

PREFACE

This is the third edition of *CHAMPS*. The first edition of this book was published in 1998. Since that time, research continues to confirm that the proactive, positive, and instructional approaches it advocates are far more effective in managing and motivating students than traditional, authoritarian, and punitive approaches. Teacher effectiveness literature has identified that teachers who are highly successful have classroom management plans that:

- Include high expectations for student success
- Build positive relationships with students
- Create consistent, predictable classroom routines
- Teach students how to behave successfully
- Provide frequent positive feedback
- Correct misbehavior in a calm, consistent, logical manner

Throughout each edition of this book, we have strived to keep content compatible with this seminal teacher effectiveness research as well as capture relevant insights and highlight promising practices from new and emerging research. We have also tried to remain mindful about the daily pressures and current realities teachers face in the classroom to recommend practices, strategies, and tools that will be feasible and contextually relevant in the classrooms of today and tomorrow. This book translates those broad ideas into specific actions you can take to improve your ability to maintain an orderly and respectful classroom in which students are focused and engaged in meaningful instructional activities.

What's New in This Edition?

In this third edition, the content has been reorganized to guide the reader logically and sequentially through the STOIC model (STOIC is explained in more detail in the Introduction and at the beginning of each section):

- Structure and organize your classroom.
- Teach behavioral expectations.
- Observe and monitor students.
- Interact positively.
- Correct misbehavior fluently.

New content covers:

- How the CHAMPS approach aligns with and supports other school initiatives, including multi-tiered systems of support for behavior (MTSS-B), social-emotional learning priorities, and trauma-informed practice
- Acknowledging and appreciating diversity and improving equity, inclusion, and access by reflecting on existing regularities in discipline planning and identifying better practices that help all students thrive and achieve their full potential

- Centering positive relationships at the foundation of your management approach by using strategies to consciously build and maintain relational trust with students and families
- The importance of maintaining and communicating high expectations for all students, and strategies for doing so
- Procedures for managing partner and cooperative group work and student technology use
- Considerations for developing effective and equitable grading practices
- Considerations for using assigned and flexible seating
- Engaging in ongoing professional development as part of a continuous improvement cycle
- Implementing behavior management practices in the virtual learning environment

CHAMPS as Part of a Behavior Support Continuum

This book fits into a continuum of behavior support products in the Safe & Civil Schools Series, a comprehensive set of resources designed to help school personnel make all school settings physically and emotionally safe for all students. In implementation projects throughout the country, we and our colleagues have learned that when expectations are clear and directly taught to students, much as you would teach writing skills, the vast majority of students will strive to be cooperative and meet those expectations. By implementing the preventive aspects of the Safe & Civil Schools Series, teachers can spend less time dealing with disruption and resistance and more time teaching.

Safe & Civil Schools uses a triangle image to illustrate the methodology behind our training. You may be familiar with the public health model triangle that has universal prevention and intervention at the bottom, selected or targeted services in the middle, and intensive services at the top. In our model, we indicate that good classroom management rests on top of effective schoolwide behavior management practices. Educational practice often results in spending a great deal of time, energy, and money on those individual students who act out most intensely—the tip of the triangle. We hope to stress the importance of placing your time, energy, and money on all students first—the widest part of the triangle. By creating a school and classroom climate that is calm, civil, and structured for student success, individual students will actually require less of your valuable intervention resources.

