

Denton ISD Board Meeting CHAMPS Workshop

February 26, 2013

Dr. Mike Mattingly

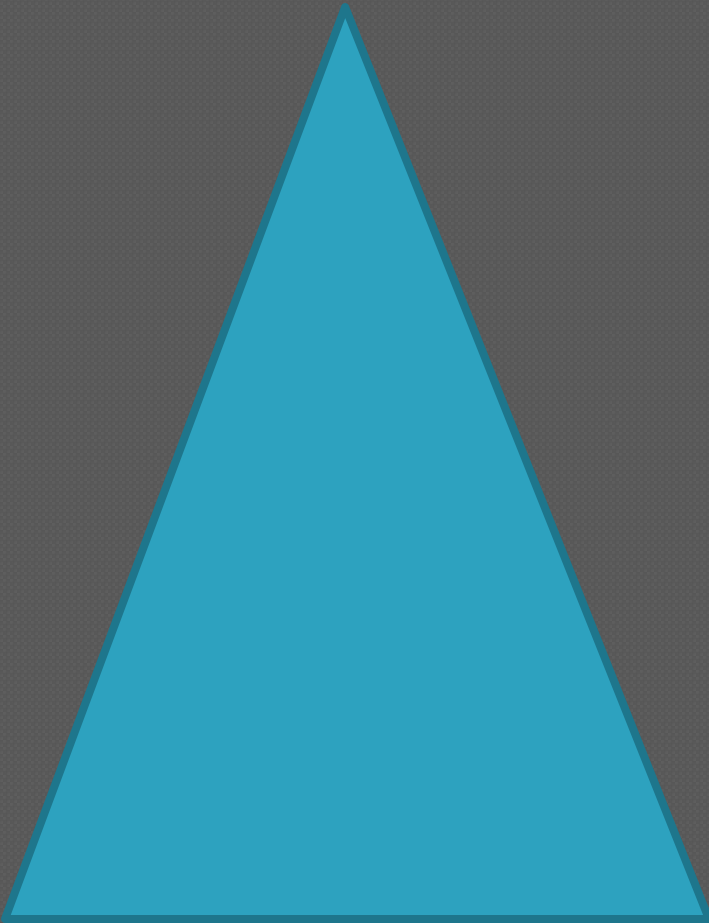
Ms. Kathleen Carmona

Mr. Robert Gonzalez

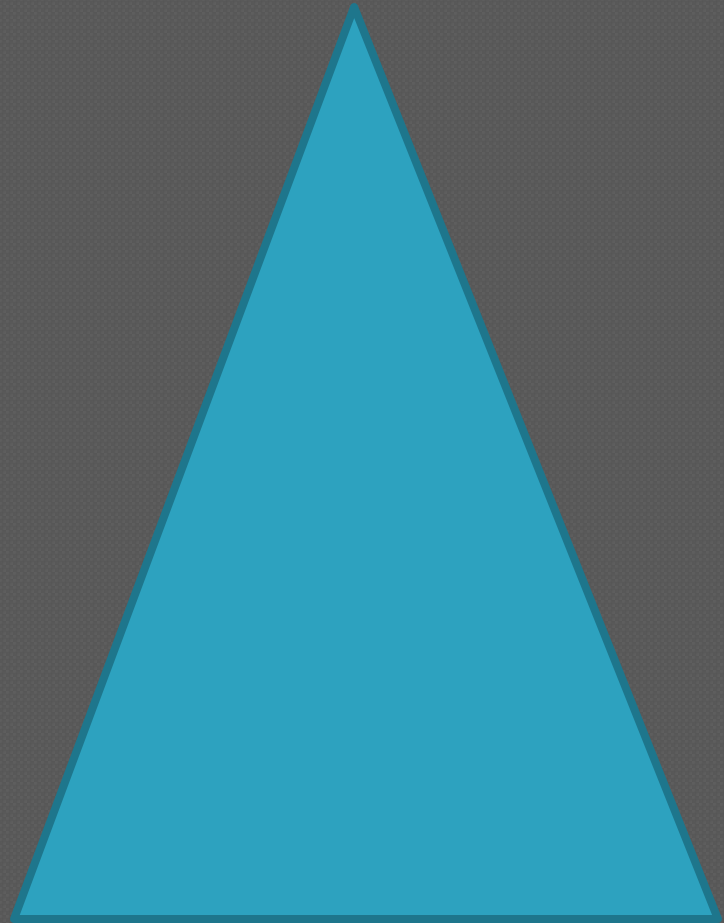
Ms. Rene Shelton

Response to Intervention

Academic



Behavioral



Safe and Civil Schools

Positive Behavioral Management System for Schools and Classrooms called "CHAMPS"

Conversation
Help
Activity
Movement
Participation

Developed by Randy Sprick, award winning author and educational consultant

Denton ISD efforts coordinated by Larry Mankoff

Phased into Denton ISD Schools

2010

Rivera EI

Providence EI

Navo MS

Lee EI

2011

Majority of Elementary
Schools and some
Middle Schools

2012

All other Middle Schools
and Elementary
Schools excepting
one (Blanton EI)

Other Highlights

- Transportation department, bus drivers have received training
- Substitute Teachers have received training
- CHAMPS PLC has been initiated
- Regular STOIC tips are emailed to schools at least monthly by Ms. Shelton
- High School Principals currently investigating the Secondary component; visited Belton HS on Feb 15, 2013

CHAMPs: What IS it?

1. A set of decisions the teacher must make in order to structure for today's students.
2. A "Template"
3. A Process
4. An Acronym
5. A Common Language among staff members

CHAMPs: What it is NOT

1. A Canned Program
2. Another “Bandwagon”
3. Just a Product
4. All teachers ARE NOT expected to have the same CHAMPs expectations!
5. IT IS NOT JUST A POSTER!

CHAMPS, while not a program, does have one absolute rule: Students should be treated with dignity and respect. Belittling or ridicule has no place in the effective teacher's repertoire of behavior support practices.

STOIC-Someone admired for patience and endurance in the face of adversity.

S	Structure for Success	<u>Discourage misbehavior</u> and <u>to encourage student engagement</u>. Schedule, physical setting, procedures for managing student work, beginning and ending routines, etc.
T	Teach Expectations	Plan to teach students to function successfully in the structure you have created. Activities and Transitions
O	Observe and Monitor	Short term- circulate through and scan the room continuously. Long term- collect data to determine progress
I	Interact Positively	Non-contingent Attention Contingent Attention 3:1 Ratio of Positive to Negative Interactions
C	Correct Fluently	Calmly, consistently, briefly, and immediately

Four Key Backdrops to CHAMPS

1. **Strong Academic Instruction** is vital.
2. **Positive Relationships** are critical.
3. **Structure** has huge impact -- Predictable/Consistent.
4. Behavior is learned - viewed from an **Instructional Model.**

Immersion Survey

What degree buy-in with CHAMPS?

Elementary 77%

Middle School 71%

District overall 74%

What supports are needed for improving school climate and student management?
(top three responses)

Additional training for staff

CHAMPS team-building

Regular Coaching

Immersion Survey cont.

Do you intend to continue supporting
CHAMPS?

Elementary:

100% of responses were “absolutely”

Middle School:

All but one responded “absolutely” and one
response of “I’d rather not”

What is your measure of impact of CHAMPS on your campus?

ELEMENTARY

- Improved calm in common areas
- Observation of CHAMPS in the classroom
- Decrease in Office Discipline Referrals

MIDDLE SCHOOLS

- Improved calm in common areas
- Decrease in Office Discipline Referrals
- Observation of CHAMPS in the classroom

Hearing From the Schools

Kathleen Carmona, Principal
Strickland Middle School

Robert Gonzalez, Principal
Borman Elementary School