

January 2020

Hi Mrs. Whitfield and Dr. Bacon,

Let me say how much Janice and I enjoyed touring Sebastian Elementary School, and thank you for escorting us to each classroom. That was a huge help.

As you know, the purpose of our visit was to get a sense of where SES is in implementing CHAMPS as a tier 1 classroom behavior management system and provide some initial feedback and recommendations to you and your staff.

Overall, we were impressed by the level of implementation in many of the classrooms, and the support for implementation provided by the school administration and literacy coaches. We were equally impressed with how many teachers personalized their displays. Clearly they took time researching or developing alternate graphics that work for them, rather than relying on the FDLRS produced posters. That's the way it should be.

We have a few initial recommendations based on our observations:

1. Students in most classes could not describe the attention signal used by their teacher. Having teachers explicitly teach students their attention signal would help redirecting students' attention and speed up the transition process.
2. Most attention signals we observed or students described lacked one or more of the components of an effective attention signal. The best signals have a visual, auditory, and kinesthetic component. Having teachers reflect on how to add missing components to their existing signals could help, or they might consider adapting an alternative signal.
3. In a number of classrooms there seemed to be a disconnect between the activity at hand and the CHAMPS expectations. For example, if the activity is "Partner Work," having a voice level of 0 doesn't make sense. Doing a mini-lesson on being very clear of what to expect might help with this.
4. While some teachers had CHAMPS expectations for many activities and transitions, they were not always visible to the students. Part of the purpose of CHAMPS is to provide visual support for expectations, so having small posters with many CHAMPS activities in very small print doesn't really help the students, and is difficult for teachers to use for giving directions or for correction. Likewise, have a lot of CHAMPS routines on small cards on a ring are not very useful for the same reason. Having a mini-lesson on the value of the visual support might be helpful as well.

Under any set of circumstances, however, Janice and I feel like your school is off to a very good start and we applaud your effort. We look forward to completing our observations next week.

Sincerely,

Bennett Buckles

FDLRS Galaxy HRD/TECH Specialist

Bennett.buckles@stlucieschools.org

772-429-4571