

*Secondary
Edition!*



CHAMPS

Classroom Management

Tip of the Week

Help Procedures

If a teacher doesn't know or communicate behavioral expectations for students, the students are left to guess what constitutes responsible behavior. When students guess how they are supposed to behave, the results are often undesirable. We must plan, explain, and model how students are to behave during each and every activity.

During testing season, students may have an increased amount of independent work (alone or with partners) for review activities and assessments. This is an important time to explain "help" expectations! Before asking students to begin an activity or assessment, they must know how to receive "help." What if you are working with another student? What resources can they consult on their own? Can they use their notes? Ask a friend? Or, is this a "your brain only" work period?

This is where the use of the "H" in the CHAMPS acronym is helpful. If you do not use the acronym strategy, these expectations should still be given to students verbally. You may even want to post them on the board!

Consider the following ideas:

- Instead of "Raise your hand" (which can be difficult for the teacher to manage) try using "Center Captains" and other job roles. Be sure to model how to seek support from a peer.
- Colored cups and cards allow the teacher to know quickly who is working well and who is seeking help.

Green= Good to go! Red= Please stop at my desk!

- Hand signals
- Parking lots

Bonus Thought:

Set explicit expectations for early finishers!
Is there one *must-do*? Or, are there several *may-dos*?