Preventing Discipline Problems in the Classroom  
(The S, T, and O of STOIC)  
presented by Randy Sprick, Ph.D.  

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This session will examine how to organize the classroom to reduce discipline problems and prompt responsible behavior from students. Specific strategies covered include structural elements such as effective use of classroom rules, effective and ineffective room arrangements, and effective instructional practices for keeping students engaged. In addition, how to teach and re-teach expectations for behavior will be a major focus. This session will assist those already familiar with the CHAMPS approach to evaluate their current practices in order to confirm effective practices and revise other aspects of their classroom organization.


For more information, contact Safe & Civil Schools  
800-323-8819 or info@safeandcivilschools
Classroom Management STOIC Checklist (p. 1 of 4)

<table>
<thead>
<tr>
<th>STOIC Variables</th>
<th>Tasks from CHAMPS or DSC</th>
<th>Y</th>
<th>N</th>
<th>Comments/Notes/Evidence</th>
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<tbody>
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<tr>
<td>Structure your classroom for success</td>
<td>1. I have arranged the room so I can get from any part of the room to any other part relatively efficiently.</td>
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<td>Physical Arrangement</td>
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<td>2. My students and I can access all materials, work spaces, and the pencil sharpener without disturbing others.</td>
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<td>3. My schedule provides the appropriate consistency, variety, and physical activity to meet the needs of my students and the academic content.</td>
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<td>Schedule</td>
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<td>4. I have chosen an attention signal that has both a visual and auditory component and can be used in all settings inside and outside the classroom.</td>
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<td>Attention Signal</td>
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<td>5. I have identified three to five specific, observable, and positively stated classroom rules that do not have regular exceptions. I have aligned these rules with our schoolwide or classroom expectations (e.g., Guidelines for Success).</td>
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<td>Classroom Rules</td>
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<td>6. I have posted my classroom rules in my classroom.</td>
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<td>7. I have identified my teacher responses to classroom rule violations.</td>
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<tr>
<td>Defining Clear Expectations</td>
<td>8. I have identified procedures needed for my class to run smoothly.</td>
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<td>9. I have defined steps and clear expectations for all procedures.</td>
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<td>10. I have identified and defined clear expectations for all instructional activities and classroom transitions (CHAMPS or ACHIEVE Plans).</td>
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### Classroom Management STOIC Checklist (p. 2 of 4)

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<thead>
<tr>
<th>STOIC Variables</th>
<th>Tasks from CHAMPS or DSC</th>
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<th>Comments/Notes/Evidence</th>
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<tr>
<td><strong>T</strong></td>
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<tr>
<td>Teach students</td>
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<td>how to be</td>
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<td>successful in</td>
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<tr>
<td>your classroom</td>
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<tr>
<td>Lesson Plans</td>
<td>11. I have created lessons on my classroom rules and explicitly taught them to my class.</td>
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<td></td>
<td>12. I have created lessons for my procedures, routines, and Guidelines for Success and explicitly taught them to the class.</td>
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<td></td>
<td>13. I have created lessons for my major expectations for classroom activities (e.g., teacher-directed instruction, cooperative groups, independent seat work, etc.) and explicitly taught them to the class.</td>
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<td><strong>O</strong></td>
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<td>Observe student</td>
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<td>behavior</td>
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<td>Active</td>
<td>16. I circulate and scan frequently as a means of observing and monitoring student behavior as it relates to my expectations.</td>
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<td>Supervision</td>
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<td>Positive</td>
<td>17. I model friendly, respectful behavior while monitoring the classroom.</td>
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<td>Supervision</td>
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<td>Collecting</td>
<td>18. I periodically collect data (e.g., CHAMPS vs. Daily Reality Rating Scale, Ratios of Positive Interactions Monitoring, etc.) to judge what is going well and what needs improvement in my classroom management plan.</td>
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<tr>
<td>Data</td>
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Task 1: Determine the Level of Classroom Structure

Consider your student’s needs.

The second consideration in determining the structure level of your management plan is the risk factors of your students. Reproducible 3.1 on p. 112 shows a set of risk factors you will use to evaluate your students. An example is the number of students in your class—you probably need a more structured management plan for a class of thirty students than a class of fifteen. If you have significant numbers of immature or emotionally needy children, the risk factors are probably high and so you need a more tightly structured plan. If your class is composed of predominantly mature and independent students, the risk factors are likely to be low, and a more loosely structured plan may be perfectly adequate.

If your class has high risk factors and you do not orchestrate activities and transitions tightly enough, student behavior tends to be problematic (Barbetta et al., 2005; Huston-Stein, Friedrich-Cofer, & Susman, 1977; Mayer, 1995; Martella et al., 2003). For example, beginning instruction quickly is a good idea regardless of a class’s risk factors. In a class with high risk factors, however, student behavior may
Reproducible 3.1  Management and Discipline Planning Questionnaire

Questions 1–6 relate to the population of the entire school.

1. How would you describe the overall behavior of students in your school?
   - Generally quite irresponsible, often have to nag and assign consequences
   - Frequently quite irresponsible, but about 10% put me in the position where I have to nag and assign consequences
   - Generally responsible, I rarely find it necessary to nag and assign consequences

2. What percentage of students in your school qualify for free or reduced lunch?
   - 60% or more
   - 50% or more
   - 40% or more
   - 30% or more
   - 20% or more
   - 10% to 30%
   - Less than 10%

3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?
   - 6, 7, or 8
   - 5 or 6
   - 3 or 4
   - 2 or 3
   - 1 or 2
   - Zero

4. How would you describe the overall behavior of students in your school?
   - High
   - Medium
   - Low

5. What isn’t working about relationships between students and adults in your school?
   - There are problems that include system and/or disrespect
   - There is a mix, but most interactions are respectful and supportive
   - The vast majority of interactions are respectful and supportive

6. How would you describe the level of interest and support provided by the parents of students in your school?
   - Most parents are at least somewhat supportive of school
   - The vast majority of parents are at least somewhat supportive of school
   - There is a mix, but most parents are actively involved
   - Most parents are not at least somewhat supportive of school
   - A large percentage hate school
   - Many parents are openly antagonistic, and vaguely show no interest in school
   - No interest

7. What grade level do you teach? K or 1 or 4 or 8 or Other

8. How many students in your class have been identified as Severely Emotionally Disturbed (SED)?
   - Two or more
   - One
   - Zero

9. How many students in your class have been identified as Emotionally Disturbed (ED) or Emotionally Behaviorally Disturbed (EBD)?
   - Two or more
   - One
   - Zero

10. How many students in your class have been identified as Behaviorally Disruptive (BD)?
    - Two or more
    - One
    - Zero

11. How many students in your class have been identified as SED, EBD, or BD?
    - Three or more
    - Two or more
    - One or two
    - Zero

*Note: (group) refers to any notion, about an individual student, the percentage of students who may or may not be a group on the teachers’ radar. It is used to help identify the needs of students as they may appear in different settings and situations.

Interpreting Your Results:
- If your total is: Your risk factors are:
  - 0 to 30: Low  - Low-stress students can probably be successful with a classroom management plan that focuses on low-structure, low-discipline plans.
  - 31 to 60: Medium  - Your students to be successful, your classroom management plan should include medium-structure plans.
  - 61 to 120: High  - High-stress students need a high-structure plan.

For your students to be successful, your classroom management plan should involve high-structure plans.

Class is at the high end of the medium-structure range. Start school year with high-structure plan, then evaluate after the first month or so.

**Download Online**
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? 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!**

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