**CHAMPS Posters**

**For Classroom Management**

CHAMPS posters clearly spell out the teacher’s expectations for student behavior for each activity. In this display, contact paper was used in place of printed posters to label each behavior.

*These posters are an adaptation of the CHAMPS classroom management approach developed by the “Safe and Civil Schools” organization. To learn more, or to order the CHAMPS book, visit:* [*http://www.safeandcivilschools.com/services/classroom\_management.php*](http://www.safeandcivilschools.com/services/classroom_management.php)

**DIRECTIONS:**

**Assembling CHAMPS posters and pages**

1. Print out all pages, except directions.
2. Place each of the six pages headed “Write your own expectations here” inside six individual sheet protectors.
3. Laminate each of the six lettered posters: C, H, A, M, P, and S, (or place each in six individual sheet protectors).
4. Laminate the remaining expectations pages or place them in individual sheet protectors. To consolidate space, these may be arranged back to back (double-sided), as long as you make sure both sides relate to the same behavior. For example, two conversations expectations may be assembled back to back.
5. Punch holes at the top of each laminated/protected expectations page. The X marks the spot.
6. Thread all expectations relating to a single behavior on a single 2” book ring. For example, all expectations relating to HELP should be assembled on a single book ring.

**Mounting CHAMPS posters and pages**

1. Mount the six lettered CHAMPS posters on the wall in an easily accessible, highly visible location. They should be arranged to spell out “CHAMPS”.
2. Center a small peg or hook under each lettered poster. Command brand removable hooks (small) work well for this.
3. Using the book ring, hang each cluster of expectation pages on the hook under the corresponding CHAMPS letter poster.

**Using CHAMPS posters and pages**

1. Introduce the CHAMPS system of communicating clear behavior expectations for every classroom activity. Explain that you will post CHAMPS every time the class begins a new activity to be sure they understand and remember what they should be doing at all times.

* **Conversation** – At what volume should students talk during the activity?
* **Help** – How should students ask for help with the activity?
* **Activity** – What is the end objective/resulting product of the activity?
* **Movement** – When are students allowed to leave their seats?
* **Participation** – What observable behaviors are you expecting to see during the activity?
* **Synchronization** (Time) – How long do students have to complete the activity?

1. Teach students the behavior associated with each letter in the acronym. Go through each of the expectation pages, explaining it, and having students demonstrate understanding by acting out what it looks like to meet (or not meet) that expectation.
2. When giving directions for any activity, end by posting the CHAMPS for that activity.
   1. Begin with the “C”. Remove the Communications expectations book ring from the hook, flip to the appropriate expectation, and state it aloud. At first, you will want to review what that expectation looks like each time you post it, but as students grow accustomed to the system, reading it aloud is all that is needed.
   2. Continue identifying the expectation for each behavior by flipping to it on each book ring. The most common expectations are preprinted, but you can add any new expectation by writing it on the blank page(s) using a dry erase marker.
   3. When you have presented all six CHAMPS behaviors, ask students if they have any questions about what they should be doing. This step is important as it garners buy-in by giving students the chance to clarify expectations of them.
3. If, while monitoring the activity, you notice a student is NOT meeting one or more of the expectations, you can simply get their attention and point to the CHAMPS display, or, if necessary, use the strategy of asking, “What are you doing?” “What are you supposed to be doing?” and guiding their attention to the CHAMPS display.

**C**

**CONVERSATION**

**H**

**HELP**

**A**

**ACTIVITY**

**M**

**MOVEMENT**

**P**

**PARTICIPATION**

**S**

**SYNCHRONIZATION**

**Level**

**0**

**SilentLevel**

**1**

**Whisper**

**Level**

**2**

**Low Voice**

**Level**

**3**

**Conversational**

**Level**

**4**

**Presentation**

**Level**

**5**

**Outside**

**Independent Work**

**Partner Work**

**Group**

**Work**

**Complete**

**Assessment**

**(Quiz, Exam)**

**Take notes on the lesson presentation.**

**Write your own expectation here.**

**Raise your hand, and wait patiently for the teacher. (Work on something else while waiting.)**

**Ask**

**3**

**then me**

**Write your name on the board (under any already there), and wait to be called.**

**Write your own expectation here.**

**Remain seated unless you have permission to move.**

**Move freely about the room as needed.**

**You may:**

* **Sharpen pencil**
* **Discard trash**
* **Blow your nose**
* **Use hand sanitizer**

**without permission.**

**Otherwise, ask.**

**Get supplies and turn in work as needed.**

**Write your own expectation here.**

**Eyes on the speaker,**

**Listening attentively**

**Book open,**

**Eyes moving across the page,**

**Turning pages**

**Reading assigned material,**

**Writing on assignment or in notebook**

**Write your own expectation here.**

**5**

**minutes**

**10**

**minutes**

**15**

**minutes**

**20**

**minutes**

**30**

**minutes**

**You have until the end of class.**

**Write your own expectation here.**