

Welcome!

Create a name tent. Include:

- Your name
- Grade or Subject you teach
- Your favorite candy.

CHAMPS Classroom Management Check-



Up for a Happy New Year.

Glendale Elementary

January 6, 2020



Agenda

- CHAMPS/STOIC Review
- CHAMPS Implementation Survey
- 1st Day Back from a Break
- Reflecting and Revising The Classroom Management Plan
- What If? Chart
- Implementation Data
- CHAMPS vs Reality
- Classroom vs. Office Managed Behaviors



Attention Signal



Show what you know. . . .

Fold the yellow sheet of paper into four squares. Write the following headings in the squares (one for each square).

- CHAMPS
- STOIC
- Classroom management
- Positive Interactions

You have 4 minutes to write down as much as you remember for each topic.



CHAMPS / STOIC Review



Use either the Kahoot App
or
navigate to Kahoot.it

Use the code provided

Get ready to play!





**Where are you on the
CHAMPS / STOIC
journey?:**



Essentials of a CHAMPS / STOIC TEACHER

Essential Skills of a CHAMPS/ACHIEVE Teacher

STOIC:

Showing patience and endurance in the face of adversity

S	Structure	<ul style="list-style-type: none"> • Implement Guidelines for Success • Implement Classroom Rules • Posted Visuals CHAMPS or ACHIEVE • Attention Signal • Physical Space • Daily Schedule • Routines/Procedures
T	Teach	<ul style="list-style-type: none"> • Teach Guidelines for Success • Teach Classroom Rules • Expectations for ALL activities & transitions through the day or class period
O	Observe	Monitor behavior <ul style="list-style-type: none"> • Physically circulate • Scan-frequent visual sweeps Provide feedback <ul style="list-style-type: none"> • Specific, positive, contingent
I	Interact Positively	<ul style="list-style-type: none"> • 3:1 ratio of positive to negative • Positive feedback • Non-contingent attention • Classwide Motivation Systems
C	Correct Fluently	<ul style="list-style-type: none"> • Scan & circulate frequently • Keep correction CALM, CONSISTENT, BRIEF • Employ minor corrections: proximity control, planned ignoring, verbal reprimand, humor, discussion, family contact, restitution



Getting Ready for
the “New Year.”



**As the 2nd semester begins, now
is the perfect time to reflect,
review, and modify your
classroom management plan.**



**“How can I help
my students grow and mature
throughout the remainder
of the year.”**

**“Does my classroom
management plan need
a ‘tune-up’?”**







The first day back from a break

- Take advantage of the first day back to “reset” your expectations.
- If needed – revise your CHAMPS expectations.
- Plan time to “reteach” and review your CHAMPS expectations and routines.
- Check for student understanding of your CHAMPS expectations and routines.

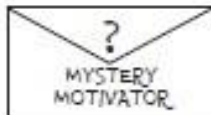


What If? Chart

WHAT IF YOU DO?

WHAT IF YOU DON'T?

Serious Behavior Clause(s):



Preplan using the *What If? Chart*

- Preplan positive and reductive consequences.
- Use to avoid “ultimate” consequence
- Use only after pre-establish rule is broken
- Use when student does not comply with precision request



- Must include serious behavior clauses



Preplan using the

What If? Chart	
WHAT IF YOU DO?	WHAT IF YOU DON'T?
Verbal praise	
PBIS Dollar	
Positive Note Home	
Positive Call Home	
Extra Point	
Treasure Box	
Sit with a Friend	
Lunch with Teacher	
	Serious Behavior Clause(s):



What If? Chart

What if you do?

Positive consequences:

1. Can't take a lot of time
2. Can't cost too much money
3. Has to be fun for everyone (if used with a class)



Preplan using the

What If? Chart

WHAT IF YOU DO?	WHAT IF YOU DON'T?
	Verbal reminder
	Move seat (temporary)
	Time Out
	Note Home
	Call Home
	Loss of preferred activity
	Seating Moved (permanent)
	Loss of group reward
	Serious Behavior Clause(s):



What If? Chart

What if you don't?

Reductive consequences:

1. Mild
2. Inconvenient to the student
3. Hierarchy from least to most intense



What If? Chart

WHAT IF YOU DO?

Verbal praise

PBIS Dollar

Positive Note Home

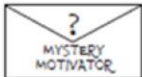
Positive Call Home

Extra Point

Treasure Box

Sit with a Friend

Lunch with Teacher



WHAT IF YOU DON'T?

Verbal reminder

Move seat (temporary)

Time Out

Note Home

Call Home

Loss of preferred activity

Seating Moved (permanent)

Loss of group reward

Serious Behavior Clause(s):

Refer to Student Code of Conduct / School Procedures for this section

Increasing intensity

Positive and Reductive Consequence Ideas

- Take a few moments and jot some ideas for your What If? Chart. Use what you are currently doing.
- Share out with your tablemates.

Positive Consequence Ideas

Reductive Consequence Ideas



Check-up Reflection Question 1:

Students demonstrate behaviors that keep them from developing positive relationships with peers and adults?



Check-up

Yes

No

Do any students have academic difficulties due to behavioral issues (e.g., off-task behavior, failure to turn in work, failure to complete work, etc.)?



Yes

No



Check-up

Are there students who create behavior problems in your classroom?



Yes

No

Are you feeling sick, tired, and frustrated at the end of the day?



Diagnosis

Yes

No

If you answered “**Yes**” to
any of these questions, the



following is an *especially*
important process.



CHAMPS Classroom Management Plan Reflection Form

Circle "Yes" or "No" in response to the questions below.

1. Do any students demonstrate behaviors that keep them from developing positive relationships with peers and adults? **Yes No**
2. Do any students have academic difficulties due to behavioral issues (e.g., off-task behavior, failure to turn in work, failure to complete homework)? **Yes No**
3. Are there students who create behavior problems in your classroom? **Yes No**
4. Are you feel sick, tire, and frustrated at the end of the day? **Yes No**

If you answered "Yes" to any of the questions above, this is an especially important process.

Guidelines for Success: Does behavior reflect your school's Guidelines for Success?

<p>If no, ask yourself ...</p> <div data-bbox="124 839 254 939">See pp. 34-39</div>	<ul style="list-style-type: none">• Do I need to emphasize specific guidelines? For example, if some students have behaviors that prevent them from developing positive peer relationships, you might plan a class discussion. <i>Ex: This semester, I'd like us to work on our guideline "Be respectful of yourself and others." Let's brainstorm ways we show respect for others. What are some behaviors that do not show respect?</i>• Do I need to overtly teach students how their behavior exemplifies the guidelines? If the answer is yes, mentally practice age-appropriate feedback. <i>Ex: You all kept your hands and feet to yourselves as we lined up. That showed respectful and mature behavior.</i>
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Classroom Rules: Are students following rules with few exceptions?

<p>If yes, ask yourself ...</p>	<p>Whether to revise a rule or two. For example, if students keep their hands and feet to themselves, congratulate them on their maturity and change to a more sophisticated rule such as "Encourage others."</p>
<p>If no, ask yourself ...</p>	<ul style="list-style-type: none">• Whether your enforcement of rules is consistent and fair.• If you need to reteach your rules with visuals, role-plays, and positive practice.• Whether you acknowledge appropriate student behavior more frequently than inappropriate behavior.

See pp.
115-119

CHAMPS Classroom Management Plan Reflection Form

Your Homework

- Use the document to reflect on your current plan.
- Refer to the relevant pages in the CHAMPS book to review key points on implementation. (noted in blue)
- Tweak/revise your current management plan.



CHAMPS Classroom Management Plan Reflection Form

Circle "Yes" or "No" in response to the questions below.

1. Do any students demonstrate behaviors that keep them from developing positive relationships with peers and adults? **Yes No**
2. Do any students have academic difficulties due to behavioral issues (e.g., off-task behavior, failure to turn in work, failure to complete homework)? **Yes No**
3. Are there students who create behavior problems in your classroom? **Yes No**
4. Are you feel sick, tire, and frustrated at the end of the day? **Yes No**

If you answered "Yes" to any of the questions above, this is an especially important process.

Guidelines for Success: Does behavior reflect your school's Guidelines for Success?

If no,
ask yourself ...

See pp.
34-39

- Do I need to emphasize specific guidelines? For example, if some students have behaviors that prevent them from developing positive peer relationships, you might plan a class discussion.
Ex: This semester, I'd like us to work on our guideline "Be respectful of yourself and others." Let's brainstorm ways we show respect for others. What are some behaviors that do not show respect?
- Do I need to overtly teach students how their behavior exemplifies the guidelines? If the answer is yes, mentally practice age-appropriate feedback.
Ex: You all kept your hands and feet to yourselves as we lined up. That showed respectful and mature behavior.

Classroom Rules: Are students following rules with few exceptions?

If yes,
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Whether to revise a rule or two. For example, if students keep their hands and feet to themselves, congratulate them on their maturity and change to a more sophisticated rule such as "Encourage others."

See pp.
115-119

If no,
ask yourself ...

- Whether your enforcement of rules is consistent and fair.
- If you need to reteach your rules with visuals, role-plays, and positive practice.
- Whether you acknowledge appropriate student behavior more frequently than inappropriate behavior.

Attention Signal: Does your signal result in immediate attention from your students?

If yes,

Continue with your current signal.

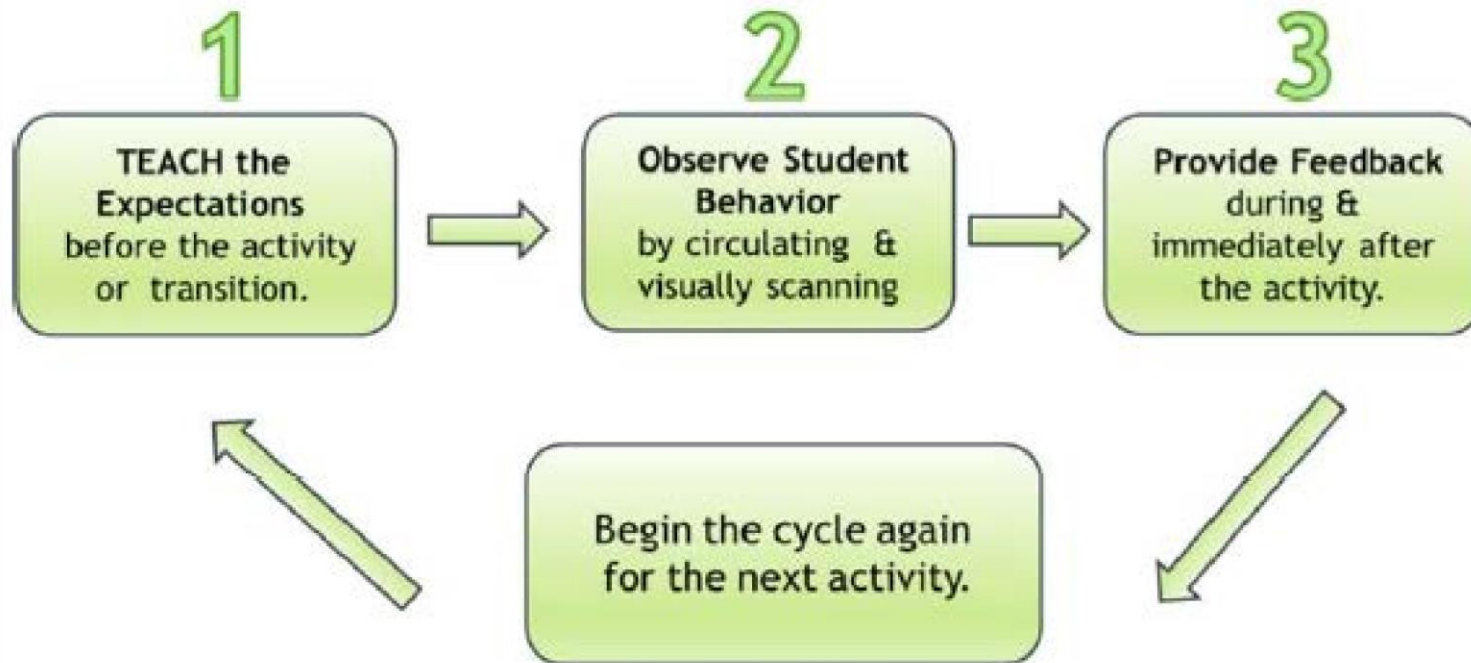
See pp.
76-78

If no,

- Reteach your signal
- Use it consistently
- **Acknowledge students who quickly follow your signal.**



3 Step Process for Communicating Expectations



Expectation should be reviewed and reinforced or corrected repeatedly until all but 1 or 2 students are following them without prompts.

Teach / Reteach Expectations

The first day back, teach new expectations or reteach old expectations.



Good practice for
implementing CHAMPS is to
provide periodic student
checks for understanding



**Check for
Student
Understanding**

These can take several forms:

Student

Matching,



Student

interview

Quiz

created

displays

Thumbs

up/thumbs

down



CHAMPS vs. REALITY

- Provides feedback to students and teachers.
- Teaching tool to help students explicitly understand the CHAMPS expectations.
- Students understand how they are doing in relation to teacher expectations.
- Can be used as a whole class, with a particular group.
- Encourages student ownership and monitoring of behavior.

See pages
247 - 250

Expectations Versus Daily Reality Rating Scale

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

Directions: Using the rating scale below, rate the degree to which the students met your expectations for classroom activities or transitions. Write notes on the activity in the box by that name. This self-assessment tool should be completed at least three times for the same class during the week.

Ratings:

- 5 – All students were following expectations.
- 4 – All but one or two students were following expectations.
- 3 – Most students were following expectations.
- 2 – About half of the students were following expectations.
- 1 – Most students were not following expectations.

CONVERSATION	1	2	3	4	5
HELP	1	2	3	4	5
ACTIVITY:					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP	1	2	3	4	5
ACTIVITY:					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP	1	2	3	4	5
ACTIVITY:					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP	1	2	3	4	5
ACTIVITY:					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

Data review:

- If the ratings for each of the categories were 4 or 5, keep doing what you're doing!
- If there were some 3s mixed in with the 4s and 5s, consider re-teaching those expectations for a few days.
- If the ratings were mostly 3s, re-teach your expectations regularly until all students can follow them. Consider implementing a classwide motivation system for medium structure (see Chapter 8). If only one or two students are a concern, consider creating individual behavior plans for those students (see *The Teacher's Encyclopedia*, 1995).
- If the ratings were mostly 2s and 3s, re-teach your expectations regularly until all students can follow them. Consider implementing a classwide motivation system for high structure (see Chapter 8).
- If the ratings were mostly 1s and 2s, re-teach your expectations. Implement a classwide motivation system for high structure. In addition, implement at least one classwide motivation system for medium structure (see Chapter 8).

Activity or Transition: _____

Pre/Post (Circle One) Date: _____

My CHAMPS Expectations

C- _____

H- _____

A- _____

M- _____

P- _____

Success!

Sample Classroom Layout (See instructions on other side)

CHAMP	CHAMP	CHAMP	CHAMP	CHAMP	CHAMP
CHAMP	CHAMP	CHAMP	CHAMP	CHAMP	CHAMP

CHAMP	CHAMP	CHAMP	CHAMP	CHAMP	CHAMP
CHAMP	CHAMP	CHAMP	CHAMP	CHAMP	CHAMP

CHAMPS Student Data Collection

Homework:

- Collect Pre and Post Teach/ Reteach data for your students.
- Pre – 1/7 or 1/8
- Post 1/27



The Boomerang Strategy

- This strategy is used when students misbehave.
- Often, a student is only noticed when s/he misbehaves.
- If you have to speak with a student, or move their clip down for a behavior, use the Boomerang Strategy to reinforce the student when they exhibit the corrected behavior.
- Reminder:
- Review your Classroom Management Plan and make revisions as necessary.
- Pre Student data January 7th or 8th




- Post Student data week of January 27th ■ What If? Chart for Classroom

Happy New Year!

Consequences.

Exit Ticket:

Complete the Evaluation



1. To What extent did the training increase your knowledge?

Please Mark One	Not at All	2	3	4	5	Greatly
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what extent did the training meet its intended objectives?

Please Mark One	Not at All	2	3	4	5	Greatly
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent will you use what you learned from the training?

Please Mark One	Not at All	2	3	4	5	Greatly
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what extent will you recommend the training to others?

Please Mark One	Not at All	2	3	4	5	Greatly
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

