Classroom Management (CHAMPS) for the Beginning of the School Year (Grades K-6)

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Eastern Upper Peninsula ISD
Sault Ste. Marie, MI
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Introduction

Basic Beliefs

A. Behavior can be changed!
B. Many teachers depend too much on punitive consequences.
C. A more comprehensive approach is summarized by the acronym STOIC:
   - Structure for success.
   - Teach expectations (like a great basketball coach).
   - Observe—circulate and scan.
   - Interact positively with students.
   - Correct misbehavior fluently.
D. STOIC can be defined as “someone respected and admired for patience and endurance in the face of adversity.”

Getting Started

Start a list of all the misbehaviors that occur in your class. Secondary teachers might wish to focus on one particular class.

Review your list and identify the top two or three concerns. Developing a plan to address these concerns is the objective of this session.
Five strategies will be presented that may be useful in your plan to address the problems you identified a moment ago.

- Clarify and re-teach expectations (like a great basketball coach).
- Effectively use your classroom rules and expectations for success.
- Implement corrective consequences calmly and consistently.
- Use positive feedback and your attention strategically (ratios of interactions).
- Implement group-based incentive systems for especially tough classes.

**STRATEGY 1 ———**

**Clarify and re-teach expectations (like a great basketball coach).**

A. Identify regularly scheduled classroom activities and major transitions. Examples include:

   - Entering the classroom and opening routines
   - Teacher-directed instruction
   - Independent seat work
   - Transition into groups
   - Cooperative groups
   - Tests
   - End of class wrap-up and exit
   - Other: _________________________________ ________________________

B. Be sure to clarify (for each major activity and transition):

   - **Conversation**
   - **Help**
   - **Activity**
   - **Movement**
   - **Participation**

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C. Use the worksheet on the following page to prepare a lesson for teaching and reviewing expectations for a major instructional activity.

D. Plan to teach expectations for at least the first week of school, immediately before and after vacations, and any time quite a few students are chronically exhibiting irresponsible behavior.

**ACTION:** Re-teach any set of expectations each day until that activity or transition goes perfectly for at least three consecutive days.
CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity

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 restroom
drink hand in/pick up materials
other:

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

Success!

What behaviors show that a student is not participating?
CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity

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?
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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?  pencil sharpener  restroom
If yes, acceptable reasons include:  drink  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?
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?

Success!
What behaviors show that a student is not participating appropriately in the transition?
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).

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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!
STRATEGY 2 ——
Effectively use your classroom rules and positive expectations for success.

<table>
<thead>
<tr>
<th>Posted Classroom Rules</th>
<th>Posted Guidelines for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three to five specific expectations you will enforce</td>
<td>Three to five goals or values you will inspire students to achieve</td>
</tr>
<tr>
<td>✓ Specific enough that you will correct infractions consistently</td>
<td>✓ Broad goals that take a lifetime to learn</td>
</tr>
<tr>
<td>✓ Like speed limits and stop signs</td>
<td>✓ Like “drive safely” and “drive defensively”</td>
</tr>
<tr>
<td>✓ Can be unique to your classroom or your teaching team</td>
<td>✓ Can be schoolwide</td>
</tr>
<tr>
<td>✓ Teach the rules and how you will enforce the rules using corrective consequences</td>
<td>✓ Use the Guidelines as the basis for positive feedback, corrective feedback, class discussions, integrate with lessons, and so on</td>
</tr>
<tr>
<td>✓ Refer to these over and over—PREACH!</td>
<td></td>
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</table>

Classroom Rules

1. Come to class every day that you are not seriously ill.
2. Keep hands, feet, and objects to yourself.
3. Follow directions the first time they are given.
4. Stay on task during all work times.

Guidelines for Success

✗ Be responsible.
✗ Always try.
✗ Do your best.
✗ Cooperate with others.
✗ Treat everyone with respect (including yourself).

ACTION: Analyze how each of the major misbehaviors will be corrected. If it is a rule violation, enforce consistent corrective consequences (the next topic). If it is not a rule violation, correct it using one of your Guidelines for Success—inspire.
STRATEGY 3 ——
Implement corrective consequences for rule violations calmly and consistently.

- Establish consequences that fit the nature of the problem but are as mild as possible.
- Discuss consequences in advance with students.
- Implement the consequence calmly and consistently.

Sample Menu of Classroom Corrections

- Give a gentle verbal reprimand.
- Use a proximity correction.
- Keep a record of the behavior.
- Use planned ignoring.
- Reduce points (if using a point system).
- Implement a response cost lottery.
- Assign time owed from recess or after class.
- Assign time owed after school.
- Assign a timeout at the student’s desk.
- Assign a timeout at another location in the classroom.
- Assign an interclass timeout.
- Issue a demerit (3 demerits = after-school detention).
- Have student fill out a Behavior Improvement Form.
- Require restitution by the student.
- Referral.

ACTION: Evaluate whether you have a plan for responding consistently to all misbehavior that is on your list from page 1.
# Behavior Counting Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade/Class</th>
<th>Teacher</th>
<th>Week of</th>
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### Monday

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STRATEGY 4 ——
Use positive feedback and your attention strategically to improve student behavior (Ratios of Interactions).

- Recognize that some students are starved for attention.
- Be aware of Ratios of Interactions. Strive for at least a 3-to-1 ratio of attention to positive behavior versus attention to negative behavior.
- Four types of attention to positive behavior:
  - Noncontingent attention (e.g., greetings)
  - Positive feedback—verbal and written
  - Intermittent rewards
  - Systems-level rewards (Strategy 5)
- Positive feedback should be specific, descriptive, contingent, and nonembarrassing.

ACTION:

a. For each misbehavior on page 1, identify a behavior or attitude that is the “positive opposite” of that misbehavior.

b. Make a recording of your interactions during the thirty minutes of your school day when you are the most negative.

c. Count and analyze your interactions and make a plan to be consistently more positive during that time period.
RATIO OF INTERACTIONS MONITORING FORM
(DURING A PARTICULAR TIME OF DAY)

Teacher _________________________________________________________                    Date ________________________

Time of Day ______________________

Coding System Used (if any):

<table>
<thead>
<tr>
<th>Attention to Positive</th>
<th>Attention to Negative</th>
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Analysis and Plan of Action:
STRATEGY 5 ——
Implement group-based incentive systems for especially tough classes.

• Common questions about reward systems:
   Isn’t this bribery?
   Shouldn’t students be responsible without needing rewards?
   Won’t the students get “hooked” on the reinforcement?
   Can I ever get rid of the reinforcement system?

• Systems are more closely analogous to college or a job.

• Types of classroom systems include:

   Whole-Class Points or Team Competition

Various Point Charts
Reinforcement Based on Reducing Misbehavior

for example

If the average number of incidents for the five days was 33 (obviously this hypothetical class has a lot of misbehavior), your point scale might look like this:

- More than 32 incidents = 0 points
- 22–32 incidents = 1 point
- 15–21 incidents = 2 points
- 7–14 incidents = 3 points
- 3–6 incidents = 4 points
- 1–2 incidents = 5 points
- 0 incidents = 6 points

For additional ideas on group and individual reinforcement systems, see the Teacher’s Encyclopedia of Behavior Management, The Tough Kid Book, and The Tough Kid Toolbox.

ACTION: Determine whether a group-based system would motivate most students in the class to be gently intolerant of misbehavior: “Stop that or you are going to cost us a point.”
DEVELOP AND/OR REVISE YOUR CLASSWIDE MOTIVATION SYSTEM (1 of 2)

Teacher ____________________________________     Grade _______     Room ________     School Year _________

**Step 1** Preparation

1. What problem(s) are you trying to solve?

2. Describe the goal(s) of your system; limit your objective to one major category of behavior (e.g., reduce disruptions and name-calling, increase work completion, or decrease apathy—increase motivation).

3. At the present time, the level of structure I need is:  [ ] High  [ ] Medium  [ ] Low

4. Decide whether you need a nonreward-based or a reward-based system. (See pages 310–312 to help with this decision.)  [ ] Nonreward-based  [ ] Reward-based

**Step 2** Select a system (one or more) and prepare to implement it

1. Read through the different systems to find one appropriate for the level of structure your class currently needs. The system I will implement (one from the CHAMPS book or something else) is:

2. Describe the system.

3. Identify materials needed to monitor behavior and record progress (e.g., tickets, charts, Mystery Behavior Envelopes).
DEVELOP AND/OR REVISE YOUR CLASSWIDE MOTIVATION SYSTEM (2 of 2)

Step 2 (continued)

4. Identify the rewards to be used. If you will involve the students in generating the list of rewards, describe how.

5. Identify when and how you will explain the system to the students and the date for implementation.

Step 3 For reward-based systems, identify how you will maintain, modify, or fade the system

1. How will you keep your energy and excitement about the system at a high level?

2. How will you make the system more challenging as the class reaches a high level of consistent success?

3. Once the system is fairly lean, how will you move to increasingly intermittent rewards?

4. When appropriate, fade the system by having a discussion with the students about abandoning the system and/or switching to goal-setting systems.
References and Resources

Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:


Books


Multimedia


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**Articles**


The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- **Foundations**
- **CHAMPS**
- **Interventions**

For more information, visit: www.casecec.org