

CHAMP's Classroom Activity Worksheet

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?

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:

Pencil

Restroom

Drink

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?

CHAMPs Classroom Management: Big 4 Benchmarks

Behavior/Level	Red	Yellow	Green	Monitoring Form
Time on Task	Less than 80%	81-90%	91-100%	On-Task Behavior Recording Form · 5 min. recording time · teacher-guided instruction optimum observation time · use for class-wide monitoring
Opportunities to Respond	Baseline to be determined	Baseline to be determined	Baseline to be determined	Opportunities to Respond Form · 10 min. recording time · teacher-guided instruction optimum time · use for individual student or class-wide monitoring
Ratio of Interactions	Less than 1:1 or < 1/ minute	@ least 1:1 Consistently	@ least 3:1 consistently	Ratio of Interactions Monitoring Form · 20 min. recording time · any activity · use for individual student or class-wide monitoring
Disruptions	10/10 min.	5-9 / 10 min.	0-4 / 10 min.	Misbehavior Recording Form · use for duration of one activity or entire period · any activity(ies) · use for class-wide monitoring
Daily Reality (of meeting expectations)	Mostly 1's & 2's	Mostly 2's & 3's	Mostly 4's & 5's	CHAMPs vs. Daily Reality Scale · use for duration of one activity or entire period · any activity(ies) · use for class-wide monitoring

Red = Stop (do something different)

Yellow = Caution (intervention recommended)

Green = Keep going (keep doing what you're doing)

CHAMPs versus Daily Reality Rating Scale

Teacher Name: _____

Date: _____

Directions: Using the rating scale below, rate the degree to which the students met your expectations for classroom activity(ies) or transition(s). This self-assessment tool should be completed at least 3 times for the same class during the week.

Ratings

- 5 = All students were following expectations.
- 4 = All but one or two students were following expectations.
- 3 = Most students were following expectations.
- 2 = About half the class was following expectations.
- 1 = Most students were not following expectations.

Conversation -	1	2	3	4	5
Help -	1	2	3	4	5
Activity -					
Movement -	1	2	3	4	5
Participation -	1	2	3	4	5

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Participation -	1	2	3	4	5

Data Review:

- If the ratings for each of the categories were 4 or 5, keep doing what you're doing!
- If there were some 3's mixed in with some 4's and 5's, you should consider reteaching the expectations for that activity or transition for a few days.
- If the ratings were mostly 3's, you should reteach your expectations regularly until all students can meet your expectations. You may want to consider a classwide motivation system for Medium Structure (see Module 8). If it's one or two students who are a concern, you may want to consider individual behavior plans for those students. (see *Teacher's Encyclopedia*).
- If the ratings were mostly 2's and 3's, you should reteach your expectations regularly until all students can meet your expectations. You may want to consider a classwide motivation system for High Structure (see Module 8).
- If the ratings were mostly 1's and 2's, you should continue to reteach your expectations and implement a classwide motivation system for High Structure and at least one classwide motivation system for Medium Structure (see Module 8).

Ratio of Interactions Monitoring Form (During a Particular Time of Day)

Teacher: _____ Date: _____

Time: ____:____ - ____:____ Observer: _____

Coding System Options, if used (or use blanks to indicate other coding):

M = Male _____ = _____

F = Female _____ = _____

C = Class-wide _____ = _____

I = Individual _____ = _____

Attention to Positive	Attention to Negative

Actual Ratio of Interactions: ____ (P): ____ (N)

Goal Ratio of Interactions: 3(P):1(N)

- It is the student behavior that is occurring at the time the interaction is initiated, **NOT THE TONE OF THE INTERACTION**, that determines whether an interaction is positive or negative.
- When you interact with a student who is exhibiting appropriate behavior, the interaction would be counted as **Attention to Positive**.
- When you interact with a student who is exhibiting inappropriate behavior, the interaction would be counted as **Attention to Negative**. *Responding to "negative" does not mean you are responding poorly. You must respond and correct negative behavior that occurs in your classroom.*

Modified with permission from Sprick, Randy Ph.D., Mickey Garrison, Ph.D., and Lisa M. Howard, M.S. (1998.) *CHAMPs: A Proactive and Positive Approach to Classroom Management*. Sopris West: Longmont, CO.

Opportunities to Respond Form

Teacher: _____ Date: _____

Time: ____:____ - ____:____ Observer: _____

Opportunities to respond (OTR's) are instructional questions, statements, or gestures made by the teacher that seeks an oral response. OTR's must have an academic response component to them and do not include directives related to behavior. Record an OTR for every opportunity to respond, even if the teacher repeats the same question.

Instructions for use: Record a tally mark for each OTR provided.
OPTION: Record an (I) mark for OTR's provided to individual students and a (C) mark for OTR's provided to the whole class.

Opportunities to Respond

Number of OTR's: _____

Comments: _____

On-Task Behavior Recording Form

Teacher: _____ Date: _____

Time: ____:____ - ____:____ Observer: _____

(+) indicates on-task or engaged behavior

(-) indicates off-task behavior

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Determine the percentage of on-task behavior by dividing the total number of on-task marks (+) by the total number of marks (60).

% of on-task behavior: ____ %

Comments: _____

Classroom Check-up Form

Teacher: _____ Date: _____

Time: ____:____ - ____:____ Observer: _____

Instructions for use: Use this form to obtain preliminary data from a classroom observation. This form should be used a minimum of three (3) times to establish a baseline.

During a 10 minute observation period, broken into two intervals, record (+) and (-) symbols to record Ratio of Interactions and tally marks to record Opportunities to Respond and Disruptions.

	(5 min.)	(5 min.)	Results
Ratio of Interactions			____(+):____(-)
Opportunities to Respond			____: tally marks
Disruptions			____: tally marks

During the next five (5) minute interval, record (+) symbols to indicate on-task and engaged behavior and (0) symbols to indicate off-task behavior.

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Determine the percentage of on-task behavior by dividing the total number of on-task marks (+) by the total number of marks (60).

% of on-task behavior: _____ %

CHAMP's 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)

Help

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

Activity

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

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?

If the transition itself involves out-of-seat movement, can a student go elsewhere, for example, to 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?

