



conversation • help • activity • movement • participation • success

CHAMPS

A Proactive & Positive Approach
to Classroom Management

Second
EDITION

Randy Sprick, Ph.D.

With Contributions by:

Keba Baldwin

Mike Boher

Maureen Gale

Mickey Garrison

Amalio Nieves

Billie Jo Rodriguez

© 2009 PACIFIC NORTHWEST PUBLISHING, INC.

The purchaser is granted the permission to duplicate the forms and icons on the Reproducibles CD solely for use in his or her classroom, or in one classroom in which he or she assists (e.g., as a building administrator, school psychologist, school counselor, etc.). No other parts of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the express written permission of the publisher.

SECOND EDITION
Published in the United States by
Pacific Northwest Publishing
2451 Willamette St.
Eugene, Oregon 97405
www.pacificnwpublish.com

10 9 8 7 6 5 4 3 2 1

ISBN: 978-1-59909-030-6

Cover and interior design: Hannah Bontrager
Illustrations: Anna-Maria Crum and Tom Zillis
Indexing: Potomac Indexers

Additional graphics provided by Clipart.com. © 2009 Jupiterimages Corporation.

TABLE OF CONTENTS



HOW TO USE THIS BOOK	xiii
INTRODUCTION	1
SECTION 1: STRUCTURE YOUR CLASSROOM FOR SUCCESS	13
Chapter 1: Vision	15
Task 1: Understand How to Shape Behavior	16
Task 2: Understand Motivation	26
Task 3: Identify Long-Range Classroom Goals	30
Task 4: Develop Guidelines for Success	34
Task 5: Maintain Positive Expectations	40
Task 6: Implement Effective Instructional Practices	44
Task 7: Initiate and Maintain Family Contacts	51
Chapter 2: Organization	63
Task 1: Arrange an Efficient Daily Schedule	64
Task 2: Create a Positive Physical Space	70
Task 3: Use an Attention Signal	76
Task 4: Design Effective Beginning and Ending Routines	78
Task 5: Manage Student Assignments	90
Task 6: Manage Independent Work Periods	99
Chapter 3: Management Plan	107
Task 1: Determine the Level of Classroom Structure	109
Task 2: Develop and Display Classroom Rules	115
Task 3: Correct Rule Violations During the First Week of School	119
Task 4: Establish Corrective Consequences for Rule Violations	126
Task 5: Know When (and When Not) to Use Disciplinary Referral	139
SECTION 2: TEACH EXPECTATIONS	145
Chapter 4: Expectations	147
Task 1: Clarify CHAMPS Expectations for Instructional Activities	151
Task 2: Clarify CHAMPS Expectations for Transitions	165
Task 3: Prepare Lessons to Communicate Your Expectations	177
Chapter 5: Launch	191
Task 1: Summarize Your Classroom Management and Discipline Plan	194
Task 2: Make Final Preparations for Day One	201
Task 3: Implement Your Plan on Day One	206
Task 4: Implement Your Plan on Days 2 Through 20 (The First Four Weeks)	215
Task 5: Prepare Your Students for Special Circumstances	228

SECTION 3: OBSERVE STUDENT BEHAVIOR	237
Chapter 6: Observe	239
Task 1: Circulate When Possible, and Scan All Sections of the Classroom Continuously	240
Task 2: Use Data to Monitor and Adjust Your Management and Discipline Plan	243
<i>Tool 1: CHAMPS Versus Daily Reality Rating Scale</i>	247
<i>Tool 2: Ratio of Interactions Monitoring Form</i>	251
<i>Tool 3: Misbehavior Recording Sheet</i>	257
<i>Tool 4: Grade Book Analysis Worksheet</i>	262
<i>Tool 5: On-Task Behavior Observation Sheet</i>	264
<i>Tool 6: Opportunities to Respond Observation Sheet</i>	268
<i>Tool 7: Family/Student Satisfaction Survey</i>	271
SECTION 4: INTERACT POSITIVELY	275
Chapter 7: Motivation	277
Task 1: Build Positive Relationships With Students	278
Task 2: Provide Positive Feedback	283
Task 3: Provide Intermittent Celebrations	293
Task 4: Strive to Provide a High Ratio of Positive Interactions	298
Chapter 8: Classwide Motivation	305
Task 1: Effectively Employ a Classwide System or Systems to Increase Motivated and Responsible Student Behavior	306
<i>Reward-Based Systems Appropriate for High-Structure Classes</i>	324
<i>Reward-Based Systems Appropriate for Medium-Structure Classes</i>	337
<i>Nonreward-Based Systems Appropriate for Low-Structure Classes</i>	348
SECTION 5: CORRECT FLUENTLY	355
Chapter 9: Correcting	357
Task 1: Analyze and, if Needed, Adjust the Implementation of Your Basic Management Plan	361
Task 2: Analyze and, if Needed, Adjust the Strategies You Are Using to Build a Positive Relationship with this Student	366
Task 3: Analyze the Misbehavior and Develop a Function-Based Intervention	371
Appendix A: Tips on Professionalism for the First-Year Teacher	415
Appendix B: Schoolwide Implementation of CHAMPS	425
Appendix C: Is CHAMPS Evidence Based?	453
Appendix D: Guide to CHAMPS Icons and Reproducible Forms	461
References	479
Index	498