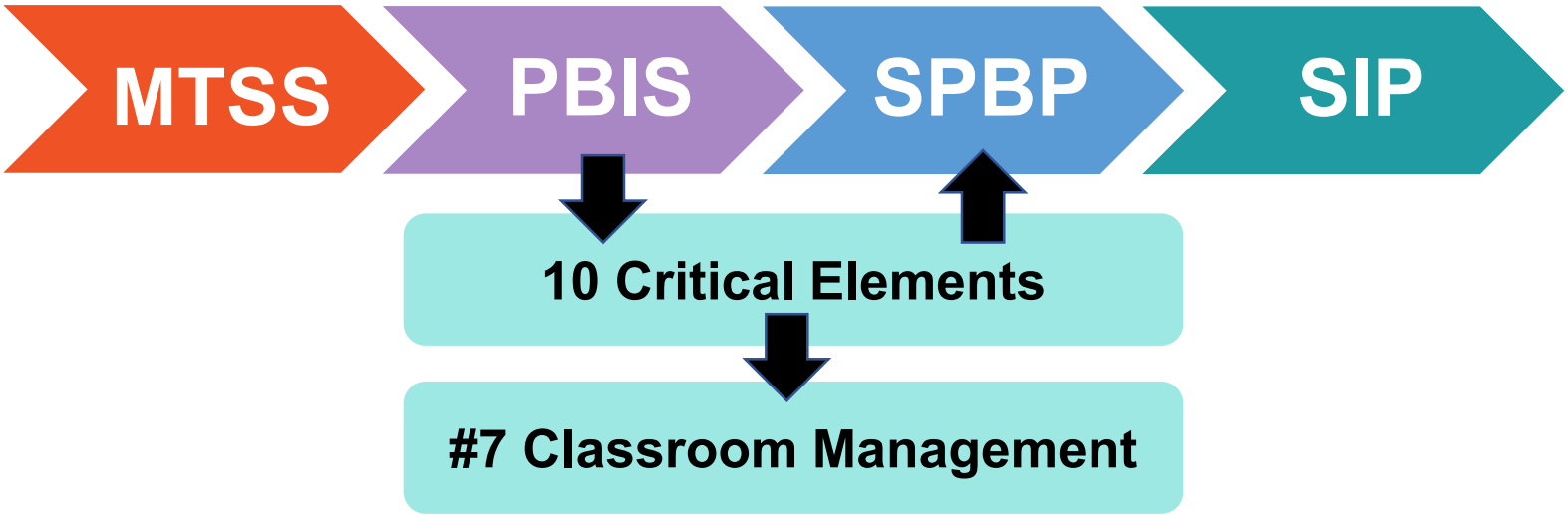
iCHAMPS
Classroom Management

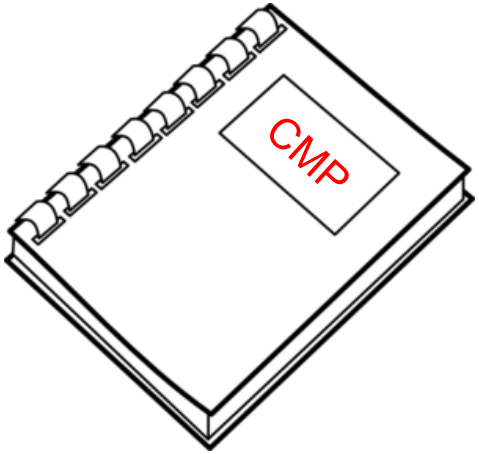
Introduction

Where does CHAMPs fit in?



What is CHAMPs?

- ✓A set of decisions the teacher makes
- ✓A template of good teaching practices
- ✓A process
- ✓A common language and culture
- ✓An acronym for creating structured activities and transitions



Guiding Beliefs of CHAMPS

All students must be treated with **dignity and respect**.

We need to overtly teach students **how to behave responsibly.**

Teachers need to **carefully structure** their classrooms to prompt responsible behavior.

Encourage motivation through **positive interactions and relationships** with students.

Why *i*CHAMPS?

This CHAMPS series is now….

…***i***ntegrated in **PBIS** & the **SPBP** as Critical Element # 7

…***i***ncludes **Marzano**, **UDL** and **SEL** concepts

…***i***nitiates a 5-year Broward CHAMPs **Certificate**

NEW *i*CHAMPS

Old CHAMPs	→	*i*CHAMPS
Expectations (CHAMPing)	→	Structure (includes: Structure Level, CHAMPing, routines, procedures, classroom organization)
Signal	same	Signal
Guidelines	→	Expectations
Rules	same	Rules
Corrective Consequences	same	Corrective Consequences
Encouragement Strategies	same	Motivation Strategies
Opportunities to Respond (OTRs)	→	Engagement Strategies (includes: OTRs, Marzano, UDL, and SEL)

26 Inservice points

Attend face-to-face trainings for all 7 modules. Sign in at each training. (*May miss up to 1 module; must complete and submit the missed module Brainshark certificate PRIOR to the next face-to-face training)*

- Complete 7 Worksheets
- Complete Homework, as assigned
- Complete the CMP (at the end of the series)
- Submit the *original* signed CMP with Principal signature
- Complete the online appraisal

Broward County Public Schools

CHAMPs

Classroom Management

This Certificate is hereby awarded to:

Anastasia Beaverhausen

by the

Diversity, Prevention & Intervention Department

November 18, 2018

DPI
Leading the Change

Tyyne Hogan

District CHAMPs Coordinator

PBIS BROWARD
Positive Behavior Interventions & Supports

This certification expires 5 years from above date.

Pick Sticks Strategy

Pick Sticks Directions:

1. Write names on popsicle sticks. Or if you want to assign each student in the class a number, you can use the same sticks for multiple classes.
2. Put into a container or cup
3. After posing a question to the class, provide think time and then draw a stick from the container.
4. If that person wants help or support, draw another stick or let them choose a “lifeline”. The initial person must repeat the correct answer, so they do not opt out of answering.
5. Return all popsicle sticks to the container so that anyone may be randomly chosen again.

Structure

Module 1

Classroom Structure

Provides direction and consistency in how students are expected to behave. Structuring and organizing the management of the classroom increases on task time, teaching time, and student success.

Objectives

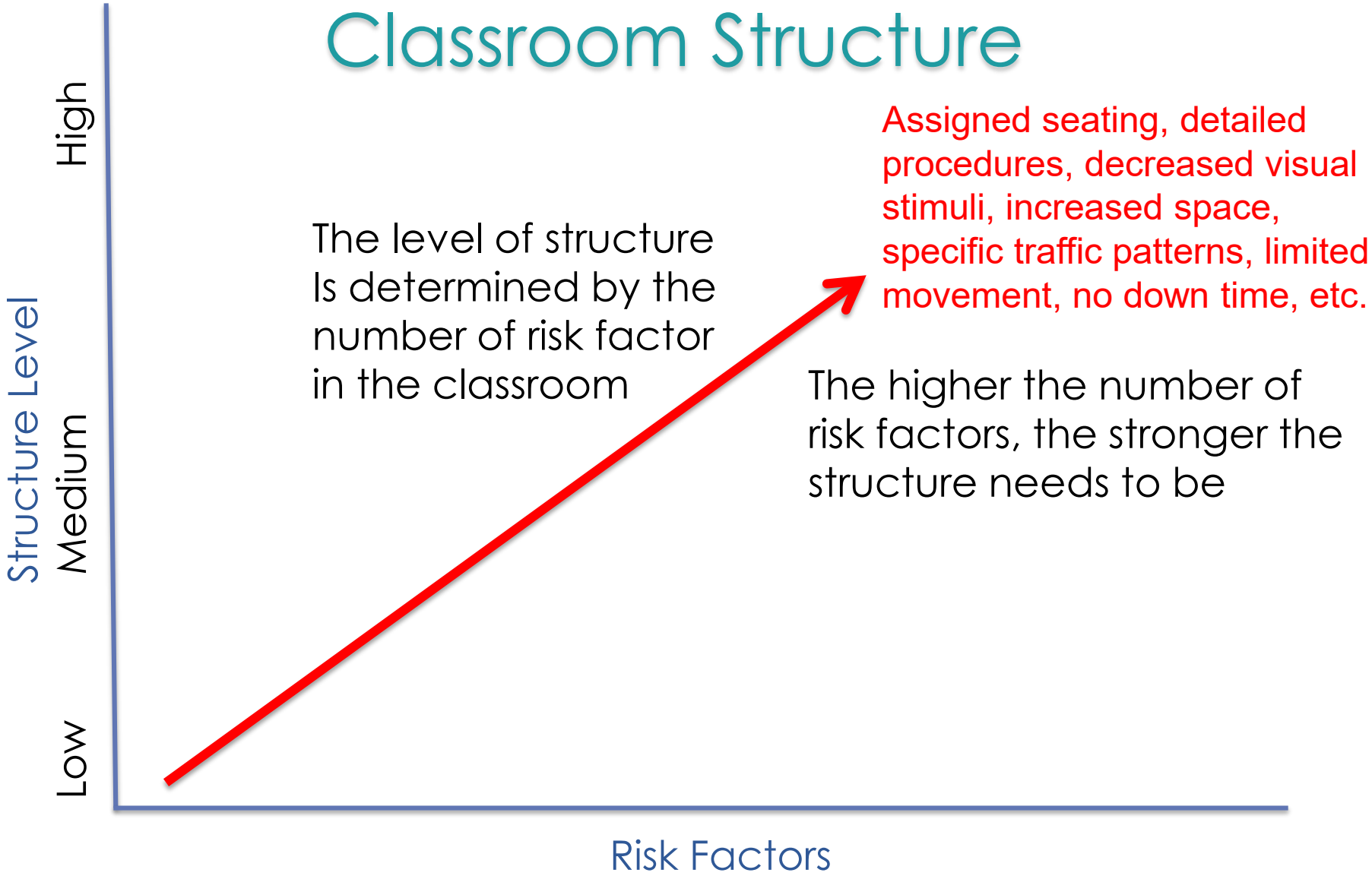
By the end of this training, you will:

- Learn the 5 components of implementing effective structure
- Determine your own classroom structure level
- Know how to CHAMP out common activities and transitions
- Understand how to use Beat the Timer to increase instructional time
- Learn why you need to overtly teach Routines and Procedures
- Understand how structure can reduce behavior problems

Structure

- Structure level
- Physical layout
- CHAMPing
- Routines
- Procedures
- Beat the timer

Classroom Structure



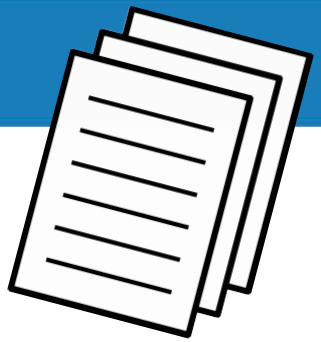
Assigned seating, detailed procedures, decreased visual stimuli, increased space, specific traffic patterns, limited movement, no down time, etc.

The level of structure Is determined by the number of risk factor in the classroom

The higher the number of risk factors, the stronger the structure needs to be

behavior issues, immaturity, below academic level, ESE, over-age, hi poverty area, single parent home, aggressiveness, etc.

Worksheet Practice



A. Complete your Classroom Structure Level sheet
and
circle your structure level on the worksheet

Structure Level

High (61 – 120)

- Predominantly immature students who do not make good choices or use of their time
- Monitor success rates to determine if structure can be loosened later in year

Moderate (31 – 60)

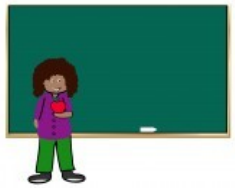
- Students require some imposed structure, especially at certain loose time of the day, such as dismissal

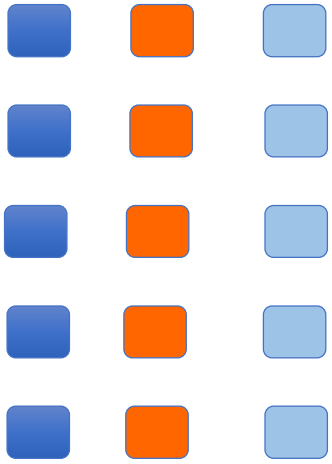
Low (0 – 30)

- Predominantly mature and independent students in your classroom
- Loose structure plan should be sufficient

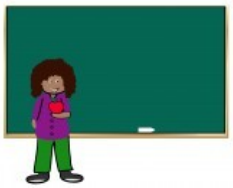
Differing Structure Level

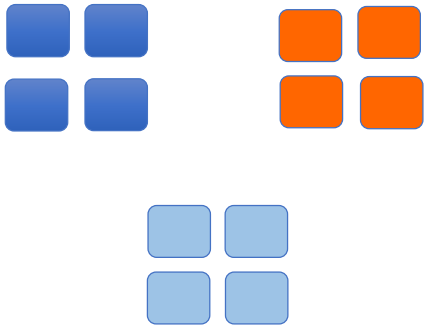
High Structure





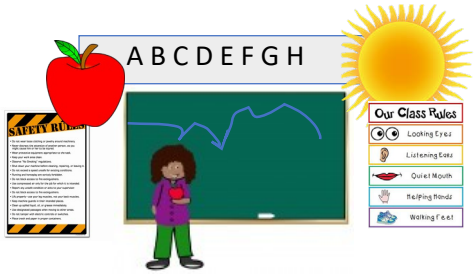
Low Structure

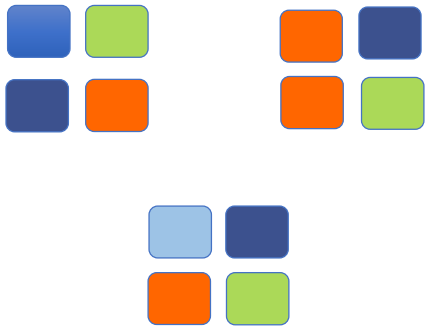




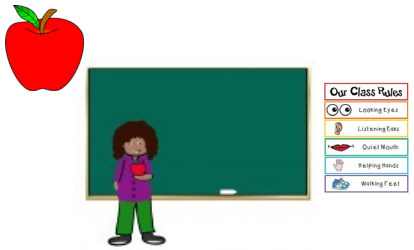
Classroom Organization & Layout

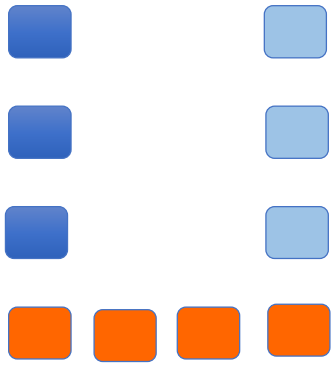
Low Structure



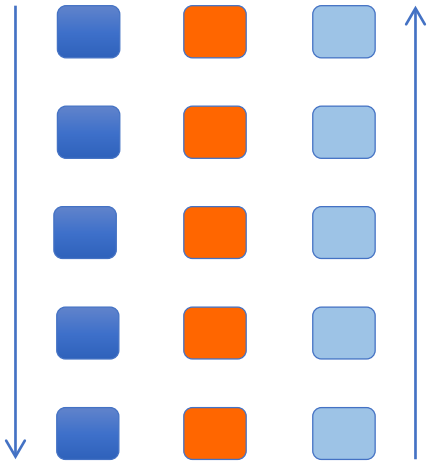


Medium Structure





High Structure



Pick Stick

How will you modify your current room layout to align with your structure Level?

Create clear structure for:

Activities

- Teacher directed instruction
- Class meetings
- Tests/quizzes
- Small group instruction
- Centers/lab work
- Independent work
- Cooperative groups

Transitions

- Walking to cafeteria
- Getting out supplies
- Changing learning topics
- Putting things away
- Trading papers for correcting
- Opening and dismissal routines

CHAMPing

- ✓ Sets parameters for specific, frequent activities and transitions
- ✓ Provide pre-correction
- ✓ Stipulates physical actions and defines responsible behavior
- ✓ Defines acceptable and expected behavior

C Conversation

How/when/what can students talk about and to whom?

Conversation Levels:

0 = Silence

1 = Whispering

2 = Quiet (low level)

3 = Conversation

4 = Presentation

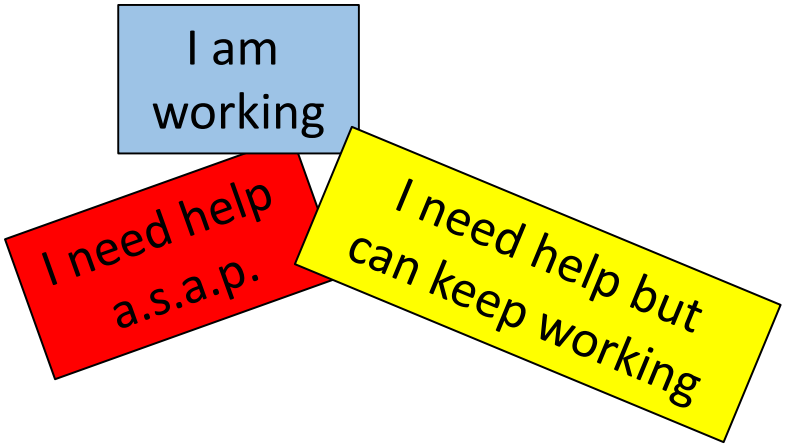
5 = Outside

H Help

How do students get help or attention?

Assistance Strategies:

- Ask a nearby classmate
- Put up your help sign
- Ask your group
- Come ask me



AActivity

What is the actual task? What is the end-product?

Common Tasks:

- Cooperative group work: Labs, centers, reading groups, projects
- Independent work: paper and pencil, project, manipulatives, etc.
- Active listening: teacher instruction, video, audio, etc.
- Teacher led lesson: audio, visual and kinetic presentation
- Transition: change from one activity or locale to another

M Movement

Can the students move? When? Why? How much?

- Stay in your seat
- Ask for permission
- Responsible movement

Common movement to consider:

- To stand/stretch
- To get a pencil
- To get a drink of water
- To go to the bathroom
- To talk to a friend
- To ask the teacher a question
- To get something from backpack

PParticipation

What does engaged activity look like?

Engaged participation is:

- Interacting with others
- Active Listening
- Reading and/or writing
- Staying on task

SLANT = Engaged Listening:

S = sitting up
L = leaning in
A = active listening skills
N = nodding understanding
T = tracking teacher

Signal

What should the student do when the signal is given?

When the signal is given, please:

- Stop what you are doing
- Use conversation level “0”
- Raise you hand
- Look to the teacher for further directions

Sample CHAMPing

Activity: Independent Work

C = Conversation Level 0

H = Use your help sign

A = Pen & paper test

M = Stay in your desk

P = Complete 12 questions in full sentences

S = Signal

Transition: Going to Lunch

C = Conversation Level 0-1

H = Raise your hand

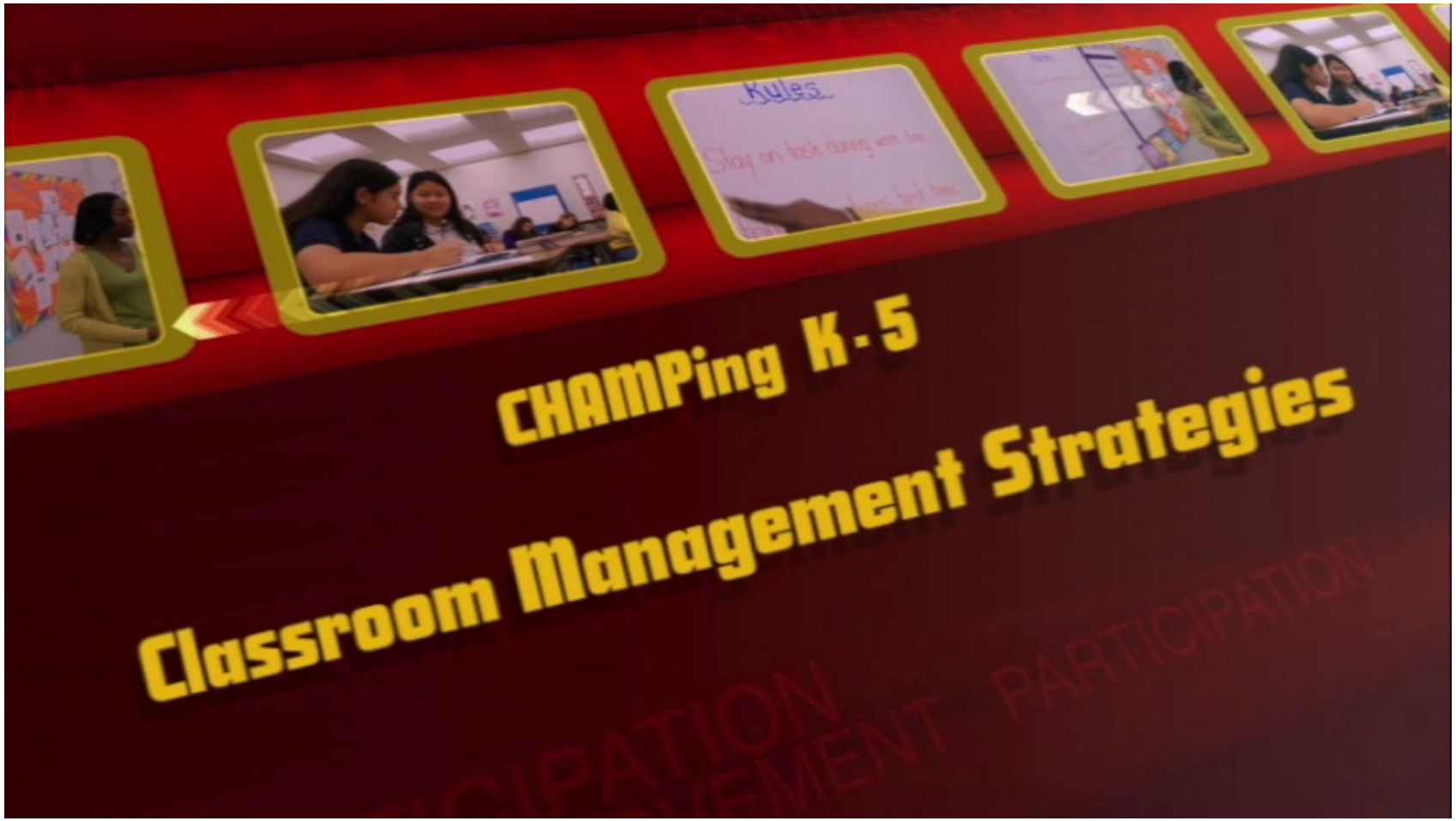
A = Walking to cafeteria

M = Stay in line

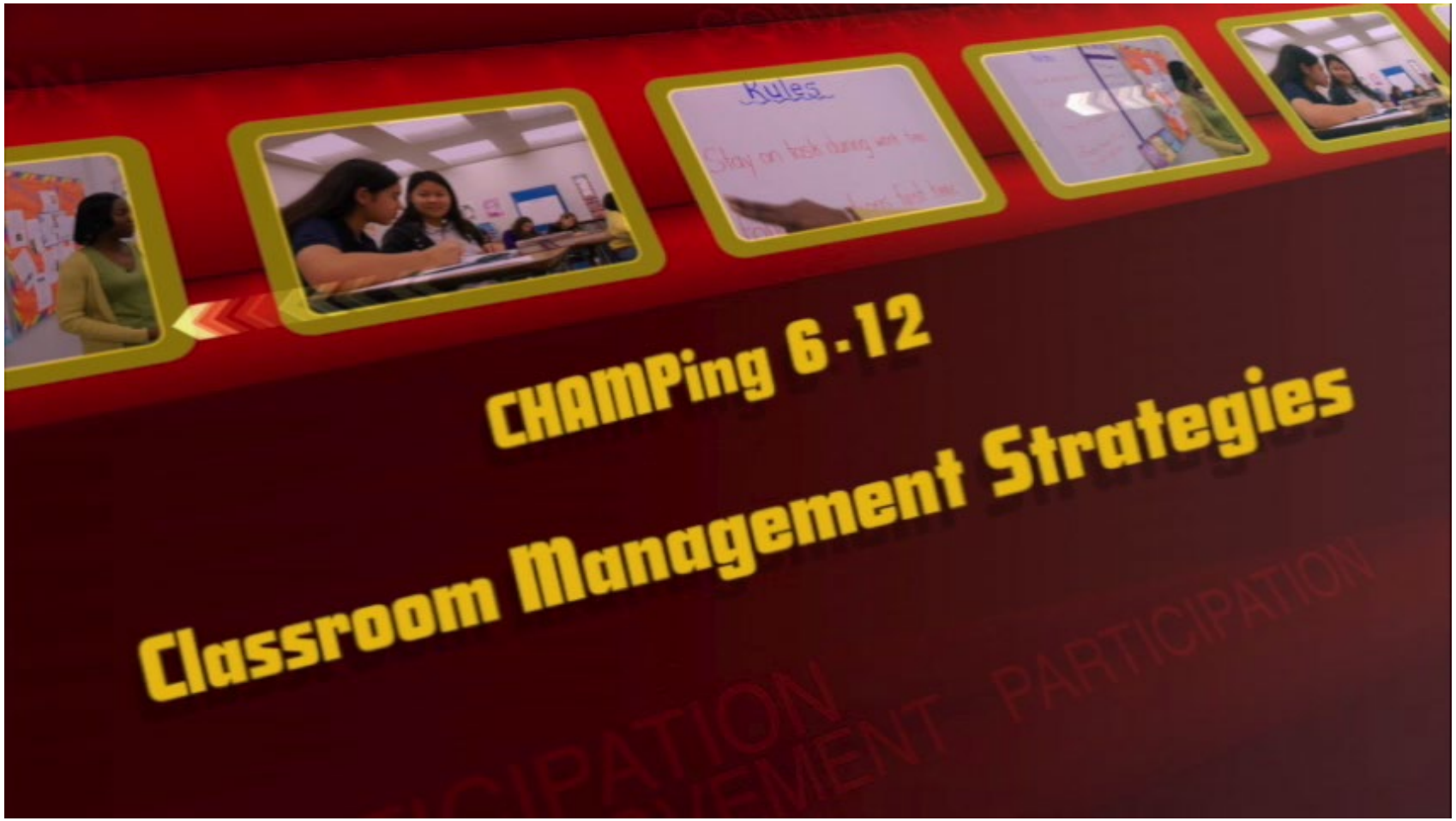
P = Arrive at cafeteria in single file within 4 minutes

S = Signal

Video: K-5

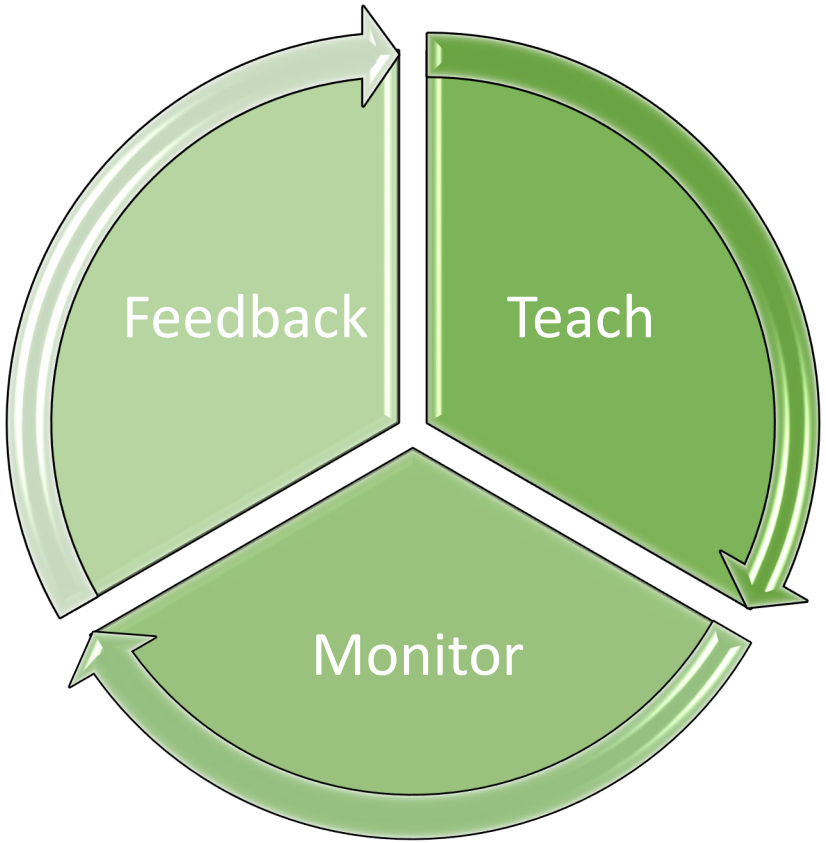


Video 6-12



The 3 step Process

Teaching Behaviors

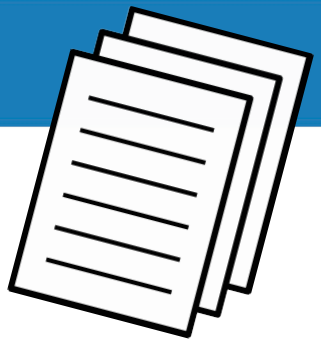


"Incorrect"
Still late for class
"Congrats"
Congrats, rewards!

2 + 2 = 4
"Walk and talk"
Re-teach with manipulatives
Re-teach with support

2 + 2 = 5
Observe, tally
2 + 2 = 4

Worksheet Practice



B. “CHAMP out” one activity and one transition your students frequently participate in

Pick Sticks

"CHAMP out" one activity or transition for the group

Beat the Timer

- Time students' usual activity or transition
- Encourage and challenge a self competition to beat their own time
- Set the timer for a little less time than their usual
- Make sure students have success and "win" frequently
- Gradually decrease the timer until the activity or transition is completed within a desired time
- Celebrate!

Beat the Timer Video

Procedures and Routines

Procedures are a sequence of regularly followed steps or actions

Routines are an established way of doing something

- Specific, easy to follow and remember
- Must be **overtly** planned, taught, and practiced
- Are monitored frequently
- Instructional feedback is provided consistently
- Are not same as rules or expectations

Rules have consequences,
Procedures and routines have reminders.

Procedures and Routines

Procedures:

- Arrival: entering, materials, opening activity
- Handing out & collecting work
- Process for tardy students to enter class
- Dismissal*: wrap up, clean up (*teacher dismisses class, not bell)

Have defined, observable steps

Routines:

- Assigning & posting daily work
- Homework: posting, turning in, late, missing
- Attendance-taking
- Restroom, supplies, materials
- Tardy & absent student catch up
- Academic progress, documentation and feedback

Specific way of doing things

Procedures and Routines

Routine: Entering class

Goal: Students will feel welcome, go to their seats and start a productive task

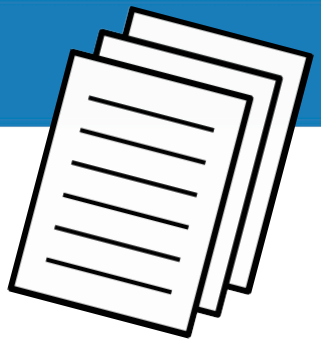
- Teacher to display opener question (review or preview) on board
- Teacher will be at door to individually greet students

Student Procedures:

1. Students greet teacher at door
2. Students walk quietly to seat
3. Students take needed materials out of backpack
4. Students turn off electronics and hang backpacks on chair
5. Students complete opening activity within 8 minutes

- Teacher to collect activity for review
- Teacher to provide feedback on students entering class

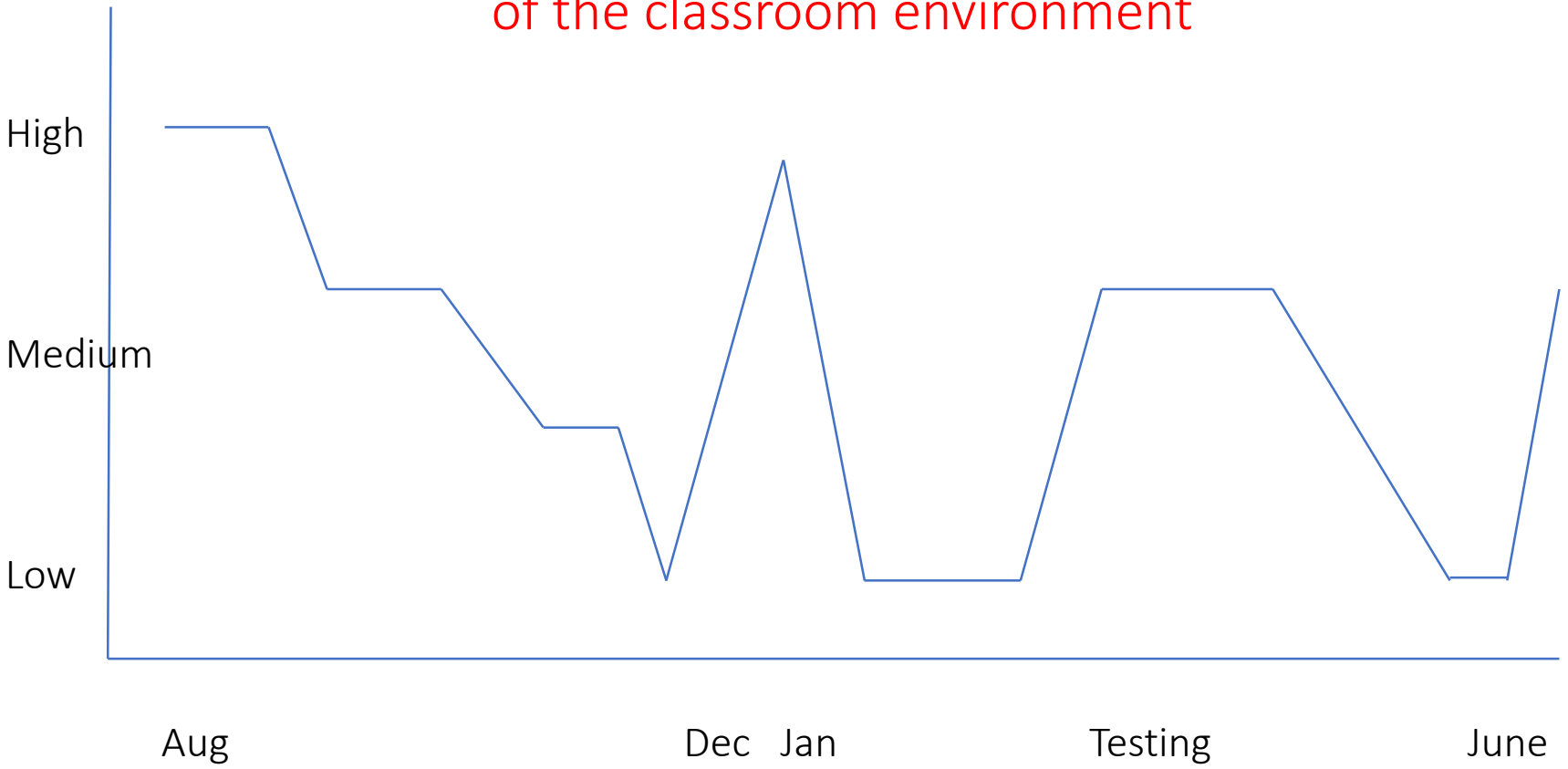
Worksheet Practice



C. Clearly detail your Procedures and Routines for students and substitute teachers.

Modifying Classroom Structure

The degree of teacher orchestration of the classroom environment



Modifying Classroom Structure

If you see…..

- Excessive/inappropriate talking
- Out of seat/assigned area
- Calling out answers
- Not completing assignments
- Inattention
- Wasted time

Increase…..

- ✓Classroom Layout
- ✓CHAMPing of Activities and Transitions
- ✓Beat the Timer challenges
- ✓Teaching Routines
- ✓Teaching Procedures

Points to Remember:

- ✓The more risk factors your classroom has, the more structure you need to implement
- ✓Structure is orchestration, not punishment
- ✓All frequent Activities & Transitions need to be CHAMPed out
- ✓Beat the Timer increases learning time
- ✓Routines and Procedures are overtly taught
- ✓You teach structure in the the same way you teach any academic content

Questions?

For more information,

Call:

The School Climate & Discipline Department
(formerly Diversity, Prevention & Intervention Dept.)
Lauderdale Manors Resource Center
(754) 321-1655

Check out our PBIS Sharepoint Site:

https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx

Peace love & PBIS

Contact:

Georeane.Nigro@browardschools.com
Tyyne.Hogan@browardschools.com