Getting Started (on getting started!)

- Preparing for the first day
- Conducting the first days
- Achieving a normal routine
- Periodically reviewing your expectations

1. Prepare lessons on your behavioral expectations for each major activity.
   Identify critical content for activities such as teacher-directed instruction, independent seatwork, and cooperative groups.

   Be sure to clarify (for each major activity):
   
   Conversation
   Help
   Activity
   Movement
   Participation
   Success

   High school teachers: Consider using ACHIEVE.

   Voice Levels:
   0 = No voice
   1 = Whisper
   2 = Conversational voice
   3 = Presentational voice
   4 = Outside voice

2. Prepare lessons on your behavioral expectations for each major transition. Include time (duration) criteria.

   Transitions may include:
   
   - Arriving at the classroom
   - Beginning class/routines
   - Getting out necessary materials
   - Changes in location
   - Putting things away
   - Cleaning up
   - Leaving the classroom
   - Schoolwide settings (halls, cafeteria, playground, bus waiting areas, assemblies, and so on)
CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity  Independent seatwork while teacher is with small group

Conversation
Can students engage in conversations with each other during this activity?  Yes
If yes, about what?  Questions about work assignment
With whom?  Other students at their tables
How many students can be involved in a single conversation?  Two to four students
How long can the conversation last?  About a minute
How loudly should students speak?  Level 1

Help
How do students get questions answered?  They should try to get answers without teacher help. If no one at the table can help, they can come and stand in the Question Box.
How do students get your attention?  Stand quietly in the square
If students have to wait for help, what should they do while they wait?  Stand quietly in the square

Activity
What is the expected end product of this activity?  (Note: This may vary from day to day)
Students will complete seatwork packet. When done, they can go to book or science learning center.

Movement
Can students get out of their seats during the activity?  Yes
If yes, acceptable reasons include: pencil sharpener  Yes  restroom  Yes
drink  Yes  hand in/pick up materials  Yes
other:  Go to the Question Box
Do they need permission from you?  No

Participation
What behaviors show that students are participating fully and responsibly?  Looking at paper. Writing or coloring.
Talking with tablemate while looking at paper.

What behaviors show that a student is not participating?  Talking without looking at paper. Staring out window.
Wandering around room.

Success!

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CHAMPS TRANSITION WORKSHEET

Transition: Getting a book out and opening to a particular page (e.g., for guided practice on problems during a math lesson)

Conversational

Can students engage in conversations with each other during this transition? Yes
If yes, clarify how (so that they keep their attention on completing the transition).

Help

How do students get questions answered? How do students get your attention? Raise hands

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take). Teacher will tell and write on the board the book and the page number. Within ten seconds, all students will have the book open to the correct page and be waiting quietly. If a student does not have the book, he or she can ask to look on with a neighbor.

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? No
If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly? As soon as the instruction is given, students will open the book quickly and quietly and wait for further instruction.

What behaviors show that a student is not participating appropriately in the transition? Asking, “What page?” Talking (other than asking quietly to share book). Wasting time (e.g., looking for book in messy desk or playing).

Success!

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Communicate your expectations to students immediately before each activity or transition

3. Design rules that communicate your most important expectations.
   - Plan to post this information in a prominent place.
   - If you wish to involve students in the design process, first determine whether there are any rules that you alone need to establish in order to teach effectively.
   - Rules should be specific, observable, and (for the most part) stated positively.
   - Have no more than five rules.
   - Identify whether any of your classroom rules require additional instruction. When and how will you provide this instruction?

Sample Rules

- Follow directions immediately.
- Work during all work times.
- Keep hands, feet, and objects to yourself.
- Arrive on time with all materials (pencil, notebook, textbook, paper).
4. Develop consequences for common rule infractions.
   - Establish consequences that fit the nature of the problem but are as mild as possible.
   - Implement consequences calmly and consistently
   - When possible, consequences should be implemented immediately in the setting in which the infraction occurred.
   - At the beginning of the year—think about how we often forget to say “thank you” while correcting.

5. Provide frequent:
   - Positive feedback
   - Noncontingent acknowledgment

   3:1 ratio: Three positive interactions for every corrective interaction

6. Design routines or policies for:
   - Attendance/tardiness procedures
   - Heading papers
   - Assigning work
   - Homework
   - Late work
   - Collecting work

7. Plan your:
   - Physical arrangement
   - Daily schedule
   - Beginning and ending routines
   - Process for family contacts

Conclusion
   - Create positive relationships.
   - Teach expectations with precision, repetition, inspiration.
   - Correct misbehavior and procedural violations fluently.
   - Construct rituals and routines that prompt student success.