



CHAMPS

**A Proactive & Positive
Approach to
Classroom Management**

CHAMPS Partners in Learning

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Today's Objectives

Learning Intention

I am learning about **positive classroom management** strategies so my students never have to guess how they are expected to behave, ultimately increasing engagement and achievement.



Success Criteria



1. I can state my expectations for **classroom management**.
2. I can identify **strategies** to communicate expectations.
3. I can use the **5 major strategies of STOIC** to develop a classroom management plan.

Norms

Start and end on time.

If you're in, you're in.

Believe in the room.

Follow attention signals.

Personal devices (computers and cells) are not needed

End better than we begin

Identify an elbow partner (partner 1 and partner 2)

An Effective Attention Signal...



Includes both **auditory and visual cues** that can be noticed by everyone immediately.



Not only gains students' attention but **requires students to provide a response**. This allows you to know everyone is ready.



Is **age appropriate**. Students should be comfortable using the attention signal.



Does not require specific conditions. Flexibility to use the signal wherever you are (e.g., hallway) makes it more useful.

2-Minute Conversations

What are some ways you plan to:

- Manage noise level and conversation in your classroom?
- Manage how students ask questions/get help on work?
- Manage the amount of freedom students have to move around the classroom?
- Ensure students understand what they should be doing during any given activity?
- Help students know whether or not they are meeting your behavioral expectations during an activity?

What is CHAMPS?

The **C.H.A.M.P.S.** classroom management model aims to **improve student behavior and strengthen learner engagement** through a strategic system of clearly defined expectations.

C.H.A.M.P.S. is an acronym for **explicitly teaching expectations** for each transition in the classroom.

C conversation

H help

A activity

M movement

P participation

S success!

There is one absolute rule within the CHAMPS approach—students should be treated with **dignity and respect.**



Belittling or ridicule has no place in the effective teacher's repertoire of behavior support practices.

Tier 2
5 -15%
Targeted



Tier 3
5%
Intensive



Tier 1
80%
Universal

CHAMPS is a Tier I instructional approach



The **STOIC** Framework

STOIC is a multi-tiered system of prevention and intervention that empowers general educators, special educators, and related services professionals.

S

STRUCTURE FOR SUCCESS

Organizational elements in the school setting impact how students behave and how they feel about being there.

CONSIDERATIONS:

- Physical arrangements
- Scheduling
- Organizational patterns
- Routines and procedures
- Expectations for students
- Expectations for staff

T

TEACH EXPECTATIONS

Expectations teach students to behave responsibly in every setting across the school. Teach expectations like a coach: with clarity, repetition, and inspiration!

EXAMPLES:

- Schoolwide guidelines
- Expectations for common areas
- Expectations (and reminders!) for the classroom

O

OBSERVE

Observe student behavior; supervise and monitor with precision. Remember, the presence of authority prompts people to follow rules, and people want to put their best foot forward.

TACTICS:

- Build relationships with students
- Circulate and scan classrooms
- Have enough adults present
- Support other adults
- Use data to view and understand long-term trends

I

INTERACT POSITIVELY

Build relationships that can be operationalized.

TACTICS:

- Say hello, converse, and listen to students
- Pronounce names correctly
- Make average kids feel above average
- Provide specific, descriptive feedback
- Use attention strategically
- Use a 3:1 ratio of attention to positive compared to negative behavior
- Record how you pay attention to students

C

CORRECT FLUENTLY

Avoid corrections that interrupt the flow. Correction should feel like a parenthetical phrase to the momentum of what you are doing in the classroom.

TACTICS:

- Use mild consequences
- Stay calm
- Strive for consistency
- Be brief and don't talk too much
- Be respectful

STOIC Checklist

Take 5 minutes and quietly self-assess using the [STOIC checklist](#).

Classroom Management STOIC Checklist (p. 1 of 4)		
STOIC Variables		Tasks from CHAMPS or DSC
Structure your classroom for success	Physical Arrangement	1. I have arranged the room so I can get from any part of the room to any other part relatively efficiently.
	Schedule	2. My students and I can access all materials, work spaces, and the pencil sharpener without disturbing others.
		3. My schedule provides the appropriate consistency, variety, and physical activity to meet the needs of my students and the academic content.
	Attention Signal	4. I have chosen an attention signal that has both a visual and auditory component and can be used in all settings inside and outside the classroom.
	Classroom Rules	5. I have identified three to five specific, observable, and positively stated classroom rules that do not have regular exceptions. I have aligned these rules with our schoolwide or classroom expectations (e.g., Guidelines for Success).
		6. I have posted my classroom rules in my classroom.

RETRIEVAL PRACTICE

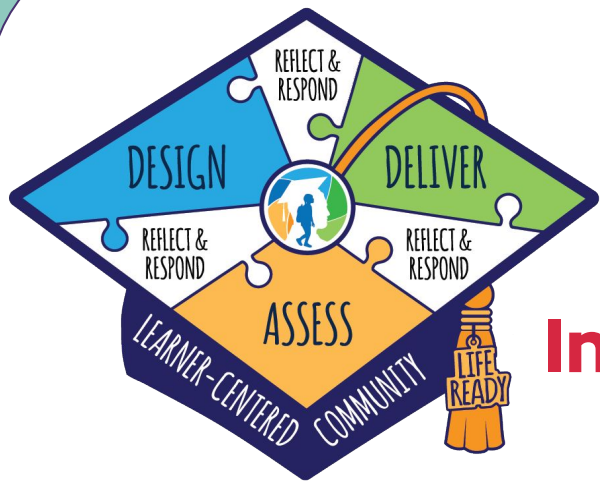
On a sticky note, or a blank sheet of paper write down:

What does the STOIC acronym stand for?

The background features several large, overlapping, organic shapes in various colors: purple, brown, yellow, orange, pink, and teal. These shapes are positioned around the edges of the frame, creating a vibrant, abstract border.

S

tructure



CHAMPS + HCPS Instructional Model

DESIGN

The design of learning experiences is intentional, collaborative, aligned to standards and inclusive of individual student needs.

When I design, I:

- Develop aligned learning intentions and success criteria.
- Select strategies, practices and resources to meet the needs of all learners while ensuring that they reflect students' diverse lived experiences.
- Create opportunities for communication, collaboration, and critical and creative thinking.
- Develop intentional learning experiences that are authentic and connected.
- Provide opportunities for personalized learning and career pathways that are student-owned and community-supported.

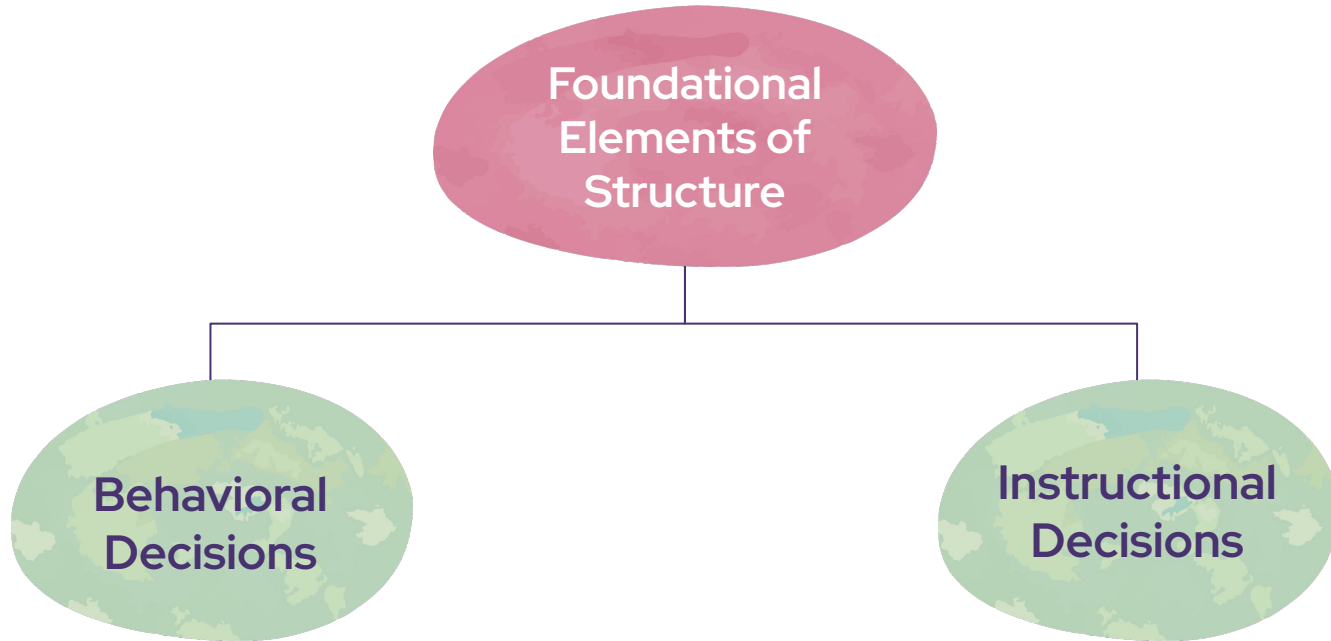
LEARNER-CENTERED

The learner-centered community fosters learner agency while developing positive relationships and building a community where all students are included, respected and valued.

When I foster a learner-centered community, I:

- Believe all learners can be successful.
- Create an inclusive environment that develops a culture of belonging.
- Build respectful and positive relationships.
- Nurture social and emotional development.
- Build character and citizenship that helps students develop an understanding of themselves and others.
- Design learning spaces that encourage learning anytime and anywhere.

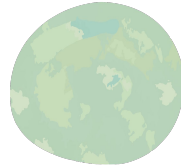
Structure Your Classroom for Success



Behavioral and Instructional Decisions



Physical Space



Guidelines/Rules



Attention Signal



**Beginning &
Ending Routines**



**Transitions &
Activities**

STRUCTURE

Consider Your Needs

Reflect on the questions here→

There are no wrong answers. Assign yourself a score between 0-20 for each question – be honest with yourself. Then, total your score.

Classroom Support Needs Assessment (p. 1 of 3) CHAMPS



PART 1: TEACHER NEEDS

Read each question and assign yourself a score from 0–20, with 0 representing the answer on the left of the scale and 20 the answer on the right.

1. What is your tolerance for background noise?

Score

I love to have conversations in crowded, noisy restaurants.	Holiday music in department stores drives me crazy after about 30 minutes.																			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

2. What is your tolerance for individual voices (volume, pitch, whining, mumbling, etc.)?

No style of voice seems to bother me—even when there are several at once.	Some voices are like fingernails on a chalkboard.																			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

3. What is your tolerance for interruption?

I would be fine working as a receptionist—managing phones, people, and equipment.	When the phone rings twice during dinner, I want to scream.																			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

4. What is your tolerance for background movement?

I thrive on the hustle and bustle of downtown in a large city.	I prefer to relax by the side of a quiet lake.																			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

5. What is your ability to multitask without becoming flustered?

I love to do three things at once.	I do not like to talk to anyone while I am collating papers.																			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Teacher Needs Total Score

0

**0–33
LOW SUPPORT NEEDS**

You don't require much structure and will probably be content with a Low, Medium, or High Support classroom management plan.

**34–66
MEDIUM SUPPORT NEEDS**

For you to stay calm and positive, your classroom management plan should involve Medium or High Support.

**67–100
HIGH SUPPORT NEEDS**

For you to stay calm and positive, your classroom management plan should involve High Support.

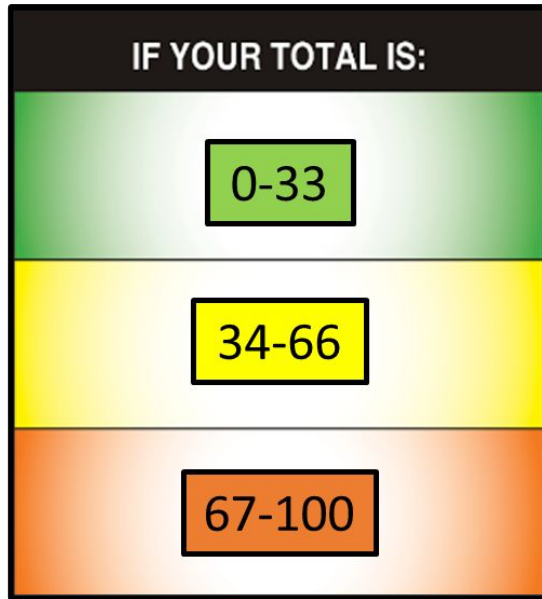
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REPRODUCIBLE 1.3

The level of support I anticipate establishing is (check one): ☐ High ☐ Medium ☐ Low

STRUCTURE

Consider Your Needs



You don't require much structure and will probably be content with a Low, Medium, or High Support Classroom management plan.

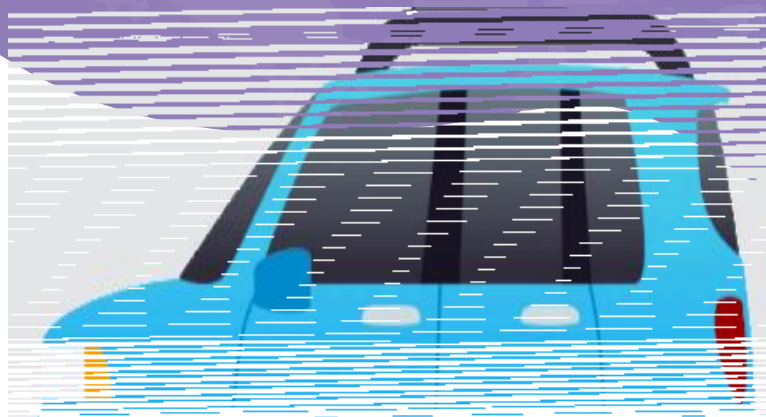
For you to stay calm and positive, your classroom management plan should involve Medium or High Support.

For you to stay calm and positive, your classroom management plan should involve High Support.

STRUCTURE

Avoid confusion between **guidelines, rules, procedures, and expectations** via driving a car...

- Guidelines are the big picture attributes, traits, behaviors, broad/noble ideas
(drive safely, be courteous and be defensive)
- Rules are regulations for which there are consequences
(make a full stop at stop signs)
- Procedures are the actions the driver take to accomplish a task (turn key to start the car, shift gears as car picks up speed, and move at and appropriate speed in heavy traffic)
- Expectations includes all the guidelines, rules, and procedures



STRUCTURE

Ensure that you have, and that you can convey high positive expectations for the success of all your students.

School-wide Expectations / Guidelines for Success

Respectful
Organized
Accountable
Responsible

Brookland
 Middle School
 Cubs!



- 3-5 Lofty Traits that ground the climate and culture of the school.
- The core of all behavioral expectations and conversations
- Explicitly taught
- Reinforced with behavior specific praise/acknowledgement

	<u>Cafeteria</u>	<u>Classroom</u>	<u>Recess</u>	<u>Bus</u>
HOLLADAY BAWKS Be Respectful 	• Use kind words • Talk only to friends close to you at your table • Use good manners, say please and thank you • Wait your turn in line	• Use kind words • Listen to others • Treat all property with care • Return supplies that are borrowed • Be a team player	• Use kind words • Share play equipment • Listen to others • Play fair and include all who want to play	• Use kind words • Listen to adults • Talk only to friends close to your seat
Be Responsible 	• Voices at level 2 or less • Make only one trip through the lunch line • Raise your hand for help • Walk directly to your table • Follow directions	• Raise your hand for help • Be engaged in class • Be on time • Complete/turn in work • Follow directions and routines • Ask for help as needed	• Report situations honestly to adults • Dress appropriately for the weather • Line up quickly/quietly • Return play equipment	• Walk directly to your bus • Keep track of backpack • Follow directions/rules • Have bus notes ready • Be on time for bus
Be Safe 	• Stay in your assigned space until dismissed • Only eat your own food • Stack trays correctly • Take turns dumping trays • Keep hands/feet to self • Report spills to an adult	• Sit appropriately • Walk during transitions • Use supplies safely • Keep hands/feet to self • Keep seating out of walkways	• Keep hands/feet to self • Use equipment properly • Dress for the weather • Use words to resolve disagreements	• Stay seated, forward facing and feet to floor • Keep hands/feet to self • Keep self/objects inside the bus • Voices at level 2 or less
Be a Leader 	• Show classmates how to sit and talk appropriately at lunch • Tell the truth • Clean up your area	• Offer help to others when asked to or when it is needed • Volunteer for class jobs • Tell the truth • Have supplies ready for every activity	• Encourage others to play • Tell the truth • Report problems to adults	• Report situations to the bus driver • Tell the truth • Set the example • Provide help to others • Keep your area clean

STRUCTURE

Guidelines for Success

What you hope students will learn from you, not the academic content, but the attitudes and actions that will help them succeed in a every aspect of life.

Beyond Academics

- **Believe in their own potential** — to know that their effort, not perfection, defines success.
- **Show up with kindness** — to themselves and others, even when it's hard.
- **Stay curious** — to ask questions, seek understanding, and value learning as a lifelong journey.
- **Take responsibility** — for their actions, their learning, and how they treat people.
- **Bounce back** — to view mistakes not as failures but as stepping stones.
- **Support one another** — because we rise by lifting others.

What are the guidelines for success you plan to have in your own classroom?

ITEM 1

Guidelines for Success (*Chapter 2, Task 1; pp. 55–59*)

STRUCTURE

Classroom Rules

Rules or norms are your expectations for behavior in your classroom, but should serve as the basis for implementing consequences for the most frequent misbehaviors.

Consider co-creating rules WITH students to increase voice, choice, and ownership in the process.

1

Stated positively

2

Specific and refer to observable behaviors

3

Must be applicable for the entire class time

4

Posted in a prominent location

5

Teach rules using positive and negative examples

STRUCTURE

Classroom Rules

ITEM 2 Posted Rules (*Chapter 2, Task 2; pp. 60-64*)

Classroom Rules

1. Come to class every day that you are not seriously ill.
2. Keep hands, feet, and objects to yourself.
3. Follow directions the first time they are given.
4. Stay on task during all work times.



STRUCTURE

Arrange the **physical space** in your classroom so that it promotes **positive student-teacher interactions** and **reduces** the possibility of **disruptions**.

- Arrange student desks to optimize instructional tasks
 - Whole class instruction
 - Small group instruction
 - Rug activities
 - Quiet reading area
 - Free choice games and activities
- Have physical and visual access to all parts of the room.
- Minimize disruptions caused by high-traffic areas.
- Devote some of your space to student work.
- Determine whether and how to assign seats

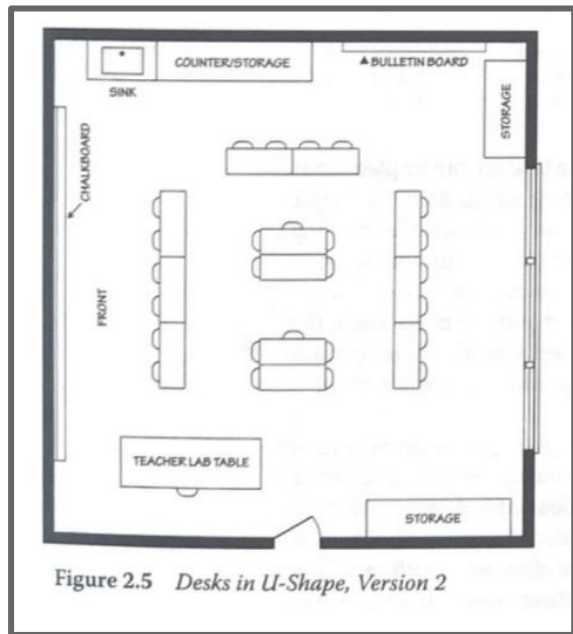


Figure 2.5 Desks in U-Shape, Version 2

STRUCTURE

Attention Signal

Watch examples of effective attention signals in an elementary setting.



STRUCTURE

Attention Signal

Watch examples of effective attention signals in an secondary setting.



STRUCTURE

Decide on a **signal** you can use to get **students' attention in any setting**.

There are four elements to an effective attention signal:

The attention signal includes both **auditory and visual cues** that are easily noticed by everyone immediately.

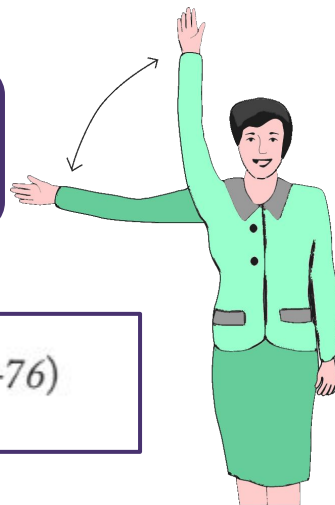
The signal is **age appropriate**. The students should enjoy using the attention signal.

Effective attention signals not only gain students' attention but **require students to provide a response**. This allows you to know everyone is ready.

Choose a signal that does **not** require specific conditions (e.g. flipping a light switch which would require you to stand near the switch in order to use the signal). Having flexibility to use the signal wherever you are (e.g., hallway) makes it more useful.

ITEM 3

Attention Signal (*Chapter 2, Task 4; pp. 75–76*)





BREAK
(5 mins)

STRUCTURE

Effective and efficient beginning and ending procedures create an inviting and supportive environment they communicate that time is valuable and will not be wasted.

The six critical time and issues are:

- Entering Class
- Opening Activities
- Students Not Prepared with Materials
- Dealing with Students Returning After an Absence
- Procedures for End of Day or End of Class Period
- Dismissal



STRUCTURE

Advice from master teachers

How do Henrico Teacher Fellows set structures for:

- Entering Class
- Opening Activities
- Students Not Prepared with Materials
- Dealing with Students Returning After an Absence
- Procedures for End of Day or End of Class Period
- Dismissal

STRUCTURE

Common Transitions

Conversation

→ Can students talk to each other during this transition?

Help

→ How do students get their questions answered? How do they get your attention?

Activity

→ Explain the transition. What will be different afterwards?

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? If yes, what are acceptable reasons?

Participation

→ What does the expected student behavior look and sound like? How do students show they are fully participating?

Success

→ If students follow the CHAMPS expectations, they will achieve success!

STRUCTURE

CHAMPS-ing a Transition!



CHAMPS Transition Worksheet



TRANSITION _____

CONVERSATION

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

Voice level: _____

HELP

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?

ACTIVITY

Explain the transition. What will be different afterward (e.g., change in location, use of different materials)? Include time criteria (how long it should take).

MOVEMENT

Does the transition involve movement? If yes, what kind of movement is allowed for the transition?

Can students get out of their seats during this transition for any other reason (e.g., to get a drink or sharpen a pencil)?

PARTICIPATION

What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

SUCCESS

Success comes from following the expectations.

STRUCTURE

Common Activities

Conversation

→ Under what circumstances, if any, can students talk to each other during the activity ?

Help

→ How do students get their questions answered during the activity?

How do they get your attention?

Activity

→ What is the activity? What is the intended objective or end product?

Movement

→ Under what circumstances, if any, can students move during the activity?

For example, can they sharpen a pencil?

Participation

→ What does the expected student behavior look and sound like? How do students show they are fully participating?

Success

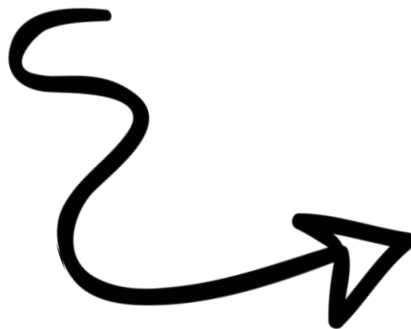
→ If students follow the CHAMPS expectations, they will achieve success!

STRUCTURE

CHAMPS-ing an Activity!



10 MINUTES



CHAMPS Classroom Activity Worksheet

CHAMPS



ACTIVITY _____

CONVERSATION

Can students engage in conversations with each other during this activity?
If yes, about what?
With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Voice level: _____

HELP

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?

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity? If yes, acceptable reasons include: ☐ restroom ☐ drink
☐ pencil sharpener ☐ hand in/pick up materials ☐ other:

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

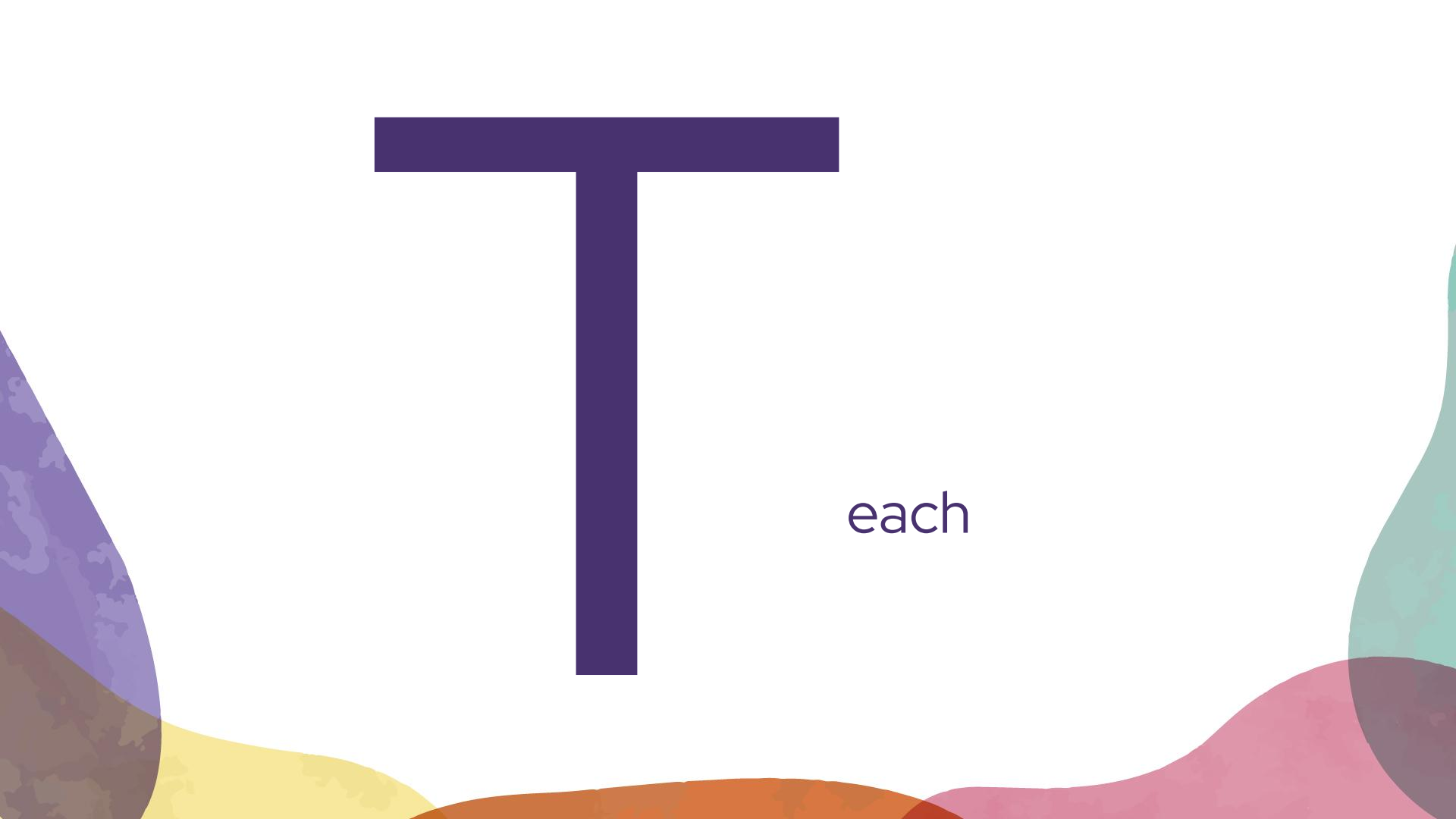
SUCCESS

Success comes from following the expectations.

RETRIEVAL PRACTICE

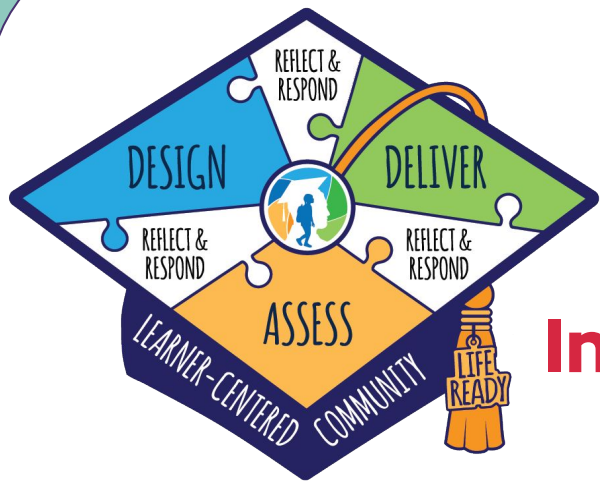
On a sticky note, or a blank sheet of paper write down:

What does the CHAMPS acronym stand for?



T

each



CHAMPS + HCPS Instructional Model

DELIVER

The delivery of learning experiences is student-centered, incorporates evidence-based practices and focuses on deeper learning while ensuring access for all learners.

When I deliver, I:

- Establish high expectations for all learners.
- Provide timely and actionable feedback that promotes student ownership of their learning.
- Support all learners as they set and monitor goals promoting reflection and perseverance.
- Incorporate direct, small-group and independent experiences that provide multiple pathways to mastery.
- Use strategies and questions that guide higher-level thinking and complex problem-solving.

LEARNER-CENTERED

The learner-centered community fosters learner agency while developing positive relationships and building a community where all students are included, respected and valued.

When I foster a learner-centered community, I:

- Believe all learners can be successful.
- Create an inclusive environment that develops a culture of belonging.
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- Nurture social and emotional development.
- Build character and citizenship that helps students develop an understanding of themselves and others.
- Design learning spaces that encourage learning anytime and anywhere.

Teach

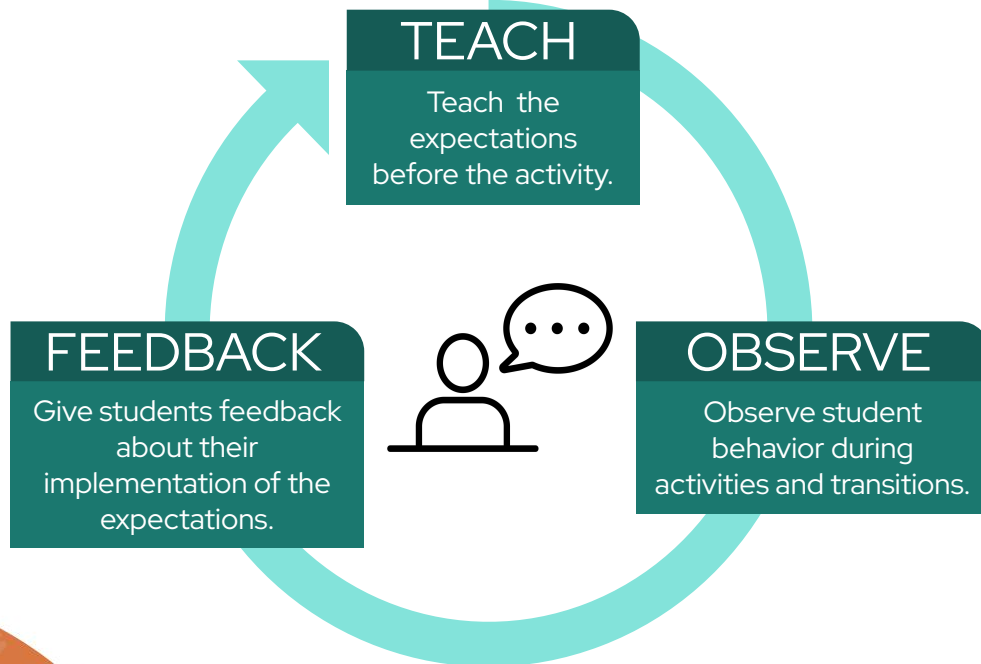
Clear expectations enable student success.

Overt instruction provides **clarity** as to how students should behave responsibly and respectfully.

THE BEST TIME
TO TEACH KIDS
HOW TO LINE UP
IS NOT WHEN
IT'S TIME TO LINE UP!

3 Step Process for Communicating Expectations

Specifically defining AND communicating your expectations is essential to have a positive and productive classroom.



Teach

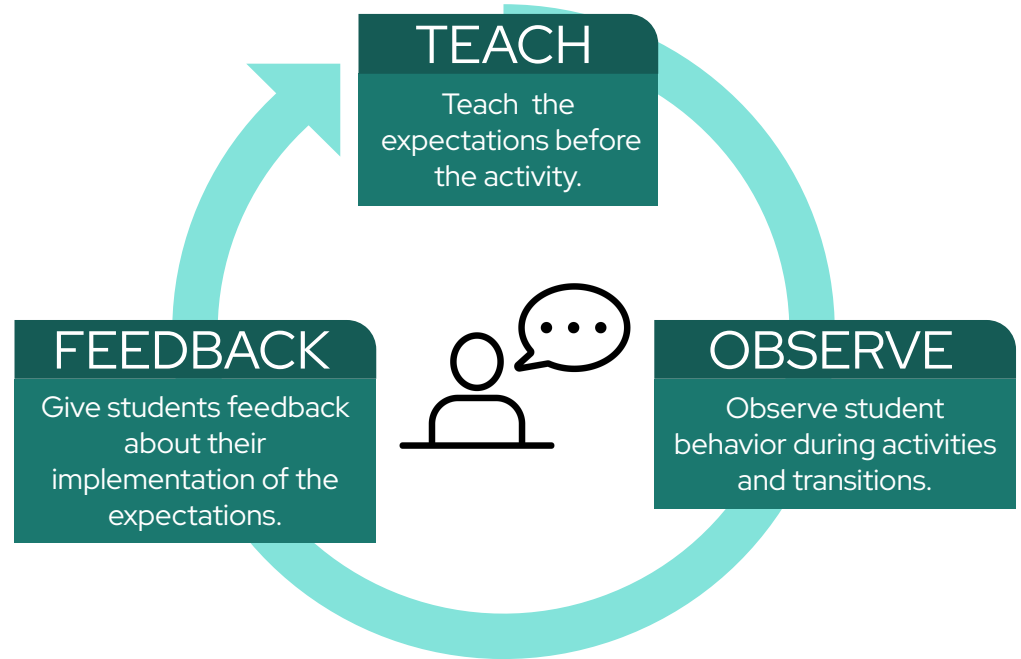


Anita Archer Active Participation Instruction 7 grade

Teach

3 Step Process for Communicating Expectations

Where did you see the teacher in the video follow the 3 Step Process for Communicating Expectations?



Teach

Plan how you will teach one transition or activity on the first day of school.

Classroom Planning Template	
Supporting Consistent Routines and Expectations <i>Using the I Do - We Do - You Do - Assess Model</i>	
Routine/Activity/Transition Being Taught: 	
I DO - Direct Teaching & Modeling- State the Activity and Purpose: 	
State CHAMPS Expectations:	
C (Conversation):	
H (Help):	
A (Activity):	
M (Movement):	
P (Participation):	
Model Expected Behaviors: 	

Classroom Planning Template	
Supporting Consistent Routines and Expectations <i>Using the I Do - We Do - You Do - Assess Model</i>	
WE DO - Guided Practice	
Students Demonstrate Expectations: 	
Model Non-Examples (incorrect behaviors): 	
Re-Model Correct Behavior: 	
Check for Understanding: 	
Review CHAMPS Expectations Again: 	
YOU DO - Independent Practice	
Students Begin the Activity: 	
ASSESS - Monitor, Reinforce, Adjust	
Reflect and Adjust:	
☐ Expectations met - fade support after 3 days of consistency	
☐ Re-teach needed - plan another round of modeling	
Teacher Notes / Reflections: 	



nteract

Positive or Corrective?

	Positive	Corrective
"Thank you, Jordan, for raising your hand for help. That shows responsibility."		
"Remember, during this time, our voice level is zero. Let's get back on track."		
"I noticed how you supported each other by staying on task—thank you."		

Positive or Corrective?

	Positive	Corrective
"Thank you to those who are doing the right thing."		
"Let's help each other make a better choice this time."		
"Check yourself—are you meeting expectations?"		

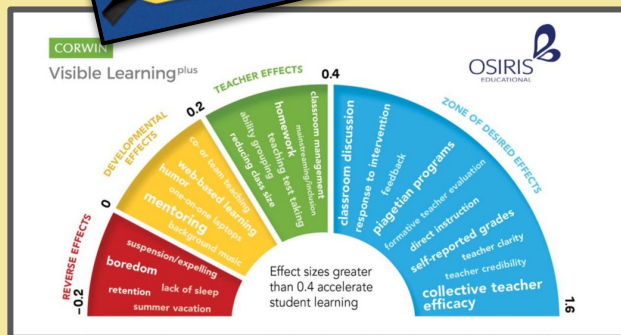
Interact

3:1 ratio

What are some ways you plan to maintain this positive to corrective ratio?

Interact

Before we move on to how to build relationships...it is important to address a huge (positive) effect on student achievement: **Collective Teacher Efficacy!**



Collective Teacher Efficacy has a 1.57 effect size (THAT's HIGH!) on student achievement.

So, what is it?

Collective Teacher Efficacy represents the overall belief of a school and its teachers that they **can make a difference** in the learning of their students **regardless** of where the students come from and what they bring with them to the school doorway.

In order to build positive relationships with your students, you **MUST** believe they can achieve.

Interact

Create a positive relationship with each student by using every opportunity possible to provide each student with **noncontingent attention**.

This means you provide students with positive attention regardless of their performance.

Get to know the students as people, not as numbers in the grade book.

Most students will work harder for a teacher who is personable and respectful. Students need to be **noticed** and **valued**.

Ways to Build Relationships with Students

- **2x10 strategy - spend time!**
- 5:1 ratio of positive to negative interactions
- **Provide behavior-specific praise**
- Private conferencing/maintain dignity
- Use a soft, calm and friendly tone
- Engage with eye contact, touch, getting down to their level
- Create time for 1:1 conversations
- Use each child's name often during the day
- Greet each child by name across school settings
- Student surveys (2 to 4 per year) assessing their experience, interests, challenges, and feedback on your class.
- Pay attention to student interests and engage in preferred activities with students
- **Use humor; avoid sarcasm!**

Interact

Giving students time and attention because you notice and value them as people.

Ways to Build Positive Relationships with Students-

The Research Is In

Welcoming Students With a Smile

Greeting each student at the door with a positive message brings benefits for both students and teacher, according to a study.

2x10 Relationship Building

Support students by spending 2 minutes per day (for 10 days in a row) connecting with a student individually and offer extra social-emotional support.

Introduction:

Educators (or school leaders) select a student and set a goal to engage in a brief conversation with that same student for **2 minutes a day on 10 consecutive days**. In this way, we seek to build students' social awareness, self-awareness and relationship skills by modeling empathy and active listening while conveying care.

Instructions:

- Choose one student who you would like to strengthen your relationship with.
- Find this student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection.
- The focus of these conversations should be about:
 - **Brevity.** These conversations should last two minutes or under.
 - **Student Voice.** Invite them to share something non-academic with you about their day or life.
 - **Honesty.** Model transparency and authenticity by sharing something personal/non-academic with the student.
- The content of your conversation should not relate to the student's schoolwork or behavior.

Interact

SOCIAL AND EMOTIONAL LEARNING
3 SIGNATURE PRACTICES PLAYBOOK
A TOOL THAT SUPPORTS SYSTEMIC SOCIAL AND EMOTIONAL LEARNING



Welcoming/Inclusion Activity What's New?



Time: 2-5 minutes

Overview:

This is a quick welcoming activity in which everyone's voice is heard. It can be used repeatedly to continue building relationships because there's always something that's new!

When and Why:

This activity offers a simple way to transition a group into a learning space while honoring a diversity of experiences and voices. It also promotes connectedness within the group and is a good example of a "low vulnerability activity" since each person decides for themselves what level of personal experience they wish to share.



SEL Focus: "What's New?" builds **Responsible Decision-Making** skills by encouraging participants to choose the news that feels right to them to share in this moment (*Situation Analysis* and *Evaluating*), and the **Relationship Skills** of *Communication* and *Social Engagement* as participants respectfully share and receive information.

Steps:

1. Ask participants to find a partner in a way that is appropriate for your group today.
2. Say, "Think of something that is new with you that you want to share with your partner." Then give participants a moment to think of their news.
3. Explain that each person will share their news while their partner fully listens silently, without comment or questions.
4. Tell participants that you will be keeping time and that you will let them know when it is time to switch roles.
5. Give pairs a moment to decide who will go first, ask the starting partners to raise their hands to make sure everyone is ready, then give the go-ahead to begin.
6. At the end of a minute or two, use your attention signal to bring the room to quiet and let participants know it is time to switch roles.



Debrief:

- After both partners have shared, ask them to reflect with each other or with the whole group: "How was it to share and listen to one another?" (That is, NOT sharing their personal story; just reflecting and commenting on the process.)

2x10 Relationship Building

Support students by spending 2 minutes per day (for 10 days in a row) connecting with a student individually and offer extra social-emotional support.

Introduction:

Educators (or school leaders) select a student and set a goal to engage in a brief conversation with that same student for **2 minutes a day on 10 consecutive days**. In this way, we seek to build students' social awareness, self-awareness and relationship skills by modeling empathy and active listening while conveying care.

Instructions:

- Choose one student who you would like to strengthen your relationship with.
- Find this student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection.
- The focus of these conversations should be about:
 - **Brevity.** These conversations should last two minutes or under.
 - **Student Voice.** Invite them to share something non-academic with you about their day or life.
 - **Honesty.** Model transparency and authenticity by sharing something personal/non-academic with the student.
- The content of your conversation should not relate to the student's schoolwork or behavior.

This Intervention was inspired by:

Wlodkowski, R. J. (1983). *Motivational opportunities for successful teaching* [Leader's Guide]. Phoenix, AZ: Universal Dimensions.

ITEM 10 Procedures for Interacting Positively With and Encouraging Students (*Chapter 6, Tasks 2–4 [pp. 264–285]* & *Chapter 7, Tasks 2–3 [pp. 301–337]*)



C

orrect

Correct

Brief, fluent correction of misbehavior preserves time to focus on teaching and learning.

Misbehavior corrections should be:

- concise and constructive
- brief and targeted
- calm and respectful
- consistent and immediate
- reasonably private

Have a plan when unexpected behavior occurs

Goals of Responding to Problem Behavior

- **Stop** the misbehavior and **reestablish positive behavior** as quickly as possible.
- Maintain children's **dignity**.
- Develop children's self-control and self-regulation **skills**.
- Help students **recognize and fix** any harm caused by their mistakes.
- Demonstrate that rules help make the **classroom a safe place** where all can learn.

Have an AMAZING 1st year!

Looking for more?

- School-based Coaches & Mentors
- CHAMPS Microcredential on HCPS U
- Ongoing support from PLL

