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Spring 5-12-2018

# CHAMPS in a Second-Grade Classroom

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CHAMPS in a Second-Grade Classroom

Amanda Ford

Abilene Christian University

## CHAMPS PERCEPTIONS

### **Abstract**

Classroom management can be a big struggle for some teachers, to the point that some school districts have begun initiatives for the implementation of specific behavior management programs. The purpose of this study was to gain a deeper understanding of the effectiveness of the behavior management program of CHAMPS. The author collected data through student surveys, classroom observations, and teacher and student interviews. After analyzing the data by using a constant comparative method, the author found five major themes. The first theme was the continual reference to CHAMPS expectations within the classroom. The author then found the theme of the feelings and needs of both students and teachers. The next theme was that of both conversation and listening that happened in the classroom. The fourth theme was leadership created by CHAMPS that was exhibited in the classroom. The final topic was that of respect shown by both students and teachers. This study may provide useful information to other educators or districts already implementing CHAMPS or thinking about implementing CHAMPS within their classrooms.

## CHAMPS PERCEPTIONS

### **CHAMPS in a Second-Grade Classroom**

“Stop talking.” “There’s no talking while I’m talking.” “Don’t talk to other students when you’re working on an independent activity.” “You’re not supposed to walk around right now.” “Voice level should not be on a three!” “We don’t sharpen pencils when the teacher is giving instruction.” I’m sure that I am not the only teacher that has had to say some of these things to my students. Classroom management and behavior management can eat up a big chunk of teaching and learning time for students if the teacher is constantly having to get after his or her students. Often this level of redirection is a result of miscommunicated or even never expressed expectations that get students in trouble and the teacher frustrated. Like many other teachers, I have searched for classroom management strategies to maximize productivity in the classroom. By creating and establishing expectations for students upfront, teachers can minimize future behavior issues that may arise (Sprick, 2009). The acronym of CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success to help students easily know what is expected of them in each of these areas. The ideas of CHAMPS is to create expectations for how conversation, help, activity, movement, participation, and success can be obtained in the classroom. These are key components of the implementation of CHAMPS in a classroom. The most common places to establish CHAMPS is during direct instruction, group work, and independent work.

### **Purpose**

The purpose of this study was to understand student and teacher perceptions of CHAMPS in a second-grade classroom with the emphasis on student perceptions to see how to make following the expectations of CHAMPS more effective for them. In 2017, George ISD (all

## CHAMPS PERCEPTIONS

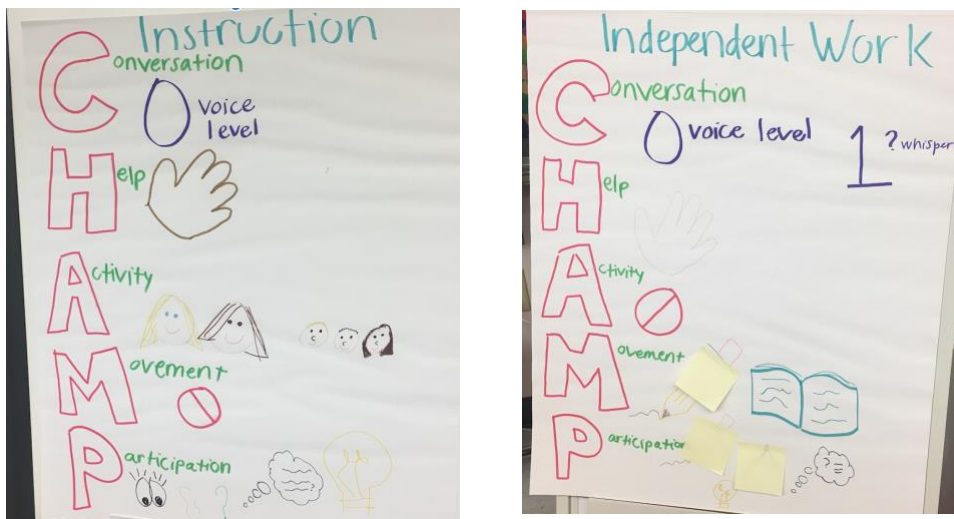
names have been replaced with pseudonyms) implemented the behavior program of CHAMPS as a district-wide classroom behavior management strategy. With CHAMPS being a district-wide initiative and knowing that other districts in Texas implement CHAMPS as a behavior strategy, I was curious to learn about the teacher and student perceptions to gain an understanding of how to implement it successfully with my own students. My research questions included the following:  
What are the student and teacher perceptions of CHAMPS in a second-grade classroom?

Sub-question: How do the students and teachers believe that CHAMPS could be altered to be more effective in their classroom?

For this purpose of this study, I was a graduate student completing a year-long clinical teaching placement in a second-grade classroom at Capital Elementary. Capital Elementary is a diverse Title I school in George ISD that serves approximately 500 kindergarten through fifth grade students.

## CHAMPS PERCEPTIONS

As a district-wide initiative, George ISD held a two-day summer training that teachers in the district were required to attend. In this training, teachers learned how to implement CHAMPS and what exactly CHAMPS was in regard to their classroom behavior management. On the first few days of school, my cooperating teacher, Mrs. Davis, let me introduce CHAMPS. I implemented CHAMPS in the form of anchor charts and the establishment of expectations for direct instruction, group work, and independent work. Expectations were taught through mini-lessons and role-playing of correct and incorrect behaviors. The students and I created the CHAMPS anchor charts together so that there was a shared responsibility in establishing the expectations my cooperating teacher and I were going to hold them to. Figure 1 below is an example of CHAMPS anchor charts in our classroom.



*Figure 1.* Photograph of two CHAMPS anchor charts.

If students did not follow the CHAMPS expectations, we would follow the standard consequences that my cooperating teacher had established for the school year. For the purpose of this study, I solely looked at the perspectives of how to make CHAMPS more effective apart from consequences established for the breaking of rules. Within my year-long clinical teaching

## CHAMPS PERCEPTIONS

classroom, CHAMPS and classroom rules were two separate things. CHAMPS are not meant to be classroom rules, which are broad standards for the classroom; CHAMPS are intended to clearly and explicitly establish expectations for specific activities and transitions.

### **Related Literature**

Positive classroom behavior is an important factor in how teachers run their classroom, set up the expectations for their students, and make sure their classroom runs smoothly overall. Savage-Davis, Costner, Ratcliff, Jones, Sheehan, and Hunt's (2014) study stated that classrooms where students and teachers are engaged in the learning together are the classrooms in which more time is spent on-task. Through their study on classroom management, Savage Davis et. al (2014) found that those types of engaging classrooms had a teacher who created a behavior management system that focused on the prevention of problems as opposed to intervening every time an issue occurred. Sieberer-Nagler's (2016) study states that in order to have effective classroom management, there is a need for communication of academic and behavioral expectations. The sooner behavior expectations are established, in part with the academic expectations, the less often behavioral issues disrupt the flow of instruction. Wiseman and Hunt (2008) stated that in order to maximize student learning and engagement, teachers have to establish what is expected of their students' behavior.

Establishing student behavior expectations is the premise of Randy Sprick's (2009) CHAMPS method. His book sets up how teachers should establish explicit expectations for different activities and transitions throughout the school day for students. CHAMPS has been evaluated for effectiveness with many different student groups. In her dissertation research study, Smith (2017) looked at the implementation of CHAMPS and how it impacted achievement in reading, referrals in discipline, and the suspensions in third through fifth-grades

## CHAMPS PERCEPTIONS

at a suburban elementary school. Smith (2017) wanted to know if the correlation between academic success and positive behavior become stronger or weaker once CHAMPS was implemented. From her study, she found that there was, in fact, an impact that CHAMPS had on student achievement both academically and behaviorally within that specific suburban elementary school.

Teachers in the classroom teach a wide range of student groups (Marzano & Marzano, 20013). Dayan (2013) saw the need to study CHAMPS at a non-public, therapeutic school. Dayan (2003) was able to find that Positive Behavior Intervention and Supports (PBIS) are similar to Applied Behavior Analysis (ABA) tools. PBIS uses positive rewards and tries to steer from utilizing punishment or discipline. Apart from this, the study went on to mention factors that were necessary to take into consideration for CHAMPS to be implemented effectively with special education students. The study found that the implementation of CHAMPS was effective for students with Tier One behavioral issues, but not as effective for Tier Two or Tier Three behavioral issues.

However, Evans' (2016) study found that the successful implementation of CHAMPS contributed to the structure of a successful classroom through teaching positive behavioral expectations, making sure teachers knew what their students were doing through different types of observations, positively interacting with students, and making sure negative behaviors were in fact corrected. This study showed that CHAMPS had successfully guided the teacher participants in managing student behavior effectively. A limitation to Evans' (2016) study was that the participants were in one school and not examined district-wide. Parsons (2014) studied the district-wide implementation of CHAMPS and how that impacted on-time tasks. The study also looked at the employee satisfaction rate of classroom teachers and afterschool caretakers.



## CHAMPS PERCEPTIONS

Findings showed that CHAMPS did impact on-time tasks and positively impacted student behaviors, but it also found that classroom teachers were not as satisfied with CHAMPS as after school caretakers were even after training. One of the implications stated that the teachers were not required to attend the training prior to implementation. This lack of fidelity in implementation led to a weak satisfaction in CHAMPS by classroom teachers. Parsons (2014) says that this dissatisfaction in CHAMPS may have been prevented by requiring teachers to attend training prior to implementation. Minnear's (2015) research study also found a discrepancy in administration and teacher perceptions of CHAMPS, the implementation of CHAMPS within the district, and the need for further training for CHAMPS to be effectively sustained.

Factors of implementation are important in regard to CHAMPS as Minnear (2015) suggests that without fidelity, challenges will be faced. These challenges of implementation may arise from miscommunication about the program, differences in training, limited resources, or even resistance to change by students, parents, other teachers, or administration. Evans' (2016) study of perceptions of CHAMPS found strengths and weaknesses of implementation and the program of CHAMPS which led to communication among stakeholders. Parsons (2014) concluded with a point of further research saying, "Social validity could also be expanded to include students as stakeholders, and research that includes the students in surveys of satisfaction would be useful" (Parsons, 2014, p. 103).

Understanding that students are just as much of stakeholders in CHAMPS is where my study of student and teacher perceptions of CHAMPS and how it could be implemented for effectiveness will align. Knowing that using CHAMPS expectations in my own classroom is a priority to me, I desired to understand student and teacher perceptions as to how the

## CHAMPS PERCEPTIONS

implementation of CHAMPS can become more successful for students and teachers.

Understanding different perspectives of CHAMPS is important to stakeholders within the district or administration. Student perception is valuable as he or she will be expected to follow CHAMPS throughout the school day. Being able to see into a student's perception about how CHAMPS could be altered to be more effective for his or her success is necessary as a teacher establishing positive classroom behavior management.

### **What I Did**

The following is a description of the action research study I conducted in my year-long clinical teaching, second-grade classroom. I studied not only the student perceptions but also those of my cooperating teacher and the second-grade team. I also hoped to understand their perceptions about CHAMPS and their opinion on how it could be altered to be more effective for their students. The students and teachers I studied were comfortable with my role of teacher and researcher because the study was conducted during the spring semester of my year-long clinical teaching placement. By the time of the study, I had established relationships with the students and teachers throughout the fall semester.

### **Participant Selection**

The participants of this study included a single second-grade classroom, my cooperating teacher, and the second-grade team. There were eight girls and 12 boys. The classroom demographics included the following: nine White, three mixed races, one African American, and seven Hispanic students. Both my cooperating teacher and the teachers in the second-grade team were all White females.

The students and teachers that were able to participate in the study were those that had completed and received consent and assented to the study. Along with the consent and assent

## CHAMPS PERCEPTIONS

forms, I also sent home an informational letter explaining to the teachers and parents of students what the purpose of my research study would be. The participants received a copy of any signed documentation for their personal records. Each student participant was given a survey of their feelings on CHAMPS, and I observed for two weeks, notating in the form of headnotes, the student and cooperating teacher's conversations of CHAMPS. From the results of that survey, I used purposive sampling (Patton, 1990) to select the students I wanted to survey. I chose six students in total to interview. The students that were selected represented a broad range of diversity and CHAMPS perceptions so that I was able to get multiple perspectives. Two students indicated that they preferred having CHAMPS in the classroom, two students indicated that they were ambivalent to CHAMPS, and two disliked the use of CHAMPS. I also conducted an interview with my cooperating teacher to further understand her perceptions of CHAMPS and how she felt it could be altered to be more effective. I then interviewed the remaining teachers on the second-grade team along with my cooperating teacher in a focus-group interview so that I could obtain the perceptions of other teachers in second-grade besides just that of my cooperating teacher. I wanted to gather many different opinions and suggestions as to how they could better see CHAMPS being implemented.

### **Data Collection**

The data collected for this study was through the forms of surveys, observations, and interviews. The entire second-grade class took a survey about their perceptions of CHAMPS in the classroom. The data collected from the surveys were from students who received consent and gave their assent to participate in the study. The survey consisted of seven Likert scale questions and one free response question at the end (see Appendix A).

## CHAMPS PERCEPTIONS

From the survey data, I selected six students to interview. Student perceptions of CHAMPS were assessed through a one-on-one interview lasting approximately ten minutes. I also conducted one thirty-minute interview with my cooperating teacher to gain the teacher's perspective on integrating CHAMPS in the classroom. I then conducted one twenty-minute focus group interview with the second-grade team teachers. The interviews were semi-structured, meaning that open-ended questions were asked, and the participants had the freedom to discuss related issues that they found important (Hendricks, 2012). See Appendix B for full interview protocols.

For my observations, I took headnotes for a total of two weeks. During this time, I recorded the types of language being used in the classroom about CHAMPS, the attitudes I saw from the students, how and when my cooperating teacher incorporated CHAMPS, and anything else I heard that lent itself to the cooperating teacher and students' perceptions of the use of CHAMPS. I did not have a set start and stop time for the observations as I just collected headnotes and jotted things down throughout the school day.

### **Data Analysis**

Once the qualitative data was collected, it was analyzed using the constant comparative method, with initial coding, followed by creating hierarchies of categories and supporting codes (Hubbard & Power, 2003). Based on Tracy (2009), I manually analyzed the first 20% of the data to create the first grouping of 15-20 level I codes. These level I codes described the initial findings from the first 20% of data collected. I then used that initial grouping of level I codes to analyze the remaining 80%. From analyzing the remaining 80% of the data, I was able to find level II codes. These level II codes served as the three to five major findings from my study. From both the level I and II codes, I created a codebook of an example and a definition for the

## CHAMPS PERCEPTIONS

codes (see Appendix C). The themes that emerged from the coding of the data determined what additional data was collected.

### **What I Found**

Based on my data analysis, the major themes I will describe are reference to CHAMPS expectations, our feelings and needs, conversation and listening, being a leader for others, and respect. In the descriptions of my findings, I also have included examples of themes from interviews, observations, and surveys. A complete list of student responses to the quantitative survey questions can be found in Appendix D.

#### **Reference to CHAMPS Expectations**

As I recorded and reflected on my observations I knew that there would be recurring descriptions of references to CHAMPS expectations whether for instruction, guided practice, independent practice, or hallway expectations. I took notes on the different references to our CHAMPS anchor charts through various lessons during the timeline of study. Some students would point other students to the anchor charts or the teacher would reference it either at the beginning of the lesson or as a redirection. Throughout all of my observations, there were clear references to the CHAMPS expectations in all areas of the school day.

I found that not every student felt positively in their references to CHAMPS expectations. One student that I interviewed said that CHAMPS was weird for him to follow because of his home structure. Asking him to explain that thought more, Jeffery said, “It is sort of like weird for people who don’t really have a bunch of rules at home, and I don’t have a bunch of rules at home so that’s what’s making me a little bit weird.” He then talked about how he did not like CHAMPS that much because of all the rules that made them not allowed to talk during the school day. In my observations, Jeffery was often following the CHAMPS expectations and

CHAMPS PERCEPTIONS

even telling others to follow them. It is interesting to note that while Jeffery stated that he did not like following CHAMPS because it was weird having that structure in place, he still chose to follow the set expectations.

On the student surveys, there were other students that did not like having to follow CHAMPS expectations through the school day. The students that did not like following CHAMPS indicated that rules were hard to follow, there were too many CHAMPS expectations for them to remember, or there was no reason in following them without a reward. These students still followed the stated CHAMPS expectations. During the observations, if students were not following the CHAMPS expectations, they were redirected by the teacher or other classmates as to what they should be doing. While not all of the students agreed that they liked CHAMPS expectations, they typically followed the behavior expected of them. When asked what he liked about CHAMPS, Jeffery said, “The only thing that I really like about CHAMPS is um that we just don’t all yell out things. Like we have to put our hand up.” On student surveys, expectations of students were also discussed as in Figure 2 below.

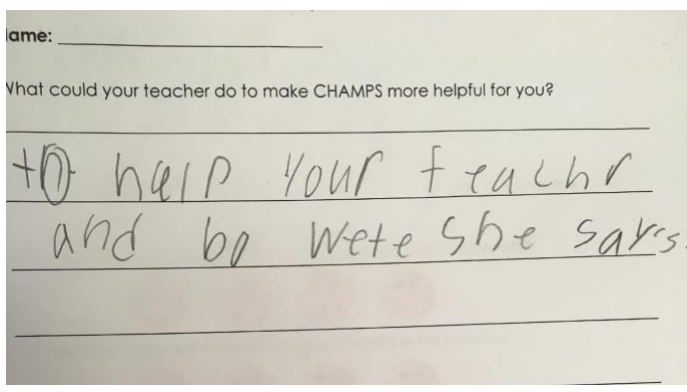


Figure 2. Portions of a student’s survey. “To help your teacher and do what she says.” “I will be kind and a leader.”

## CHAMPS PERCEPTIONS

References to CHAMPS also allowed for teachers to have a source of common language in the classroom. In the classroom teacher interview, Mrs. Davis stated, “I think it’s kind of given us a common ground, common language that we use to help with consistency and um, just to make sure that they know the expectations all day, no matter the activity, it’s relatable.” This topic was seen again in the focus group interview among the rest of the second-grade team. The commonality of language that the students would know from second-grade to third-grade made the teachers less anxious, but they also realized that anxiety would diminish for their students because CHAMPS would create a bridge of common language from year to year.

### **Our Feelings and Needs**

One of my research questions was the following: What could your teacher do to make CHAMPS more helpful for you? This question received answers from students and teachers ranging from “nothing” to “allowing them to ask more questions” to “I’d rather have an MRI.” The negative feelings about CHAMPS that came up were those about training, reminders, the choosing of a consequence, and reference to the lack of other behavior and emotional learning programs being implemented in the district. Positive feelings and needs included affirmation, rewards, and mentions of emotions from students in their interviews and surveys.

The biggest negative findings about feelings and needs came from the teachers’ perspectives. The teachers had to attend a two-day training in the summer where they sat all day listening to a presenter. While I did not attend this training, the topic of it came up both in the classroom teacher interview with Mrs. Davis and the focus group interview with the remainder of the second-grade team. To better understand the severity of how they felt about the training, my teacher stated, “I had to do an MRI, and I would rather do that again than a two-day training...that was the only thing that got me through the scan.” In late August before the school

## CHAMPS PERCEPTIONS

year began, a local university professor, Dr. Grey, came to give clarification to the teachers about how to implement CHAMPS effectively. In the focus group interview, Mrs. Long stated that this “thirty-minute instruction...made perfect sense...and they could easily implement it.” The training in the summer had no relevance for how they should implement CHAMPS in a second-grade classroom. Going into the school year, they all had a negative perspective of CHAMPS. After Dr. Grey, they began to open up to the idea of it, but they still saw areas of CHAMPS that could improve.

Areas of improvement that the teachers identified included the consequence and social emotional learning (SEL) aspect of CHAMPS. Many of the teachers in the focus group interview mentioned these two things as areas of needed supplement for CHAMPS. For the lack of SEL in CHAMPS, the second-grade team mentioned Conscious Discipline, a social emotional learning program created by Becky Bailey (2015). Without a SEL piece to supplement CHAMPS, the teachers argued that it leaves a personal side out of understanding our students and their needs because of the rigidity of just having expectations to meet. Mrs. Long referenced that the teachers need a tool belt with programs like CHAMPS, Conscious Discipline, and others as tools to pull from dependent upon what is happening in the classroom with the students’ behaviors. In the focus group interview, Mrs. Davis stated, “CHAMPS and Conscious Discipline are fantastic, I just wish there was some more of a merge and marrying [of] those two...I think they could be better together.” Every second-grade teacher agreed with her.

Students did not understand the need of supplementing CHAMPS as much as teachers did, but there were still areas of needs and feelings that they saw CHAMPS lacked. Only three students stated that nothing should be changed, all of the others offered suggestions.



## CHAMPS PERCEPTIONS

A big need and feeling that students desired was that of a reward. CHAMPS does not have rewards or punishments built into the program. However, in our second-grade classroom, we did have a reward system put into place. We had a gumball machine that we filled with fluff balls known as warm fuzzies. When the students did something well, such as following the stated expectations like those of CHAMPS, then they were rewarded with one to a couple of warm fuzzies. If the gumball machine was filled up, there would be a classroom celebration surprise. In two of the student interviews and one of the student surveys, warm fuzzies were mentioned (see Figure 3). Warm Fuzzies were even seen during observations. When asked why CHAMPS was helpful in the classroom, Bill responded with “So, you follow it and get warm fuzzies.” John stated that “...if we’re good, warm fuzzies” are the reward.

What could your teacher do to make CHAMPS more helpful for you?

When my teacher is waiting for my friend I separate my mouth like i can't talk any more.

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Write your response to the following sentence stem:  
When we use CHAMPS during class, I....

when I and my friend are very quiet work at a voice level  
 ○ We get a warm fuzzy walk on the hall way quietly  
 We get like two or three

Figure 3. Portion of a student's survey.

## CHAMPS PERCEPTIONS

### **Conversation and Listening**

Without a prescribed consequence and reward system that aligns with CHAMPS, conversation and listening became a big finding in the sense of engagement versus disengagement. Most of the CHAMPS anchor charts have a conversation level of 0, meaning there is no talking, and students are participating through listening. From the data collected about students' and teachers' perspectives on CHAMPS, the data showed that regardless of the set expectations placed upon students by the teachers, there was still a level of disengagement, chattiness, whispering, and blurting that took place during the different aspects of CHAMPS expectations. Even when on the carpet, where there was supposed to be a voice level 0, so many students were talking that a student could not hear which color row was called to go back to their desks. In not following the expectations, there was not a consequence put into place. This showed that regardless of the program being in place with the set expectations about voice level and listening, students will still choose to be disengaged, talk, or disrupt the teacher or other students trying to listen. It is a program that does not have implications beyond the setting of expectations through different aspects of the school day. CHAMPS does not include prescribed consequences so teachers are left to develop and implement their own.

While there were periods of disengagement observed in the classroom, CHAMPS was also seen to be helpful at times in minimizing the extra conversation in the classroom to aid with student engagement and listening. In his student interview, Jeffery stated "The only thing that I really like about CHAMPS is, um, that we just don't all yell out things." On the student survey, when prompted with, when we use CHAMPS during class, I..., nine out of sixteen students said something about sitting quietly, listening to the teacher, or referenced the voice level of 0 (see Figure 4).

## CHAMPS PERCEPTIONS

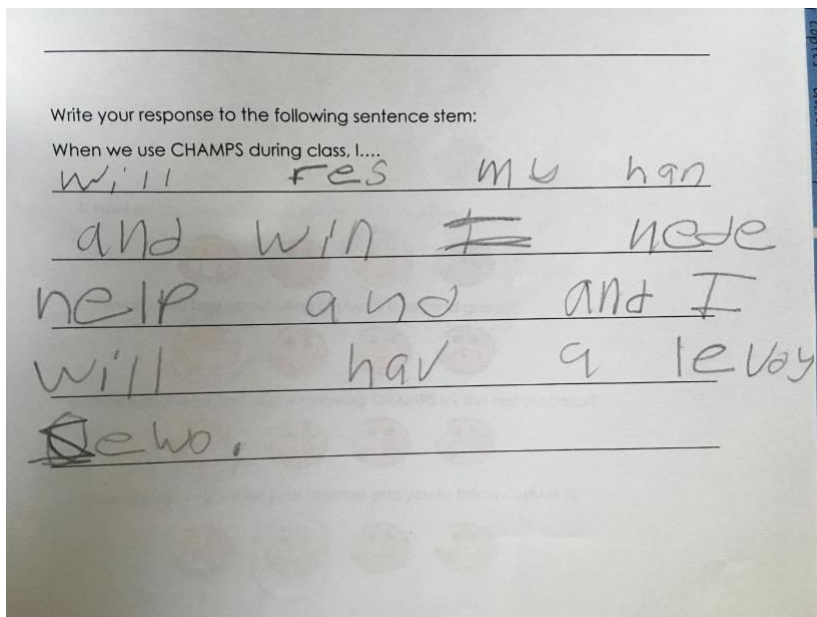


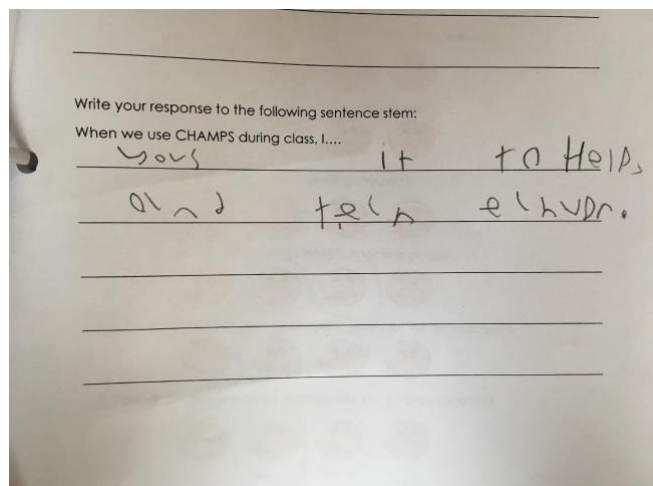
Figure 4. Portion of a student survey. “Will raise my hand and when I need help and [and] I will have a level zero.”

One student went so far as to say, “When my teacher is waiting for my friends, I tape my mouth like I can’t talk anymore. Understanding that there are no implications, positive or negative, beyond the initial setting of expectations and referencing them through the lesson, there is a hole that has been found for what teachers are supposed to do next in the steps of behavior management.

### Being a Helpful Leader for Others

Helping one another is something that many students referenced in the surveys, interviews, or through observations. Following CHAMPS allowed students to be a good example and show other students what they should be doing. Bill stated that “CHAMPS are things you do to help and be a good example.” This was a commonality throughout the student surveys as well. Four students specifically stated that following CHAMPS was helpful to other students or to the teacher (see Figure 5).

## CHAMPS PERCEPTIONS



*Figure 5.* Portion of a student survey. “Use it to help and teach each other.”

One student, John, even referenced the CHAMPS charts saying that “I see it [as] helpful since last time I saw it, I decided to be a leader, then I was a leader.”

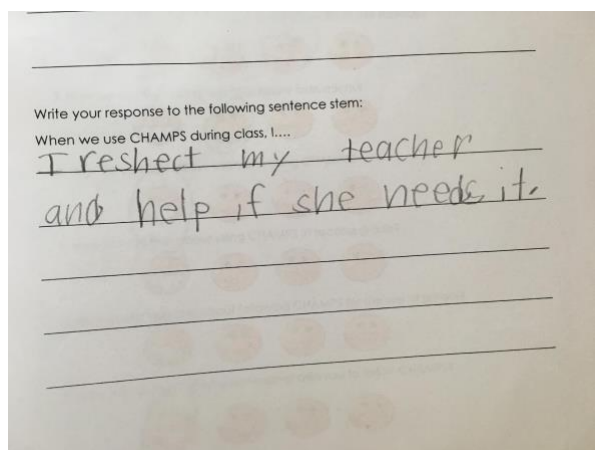
This leadership language was a topic that I anticipated discovering in the data. Capital Elementary school is also known for being a Leader in Me school. Mrs. Long discussed Leader in Me as not being a program, but rather “kind of a culture and philosophy” that is followed at every grade level. Leader in Me instills the idea that all students can be leaders through different leadership habits in a program created by Stephen R. Covey (2014). Daily, students will discuss different leadership roles or tools that are pertinent to the classroom. Therefore, being a leader in the classroom or even using the Leader in Me language is very common. John went on to say in his interview that his favorite thing about CHAMPS was “...that it’s all over the place in the school. It helps you remember to learn and lead and to lead everywhere.” Be here to learn, learn to lead, and lead everywhere is a school motto statement that the students say every morning during the announcements as a part of the Leader in Me Language. The students correlated CHAMPS and Leader in Me as going hand in hand.

### **Respect**

## CHAMPS PERCEPTIONS

Respect was an unexpected code because there is not language of respect within CHAMPS. However, respect was seen from student to student and student to teacher. Respect is not always seen in the classroom, but through the conversations of CHAMPS, there was an increase of respect shown in the classroom. Not only was respect observable through actions, it was also a topic that was brought up by many of the students in the interviews.

The two aspects of respect that were noted within the data collection were in the forms of student to student respect and student to teacher respect. From student to student, respect could be seen through the language toward one another, working well together as a whole or in groups, and in how they may have reacted to one another in physical responses. From student to teacher, respect could be seen in the same realms, but mostly through the language used towards the teacher (see Figure 6).



*Figure 6.* Portion of a student survey. “I respect my teacher and help if she needs it.”

I was not initially going to code respect that I was seeing because it was not a direct result of implementing CHAMPS within the classroom. However, respect was an obvious behavior

## CHAMPS PERCEPTIONS

that emerged as students obeyed the CHAMPS expectations; therefore, it was related to the implementation of CHAMPS within the classroom.

### **Implications for Teachers**

Teachers and the education community often discuss the importance of behavior management within student learning as a way to create a positive environment and yield student success. CHAMPS is one program being implemented by teachers to manage behavior in the classroom. However, there are areas of need that arose when researching CHAMPS that should be taken into consideration to make it beneficial for every student. From a teacher's perspective, CHAMPS was seen to be lacking areas to fit all students' needs. Every student needs something different for behavior management and CHAMPS is not an exception to that.

In order for students to learn, there need to be behavioral structures put into place. CHAMPS does implement the behavioral expectations within a classroom. From voice level to ways in which students can participate, students know exactly what they can and cannot do during instruction, guided practice, independent practice, and in other areas of the school. Through the research, my students, clinical teacher, second-grade teacher team, and I found that while CHAMPS is setting up the expectations of what is supposed to happen in the classroom, there is an area of social emotional learning that is lacking. While the students did not have this exact language to clarify what they were needing with CHAMPS, this is what they were referencing in their feelings and needs.

To supplement the area of SEL with CHAMPS, the second-grade teachers recommended other programs along the lines of Conscious Discipline or Leader in Me. Both of these programs do not have the structure that is provided with CHAMPS, but that supplement the SEL that CHAMPS lacks. Another area of supplement that students and teachers both recognized was the

## CHAMPS PERCEPTIONS

implementation of rewards and consequences. If students are following the CHAMPS expectations, then it is up to the teacher to decide how to reward a specific student, group of students, or the whole class. If students are not following the CHAMPS expectations, then it is again up to the teacher how to discipline his or her classroom, student group, or student. This is a very wide-open area of need especially for teachers that may not have any prior experience with disciplining or rewarding students. Within my specific classroom, as a reward system, we would collect warm fuzzies in a small gumball machine. These warm fuzzies were rewarded on a whole group basis only. If an individual student or student group needed a reward recognition, then we would call upon how impressive their behavior was, how appreciative we were, or how they were setting a good example for a class who wants a warm fuzzy. For consequences, we had a folder system put into place. For the first reprimand, the student would move his or her folder from his or her mail box and place it on his or her desk. After the desk, it would move to our horseshoe table, then to the teacher's chair, and then to the teacher's desk. Depending on the severity, it could go straight to the teacher's desk, skipping the other steps in between. Once it was on the teacher's desk, the folder was signed and the parents needed to sign that evening, showing that they and the student talked about his or her actions in the classroom that day. This is not explicitly stated by the CHAMPS program; this reward and consequence system is what my cooperating teacher and I implemented.

If other teachers are in a district that requires the use of CHAMPS, like that of George ISD, then it is vital to understand those gaps and assess the needs of the specific classroom. CHAMPS can work in any district and in any school. Depending on how it is delivered to the teachers will determine their initial perceptions. After it is implemented, there needs to be a level of assessment that takes place to mold it to that specific classroom and those needs. If the

## CHAMPS PERCEPTIONS

needs of the students are not met through the implementation and delivery process, then that will determine their perceptions of it in a negative or positive manner.

After completing the study, I have found other areas that could be further studied. The first would be the area of CHAMPS accompanied with a social emotional learning program. The social emotional aspect of CHAMPS does not exist and therefore is a need for further research. Another aspect of CHAMPS were the areas of need that CHAMPS alone did not cover. Another area of study that emerged as a need for future research is the study of CHAMPS with a type of discipline system or program. CHAMPS as a stand-alone program does not have any type of follow-through for discipline. Once the expectations are not met, teachers are having to figure out their own classroom discipline. It would be an interesting area of study to see CHAMPS along with a standardized discipline system as well.



## CHAMPS PERCEPTIONS

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CHAMPS PERCEPTIONS

Appendix A

CHAMPS Survey

I have heard about CHAMPS before. Circle one.

Yes

No

I don't remember

1. How do you feel being asked to follow CHAMPS in the classroom?



2. How do you feel being asked to follow CHAMPS in the hallway?



3. How do you feel being asked to follow instructions?



4. How do you feel about everyone using CHAMPS?



5. How do you feel about using CHAMPS in second grade?



6. How would you feel about following CHAMPS for the rest of school?



7. How do you feel when your teacher asks you to follow CHAMPS?



CHAMPS PERCEPTIONS

What could your teacher do to make CHAMPS more helpful for you?

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Write your response to the following sentence stem:

When we use CHAMPS during class, I....

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**Appendix B**

**Teacher Interview Protocol**

## CHAMPS PERCEPTIONS

1. How has using CHAMPs during the day impacted your instruction or behavior management?
2. What changes have you seen in student engagement during the school day?
3. What changes have you seen in the way students interact with CHAMPs as opposed to other behavior management sources?
4. What has been the best part of incorporating CHAMPs into the instructional day?
5. What has been the most challenging part of implementing CHAMPs or following the district requirement to use CHAMPs?
6. What advice would you give to teachers wanting to incorporate CHAMPs into their daily instruction?
7. How do you think the students feel about following CHAMPs?
8. Is CHAMPs something you plan on continuing next year? Why?
9. How do you think using CHAMPs will help students beyond the classroom?
10. What are your overall feelings toward incorporating CHAMPs into the daily instruction?

Questions may vary and additional questions may be asked depending on the answers of the participants.

### **One-on-one Student Interview Protocol**

1. What is your favorite thing about CHAMPs? Why do you like that best?
2. What do you like/dislike about using CHAMPs during the instructional day?
3. What are some of the ways you see CHAMPs being helpful or in the way during the school day?
4. What could make CHAMPs better for you?
5. Do you think CHAMPs is helpful as a student going into third grade?
6. How do you feel about CHAMPs? What is your favorite thing about CHAMPs?
7. Why do you think behavior management is important?

## CHAMPS PERCEPTIONS

8. Why do we learn how to use CHAMPs? Do you think using CHAMPs is important?
9. What type of conversations have you heard from other students about CHAMPs?
10. How do you follow CHAMPs during the school day?

Questions may vary and additional questions may be asked depending on the answers of the participants.

### **Focus Group Interview Protocol**

1. How do you feel about behavior management? How do you typically approach behavior management?
2. What is your favorite tool to use when approaching behavior management? Why do you like to use that tool?
3. How do you feel about the implementation of CHAMPs?
4. What have you found helpful about CHAMPs? What would you alter about CHAMPs?
5. What do you think about using CHAMPs during the second-grade instructional day?
6. What do you think about CHAMPs?
7. How could you alter CHAMPs to make it feel more effective in your classroom?
8. Do you think you would continue using CHAMPs if it was not a district requirement? What types of things would you change about the way CHAMPs was introduced?
9. What advice would you give to teachers wanting to incorporate CHAMPs into their daily instruction?

Questions may vary and additional questions may be asked depending on the answers of the participants.

## CHAMPS PERCEPTIONS

## Appendix C

## Codebook

Level II Codes:	Level I Codes:	Definition of the code:	Example of the code:
Reference to CHAMPS Expectations:		References to when the topic of CHAMPS came up whether it be about direct instruction, guided practice, independent practice, hallway expectations, background knowledge, etc.	"We focused on three, I think it was group work, independent work...and instruction."
	CHAMPS Background Knowledge	References to whether or not students and/or teachers had experience or knowledge of CHAMPS before the implementation year.	"Um, when I was in first-grade there was some sort of like CHAMPS, but it wasn't exactly like CHAMPS."
	PBIS	References to Positive Behavior Intervention Supports; what CHAMPS was called before Randy Sprick's introduction of the CHAMPS program.	"And then they just kind of made it a better language and changed the name from the PBIS."
	Behavior Management	References to how a teacher intervenes, disciplines, or sets up expectations in his or her classroom.	"...that is when like me or Mrs. Davis have to tell you guys to be quiet or go sit down at your desk or get started on your work."
	Common Language	References to a language or term(s) used from grade level to grade level.	"I think it's kind of given us a common ground, common language that we use to help with consistency..."
	Direct Instruction CHAMPS Expectations	References to CHAMPS that are expected of the students when they are sitting on the carpet receiving direct instruction from a teacher or visitor.	"Still, crisscross applesauce...with my ears are checked in hearing and that my mouth is closed and zipped up tight."
	Hallway CHAMPS Expectations	References to CHAMPS that are expected of the students when they are walking to specials, lunch, recess, or any other time in the hallway.	"A level zero in the line and walking and no talking."
	Guided Practice CHAMPS Expectations	References to CHAMPS that are expected of the students when they are doing group activities on the carpet, around the room, or at their desk groups.	"Group work is on a level one and then and then we raise our hand if we want help, activity is, is, working only, our participation is working, our movement is our mouth moving."
	Expectations	References to behavior that is stated or implied by a teacher or visitor in the classroom.	"...especially kicking off the year setting that expectation that expectation that you're going to keep this consistent thing that's posted, they see it, they refer to it..."
	Independent Work CHAMPS Expectations	References to CHAMPS that are expected of the students when they are doing independent activities on the carpet, around the room, or at their desks.	"...sitting at your desk, working or reading a book and um, not talking to your neighbor, not um, looking at the other person's paper..."
Our Feelings and Needs:		References to the feelings and needs that were explicit or implied through answers from the teachers or students.	"...it makes the teachers really proud and it makes their heart really feel good that they [students] made a good choice..."
	Affirmation	References to some thanks for	"Once all of the students

## CHAMPS PERCEPTIONS

		doing the right thing or what is expected of a student.	began noticing what she was doing, she praised all of the students by rewarding the class with a warm fuzzy.”
	Happy Feelings	References to the feelings of joy or happiness that a student can experience from following the CHAMPS expectations.	“I feel really good about them [CHAMPS].”
	Change Nothing	References to not changing anything about what was implemented.	“I don’t think I’ll do anything differently...it really just depends on your crew and what you have, so as of now, I wouldn’t change anything.”
	Ask More Questions	References to the desire to be able to ask more questions throughout the day.	“...just having some conversations to let them get their questions out.”
	It’s Fun	References to the feeling of following CHAMPS expectations.	“It is fun when we use CHAMPS.”
	Warm Fuzzies	References to rewards set into place by the teachers that students can receive when they have all done something well.	“Why do you feel like CHAMPS is helpful...you follow it and get warm fuzzies.”
	Reminder	References to something that a teacher or student has to say in order to reign in the behavior or talking of other students.	It’s a “good visual reminder just to keep it consistent.”
	Relevance	References to the meaning of ‘so what,’ ‘how,’ or ‘why’ that a student or teacher needs in reference to CHAMPS.	“...she actually helped us understand why it was necessary. And that’s something that kids need too, they need to understand the why behind it.”
	Choosing A Consequence	References of a student choosing a consequence if he or she is not following the expectations set into place by a teacher.	“If you’re choosing to continue to talk, then you are choosing a consequence after going over CHAMPS.”
	“I’d rather do a MRI.”	References to the feeling that a teacher felt about the CHAMPS development training put on by GISD.	“Uh, well here’s a good quote for you, uh I had to do a MRI and I would rather do that again that a two-day training.”
	Conscious Discipline	References to a Social Emotional Learning management program that some school districts implement to better understand and practice misbehavior and emotions. GISD does not currently implement Conscious Discipline.	“...Conscious Discipline kind of helps me have more compassion and understanding of their [the students’] perspective.”
Conversation/Listening:		References to conversation and listening in the classroom whether it be from teacher to teacher, teacher to student(s), or student(s) to student(s).	“I stay at a level one whenever I’m talking or two, level two. Whenever we’re on the carpet, I stay following the CHAMPS level zero. And then whenever we’re doing group work, I only talk to my partner, not other people.
	“Be quiet and listen.”	References to what a student may say when other students are talking or what a teacher says when students are talking.	“Sit down and be quiet and listen to the teacher.” Sit down and be quiet and listen to the teacher.
	“I tape my mouth...”	References to what a student feels like he or she does when he or she has to be quiet.	“When my teacher is waiting for my friends I sepaap my mouth like I can’t talk anymore.” When my teacher is waiting for my friends, I tape my mouth like I can’t talk anymore.



## CHAMPS PERCEPTIONS

	Blurting	References to when a student uncontrollably talks or shouts without asking or acknowledging.	"Several times there was redirection from shouting or blurting out."
	Disengagement	References to the negative engagement of a student or teacher in a lesson or training.	"Because there were not established expectations for this conversational style discussion learning, the students became disengaged and started having their own side conversations..."
	Chatty	References to the conversation level amongst students on the carpet area or at their desk groups.	"Like earlier when Mrs. Davis called a row, I couldn't really hear which one she said since a lot of people were talking."
	Whispers	References to the conversation level amongst students on the carpet area or at their desk groups. Less audible than chats.	"And the if we're like partner talking, we should be at a whisper."
	Engagement	References to the positive engagement of a student or teacher in a lesson or training.	"I think they definitely need those reminders, I think that does help to quickly kind of get their attention and then they kind of straighten up and do the things they're supposed to."
<b>Being a Helpful Leader for Others:</b>		References to moments when students were role models for their peers serving as a leader or teacher.	"...it's just kind of a culture and philosophy..."
	Being a Leader	References to the feeling of responsibility of being a leader from student to student or the action of being a leader and role model for other students.	"My favorite thing about CHAMPS is that, that it's all over the place in school. It helps you remember to learn and lead and to lead everywhere."
	Being a Teacher	References to the feeling, responsibility, or action of a student to teach another student or a teacher to teach students.	"You's it to help and tech echudr." Use it to help and teach each other.
	Helping/Helpful	References to coming alongside the teacher or other students to assist them with something.	"I think it's helpful for every single thing because it is actually pretty easy..."
	Leader in Me	References to a leadership program based on seven core habits of leaders.	"...like in Leader in ME, we focus a lot on giving kids leadership skills..."
<b>Respect:</b>		References to moments when respect was shown or talked about in the classroom whether it be from teacher to teacher, teacher to student(s), or student(s) to student(s).	"to haly your teacher and bo wete she say's" To help your teacher and do what she says.
	Student to Teacher Respect	References to respect shown by a student to the teacher.	"I respect my teacher and help if she needs it." I respect my teacher and help if she needs it.
	Student to Student Respect	References to respect shown by a student to other students.	"We learn it in our school so everyone is helpful and kind to others and so they can make friends in the classroom...we can be leaders."
	Be Kind	References to a rule in our classroom...be kind to everyone.	"I will be kind and a ledre." I will be kind and a leader.
	The 7 Habits	References to the core habits of the Leader in Me program: 1. Be proactive. 2. Begin with the end in	"...I'm trying to do win-win."

## CHAMPS PERCEPTIONS

		<ol style="list-style-type: none"><li>mind.</li><li>3. Put first things first.</li><li>4. Think win-win.</li><li>5. Seek first to understand, then to be understood.</li><li>6. Synergize.</li><li>7. Sharpen the saw.</li></ol>	
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## CHAMPS PERCEPTIONS

## Appendix D

## Quantitative Data from the Survey Results



1 -Very Positive 2 -Somewhat Positive 3 -Somewhat Negative 4 -Very Negative

	#1	#2	#3	#4	#5	#6	#7	#8
Bill	Yes	1	1	2	1	1	2	1
Jackie	Yes	1	2	1	1	1	1	1
Luis	Yes	3	1	2	1	2	3	2
John	Yes	2	3	1	2	1	2	3
Jeffery	Yes	2/3	2/3	2	2	2/3	2/3	2/3
Cindy	Yes	1	1	1	1	1	1	1
Bella	Yes	1	1	1	1	1	1	1
Chase	Yes	2	2	3	3	2	2	1
Michael	Yes	1	1	1	1	1	1	1
Tia	I don't remember	3	2	1	1	1	1	2
Mike	Yes	3	1	3	1	1	1	1
Annie	Yes	1	1	1	1	2	2	1
Mark	Yes	1	1	1	1	1	1	1
Lilly	Yes	1	2	3	3	$\frac{3}{4}$	$\frac{1}{2}$	2
Lexi	No	1	1	1	1	1	1	1
Cain	Yes	1	3	2	1	1	1	1

1. 14/16 or 87.5% of students had heard of CHAMPS before second-grade. 1/16 or 6.25% of students did not remember. 1/16 or 6.25% of students had not heard of CHAMPS before second-grade.
2. 10/16 or 62.5% of students felt very positive about being asked to follow CHAMPS in the classroom. 2/16 or 12.5% of students felt somewhat positive about being asked to follow CHAMPS. 1/16 or 6.25% of students were in between feeling somewhat positive and somewhat negative about having to follow CHAMPS. 3/16 or 18.75% of students felt somewhat negative about having to follow CHAMPS.
3. 9/16 or 56.25% of students felt very positive about being asked to follow CHAMPS in the hallway. 4/16 or 25% of students felt somewhat positive about being asked to follow CHAMPS in the hallway. 1/16 or 6.25% of students were in between feeling somewhat positive and somewhat negative about having to follow CHAMPS in the hallway. 2/16 or 12.5% of students felt somewhat negative about being asked to follow CHAMPS in the hallway.
4. 9/16 or 56.25% of students felt very positive about being asked to follow instructions. 4/16 or 25% of students felt somewhat positive about being asked to follow

## CHAMPS PERCEPTIONS

instructions. 3/16 or 18.75% of students felt somewhat negative about having to follow instructions.

5. 12/16 or 75% of students felt very positive about everyone using CHAMPS. 2/16 or 12.5% of students felt somewhat positive about everyone following CHAMPS. 2/16 or 12.5% of students felt somewhat negative about everyone using CHAMPS.
6. 11/16 or 68.75% of students felt very positively about using CHAMPS in second-grade. 3/16 or 18.75% of students felt somewhat positive about using CHAMPS in second-grade. 1/16 or 6.25% of students felt in between somewhat positive and somewhat negative about using CHAMPS in second-grade. 1/16 or 6.25% of students felt in between somewhat negative and very negative about using CHAMPS in second-grade.
7. 9/16 or 56.25% of students felt very positive about using CHAMPS for the rest of school. 1/16 or 6.25% of students felt in between very and somewhat positive about using CHAMPS for the rest of school. 4/16 or 25% of students felt somewhat positive about using CHAMPS for the rest of school. 1/16 or 6.25% of students were in between both somewhat positive and negative about using CHAMPS for the rest of school.
8. 11/16 or 68.75% of students felt very positive about a teacher asking them to follow CHAMPS. 3/16 or 18.75% of students felt somewhat positive about a teacher asking them to follow CHAMPS. 1/16 or 6.25% of students were in between both somewhat positive and negative about a teacher asking them to follow CHAMPS. 1/16 or 6.25% of students felt somewhat negative about a teacher asking them to follow CHAMPS.