CHAMPS C2T2, DSC C3T2)

   Ensure easy access from any part of the room to any
   other part of the room. CIRCULATE!!!

9. Establish routines and policies that create a calm,
   orderly, efficient classroom climate.

   Beginning routines (CHAMPS C2T4, DSC C3T4)
   Procedures for assigning work (CHAMPS C2T5, DSC C3T5)
   Procedures for collecting work (CHAMPS C2T5, DSC C3T5)
   Homework routines (CHAMPS C2T5, DSC C3T5)
   Ending routines (CHAMPS C2T4, DSC C3T4)

10. Provide frequent noncontingent attention to help
    create a friendly and welcoming classroom climate.
    (CHAMPS C7T1, DSC C8T1&2)

    Greeting students at the beginning of class
    Showing an interest in student work
### Things To Do!

1. Identify a misbehavior or trait exhibited by several (many?) students.
2. On the chart below, fill out each section after it has been discussed in the workshop.

<table>
<thead>
<tr>
<th>Things to do:</th>
<th>Already completed</th>
<th>Priority: A—Within two weeks</th>
<th>B—If there is time</th>
<th>C—Low priority</th>
<th>Finished</th>
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Exhibit 6.1
Class Syllabus: Template

Teacher: _____________________________________

Classroom Goals
Write your four to seven classroom goals in the form of what students will be able to successfully do at the end of the year or semester. You can find more information on this topic in chapter 2, task 1.

Guidelines for Success
Write your list of three to six attributes and traits that you feel will ensure your students’ success. You can find more information on this topic in chapter 1, task 3.

Classroom Rules
Outline the three to six important student behaviors that will ensure your class runs efficiently and that will result in a corrective consequence if students do the opposite. You can find more information on this topic in chapter 4, task 2.

Activities
Outline the activities that students will engage in during a typical week. You can find more information on this topic in chapter 5, task 1.

Grades
Grading scale: Outline the percentage cutoffs for A’s, B’s, and so on.
Relative value: Outline the relative weight of homework, quizzes, tests, papers, and behavior and effort on the final grade.
You can find out more information on this topic in chapter 2, tasks 2 to 4.

Classroom Procedures
Entering the Classroom
Outline exactly what students should do from the time they enter the room until the bell rings for class to begin. You can find more information on this topic in chapter 3, task 4.

Tardy to Class
Provide your definitions of on time and tardy, identify the procedure a student will follow if tardy, and identify the consequences for being tardy. You can find more information on this topic in chapter 3, task 4.

Identify what students should have to write with. In addition, specify what students should do if they don’t have this and what, if anything, you will implement as a consequence. You can find more information on this topic in chapter 3, task 4.

How to Find out What the Daily Assignments Are
Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of homework and long-range assignments. You can find more information on this topic in chapter 3, task 5.

Taken from Discipline in the Secondary Classroom, Third Edition, by Randall S. Sprick, copyright © 2013 by John Wiley & Sons, Inc.
Turning in Assignments
Identify where and how students turn in classwork and homework. Specify if students are to check off completed work they have turned in. You can find more information on this topic in chapter 3, task 5.

Returning Assignments to Students
Detail how you will return completed work to your students. You can find more information on this topic in chapter 3, task 5.

Finding out Grade Status
Review your grading system. Note whether you will give students a weekly grade report or if you expect them to track their grades themselves. Also identify when and how students can approach you to discuss their current status in the class. You can find more information on this topic in chapter 2, task 4.

Student Responsibilities After an Absence
Outline what students will need to do when returning after an absence.

- How to find out what they missed and get needed materials
- How long they have to make up assignments
- What to do if they miss a test

You can find more information on this topic in chapter 3, task 4.

Late, Missing, or Incomplete Assignments
Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work. You can find more information on this topic in chapter 3, task 5.

Communication Procedures with Parents and Families
Note whether you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you. You can find more information on this topic in chapter 1, task 5.

Ending Class
Specify how you will end class, any responsibilities your students may have during this time, and how you will dismiss the students. You can find more information on this topic in chapter 3, task 4.

Consequences for Classroom Rule Violations
List the range of corrective consequences that you may assign if rules are violated. You can find more information on this topic in chapter 4, task 3.

Consequences for Code of Conduct Violations
Inform students that you must follow through with disciplinary referrals for violations of schoolwide rules, including dress code, unexcused absences, threats, and so forth. Make sure to get this information from your principal or assistant principal. See chapter 4, task 5.
As you reflect on these questions, make notes about adjustments you can make in how you implement your plan with this student.

1. Do classroom variables such as physical setting, schedule, and beginning/ending routines affect the student’s inappropriate behavior?
   - Consider whether the student would be less distracted or disruptive in a different part of the room.
   - Consider whether you can observe more frequently and easily if the student is in a different part of the room.
   - Giving Stand up and Stretch breaks during long work periods may help this and other students stay focused.
   - Giving the student a job assisting with some part of your beginning and ending routines may help the student stay focused and cooperative.
   - Skim Chapters 1 and 2 to see if other variables of this type may help this student.

2. Does this student fully understand your behavioral expectations and your concerns about the misbehavior? If not, or if you are unsure, implement a Planned Discussion to further clarify your expectations.
   - Consider whether the student is unaware that the misbehavior of concern is an example of not meeting the expectations.
   - Schedule a neutral time to discuss the misbehavior with the student—a time when there will not be an audience of other students.
   - Keep the focus on the positive expectation, then refer specifically to the problem, then re-emphasize the positive expectation. End with high expectations—say that you know the student will make an effort to meet your expectations and be successful in the classroom.
   - Consider inviting the family to participate in this Planned Discussion, especially with a severe problem or a minor problem where you have seen no improvement after discussing it with the student only.
   - Examine your CHAMPS expectation sheets (or reread Chapter 4).

3. Are your classroom rules clear? Does this student fully understand the rules? If not, or if you are unsure, schedule a Planned Discussion and lesson to clarify your rules and consequences.
   - Schedule a time to meet with the student to discuss your rules and consequences. This can be added to the discussion above when rule violations are part of the problem.
   - For a younger student, model or use pictures to communicate examples of following the rule and not following the rule.
   - Clarify that enforcing the rules is part of your job as the teacher and that this enforcement has nothing to do with liking or disliking the student.
   - Clarify that the student is not bad. When he or she breaks a rule, it is the behavior at that moment that is a problem, not the student.

4. Is your enforcement of these rules:
   a. Consistent? (e.g., day to day or hour to hour, relative to your mood)
      Do not let the student get away with misbehavior when you are in a good mood if you would correct that same misbehavior when you are in a bad mood. Using a sports metaphor, offside in football should be called whether the referee is in a good mood or a bad mood.

   b. Fair? (Are other students who violate these rules corrected?)
      - Be cautious about any bias—even unconscious—wherein you hold one group of students (e.g., based on gender, race, academic ability) to one standard of rule following, and another group to a different standard.
      - Note that on some occasions you may adapt an expectation or rule (as shown in the sample Reproducible 9.1). This is analogous to a driver getting her license suspended for a period of time. Be very careful about doing this so you don’t have to keep track of too many exceptions to your management plan.
4. Is your reinforcement of these rules (continued):
   c. Brief? (Does the student receive five seconds or less of attention at the time of the misbehavior?)
      • Don’t talk too much—take action.
      • In the early stages of correcting a misbehavior, you may use that opportunity as a teachable moment, which will take longer than five seconds. However, once a problem is chronic, your reprimand or consequence should take five seconds or less so you can immediately return to the flow of instruction and give positive feedback to students who are following the rules.
      • If you think the student needs a “lesson,” schedule a planned discussion. Do not have that discussion at the time of the misbehavior.
      • If the student tries to argue, say, “You can make an appointment to speak to me later about this, but right now I must go on with the lesson.” Then ignore any further attempts by the student to suck you into a power struggle.

d. Calm? (Are you emotionally neutral when correcting this student’s behavior?)
   • Some students love having the power to upset a teacher.
   • When you stay calm as you are correcting misbehavior, you do not give these students any power.
   • Staying calm also reduces the chance that in the heat of the moment you may say something insensitive, embarrassing, or hurtful.
   • Remember that you do not necessarily have to be calm—you just have to act calm.
   • There is a great quote about staying calm that middle school teachers will appreciate: “Arguing with an adolescent is like mud-wrestling a pig—you both get dirty and the pig loves it.”

e. Respectful? (Are you correcting objectively, not judgmentally, and as privately as possible?)
   • Remember that the only absolute rule in the CHAMPS approach is that students must be treated with dignity and respect.
   • It is easy to get frustrated with a student and then put the student in his place. Try to avoid this.
   • Correct as privately as the immediate situation allows.
   • Comment on the behavior, not the person.
   • Provide an objective description about the behavior, not a label. Don’t resort to name-calling.
   • Avoid sarcasm in your words, tone of voice, and even body language (e.g., rolling eyes).
   • Try to treat students as you would like to be treated. If your principal was concerned about some aspects of your job performance, how would you like her to provide corrective feedback or enforce district rules? (reasonably private, objective descriptions of the problem, etc.).

5. Is this student misbehaving to cover some learning problem and/or an inability to understand and/or complete the work?
   • Can the student read assigned work fluently and accurately?
   • Does the student comprehend when reading?
   • Can the student do handwriting easily, or does she hold the pencil in a death grip?
   • Can the student complete independent assignments independently, or does she need lots of assistance?
   If the answer to any of these questions is no, make academic adaptations (differentiation). If you are unfamiliar with how to differentiate, talk to colleagues in special education for ideas.

6. Does this student have an “expectancy of success”?
   • Re-examine the “Expectancy x Value” theory of motivation in Chapter 1.
   • Sometimes a student can do the work, but does not see himself as capable. You may need to “pump up” the student so he believes he will be able to be successful.
Reproducible Form D3

Behavior Counting Form

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<th>Grade/Class</th>
<th>Teacher</th>
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