

7 UP: iCHAMPS Checklist

School: _____ Date: _____ Time: _____
 Activity: _____ Observer: _____



This checklist is intended to help teachers become more aware of effectively implementing the 7 iCHAMPS modules. It is not to be used for evaluation purposes.

Observe the class for at least 15 minutes. Check all boxes that apply: ☒ indicates "yes, observed"

1. Structure:	Structure level needed (circle one): low med high Structure level provided (circle one): low med high <input type="checkbox"/> Physical layout of room matches structure level needed <input type="checkbox"/> All main activities and transitions are "CHAMPed" out <input type="checkbox"/> Routines and procedures are posted and apparent <input type="checkbox"/> Transitions are completed in timely and efficient manner OR <input type="checkbox"/> n/a		
2. Signal:	Prior to observation, ask teacher to use signal during visit <input type="checkbox"/> Used when needed to bring whole group together Signal is: <input type="checkbox"/> visual <input type="checkbox"/> auditory <input type="checkbox"/> kinetic <input type="checkbox"/> portable <input type="checkbox"/> has physical student response <input type="checkbox"/> 100% students responded in 5 seconds. If not, approximate % responded:		
3. Expectations:	<input type="checkbox"/> School-wide expectations are clearly posted <input type="checkbox"/> Referred-to during visit to correct misbehavior OR <input type="checkbox"/> n/a <input type="checkbox"/> Referred-to during visit to encourage/reinforce positive behavior		
4. Rules:	<input type="checkbox"/> Rules are clearly and prominently posted <input type="checkbox"/> 3-5 rules <input type="checkbox"/> positive <input type="checkbox"/> observable <input type="checkbox"/> specific <input type="checkbox"/> Referred-to during visit to correct misbehavior OR <input type="checkbox"/> n/a <input type="checkbox"/> Referred-to during visit to encourage/reinforce positive behavior		
5. Corrective Consequences:	<input type="checkbox"/> Class-wide discipline system is clearly posted <input type="checkbox"/> Teacher uses either a menu system, hierarchy system, or combination <input type="checkbox"/> Teacher follows system <i>as posted</i> <input type="checkbox"/> Negative consequences are defined and posted (i.e. loss of points, time out, etc.) <input type="checkbox"/> Referred-to during visit to correct misbehavior OR <input type="checkbox"/> n/a		
	<input type="checkbox"/> Verbal corrective consequences used OR <input type="checkbox"/> n/a Teacher used: <input type="checkbox"/> calm tone <input type="checkbox"/> private correction <input type="checkbox"/> instructional redirection <input type="checkbox"/> Seamless behavior management within academic instruction OR <input type="checkbox"/> n/a Consequences were consistent: <input type="checkbox"/> across time <input type="checkbox"/> across students, <input type="checkbox"/> immediate <input type="checkbox"/> Immediate praise was provided for displaying positive behavior after correction OR <input type="checkbox"/> n/a		
6. Motivation System	<input type="checkbox"/> Class-wide reward system is clearly posted <input type="checkbox"/> Rewards/reinforcements are defined (i.e. earn points, free time, incentives, etc.) <input type="checkbox"/> Teacher follows system <i>as posted</i> <input type="checkbox"/> Referred-to during visit to correct misbehavior OR <input type="checkbox"/> n/a <input type="checkbox"/> Referred-to during visit to encourage/reinforce positive behavior		
	Count interactions for 10 min:		
	Positive Tally	Negative Tally	<input type="checkbox"/> 4:1 ratio of positive to negative <input type="checkbox"/> 1:1 ratio of positive to negative <input type="checkbox"/> Less than 1:1 ratio
7. Engagement Strategies	Total number of OTRs used during 10 minutes:		<input type="checkbox"/> no OTRs <input type="checkbox"/> 1 OTR <input type="checkbox"/> ≥ 2 OTRs
	<input type="checkbox"/> Teacher used two or more types of OTRs <input type="checkbox"/> Teacher used at least 1 Marzano Engagement strategy:		



Broward County Public Schools
iCHAMPS “Looks like, Sounds Like” Chart

Looks like, Sounds like: This chart lists observable and measurable indicators of effective implementation of each module of iCHAMPS. The indicators in **red font** are also found on the **7 Up Checklist**.

Module	“Looks Like”	“Sounds Like”
1. STRUCTURE (high structure indicators)	<ul style="list-style-type: none"> increased space between desks (physical layout matches structure) desks face single direction word wall and visual stimuli behind students routines and procedures posted around room one-way traffic patterns active learning, no down time assigned seating more individual work than team work limited, if any, movement clean, well-lit, odor-free accessible, organized materials increased individual attention clearly posted scheduling 	<ul style="list-style-type: none"> all main activities and transitions are “CHAMPed” out visual cues are given for seamless redirection students know and follow routines and procedures without having to ask questions more than 80% students are on task, following the activity or transition directions without having to ask questions high frequency of opportunities to respond high frequency of responding to academic questions transitions are completed in a quiet and timely manner specific, single-step (not complex) directions directions given in various learning styles limited choices for students
2. SIGNAL	<ul style="list-style-type: none"> used to bring class together as whole group includes 5 criteria: <ul style="list-style-type: none"> visual auditory kinetic portable has a physical student response stops momentum of class earns 100% participation within 5 seconds students look to teacher for further directions students self-regulate behavior teacher provides individual strategies for students consistently not responding to signal 	<ul style="list-style-type: none"> signal is loud enough for all to hear teacher uses calm, even-toned voice for signal within 5 seconds, all student noise has stopped teacher provides verbal and other reinforcement for students responding to signal students are listening to teacher for further directions teacher provides new directives immediately and clearly specific, single-step directions are provided
3. EXPECTATIONS	<ul style="list-style-type: none"> school-wide expectations are posted in prominent location(s) in the classroom expectations come from the SPBP and are consistent with those around the entire school students can operationalize expectations into observable and measurable behaviors student behavior reflects the outlined expectations 	<ul style="list-style-type: none"> students at all grade levels can state school-wide expectations students can operationalize each expectation into classroom behaviors teachers use expectations in redirecting misbehavior teachers use expectations when reinforcing positive behaviors
4. RULES	<ul style="list-style-type: none"> clearly posted in prominent locations in the classroom 3-5 specific rules measurable and observable positively stated: “do” or “start” statements, not “don’t do” wording teacher uses “withitness” to catch all rule breaking rules match the prominent misbehaviors in the classroom 	<ul style="list-style-type: none"> students at all grade levels can state classroom rules teacher uses rules when redirecting misbehavior consequences are attached to rule breaking redirection is provided in calm and low tone redirection is given privately, whenever possible teacher uses rules when reinforcing positive behaviors

<p>5. CORRECTIVE CONSEQUENCES</p>	<ul style="list-style-type: none"> consequences are pre-planned & posted clearly in classroom teacher uses a combination of menu (for low level) and progressive consequences (for moderate level misbehaviors) office-managed misbehaviors are clearly depicted students have a way to “earn back” on a progressive scale teacher uses “withitness” to apply consequences consistently across time and students there is a system for teaching and practicing appropriate behaviors data is collected on minor behaviors to determine patterns 	<ul style="list-style-type: none"> teachers refer to rules and expectations when correcting behavior consequences are provided privately and in calm tone teacher uses consequences system as posted consequences do not interfere with the flow of instruction earned rewards are not threatened or taken away consequences are delivered consistently across time and student immediate praise is provided for displaying positive behavior after correction verbal interactions are instructional in nature, encouraging positive skills and strategies
<p>6. MOTIVATION SYSTEM</p>	<ul style="list-style-type: none"> a positive reward system is pre-planned and posted clearly in classroom students have a way to “earn back” on progressive scale when appropriate teacher uses “withitness” to apply positive consequences consistently across time and students data is displayed showing classroom performance 	<ul style="list-style-type: none"> teacher follows reward system, as posted 4:1 positive interactions to negative interactions public recognition, when appropriate refers to system to shape behavior with reinforcements for progress more attention to positive behaviors than negative behaviors students can state exactly what they need to do to gain recognition and rewards (specific criteria) rewards are age appropriate and sought-after by students
<p>7. ENGAGEMENT STRATEGIES</p>	<ul style="list-style-type: none"> 10-40 Opportunities to Respond (OTRs) per learning hour high rate of student participation high rate of required student response/interaction frequent formative assessment and recalibration of teaching content/style, if needed variety of teaching styles to reach different learning styles flexible teaming choice of work levels and expression academic games Social Emotional Learning (SEL) is integrated into academic teaching 	<ul style="list-style-type: none"> frequent student verbal interaction students asking questions structured debates/discussions deeper level questioning cooperative work challenging opinions empowering statements soft-competition