School improvement is a continuous process and requires ongoing attention. For many reasons, CHAMPS and Foundations implementations may stall or derail. Learn how to assess the health of your implementation and what to do to recharge the initiative, if needed.

Topics: The Big Picture

1. Assess the structure of your initiative (team, processes, staff engagement).
2. Assess the breadth of your initiative (common areas and schoolwide processes, classroom implementation, climate, disciplinary processes, safety, bullying, absenteeism, links to Tiers 2 & 3).
3. Create a vision of potential future actions (new common areas/policies), revisit every three years, and construct an archive.
4. Provide creative reminders about what people already know.
5. Have fun.
Insert poll:
What is your current job role?

1. Building- or district-based administrator
2. Classroom teacher
3. Specialist (school psychologist, social worker, counselor, behavior specialist, other)
4. I am with a team—various roles in the room

Introduction

• Remember that this work is difficult! Discipline drives everyone crazy.
Renewing and Re-energizing Your CHAMPS and Foundations Implementations

Introduction

• Remember that this work is difficult!
• Remember that change can take time—seatbelts
Wear your seatbelt! (Since the 1950s)

- Robert McNamara, with Ford Motors, began pushing for use of seatbelts in the 1950s
- Congress set standards in the mid-60s, but 15 years later—11% use.

Change over time occurred through:

1. Threat of ticketing
2. Expansive public awareness campaigns
3. Annoying beeps and lights if unbelted
4. Lives saved in accidents—seatbelts reduce the risk of death by 70%
Introduction

- Remember that this work is difficult!
- Remember that change can take time—seatbelts

*Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish.*

*Paraphrase of quote attributed to John Quincy Adams*

“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln
Introduction

• Remember that this work is difficult!
• Remember that change can take time—seatbelts
  • Precision, patience, persistence
• “Staying the same means going backwards.” —Roger Federer

Insert poll:
Describe the current implementation of behavior support in your school or district.

1. We have been implementing both Foundations (or PBIS) and CHAMPS effectively for over three years.
2. We have just been implementing CHAMPS (and/or Discipline in the Secondary Classroom) effectively for over three years (but not Fdts or PBIS).
3. We have been implementing our behavior support efforts within the last couple of years.
4. We are just getting started (or contemplating getting started).
Topics: The Big Picture

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5. Have fun.
As mentioned earlier, it is striking that teacher authority concerning student behavioral and discipline decisions is more consequential for academic success in the school than teacher authority concerning issues ostensibly more directly tied to classroom instruction. This raises the question: Why would teacher leadership related to this seemingly nonacademic issue—student discipline policies—be so consequential for student academic success?

Data from other studies we have conducted suggest one explanation (Ingersoll, 2003, 2012; Ingersoll & Collins, 2017). These analyses of national data indicate that teachers have substantial responsibility for maintaining an orderly school and classroom and for the enforcement of student behavioral and discipline standards. But these data also tell us that teachers often have little input on schoolwide behavioral and disciplinary rules, norms, and standards for students. Instead, these rules and guidelines are largely conceived by others. Similarly, teachers often have little say over the types of rewards or sanctions used to bolster or enforce these rules. These limitations on teacher authority can undermine their ability to take charge of their classrooms and to successfully meet their responsibilities. Indeed, our data indicate that a lack of authority on the part of teachers can degrade their role with students—pushing it in a negative and punitive direction.”
Checklist: Universal Prevention and Early Intervention

**NA** = Not applicable
0 = Not present in our school
1 = Partially in place, but not fully consistent or effective
2 = Fully in place and effective
3 = Fully in place and archived to ensure continuity across personnel changes

### 1. Process of Continuous Improvement

- Foundations (PBIS) Team directly represents all faculty and staff groups.

- Foundations Team meets regularly and has established and maintains an archive of all behavior support policies, procedures, lessons, presentations, and communications (e.g., letters to families).

- Foundations Team members communicate with the entire staff at least once per month.

- Foundations Team is known by all staff and is highly involved in all aspects of climate, safety, behavior, motivation, and student connectedness.

- The Foundations Team engages all staff to actively participate in setting priorities, developing revisions, adopting new policies and procedures, and implementing all aspects of school climate, behavior, and discipline.
“The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.” — John Foster Dulles

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2. For every common area and all schoolwide policies

- Observations are conducted and data from multiple sources are collected and analyzed at least annually.
- Current structures and procedures have been evaluated and protected, modified, or eliminated.
- Lesson plans have been developed, taught, practiced, and re-taught, when necessary.
- Common area supervisory procedures are communicated to staff and monitored for implementation.

FOUNDATIONS: Module B

3. Positive climate

- Guidelines for Success are posted, reviewed regularly, and embedded into the culture. They are part of the common language of the school.
- Ratios of Interactions: Observation data show that most staff at most times strive to interact with students at least three times more often when students are behaving responsibly than when they are misbehaving. As needed, this concept is reviewed with staff.
- Attendance: All students with chronic absenteeism (absent 10% or more of school days) are identified at least quarterly; Foundations Team determines whether universal intervention is warranted.
- Programs to meet students’ basic needs are in place and analyzed at least once per year to determine their effectiveness and assess whether the needs of any student groups are not being met.
- Foundations Team has analyzed procedures and suggested improvements for welcoming and orienting new students and families at the beginning of the school year. (New students include both those in a new grade-level cohort [e.g., ninth graders in high school] and those who are new but not part of that cohort.)

FOUNDATIONS: Module C
### FOUNDATIONS: Module D

**4. Correcting misbehavior**

- Foundations Team has reviewed the lessons in Module D (how to interact appropriately with adults) and discussed whether they might reduce misbehaviors that get students into trouble.

- Staff understand the potential limitations of office referral as a corrective procedure and avoid using it whenever possible.

- Staff have been made aware of the limited benefits and potential drawbacks (including disparate impact) of out-of-school suspension (OSS) as a corrective consequence.

- Staff avoid pressuring administrators to use OSS. Staff perceptions of consistency and administrative support for disciplinary actions are documented in staff survey results.

- Annually, staff discuss and agree on what behavior must be sent to the administrator, what can be sent to the administrator, and what should be handled in the setting in which the infraction occurred (3-level system for responding to misbehavior).

### FOUNDATIONS: Module E

**5. Safety, conflict, bullying**

- Staff is aware of the importance of a comprehensive view of safety that includes preparing for outside attackers as well as the more common occurrences of playground injuries, student fights, bullying, and so on.

- Foundations Team has assessed problems with safety, conflict, and bullying within the last 3 years. If problems exist, a plan for using or adapting information from Module E and integrating it with current curriculum or procedures has been completed.
6. Classroom management: Expectations for teachers, administrators, and staff coaches

Adapted from Coaching Classroom Management

- A schoolwide or districtwide model for classroom management has been adopted that creates a common language that connects professional development, procedures, and problem-solving among teachers, coaches, and administrative staff. The only absolute rule within that adopted model (e.g., CHAMPS) is that all people should be treated with respect. Belittlement of students has no place in any teacher’s repertoire.

- Staff understand that managing a classroom is part art and part science, conceptually simple enough to reduce to a handful of critical variables yet so intricate and complex that it is a lifelong learning task. Even the best and most experienced teachers must continually refine their classroom management plans.

- Staff also understand that the goal of effective classroom management is not creating “perfect” children, but rather providing the perfect environment for enhancing the growth of all students toward increasingly responsible and motivated behavior.

- Administrators make clear what they expect to see when visiting classrooms, specifically that students are (a) meeting the teacher’s procedural and behavioral (CHAMPS) expectations, (b) academically engaged in meaningful learning tasks, and (c) interacting respectfully with one another and with the teacher.

Administrators provide clear expectations that all staff will strive to maintain a 3:1 ratio of attention to positive behavior compared with corrective feedback.

Skilled and respected staff members have been designated as classroom management coaches. In most cases, these will be instructional coaches who assist with classroom management as part of their efforts to help teachers implement effective instructional practices. Ideally, their role should be nonevaluative and their work with teachers confidential.

When observations or collected data reveal that a teacher needs to improve essential classroom management outcomes, the teacher is made aware of the options for help available in the school and encouraged to seek assistance from a coach.

Coaches work within a systematized framework to ensure that reliable data are collected within and across classrooms, and they should be well equipped with assessment aids and interventions—classroom ecology checklists, teacher interview questions, observation and feedback forms, data collection instruments, and charts and graphs for interpreting data. Coaches know how to communicate effectively, what to look for when observing classrooms, and how to provide meaningful, ongoing support and follow-up.

Classroom management coaches meet regularly for ongoing professional development and support, continually engaging in dialogue, self-reflection, and praxis to refine their craft.
Renewing and Re-energizing Your CHAMPS and Foundations Implementations

7. Early-stage interventions

- All teachers and support staff have been trained on the interventions in the school or district early-stage protocol, including how and why to keep records of each intervention.
  For example:
  - Use Planned Discussion
  - Have Students Set Goals
  - Collect Data and Debrief
  - Maintain High Ratios of Positive to Corrective Interactions
  - Use a STOIC Function-Based Analysis and Intervention
- Data Collection and Debriefing (or an equivalent) is adopted as a required intervention for most chronic behavioral problems. Data must be charted before assistance is requested from support staff or problem-solving teams.

Topics: The Big Picture

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4. Provide creative reminders about what people already know.
5. Have fun.
If one does not know to which port one is sailing, no wind is favorable.

— Seneca

Potential future actions (new common areas/policies), revisit every three years, and construct an archive.

- New policies/procedures, such as a focus on:
  - Re-organizing and re-energizing a common area or common policy
  - Reducing chronic absenteeism
  - Improving student respect
  - Developing school pride
For example: Focus on Attendance

- Two Rivers Dos Rios
- Principal Charlie Jett
- His staff at TRDR have several videos that use the same theme to focus on different topics:
  - https://youtu.be/C-6NWMSj_9c

For example: Focus on Respect

In a series of experiments, Stanford researchers found teachers often view respect in terms of cooperation and compliance. For students, respect involves “a basic recognition of your humanity,” including remembering a student’s name (and pronouncing it correctly), not speaking down to students or embarrassing them in front of their peers, and expressing interest in their perspectives. Both college- and middle-school-age students reported losing respect for teachers who disciplined students in a dismissive or punitive way, and said that they would be more likely to misbehave in such a teacher’s class.

— Education Week
For example:
Focus on School Pride

- Communicate “belonging” and “inclusiveness”
  - Shungnak, NWABSD—“It’s a we.”
- Use your Guidelines for Success (OVER AND OVER AND OVER)
- Refer to your feeder patterns

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4. **Provide creative reminders about what people already know.**
5. Have fun.
Professionals can benefit from reminders to actually do the things they know they should do.

Reminders about basics does not mean we do not think of them as unprofessional.

For example, some types of things educators know, but forget:

- Specific descriptive praise
- Ratios
- Build relationships
- Fluent, respectful corrections
- Misbehavior as puzzle
Descriptive Praise

Staff: Please remember to use specific, descriptive praise:

“Good job” is fine, but “Rashida, you have been demonstrating consistent levels of cooperation and leadership in this class. Thank you for contributions” means much, much more!

Ratios of Positive Interaction (RPI)

Staff:
“When you are dog-tired at night, could it be that you have been growling all day?” (Source unknown)

Remember to pay at least three times more attention to every student when she or he is not misbehaving than when the student is engaged in misbehavior. A 3:1 ratio of positive interactions is the goal with every student, every day.
Relationships

Staff:
Remember to make an effort to establish a supportive relationship with every student: the talented student, the troubled student, and the most average student.

You may be the teacher that this student remembers 30 years from now as “the teacher who believed in my potential and guided me toward a productive path.”

Unemotional Corrections

Staff:
Remember that sometimes a student’s disruption in class is less disruptive than the teacher’s reaction to the disruption.

Keep your behavioral corrections as brief and as calm as possible!
STAFF: Remember to:

View misbehavior as a puzzle to be solved . . .

not a threat to be removed.

The STOIC Framework

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<td>Structure for success</td>
<td>Teach expectations</td>
<td>Observe positively</td>
<td>Interact fluently</td>
<td>Correct fluently</td>
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5. Have fun!
ADAPTATION FOR BOYS

Rest Rooms

What to do:

Go
Flush
Wash
Leave

AIM

Rest Rooms

What to do:

Go
Flush
Wash
Leave
Renewing and Re-energizing Your CHAMPS and Foundations Implementations

High School Restroom in Alabama

The sign above the urinal reads . . .

How can someone who can hit a deer at 250 yards keep missing the URINAL???

AIM, BOYS. YOU CAN DO IT!!!

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Keeps Bathrooms up to 85% cleaner
- Cleaner, Safer restrooms in minutes
- Made famous in the Amsterdam International Airport
- Reduces spillage in Men’s restrooms
- Installs in seconds

MTSS
Multi-Tiered System of Behavior Support
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“You don’t have to see the whole staircase to take the first step.”
—Dr. Martin Luther King, Jr.