

Week of

MONDAY

TUESDAY

NOTES



Time



Empty rectangular box for Monday's header information.

Empty rectangular box for Tuesday's header information.

Main grid area with horizontal dotted lines for notes, divided into Monday and Tuesday columns.



TIP

*Teach well with highly interactive lessons.*

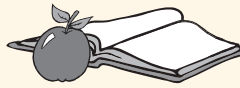
WEDNESDAY

THURSDAY

FRIDAY

champs teacher planner

Give students many opportunities to respond • Research has shown that giving students many opportunities to respond to instruction—questions, statements, and gestures—increases academic achievement while decreasing misbehavior.



## Define • CHAMPS Expectations

**TO DO**


Use the CHAMPS Classroom Activity and Transition Worksheets on pp. 8 and 9 to identify your expectations. Prepare to teach students appropriate behaviors for:

- Small Group Instruction
- Independent Seatwork
- Transitions

### HOW TO USE THE CHAMPS CLASSROOM ACTIVITY AND TRANSITION WORKSHEETS

1. Copy the worksheets on pp. 8 and 9 in this planner.
2. Work through the CHAMPS worksheets for each activity and transition. Visualize what you want your classroom activities to look and sound like. Your expectations should describe how students behave during a successful activity.
3. As needed, also define and teach expectations for other activities, such as working in cooperative groups, working in centers, test taking, assemblies . . .

..... samples

C H A M P S		no. 4.2	
<b>CHAMPS CLASSROOM ACTIVITY WORKSHEET</b>			
Activity <u>Individual seatwork</u>			
<b>Conversation</b>			
Can students engage in conversations with each other during this activity? <u>Yes</u> Voice Level: <u>1 only</u> If yes, about what? <u>Questions about work assignment</u> With whom? <u>Only students they sit next to</u> How many students can be involved in a single conversation? <u>Only two students</u> How long can the conversation last? <u>About a minute</u>			
<b>Help</b>			
How do students get questions answered? How do students get your attention? <u>Put out Help sign and mark question for when the teacher gets to you</u> If students have to wait for help, what should they do while they wait? <u>Student will continue working on the rest of the assignment.</u>			
<b>Activity</b>			
What is the expected end product of this activity? (Note: This may vary from day to day.) <u>Completing the assignment</u>			
<b>Movement</b>			
Can students get out of their seats during the activity? <u>Yes</u> If yes, acceptable reasons include: pencil sharpener <u>Yes</u> restroom <u>Yes, after signing out</u> drink <u>Yes, one at a time</u> hand in/pick up materials <u>Yes</u> other: _____ Do they need permission from you? <u>Only for the restroom</u>			
<b>Participation</b>			
What behaviors show that students are participating fully and responsibly? <u>Looking at paper. Writing or doing what task requires. Talking only to help or get help.</u>			
What behaviors show that a student is not participating? <u>Talking about anything besides the assignment. Talking during movement. Wandering around the room. Looking somewhere other than at work. Not doing task.</u>			
<b>Success!</b>			
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C H A M P S		no. 4.4	
<b>CHAMPS TRANSITION WORKSHEET</b>			
Transition <u>Class travel</u>			
<b>Conversation</b>			
Can students engage in conversations with each other during this activity? <u>Yes</u> Voice Level: <u>1 only</u> If yes, about what? _____ With whom? _____ How many students can be involved in a single conversation? _____ How long can the conversation last? _____ <u>Conversation is only for the purpose of saying "excuse me," "thank you," and "please."</u>			
<b>Help</b>			
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? <u>Raise their hands</u>			
<b>Activity</b>			
What is the expected end product of this activity? (Note: This may vary from day to day.) <u>Teacher will announce where class is going and then have line leader and door holder go to the door. Rows will quietly line up when called on. Students will push in their chairs as they line up to go. All students will be lined up within 30 seconds.</u>			
<b>Movement</b>			
Can students get out of their seats during the activity? <u>Yes</u> If yes, acceptable reasons include: _____ When called on to line up No, only to line up			
<b>Participation</b>			
What behaviors show that students are participating fully and responsibly? _____ As soon as the instruction is given, students will line up quickly and quietly and wait for further instruction to be given. They will be face the back of the student in front of them. They will be in single file. Talking only for reasons listed above.			
What behaviors show that a student is not participating? _____ Talking without a reason listed above. Not lining up when told to. Not going straight to line by most direct route or route given. Being next to someone instead of in front or behind.			
<b>Success!</b>			
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# Teach • CHAMPS Expectations

TO DO



Prepare lessons for teaching your CHAMPS expectations.

.....samples

### Independent Work

<b>C</b> onversation		
<b>H</b> elp		
<b>A</b> ctivity		
<b>M</b> ovement		
<b>P</b> articipation		
<b>S</b> ear to <b>S</b> uccess!		

### CHAMPS EXPECTATIONS FOR Science Stations

4.5a

<b>C</b> onversation	Talk quietly with others at your station Voice Level 1—Whisper.	
<b>H</b> elp	Have two people at your station raise their hand Keep working until I come to help.	
<b>A</b> ctivity	Follow the directions at the station Answer the questions as a team! Clean up when you're done.	
<b>M</b> ovement	OK to: Sharpen pencils Get a drink Get supplies	
<b>P</b> articipation	Talk quietly with other members of your group. Stay focused on the project. Don't disturb other stations.	
<b>S</b> ear to <b>S</b> uccess!	Work together to learn together.	

BEFORE SCHOOL STARTS

**CHAMPS**  
reference

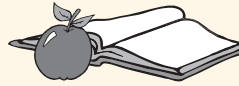
\*The CHAMPS CD (2009, included with CHAMPS, Second Edition) provides six sets of icons for use in creating visual displays.

**Plan to teach by:**

1. Telling students what type of activity they will participate in next.
2. Telling students what you expect and showing the CHAMPS expectations using a visual display.\* (Create your own or use the CHAMPS icons.)
3. Modeling the behaviors you expect to see, with particular emphasis on Participation.
4. Having some students demonstrate the expectations.
5. Modeling some things not to do.
6. Modeling the correct way one more time.
7. Verifying that students understand the expectations.
8. Modeling a range of behaviors and having students identify whether you are exhibiting appropriate or inappropriate behavior.
9. Reviewing all the positive expectations and re-modeling the right way.
10. Having students get started on the activity or transition.

**Plan to observe** • Have students start on the activity. (Circulate and scan.)

**Plan to provide feedback** • During and after the activity, provide positive descriptive feedback and corrective feedback.



# Evaluate • Ratio of Interactions

A high ratio of positive interactions with students has been shown to improve student motivation and academic performance while reducing disrespect, disruptions, and other misbehaviors.

The Ratio of Interactions Monitoring Form will help you determine whether your interactions with students are primarily positive or whether you have fallen into the Criticism Trap. If you've fallen into the Criticism Trap, you may be inadvertently fueling misbehavior by providing more attention to negative than positive behavior. The CHAMPS Ratio of Interactions Monitoring Form will give you a snapshot of what is happening in your classroom.

## The CRITICISM TRAP

The Criticism Trap occurs when a teacher pays more attention to student misbehavior than responsible behavior. Some students will misbehave to get the teacher's attention. Though misbehavior stops for the moment, over time the misbehavior occurs more and more frequently.

TO  
DO



Monitor your interactions using the Ratio of Interactions Monitoring Form. Your goal is to have a ratio of at least three positive interactions to every negative interaction.

## HOW TO USE THE RATIO OF INTERACTIONS MONITORING FORM

1. Copy the Ratio of Interactions Monitoring Form on the next page.
2. Make sure you understand the following:
  - ✓ If student behavior is appropriate at the time of the interaction, the interaction is positive.
  - ✓ If the behavior is inappropriate at the time of the interaction, it is negative. In other words, if misbehavior prompts the interaction—regardless of your tone or what you say, the interaction is negative.
3. Select a 30-minute block of time that concerns you. Arrange to audiotape or videotape that period of the day.
4. Listen to or watch the recording and mark your interactions on the form. Tally each positive and negative interaction with a student or the class.
5. Calculate your ratio of positive to negative interactions. For example:
  - 10 positive interactions to 20 negative interactions = 1:2
  - 12 positive interactions to 5 negative interactions = 2.4:1
  - 14 positive interactions to 4 negative interactions = 3.5:1
6. Analyze your ratio of positive to negative interactions. Did you achieve at least an overall 3:1 ratio of positive to negative interactions?
7. If needed, work on increasing positive interactions and decreasing negative interactions. Read *CHAMPS*, pp. 255–256, and review the Planner Tips for ways to increase your positive interactions. Repeat this activity in a couple of weeks.

... sample

C H A M P S		no. 6.2
RATIO OF INTERACTIONS MONITORING FORM (DURING A PARTICULAR TIME OF DAY)		
Teacher	Ms. Ng	Date 10/12
Time of Day	8:45 to 9:30	
Coding System Used (if any):		
M = Male	C = Class (as a whole)	
F = Female	N = Nick	
Attention to Positive	Attention to Negative	
M, M, M, F, M, F F, C, F, N, F, M C, M, M, N, F, M	N, N, M, M, F, F, N N, C, M, M, N	
<p>Analysis and Plan of Action:</p> <p>My overall ratio is 1.5: 1, so I need to decrease negatives and increase positives to get to a 3:1 ratio. If Nick's data is pulled out, I am almost at 3:1!</p> <p>My interactions with Nick are 1:3 (negative), so I should work on this and monitor my interactions with Nick a week from now.</p> <p>I think my feedback was fine in terms of clarity and style.</p>		
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This teacher is monitoring interactions with males, females, the whole class, and individuals with behavioral problems.



Positive interactions increase positive behavior and improve classroom climate.



C H A M P S

RATIO OF INTERACTIONS MONITORING FORM  
(DURING A PARTICULAR TIME OF DAY,  
WITH A STUDENT, FOR A SPECIFIC BEHAVIOR)

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Time of Day \_\_\_\_\_

Coding System Used (if any):

Attention to Positive	Attention to Negative

Analysis and Plan of Action: