

## APPENDIX C

# ***CHAMPS* Self-Assessment Checklist and Interest Inventory**

The checklist on the following pages, or portions of it, can be used by classroom teachers to assess their current level of CHAMPS classroom management implementation and help identify specific areas of concern. It may also be used as a conversational checklist between a coach and educator to elucidate areas of interest in coaching.

Note: All *CHAMPS* references are to *CHAMPS: A Proactive & Positive Approach to Classroom Management* (2nd ed.) by Randy Sprick (2010; Pacific Northwest Publishing).

## Understand how to shape behavior

- I will set up conditions that prompt responsible behavior.
- I will ensure that students experience positive results for engaging in responsible behavior.
- I will ensure that students do not experience negative results from exhibiting responsible behavior.

- I recognize that all misbehavior occurs for a reason and will take that reason into account when designing an intervention.
- I will identify and then modify any conditions that may be perpetuating the misbehavior.
- I will identify and then eliminate any positive consequences that may be resulting from the misbehavior.
- I will implement appropriate corrective consequences calmly and consistently when necessary.

I will work on increasing students' motivation to engage in positive behavior and decreasing motivation to engage in negative behavior.

I understand that students' motivation to engage in any behavior is related to the degree to which they value the rewards of engaging in that behavior and their expectation of succeeding at it.

### Identify long-range classroom goals

I have identified specific ways in which I will use these goals to guide lesson planning and decision making throughout the year.

I have a specific plan for letting my students and their families know what the long-range classroom goals are.

[illegible]

		No	Developing	Yes	Would like help
<b>Develop Guidelines for Success</b>	I have identified three to six basic attitudes, traits, and/or behaviors that are important for my students to succeed in my classroom and in their lives. From them I have created a set of Guidelines for Success (or Guiding Principles, Goals, etc.).				
	I have posted the Guidelines for Success in my classroom.				
	I have identified specific ways in which I can and will make frequent use of the Guidelines for Success. For example:				
	<ul style="list-style-type: none"> <li>• I will use them as topics for class discussions about behavior or goals.</li> <li>• I will refer to them when providing positive or corrective feedback to students.</li> <li>• I will use them as monthly class themes, as part of class assignments, during classwide celebrations of progress, etc.</li> </ul>				
<b>Maintain positive expectations</b>	I understand the importance of having high expectations for all my students. I will make a conscious effort not to say anything (to students, their families, or others) that would suggest that I have low expectations for any student.				
	I have identified specific ways I can and will convey my high expectations to students, their families, and others.				
	I have noted in my planning calendar times during the year when I will objectively examine my expectations for, language about, and behavior toward my students.				
<b>Implement effective instructional practices</b>	I have identified one or two aspects of my presentation style that I will work to improve over the course of this year.				
	I have made a plan for working on ways to actively involve students in lessons this year.				
	I have determined specific ways in which I ensure that my lessons involve clear objectives and that the content of the lessons is reflected in student evaluation instruments.				
	I have determined specific ways in which I ensure high rates of student success on tasks.				
	I am prepared to give students immediate performance feedback.				

		No	Developing	Yes	Would like help
<b>Initiate and maintain family contacts</b>	I am committed to establishing positive relationships with my students' families as part of my classroom vision.				
	I have a specific plan for how I will make initial contact with my students' families at the beginning of the year.				
	I have a specific plan for how I will maintain ongoing contact with my student's families throughout the year.				

## Chapter 2 | *Organization*

		No	Developing	Yes	Would like help
<b>Arrange an efficient daily schedule</b>	I have arranged my daily schedule to include a reasonable balance of teacher-directed work, independent work, and cooperative group activities—within a given subject and/or across subjects during the day.				
	I have arranged my daily schedule so that no one type of activity (teacher-directed work, independent work, or cooperative group) runs for too long a period of time.				
	I have scheduled independent work and cooperative group activities to immediately follow teacher-directed tasks.				
	I have identified and taken steps to proactively address those times of the class or day when students are more likely to misbehave.				
<b>Create a positive physical space</b>	I have arranged the desks in my classroom to optimize the most common types of instructional activities students engage in and to reflect the level of structure my students require.				
	My classroom is arranged so that I have physical and visual access to all parts of the room.				
	My classroom is arranged so that disruptions caused by activity in high-traffic areas are kept to a minimum.				
	I have devoted some of my bulletin board/display space to student work.				
<b>Use an attention signal</b>	I have identified and will teach to students an attention signal that has both auditory and visual components.				
	I have a specific plan for how I will provide both positive and corrective feedback to students regarding how they respond to the signal.				

	No	Developing	Yes	Would like help
<b>Design effective beginning and ending routines</b>				
I have identified how I will begin class and/or the school day in a way that makes students feel welcome and prompts them to go immediately to their seats to work on a productive task.				
As a middle school teacher, I have determined how I will conduct opening activities to meet the following goals: <ul style="list-style-type: none"> <li>• Students are instructionally engaged while I take attendance.</li> <li>• My procedures for dealing with tardiness ensure that tardy students do not disrupt class or take my attention</li> <li>• Announcements and housekeeping tasks do not take up too much time.</li> </ul>				
As an elementary school teacher, I have determined how I will conduct opening activities to meet the following goals: <ul style="list-style-type: none"> <li>• Opening activities are efficient and orderly, and ease students into the school day.</li> <li>• Students understand that school attendance and punctuality are important.</li> </ul>				
I have identified procedures for dealing with students who do not have necessary materials and/or are not prepared. These procedures: <ul style="list-style-type: none"> <li>• Ensure the student(s) can get needed materials in a way that does not disrupt instruction.</li> <li>• Establish reasonable penalties to reduce the likelihood the student(s) will forget materials in the future.</li> <li>• Reduce the amount of time and energy I have to spend dealing with this issue.</li> </ul>				
I have identified how I will deal with students who return after an absence so that they can find out what assignments they missed and get any handouts or returned papers without involving much of my time and energy.				
I have developed procedures for wrapping up at the end of the school day and/or class period. These procedures ensure that: <ul style="list-style-type: none"> <li>• Students will not leave the classroom before they have organized their own materials and completed any necessary cleanup tasks.</li> <li>• I have enough time to set a positive tone for the class and give students both positive and corrective feedback.</li> </ul>				
I have developed dismissal procedures that ensure that students do not leave the classroom until I dismiss them (the bell is not a dismissal signal).				

		No	Developing	Yes	Would like help
<b>Manage student assignments</b>	I have designed procedures for assigning classwork and homework that ensure that students can easily find information about the tasks they have been assigned to complete.				
	I have designed efficient and effective procedures for collecting student work.				
	I have designed efficient and effective procedures for keeping records of students' work and giving them feedback about their progress.				
	I have designed efficient and effective procedures for dealing with late and/or missing assignments.				
<b>Manage independent work periods</b>	As I set up my independent work periods, I will make sure that I do the following:				
	• Only assign independent work that I know students can do independently.				
	• Schedule independent work times in a way that maximizes on-task behavior (see "Daily Schedule" above).				
	• Establish a clear vision of what student behavior should look and sound like during independent work times.				
	• Arrange to provide guided practice on tasks and assignments that I expect students to do independently.				
	• Develop a specific system for how students can ask questions and get help during independent work periods.				

### Chapter 3 | *Management Plan*

		No	Developing	Yes	Would like help
<b>Determine the level of classroom structure</b>	I have carefully considered all factors, especially the needs of my students, to determine whether my classroom management plan needs to involve high, medium, or low structure.				
	I have noted in my planning calendar times throughout the year to reevaluate the level of structure my classroom needs. Specifically:				
	• During the fourth or fifth week of school, I will evaluate how well students are meeting my expectations. • Shortly after winter and spring vacations, I will evaluate how well students are meeting my expectations.				
<b>Develop and display classroom rules</b>	I have developed a plan for designing and then posting three to six specific classroom rules that will be used as the basis for implementing consequences for misbehavior.				

		No	Developing	Yes	Would like help
<b>Correct rule violations during the first week of school</b>	I have a repertoire of information-giving correction strategies to use with early-stage misbehaviors. These strategies include: <ul style="list-style-type: none"> <li>• Proximity</li> <li>• Gentle verbal reprimands</li> <li>• Discussion</li> <li>• Family contact</li> <li>• Humor</li> <li>• Praise for students who are behaving responsibly</li> <li>• Restitution</li> <li>• Emotional reaction</li> </ul>				
	When implementing any early-stage correction strategy, I am careful to always treat students with dignity and respect.				
<b>Establish corrective consequences for rule violations</b>	I am prepared to assign corrective consequences consistently and calmly, and will keep the interaction with the student as brief as possible.				
	I have considered how my consequences fit the severity and frequency of the misbehavior.				
	I have a repertoire of corrective strategies such as: <ul style="list-style-type: none"> <li>• Time owed</li> <li>• Timeout</li> <li>• Restitution</li> <li>• Positive practice</li> <li>• Response cost—loss of points</li> <li>• Response cost lottery</li> <li>• Detention</li> <li>• Demerits</li> <li>• Behavior improvement form</li> </ul>				
	I understand the system of Progressive Consequences and, if I choose to use it, I know how to make it work.				
	I understand the concept of Nonprogressive Consequences.				
	I have developed a plan for applying consequences to rule violations.				
	I know what behavior warrants sending students to the office according to my principal or assistant principal's guidelines, and what situations I should handle in my own classroom.				
<b>Know when (and when not) to use disciplinary referral</b>	I know how to write an objective disciplinary referral.				

### Clarify CHAMPS expectations for instructional activities

I have made a list of the major instructional activities and/or categories of activities that take place during a typical day.

For each activity or category that I have listed, I have defined, specifically and in detail, my behavioral expectations for students. For each activity or category, I have considered the level of classroom structure my students need as I addressed the following issues/questions:

- **Conversation:** How much and what type of conversation among students is allowed?
- **Help:** How are students to request help? What should they do while they are waiting for help?
- **Activity:** What is the activity, task, or assignment students will be engaged in? What is its purpose? What is the expected end product?
- **Movement:** How much and under what circumstances can students move about?
- **Participation:** What student behaviors will show active and responsible participation in the activity? What student behaviors will show lack of appropriate participation in the activity?

### Clarify CHAMPS expectations for transitions

I have made a list of the common transitions and/or categories of transitions within and between activities that will take place during a typical day.

For each transition or category listed, I have defined, specifically and in detail, my behavioral expectations for students. For each transition or category, I have considered the level of classroom structure my students need as I addressed the following issues/questions:

- **Conversation:** How much and what type of conversation among students is allowed?
- **Help:** How are students to request help? What should they do while they are waiting for help?
- **Activity:** What is the transition? What is its purpose? What will be different after the transition is complete? How long should the transition take?
- **Movement:** If the transition itself does not involve movement, how much and under what circumstances can students move about? If the transition does involve movement, are there any restrictions on student movement?
- **Participation:** What student behaviors show active and responsible participation in the transition? What student behaviors show lack of appropriate participation in the transition?

No

## Developing

Yes

Would  
like help



		No	Developing	Yes	Would like help
<b>Prepare lessons to communicate your expectations</b>	Based on the needs of my students, I have developed a plan to teach my CHAMPS expectations for activities and transitions. In developing my plan, I considered whether and how to use the following: <ul style="list-style-type: none"> <li>• The CHAMPS acronym</li> <li>• Visual displays</li> <li>• Modeling and/or role-play demonstrations</li> <li>• Practice by the class</li> <li>• Verification of students' understanding of expectations</li> </ul>				
	Based on my plan, I have prepared CHAMPS lessons that I will use at the beginning of the school year to communicate behavioral expectations to students.				

## Chapter 5 | *Launch*

		No	Developing	Yes	Would like help
<b>Summarize your Classroom Management and Discipline Plan</b>	I have summarized my vision, classroom organization, and discipline procedures into a concise document that can be used by my building administrator, substitute teachers, and me (see <i>CHAMPS</i> Reproducible 5.1, Classroom Management and Discipline Plan).				
<b>Make final preparations for Day One</b>	I have developed a modified daily or class schedule for the first day of school.				
	I have made a sign for my classroom.				
	I have prepared an initial activity for students to work on when they enter the room.				
	I have prepared a plan for dealing with families who may want to take my time on the first day of school.				
<b>Implement your plan on Day One</b>	I have thought about how I will display my Day One Schedule—on the board, an overhead transparency, or flip chart.				
	I have thought about how I will greet students individually as they enter the room.				
	I have thought about how I will get students' attention as soon as the bell rings.				
	I have thought about how I will communicate essential classroom information in the first ten minutes of the day or class.				
	I have thought about how I will teach my attention signal.				
	I understand the three-step process for communicating my expectations.				

	No	Developing	Yes	Would like help
<b>Implement your plan on Days 2 through 20 (the first four weeks)</b>				
<b>Prepare your students for special circumstances</b>				

## Chapter 6 | *Observe*

**Circulate when possible, and scan all sections of the classroom continuously**

I have thought about how I will use circulating, visual scanning, and auditory scanning to observe student performance of the behavioral expectations during activities and transitions.

No

Developing

Yes

Would like help

## Chapter 7 | *Motivation*

**Build positive relationships with students**

I have considered how I will provide each of my students with noncontingent attention—including, but not limited to, the following:

- Greet students.
- Show an interest in student work.
- Invite students to ask for assistance.
- Have conversations with students, when possible.
- Make a special effort to talk with any student with whom I interacted regarding misbehavior.
- Reach out to ELL students.

No

Developing

Yes

Would like help

In my planning calendar, I have noted two to three times during the school year when I will review how well I am doing at providing all students with noncontingent attention.

**Provide positive feedback**

I have made a plan to ensure that I am incorporating the following characteristics into the positive feedback I give students regarding their academic and/or behavioral performance. My feedback will be:

- Accurate
- Specific and descriptive
- Contingent
- Age-appropriate
- Given immediately
- Given in a manner that fits my personal style

If any student seems to be responding to my positive feedback with an increase in inappropriate behavior, I am prepared to make modifications to the feedback I am giving, such as:

- Treat the misbehavior (the downturn after receiving positive feedback) as a momentary interruption in the student's success.
- At a neutral and reasonably private time, talk to the student about her tendency to misbehave after getting positive feedback.
- Find a way to give the positive feedback more privately.
- Switch from giving specific descriptive feedback to simply interacting with the student when she is behaving responsibly.

		No	Developing	Yes	Would like help
<b>Provide intermittent celebrations</b>	Based on the level of structure I have determined my students need, I will plan on using intermittent celebrations:				
	<ul style="list-style-type: none"> <li>• Rarely</li> <li>• Occasionally</li> <li>• Frequently</li> </ul>				
<b>Strive to provide a high ratio of positive interactions</b>	I have identified (or have a plan for how I can identify) the kinds of rewards that are likely to be most useful with my students.				
	I understand how important it is for me to interact with each of my students at least three times more when they are behaving responsibly than when they are misbehaving.				
	I will watch for any tendency on my part to fall into the Criticism Trap.				
	I will periodically assess my patterns of interactions using Tool 2: Ratio of Interactions Monitoring Form (Reproducibles 6.2, 6.3, and 6.4) from <i>CHAMPS</i> Chapter 6.				

## Chapter 8 | *Classwide Motivation*

		No	Developing	Yes	Would like help
<b>Employ a classwide system or systems to increase motivated and responsible behavior</b>	I have evaluated, subjectively and/or with systematic monitoring tools, the behavior and motivation level of my students.				
	I have carefully considered whether my students would benefit from a nonreward- or a reward-based motivation system.				
	If a nonreward-based system is appropriate, I am prepared to use some form of goal setting with my students.				
	<p>If a reward-based system is needed, I have reviewed the information on how to use a reward-based system and am prepared to the following:</p> <ul style="list-style-type: none"> <li>• Choose or design a system that is appropriate to the needs of my students.</li> <li>• Implement the system in a way that enhances its effectiveness with my students.</li> <li>• Maintain the system so that it continues to have a positive effect on my students' motivation.</li> <li>• Fade the system eventually so that students' improved behavior and/or increased motivation stems primarily from their own intrinsic motivation.</li> </ul>				

**Step 6:** Implement the intervention plan for at least two weeks. Continue to collect data on the target behavior to evaluate the plan's effectiveness.

Would  
like help

	No	Developing	Yes	Would like help
For misbehaviors due to lack of awareness, I understand the four-phase intervention process:				
1. Make sure the student knows what behavior you expect him to exhibit (the target/goal behavior).				
2. Respond to instances of the misbehavior in a manner that lets the student know he is not meeting the goal.				
3. Monitor the student's behavior so that you, the student, and the student's family have an objective basis for discussing progress.				
4. Provide positive feedback when the student is successful or makes improvements. If positive feedback doesn't seem sufficient to motivate the student to stop exhibiting the behavior, consider using some kind of incentive (reward).				
For misbehaviors due to lack of ability or skill, I understand the four-phase intervention process:				
1. At a neutral time, have a discussion and/or provide lessons on the goal behavior(s).				
2. Correct errors in a manner that provides instruction.				
3. Make accommodations to increase the student's chance of success.				
4. Provide positive feedback when the student is successful or makes improvements. Set up reward-type incentives if simple positive feedback seems insufficient to motivate the student.				
For attention-seeking misbehaviors, I understand the steps to take to implement the intervention of planned ignoring:				
1. Ascertain whether ignoring is an appropriate response.				
2. Discuss the proposed plan with the student.				
3. When the misbehavior occurs, continue what you are doing and provide positive feedback to other students.				
4. When the attention-seeking misbehavior ceases, give the student attention.				
5. Maintain frequent interactions with the student when he is not misbehaving.				
6. Monitor the student's behavior to determine whether progress is being made.				
For purposeful/habitual misbehaviors, I understand the three components of an intervention plan:				
1. Remove any positive or satisfying aspects of demonstrating the misbehavior.				
2. Demonstrate to the student that positive behavior leads to positive results.				
3. Respond to the misbehavior by assigning appropriate corrective consequences.				