

Preventing Discipline Problems in the Classroom

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1. Design rules that communicate your most important expectations.
(CHAMPSC3T2, DSCC5T1)

- Plan to post this information in a prominent place.
- If you wish to work these out with the students, predetermine whether there are any rules that you need to establish in order to effectively teach.
- Rules should be specific, observable, and (for the most part) stated positively.
- Avoid having more than five rules.

SAMPLE RULES:

1. Follow directions immediately.
2. Work during all work times.
3. Keep hands, feet, and objects to yourself.
4. Arrive on time with all materials (pencil, notebook, textbook, paper).

NOTES



A vertical column of horizontal lines for taking notes, starting below the 'NOTES' header and extending to the bottom of the page.

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity? Voice Level:
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 sharpener 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?

Success!

5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.
(CHAMPSC4T2&3,DSCC4)

Transitions include:

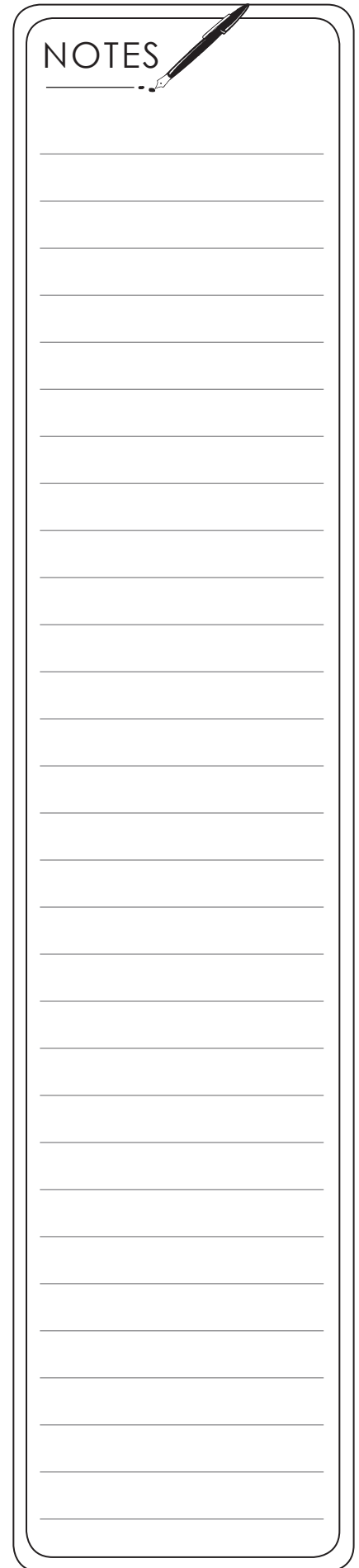
- Arriving at the classroom
- Beginning class/routines
- Getting out necessary materials
- Changes in location
- Putting things away
- Cleaning up
- Leaving the classroom
- Schoolwide settings
- (halls, cafeteria, playground, bus waiting areas, assemblies, and so on)

6. Analyze the physical setting.
(CHAMPS C2T2, DSC C3T3)

Ensure easy access from any part of the room to any other part of the room. CIRCULATE!

7. Establish routines and policies that create a calm, orderly, efficient classroom climate.
- Beginning routines (CHAMPSC2T4,DSCC3T4)
 - Procedures for assigning work (CHAMPSC2T5,DSCC3T5)
 - Procedures for collecting work (CHAMPSC2T5,SCCIT5)
 - Homework routines (CHAMPSC2T5,DSCCIT5)
 - Ending routines (CHAMPSC2T4,DSCC3T4)

NOTES



Things To Do!

- 1 Identify a misbehavior or trait exhibited by several (many?) students. _____
- 2 On the chart below, fill out each section after it has been discussed in the workshop.

Things to do:	Already completed	Priority: A—Within two weeks B—If there is time C—Low priority For items labeled A & B, make notes on implementation.	Finished
1. Design rules that communicate your most important expectations. Be sure to address Item 1 above.			
2. Develop and post Guidelines for Success. Address Item 1 above.			
3. Develop an Attention Signal.			
4. Prepare lessons on your behavioral expectations for each major activity. Address Item 1 above.			
5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.			
6. Analyze the physical setting. Modify the setting if necessary and possible.			
7. Design routines or policies that create a calm orderly climate. Beginning routines			
Procedures for assigning work			
Procedures for correcting work			
Homework routines			
Ending routines			
8. Provide frequent noncontingent attention to help create a friendly and welcoming classroom climate.			
9. Develop consequences for common rule infractions. Address Item 1 above.			
10. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and for meeting expectations. Monitor interactions with students.			

Exhibit 7.1 • Syllabus Template

Teacher: _____

Classroom Goals:

Write your classroom goals in the form of what students will be able to successfully do at the end of the year or semester. *You can find more information on this topic in Chapter 1, Task 5.*

Guidelines for Success:

Write your list of attitudes and traits that you feel will ensure your students' success. *You can find more information on this topic in Chapter 1, Task 5.*

Classroom Rules:

Outline the important student behaviors that will ensure your class runs efficiently. *You can find more information on this topic in Chapter 5, Task 1.*

Activities:

Outline the activities that students will be engaging in during a typical week. *You can find more information on this topic in Chapter 4, Task 1.*

Grades:

Grading scale: Outline the percentage cutoffs for A's, B's, and so on.

Relative value: Outline the relative weight of homework, quizzes, tests, papers, behavior/effort on the final grade.

You can find out more information on this topic in Chapter 2, Tasks 2-4.

CLASSROOM PROCEDURES

Entering the classroom:

Outline exactly what students should do from the time they enter the room until the bell rings for class to begin. *You can find more information on this topic in Chapter 3, Task 4.*

Tardy to class:

Identify your definition of on time and tardy, and identify the consequences for being tardy. *You can find more information on this topic in Chapter 3, Task 4.*

Paper/Pencil:

Identify what students should have to write with. In addition, specify what a student should do if they do not have this and what, if anything, you implement as a consequence. *You can find more information on this topic in Chapter 3, Task 4.*

How to find out what the daily assignments are:

Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of what they need to do for homework and long-range assignments. *You can find more information on this topic in Chapter 3, Task 5.*

Turning in assignments:

Identify where and how students turn in class work and homework. Specify if students are to check off completed work they have turned in. *You can find more information on this topic in Chapter 3, Task 5.*

Returning assignments to students:

Detail your policies on how you will return completed work to your students. *You can find more information on this topic in Chapter 3, Task 5.*

Finding out grade status:

Review your grading system and explain whether you will give students a weekly grade report or if you expect them to track their grades themselves. Also identify when and how a student can approach you to discuss their current status in the class. *You can find more information on this topic in Chapter 2, Task 4.*

Student responsibilities after an absence:

Outline what students will need to do when returning after an absence.

- How to find out what they missed
- How long they have to make up their assignments
- What to do if they miss a test

You can find more information on this topic in Chapter 3, Task 5.

Late, missing, or incomplete assignments:

Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work. *You can find more information on this topic in Chapter 3, Task 5.*

Communication procedures with parents/families:

Identify if you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you.

Ending class:

Specify how you will end class, any responsibilities your students may have, and how you will dismiss the students. *You can find more information on this topic in Chapter 3, Task 4.*

Consequences for Classroom Rule Violations:

List the range of corrective consequences that you may assign if rules are violated. *You can find more information on this topic in Chapter 5, Task 3.*

Consequences for Code of Conduct Violations:

Inform students that you must follow through with disciplinary referrals for violations of school-wide rules including dress code, unexcused absences, threats and so forth. Make sure to get this information from your principal or assistant principal.

From Discipline in the Secondary Classroom: A Positive Approach to Behavior Management (2nd ed.), Sprick, R.S., 2006.

References and Resources



Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

Books

- Sprick, R. S. (2012). *Teacher's encyclopedia of behavior management: 100+ problems/500+ plans* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Wise, B. J., Marcum, K., Haykin, M., Sprick, R. S., & Sprick, M. (2011). *Meaningful work: Changing student behavior with school jobs*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., Skyles, T., & Barnes, L. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
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- Sprick, R. S. (2009). *Stepping in: A substitute's guide to managing classroom behavior*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2009). *Structuring success for substitutes*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Booher, M., & Garrison, M. (2009). *Behavioral response to intervention (B-RTI): Creating a continuum of problem-solving and support*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavior strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco: Jossey-Bass.
- Sprick, R. S., & Garrison, M. (2000). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

Multimedia

- Sprick, R. S. (2010). *CHAMPS DVD inservice series* (2nd ed., DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *Discipline in the secondary classroom DVD inservice series* (DVD program). Eugene, OR: Pacific Northwest Publishing.

- Sprick, R. S. (2008). *Interventions audio: Evidence-based behavior strategies for individual students* (2nd ed., audio CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *When every second counts: Mini-inservices for handling common classroom behavior problems* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Swartz, L., & Schroeder, S. (2006). *In the driver's seat: A roadmap to managing student behavior on the bus* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S., Swartz, L., & Glang, A. (2005). *On the playground: A guide to playground management* (CD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S. (2003). *START on time! Safe transitions and reduced tardiness in secondary schools* (CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Garrison, M., & Howard, L. (2002). *Foundations: Establishing positive discipline and school-wide behavior support* (CD program). Eugene, OR: Pacific Northwest Publishing.

Articles

- Sprick, R. (2010). Shaping student behavior. *SEEN Magazine*, 12(2), 90–91.
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership*, September, 18–21.
- Sprick, R. (2009). Doing discipline differently. *Principal Leadership*, 9(5), 19–22.
- Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.
- Sprick, R. (2009). Schoolwide discipline: Can you make it work? *SEEN Magazine*, 11(2), 102.
- Sprick, R., & Daniels, K. (2007). Taming the tardies—Every minute counts. *Middle Ground*, 11(2), 21–23.
- Sprick, R. S. & Booher, M. (2006). Behavior support and response to intervention: a systematic approach to meeting the social/emotional needs of students. *Communique*, 35(4), 34–36.
- Sprick, R.S. (2004). Civil schools are safe schools: But are they attainable? *Instructional Leader*, 17(6), 3–5.



The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- *Foundations*
- *CHAMPS*
- *Interventions*

For more information, visit: www.casecec.org

Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally in 2003 was 71%. Graduation rates by race/ethnicity in 2003 were:

African-American	56%	Native American	57%
Asian	79%	White	78%
Hispanic	54%		

Education Week reported that in 2010 the graduation rate was again 71%.

To access the historical information regarding graduation rates, log onto:
http://www.safeandcivilschools.com/research/graduation_rates.php

Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of the their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."

This article demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities

McNeely, C.A., Nonnemaker, J.A., Blum, R.W.; (2002). Promoting School connectedness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, 72(4), 138-146.

“Research has shown that students who feel connected to school do better academically and also are less likely to be involved in risky health behaviors: drug use, cigarette smoking, early sex, violence and suicidal thoughts and attempts. This report summarizes what is known about school connectedness.”

Blum, Robert, School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2005.
http://www.jhsph.edu/bin/i/e/MCI_Monograph_FINAL.pdf

Randy Sprick's Safe and Civil Schools

Visit <http://www.safeandcivilschools.com/> for information on Safe and Civil Schools products and services to help improve behavior, discipline and school climate, improve school connectedness and reduce suspensions/expulsions.

Your Name: _____ Your state code (e.g. OR) _____

Your email (optional): _____

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