

Behavior Intervention Tools

1. *Safe Seat*—a seat in the classroom away from other students. This allows for a student to refocus and process behavior privately.
2. *Buddy Room*—a seat in another teacher's classroom to help a student regroup so they may return to the safe seat and then the classroom activity.
3. *Think Sheets*—a tool that students complete to help them take ownership of the behavior.
4. *Processing*—questions that the adult asks the student so they may take ownership, practice skills, and make a plan to exhibit expected behaviors.
5. *Triage*—Daily “check in” with an adult to assess emotions, establish focus about what it means to have a good day and formulate solutions if problems occur.

What are Guidelines for Success?

Guidelines for Success are the attitudes and behaviors we value at Pleasant Valley Elementary. We believe that if we operate by these guidelines as a school community, we will be successful in school and in life.

PVE's Guidelines for Success Pledge

Today
I will
Give
Everyone and everything
Respect

Remember
Everyone is important
So
Please treat people kindly.
Everything we have needs care too!
Come on, Tigers!
Today is the day!

CHAMPS

PVE's Schoolwide
Positive & Proactive
Approach to
Classroom
Management



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What is CHAMPS? —Research based approach to managing student behavior in a proactive, positive manner.

The CHAMPS approach is based on the following principles:

1. Structure

The physical setting of the classroom and common areas, schedules, procedures, and quality of instruction are carefully structured in ways that prompt responsible student behavior.

2. Clear Behavioral Expectations

Behavioral expectations are taught to students in a specific and clear manner. Students know how to behave responsibly in every school situation.

3. Observation and Supervision

Teachers continually monitor student behavior and identify patterns of misbehavior in order to help students make responsible behavior decisions.

4. Positive Interactions

Students receive attention and specific feedback when they are behaving responsibly. Teachers spend more time focusing on responsible behavior than responding to misbehavior.

5. Brief & Immediate Correction

Student misbehavior is responded to in brief, calm and consistent manner in order to maintain the flow of instruction. When necessary, individual student plans are developed to support student behavior.

What does CHAMPS stand for?

C	Can students talk to each other during this activity/transition?
Conversation	
H	How can students have questions answered during this
Help	
A	What is the task/objective of this activity/transition? What is the expected end product?
Activity	
M	Can students move about during this activity/transition? If so, for what reasons?
Movement	
P	What does active and responsible participation for this activity look and sound like?
Participation	
S	If a student meets the teacher's CHAMPS expectations, he or she will be successful!
Success	

Students in PreK—1st grade utilize the same philosophy but reduce the number of steps to **MAC**.

CHAMPS in the Classroom & Common Areas

Each classroom teacher develops their own CHAMPS/MAC expectations for different classroom situations the students experience on a daily basis. Classroom CHAMPS/MAC may include:

- Teacher-Led Instruction
- Independent Work
- Working in a Group

CHAMPS expectations for the common areas of the school, or the areas that all students use on a daily basis, are the same for all students.

- Common Areas Include:
- Hallways
 - Restrooms
 - Cafeteria/Playground

For More Information about CHAMPS/MAC

1. Visit your child's classroom teacher to learn about their CHAMPS/MAC expectations and procedures.
2. Call our office at 973-5200.