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CHAMPS

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Introduction

Basic Beliefs:

Notes:

1. The way a setting is structured has a huge impact on _____ and attitude.
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 deescalated 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.

Workshop Objective:

To assist you in setting up a management plan that:

Structures for success.

Orchestrates active _____.

Prevents misbehavior.

Teaches _____.

Induces enthusiasm.

Celebrates progress.

-
1. Design rules that communicate your most important expectations.
(CHAMPs M2T5, DSC C5T1)

Plan to post this information in a prominent place.

If you wish to work these out with the students, predetermine if 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 over 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).

2. Develop and post “Guidelines for Success.”
(CHAMPsMIT2, DSCCIT5)

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, class-wide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

3. Develop an “Attention Signal.”
(CHAMPsM2T3, DSCC3T3)

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.

4. Prepare lessons on your behavioral expectations for each major activity.
(CHAMPsM3, DSCC4)

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

Be sure to clarify:

Conversation
Help
Activity
Movement
Participation

High school teachers: Develop a behavior syllabus. (DSC C7T1)

CHAMPs Classroom Activity Worksheet

Activity: _____

CONVERSATION

Can students engage in conversation with each other during this activity?

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 | 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?

What behaviors show that a student is not participating?

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PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.

(CHAMPsM3, DSCC4)

Transitions include:

Arriving at the classroom

Beginning class/routines

Getting out necessary materials

Changes in location

Putting things away

Cleaning up

Leaving the classroom

School-wide settings

(halls, cafeteria, playground, bus waiting areas, assemblies, and so on)

6. Analyze the physical setting.

(CHAMPsM2T2, DSCC3T3)

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

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

Beginning routines (CHAMPsM2T6, DSCC3T4)

Procedures for assigning work (CHAMPsM2T6, DSCC3T5)

Procedures for collecting work (CHAMPsMIT2, DSCC1T5)

Homework routines (CHAMPsMIT2, DSCC1T5)

Ending routines (CHAMPsM2T6, DSCC3T4)

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8. Provide frequent non-contingent attention to help create a friendly and welcoming classroom climate. (CHAMPs M5T3, DSC C6T3)

Greeting students at the beginning of class

Showing an interest in student work

9. Develop consequences for common rule infractions. (CHAMPs M7, DSC C5 & C9)

Establish consequences that fit the nature of the problem, but that 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

Behavior improvement form

Parental contacts

Restitution

Time owed

Time out -- Four possible levels include:

removal from small group instruction

isolation area in class

sent to another class

sent to the office

Reduction of points earned (behavior incorporated into grading)

After school/after-school detention

Student is required to devise a plan for own behavior

Restriction from privileges

10. Develop a plan for providing frequent positive feedback for following rules, striving toward the “Guidelines,” and for meeting expectations. (CHAMPs M5T4 & T5, DSC C6T4 & T5)

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

Given in a manner that fits your style.

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.

Things to do:	Already completed	Priority: A—Within two weeks B-- If there is time C- Low priority For items labled A & B, make notes on implementation.	Finished
1. Design rules that communicate your most important expectations. Be sure to address Item 1 above.			
2. Develop and post "Guidelines for Success." Address Item 1 above.			
3. Develop an "Attention Signal."			
4. Prepare lessons on your behavioral expectations for each major activity. (Address Item 1 above).			
5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.			
6. Analyze the physical setting--modify the setting if necessary and possible.			
7. Design routines or policies that create a calm orderly climate.			
Beginning routines			
Procedures for assigning work			
Procedures for correcting work			
Homework routines			
Ending routines			
8. Provide frequent non-contingent attention to help create a friendly and welcoming classroom climate.			
9. Develop consequences for common rule infractions. Address Item 1 above.			
10. Develop a plan for providing frequent positive feedback for following rules, striving toward the "Guidelines," and for meeting expectations. Monitor interactions with students.			

Exhibit 7.1 Syllabus Template

Teacher: _____

Classroom Goals:

Write your 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 1, Task 5.

Guidelines for Success:

Write your list of attitudes and traits that you feel will insure your students' success. You can find more information on this topic in Chapter 1, Task 5.

Classroom Rules:

Outline the important student behaviors that will insure your class runs efficiently. You can find more information on this topic in Chapter 5, Task 1.

Activities:

Outline the activities that students will be engaging in during a typical week. You can find more information on this topic in Chapter 4, 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, behavior/effort on the final grade.

You can find out more information on this topic in Chapter 2, Tasks 2-4.

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:

Identify your definition of on time and tardy and identify the consequences for being tardy. You can find more information on this topic in Chapter 3, Task 4.

Paper/Pencil:

Identify what students should have to write with. In addition, specify what a student should do if they do not have this and what, if anything, you 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 what they need to do for homework and long-range assignments. You can find more information on this topic in Chapter 3, Task 5.

Turning in assignments:

Identify where and how students turn in class work 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 your policies on 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 and explain whether you will give students a weekly grade report, or if you expect them to track their grades themselves. Also identify when and how a student 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 you missed
- How long you have to make up your assignments
- What to do if you miss a test

You can find more information on this topic in Chapter 3, Task 5.

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/families:

Identify if 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.

Ending class:

Specify how you will end class, any responsibilities your students may have, 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 5, Task 3.

Consequences for Code of Conduct Violations:

Inform students that you must follow through with disciplinary referrals for violations of school-wide rules including dress code, unexcused absences, threats and so forth. Make sure to get this information from your principal or assistant principal.

From *Discipline in the Secondary Classroom: Proactive Classroom Management in Grades 9-12*, Sprick, R.S. 2006.

