

Behavior - All Things

August 31, 2015

Mini - Agenda

- + Referral Chart
- + Responsible Thinking Process
- + CHAMPS
- + PBIS Team (Weber, McNinch, Eddy, LaFleur)
 - + Buzz Tickets, Classroom Meetings, End of Year Activities
- + Behavior Response Team (Weber, McKinney, Petersmark, Cohelo)

CHAMPS

- What is CHAMPS?
- Why use CHAMPS?
- Activity: Self-assessing classroom management needs
- Next Steps

CHAMPS Approach

○ *Proactive*

○ *Positive*

○ *Instructional*

CHAMPS Approach

- **Proactive** means that effective teachers focus on **preventing** problems instead of constantly dealing with them. This requires
 - **Organization** of routines and procedures
 - Collection and analysis of **data** to determine if practices are effective

CHAMPS Approach

- **Positive** means that effective teachers:
 - *Build collaborative **relationships** with students*
 - *Provide students with meaningful, positive **feedback** to enhance motivation and performance*

CHAMPS Approach

- **Instructional** means that effective teachers:
 - Directly **teach expectations** at the beginning of the year
 - **Review** expectations as necessary
 - Treat misbehavior as an **opportunity to teach** replacement behavior

What the CHAMPS approach is NOT:

- A “canned” program
- A rigid set of procedures

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

S Structure

T Teach expectations

O Observe

I Interact positively

C Correct fluently

CHAMPS

- *Conversation*
- *Help*
- *Activity*
- *Movement*
- *Participation*
- *Success (or Supplies)*

C—Conversation Can students talk to each other during this activity or transition?

H—Help How do students get their questions answered? How do they get your attention?

A—Activity What is the task or objective? What is the expected end product?

M—Movement Can students move about? (E.g., are they allowed to get up to sharpen a pencil?)

P—Participation What does the expected student behavior look and sound like? How do students show they are fully participating?

S—Success! If students follow the CHAMPS expectations, they will be successful.

OTHERS MODIFY TO : *SUPPLIES*

C.H.A.M.P.S.

Entering the room

Conversation: Level 2 - soft conversation

Help: Ask me directly.

Activity: Go to your seat, take out your planner, notebook and unit packet. Make sure there are textbooks for you and your partner. Put everything else under the table. Be ready when the bell rings.

Movement: Sharpen your pencil if needed. Be seated and remain seated.

Participation: All students- read the prompt on the smart board and respond in your notebook.

Supplies: Planner, pencil, notebook, textbook, packet.

Conversation Levels

- 0 - Silent , no conversation
- 1 - Quiet conversation, just above a whisper
- 2 – Soft conversation, loud enough to be heard by your partner
- 3 – Presentation volume, loud enough to be heard by everyone
- 4 - Outside voices

Examples

C.H.A.M.P.S. WARM UP

Conversation: Silent – level 0

Help: Raise your hand.

Activity: Read the prompt and respond in writing, in your notebook.

Movement: Stay seated.

Participation: All students are writing quietly.

Supplies: Pencil and notebook

C.H.A.M.P.S.

Guided Note Taking

Conversation: Silent – level 0

Help: Raise your hand.

Activity: Record the notes in your packet.

Movement: Stay seated.

Participation: All students read the text and/or the board carefully, record the main idea and key details.

Supplies: Pencil and unit packet

C.H.A.M.P.S. Independent Work

Conversation: Silence - level 0

Help: Raise your hand.

Activity: Reading, writing, illustrating

Movement: Sharpening pencils, kleenex. You may bring me your planner if you need to leave the room.

Participation: All students engaged in individual work.

Supplies: As stated in the instructions.

C.H.A.M.P.S.

Guided Note Taking

Conversation: Silent – level 0

Help: Raise your hand.

Activity: Record the notes in your packet.

Movement: Stay seated.

Participation: All students read the text and/or the board carefully, record the main idea and key details.

Supplies: Pencil and unit packet

Level of Structure of Your Management Plan

C H A M P S FOR USE BEFORE SCHOOL YEAR BEGINS

sample 3.1

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	5	0	Most students behave responsibly, but about 10% put me in the position where I have to nag and/or assign consequences.	Generally responsible. I rarely find it necessary to nag and/or assign consequences.
2	What percentage of students in your school qualify for free or reduced lunch?*	60% or more	10	5	0	10% to 60%	Less than 10%
3	What percentage of students in your school typically come in and/or out of the school during the course of the school year?	50% or more	10	5	0	10% to 50%	Less than 10%
4	How would you describe the overall attitude of students toward school?	There are frequent confrontations that include sarcasm and/or disrespect.	10	5	0	There is a mix, but most interactions are respectful and positive.	The vast majority of interactions are respectful and positive.
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	5	0	There is a mix, but most interactions are respectful and positive.	The vast majority of interactions are respectful and positive.
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	5	0	Most parents are at least somewhat supportive of school.	The majority of parents are interested, involved, and supportive of what goes on in school.
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	10	0	4, 7, or 8	Other
8	How many students do you have in your class?	30 or more	10	5	0	23 to 30	22 or fewer
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	5	0	It's a mix, but most of the students work hard and cooperate.	This group is very hard working and cooperative.
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	5	0	One	Zero
11	How many students in your class have a reputation for chronic discipline problems?	Three or more	10	5	0	One or two	Zero
					10	Total	

* 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 five times as heavily as the number of students in the class.

© 2004 Pacific Northwest Publishing | Reproducible Form

“Survey says...”

SCORE:

0-30 LOW: Students can be successful with LOW, MEDIUM, or HIGH

31-60 MEDIUM: Students need MEDIUM or HIGH structure

61-120 HIGH: Students need HIGH structure

Next Steps

- Levels of Structure
- Packet of Resources
- Observations from Weber or others
- CHAMPS/DISC training

CHAMPS at WMS

2015 - 16 Professional Development Opportunities

- September 23 & October 21
- November 19 & January 13

Works Cited

Presentation developed from the work of Randy Sprick & Matt Phillips, Ingham ISD.