

JOSSEY-BASS TEACHER

GRADES 9-12

THIRD  
EDITION

# DISCIPLINE IN THE SECONDARY CLASSROOM

A Positive Approach to Behavior Management

Randall S. Sprick, Ph.D.





# Jossey-Bass Teacher

**J**ossey-Bass Teacher provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning. We offer classroom-tested and research-based teaching resources for a variety of grade levels and subject areas. Whether you are an aspiring, new, or veteran teacher, we want to help you make every teaching day your best.

From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K-12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.

For more information about our resources, authors, and events, please visit us at: [www.josseybasseducation.com](http://www.josseybasseducation.com).



DISCIPLINE  
IN THE  
SECONDARY  
CLASSROOM





**THIRD  
EDITION**

# DISCIPLINE IN THE SECONDARY CLASSROOM

A Positive Approach to Behavior Management

**Randall S. Sprick, Ph.D.**

**JOSSEY-BASS™**

A Wiley Brand

Cover design: Michael Cook  
Cover photo: © matka\_Wariatka  
Graphic icon illustrations: Tom Zilis  
Author photo by Jerry Gowins

Copyright © 2013 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass, A Wiley Brand  
One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594 — [www.josseybass.com](http://www.josseybass.com)

The materials on the accompanying DVD are designed for use in a group setting and may be customized and reproduced for educational/training purposes. The reproducible pages are designated by the appearance of the following copyright notice at the foot of each page:

*Discipline in the Secondary Classroom*. Copyright © 2013 by John Wiley & Sons, Inc. Reproduced by permission of Jossey-Bass, a Wiley Brand. [www.wiley.com](http://www.wiley.com).

This notice must appear on all reproductions as printed.

This free permission is restricted to limited customization of the DVD materials for your organization and the paper reproduction of the materials for educational/training events. It does not allow for systematic or large-scale reproduction, distribution (more than 100 copies per page, per year), transmission, electronic reproduction or inclusion in any publications offered for sale or used for commercial purposes—none of which may be done without prior written permission of the Publisher.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at [www.copyright.com](http://www.copyright.com). Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at [www.wiley.com/go/permissions](http://www.wiley.com/go/permissions).

Permission is given for individual classroom teachers to reproduce the pages and illustrations for classroom use. Reproduction of these materials for an entire school system is strictly forbidden.

**Limit of Liability/Disclaimer of Warranty:** While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. If this book refers to media such as a CD or DVD that is not included in the version you purchased, you may download this material at <http://booksupport.wiley.com>. For more information about Wiley products, visit [www.wiley.com](http://www.wiley.com).

#### **Library of Congress Cataloging-in-Publication Data**

Sprick, Randall S.

*Discipline in the secondary classroom* : a positive approach to behavior management / Randall S.

Sprick, Ph. D. — Third edition.

pages cm

Includes bibliographical references and index.

ISBN 978-1-118-45087-1 (paper/dvd)

ISBN 978-1-118-64027-2 (ebk.)

ISBN 978-1-118-64013-5 (ebk.)

1. Classroom management. 2. High school students—Discipline. 3. Problem children—Discipline. I. Title.

LB3013.S64 2013

371.102'4—dc23

2013013798

Printed in the United States of America

THIRD EDITION

PB Printing 10 9 8 7 6 5 4 3 2 1

# THE AUTHOR

**R**andall Sprick has an undergraduate degree in general education, a master's degree in special education, and a doctorate in curriculum and supervision. He has taught students with emotional and behavioral problems and trained and supervised teachers at elementary and secondary levels. He has taught postgraduate courses on behavior management and behavioral consultation at the University of Oregon.

Dr. Sprick has written numerous articles and books and has developed audio and video in-service programs that address topics such as classroom management, schoolwide discipline policies, playground discipline, and bus behavior. Among the widely used books he has written are:

- *START on Time! Safe Transitions and Reduced Tardiness*
- *Foundations: Establishing Positive Discipline Policies*
- *CHAMPS: A Proactive and Positive Approach to Classroom Management*
- *Teacher's Encyclopedia of Behavior Management: 100+ Problems/500+ Plans*
- *The Administrator's Desk Reference of Behavior Management (3 vols.)*
- *Interventions*
- *ParaPro: Supporting the Instructional Process*
- *Coaching Classroom Management*
- *Behavioral Response to Intervention*
- *Teacher Planner for the Secondary Classroom*

Dr. Sprick is director of Safe & Civil Schools, which provides in-service programs throughout the country. Each year, he and his training staff conduct workshops and classes for more than thirty thousand teachers. His positive and practical approach is helping schools increase safety, reduce classroom disruption, and improve school climate. Districts fully implementing the approach have reduced out-of-school suspensions by up to 86 percent.

# Acknowledgments

**I** extend my gratitude and appreciation for the content suggestions and editorial assistance of Jessica Sprick, Paula Rich, Sara Ferris, Natalie Conaway, Rohanna Buchanan, Susan Isaacs, Laura Hamilton, Jim Whitaker, and Laura Matson. Thanks to the staffs of Pacific Northwest Publishing and Jossey-Bass Publishing for their willingness to link the approach of this book with the Safe & Civil Schools materials. Thanks also to Robin Lloyd, Tracy Gallagher, Bev Miller, Diane Turso, Anitha Mani, and the rest of the Jossey-Bass team for their excellent work throughout the editing and production process. Finally, I thank Marjorie McAneny, senior editor at Jossey-Bass, for being such a gracious, invitational, and professional editor.

# How to Use This Book

**T**his book leaves the decisions to you. There is no part of the book that is a canned program of specific procedures you must implement. Instead, it is more of a toolshed filled with classroom-tested tools and techniques that are made available to you. Consider working through the book with a colleague or even with your entire staff. Note that the DVD that comes with the book includes Peer Study worksheets for each chapter (see the 3 Downloadable Forms and Checklists folder on the DVD). These guides will facilitate sharing of best practice ideas between you and your colleagues. As you work through the book, read each task and think about whether your current classroom management plan addresses the issues it covers. Then determine whether implementing some or all of the suggestions within the task would have a positive benefit on behavior and motivation for your students.

The best way to use this book will vary depending on when you choose to implement it. The early chapters are more for preplanning—that is, determining your teaching plan in advance of the school year. All the tasks in this book can be implemented in any classroom at any time, but coming in fully prepared and with a concrete plan is obviously the ideal situation. Because ideal situations are so rare, this book also describes ways to implement your new skills at any time of the year, or even gradually throughout the year.

- *Beginning in the spring or summer.* Ideally, you will have plenty of time to work through chapters 1 through 8 in sequence before the school year begins. By working through each task and deciding which steps to implement and how, you will build the components of your management plan. Chapter 6 in particular will help you pull all these details together for the first day of school. As the school year approaches, review chapter 9 to completely prepare yourself to take full advantage of the tools offered in this book.

- In some cases, teachers receive a copy of this book as part of teacher induction to a new district. If that is the case and you have only a little time before the students arrive, you can cover the most vital information first: chapter 4 on your classroom management plan, chapter 5 on teaching expectations, and chapter 8 on student motivation. Skim the other chapters to determine other information that might be immediately useful.

- *Beginning in the fall.* The best time to have an impact on student behavior is on the first day of school. Short of that, the first day of second semester is a good time to make some changes if they are needed. Quickly skim through chapters 1 through 6 to identify any suggestions that you think might be of immediate benefit to your classes; then work through the chapters again in more detail, preparing for the next semester. As you have time, work through chapters 6 through 9. During the next summer, work more thoroughly through chapters 1 through 8 to revise your plan and fully prepare for the first day of school.

- *Beginning in winter.* Use the Contents to identify tasks and suggestions that might help address specific problems. Then in late spring, follow the suggestions in the previous section regarding how to prepare for the new school year.

Consult the appendixes as needed to focus on specific topics such as the research behind this book (appendix A), considerations when working with students from different cultural backgrounds (appendix C), and an introduction to the icons available on the DVD for your use in teaching and displaying your classroom expectations (appendix F). First-year teachers should review appendix D. Administrators may wish to review appendix B on schoolwide implementation of Discipline in the Secondary Classroom and appendix E on mapping the contents of this book to the teaching framework outlined in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

No matter when you start using *Discipline in the Secondary Classroom*, keep the DVD handy because it contains blank reproducible forms of all the forms shown in the book. You can print the PDFs as needed as you work through the book or fill them out on your computer. The DVD also contains short videos in which I discuss the importance of clearly communicating your classroom expectations and structuring your classroom for student success.

Motivating students is part art and part science. So, too, is classroom management. And both are lifelong learning tasks. When you use the research-based techniques set out in this book, you will reach and teach students who would otherwise be doomed to school failure and a life without much promise of a successful education. Never doubt that you can be the defining difference in a child's life.

Randall S. Sprick

# Contents

The Author	vii
Acknowledgments	viii
How to Use This Book	ix
DVD Contents	xviii
Foreword by Donald D. Deshler	xxiii
Preface	xxv
Introduction	1

## SECTION ONE: STRUCTURE YOUR CLASSROOM FOR SUCCESS 5

### **Chapter 1** Vision: Understand key concepts about managing student behavior 7

Task 1: Understand the Basic Principles of Behavior Modification and Your Role in That Process	8
Task 2: Understand Motivation and the Variables That Can Be Manipulated to Increase It	10
Task 3: Develop and Implement Guidelines for Success	15
Task 4: Maintain High Expectations for Students' Academic and Behavioral Performance	17
Task 5: Initiate and Maintain Family Contacts	19
<i>Initial Contact</i>	21
<i>Ongoing Contact</i>	24
In Conclusion	25

### **Chapter 2** Grading and Instruction: Design instruction and evaluation systems 29

Task 1: Develop Clear Goals for Each Class You Teach	30
--	----

Task 2: Design Instruction and Evaluation Procedures That Create a Clear Relationship between Student Effort and Success	33
Task 3: Establish a System to Provide Students Feedback on Behavior and Effort; Incorporate This into Your Grading System	37
<i>Planning Step 1: Establish a Grade Percentage for Classroom Behavior or Effort</i>	40
<i>Planning Step 2: Determine the Approximate Number of Total Points Students May Earn During the Term</i>	41
<i>Planning Step 3: Determine the Approximate Number of Total Points Based on Behavior and Effort</i>	42
<i>Planning Step 4: Design an Efficient System for Monitoring and Recording Daily Classroom Behavior Points</i>	43
<i>Planning Step 5: Determine the Impact of Excused and Unexcused Absences on Your Grading of Behavior and Effort</i>	46
<i>Planning Step 6: Assign Weekly Performance Points and Provide Feedback to Students</i>	47
<i>Summary of Behavior Feedback Within Grading Systems</i>	48
Task 4: Design Procedures for Students to Receive Feedback on Each Aspect of Their Behavioral and Academic Performance and to Know Their Current Grades	49
Task 5: Implement Effective Instructional Practices	53
<i>Teacher's Presentational Style</i>	54
<i>Actively Involving Students in Lessons</i>	54
<i>Ensuring High Rates of Student Success</i>	54
<i>Providing Students with Immediate Performance Feedback</i>	55
Task 6: Present Desired Tasks to Your Students in a Manner That Will Generate Their Enthusiasm	55
In Conclusion	57

### **Chapter 3 Organization: Prepare routines and procedures 63**

Task 1: Arrange the Schedule of Activities for Each Class Period to Maximize Instructional Time and Responsible Behavior	64
Task 2: Arrange the Physical Space in Your Classroom to Promote Positive Student-Teacher Interactions and Reduce Disruption	68
Task 3: Decide on a Signal You Can Use to Immediately Quiet Your Students and Gain Their Full Attention	74
Task 4: Design Efficient, Effective Procedures for Beginning and Ending the Class Period	76
<i>Entering Class</i>	77
<i>Opening Activities</i>	78

<i>Materials</i>	80
<i>Dealing with Students Returning after an Absence</i>	82
<i>End of Class or Period</i>	82
<i>Dismissal</i>	83
Task 5: Design Effective, Efficient Procedures for Assigning, Monitoring, and Collecting Student Work	83
<i>Assigning Classwork and Homework</i>	84
<i>Collecting Completed Work</i>	86
<i>Returning Graded Work to Students</i>	87
<i>Late or Missing Assignments</i>	88
Task 6: Manage Independent Work Periods	89
In Conclusion	94

**Chapter 4 Classroom Management Plan: Plan to encourage responsible behavior and to respond consistently to student misbehavior 101**

Task 1: Adjust the Structure of Your Management Plan Based on Your Needs and the Needs of Your Students	102
<i>Consider Your Needs</i>	103
<i>Consider Your Students' Needs</i>	105
<i>Identify the Level of Structure You Will Use</i>	108
Task 2: Identify and Post Three to Six Classroom Rules That Will Be Used as a Basis for Providing Positive and Corrective Feedback	109
Task 3: Develop a Plan for Correcting Early-Stage Misbehaviors	114
<i>Proximity</i>	115
<i>Gentle Verbal Reprimand</i>	116
<i>Discussion</i>	116
<i>Family Contact</i>	116
<i>Humor</i>	118
<i>Restitution</i>	118
<i>Conclusion</i>	118
Task 4: Develop Consequences for Rule Violations	119
<i>Loss of Point</i>	122
<i>Time Owed</i>	122
<i>Time-Out</i>	123
<i>Restitution</i>	124
<i>Detention</i>	124
<i>Demerits</i>	124
<i>Office Referral</i>	125
Task 5: Know When and When Not to Use Disciplinary Referral	125
In Conclusion	129

**SECTION TWO: TEACH EXPECTATIONS 133****Chapter 5 Expectations: Plan to teach students how to be successful 135**

- Task 1: Define Clear and Consistent Behavioral Expectations for All Regularly Scheduled Classroom Activities 138
- Task 2: Define Clear and Consistent Behavioral Expectations for the Common Transitions, Both within and between Activities, That Occur during a Typical School Day 160
- Task 3: Develop a Preliminary Plan, and Prepare Lessons for Teaching Your Expectations to Students 179
- In Conclusion 187

**Chapter 6 Preparation and Launch: Pull it all together for the first day 193**

- Task 1: Finalize Your Classroom Management Plan, and Prepare to Communicate That Plan to Your Students 194
- Task 2: Complete Your Preparations for the First Day 198
- Task 3: Implement Your Plan for the First Day 200
- Step 1: Communicate Your Expectations 202*
- Step 2: Monitor Student Behavior 203*
- Step 3: Give Students Feedback on Their Implementation of Expectations 204*
- Task 4: Gradually Decrease the Amount of Time You Spend Teaching Expectations, Procedures, and Routines 206
- Task 5: Mark on Your Planning Calendar Particular Times When You Will Reteach Your Expectations 214
- In Conclusion 217

**SECTION THREE: OBSERVE STUDENT BEHAVIOR 221****Chapter 7 Monitor Student Behavior: Implement and adjust your classroom management plan 223**

- Task 1: Circulate When Possible, and Scan All Sections of the Classroom Continuously 224
- Circulating 224*
- Visual Scanning 225*
- Auditory Scanning 226*
- Task 2: Collect Objective Data about Classroom Behavior, and Adjust Your Management Plan Accordingly 226
- Tool A: CHAMPS and ACHIEVE versus Daily Reality Rating Scales 229

Tool B: Ratio of Interactions Monitoring Forms	234
Tool C: Misbehavior Recording Sheet	239
Tool D: Grade Book Analysis Worksheet	241
Tool E: On-Task Behavior Observation Sheet	245
Tool F: Opportunities to Respond Observation Sheet	247
Tool G: Student Satisfaction Survey	250
In Conclusion	254

## SECTION FOUR: INTERACT POSITIVELY 255

### Chapter 8 Motivation: Enhance students' desire to succeed 257

Task 1: Understand the Importance of Building Personal Relationships with Students	258
Task 2: Use Every Possible Opportunity to Provide Each Student with Noncontingent Attention	258
Task 3: Give Students Positive Feedback on Their Successes in a Variety of Ways	261
Task 4: Plan to Interact at Least Three Times More Often with Students When They Are Behaving Appropriately Than When They Are Misbehaving	266
Task 5: Effectively Employ a Classwide System or Systems If Needed to Increase Motivation and Responsible Behavior	269
<i>Step 1: Identify Problems, Goals, Level of Structure Needed, and the Type of System You Will Use</i>	270
<i>Step 2: Select a System and Prepare to Implement It</i>	277
<i>Step 3: Identify How You Will Maintain, Modify, and Fade a Reward-Based System</i>	282
Menu of Classwide Systems	285
<i>Reward-Based Systems for High-Structure Classes</i>	285
<i>Reward-Based Systems for Medium-Structure Classes</i>	288
<i>Nonreward-Based Systems for Low-Structure Classes</i>	291
In Conclusion	297

## SECTION FIVE: CORRECT FLUENTLY 301

### Chapter 9 Proactive Planning for Chronic Misbehavior 303

Use Effective Correction Techniques	303
Addressing Chronic Misbehavior	305
Task 1: Analyze and, If Needed, Adjust the Implementation of Your Basic Management Plan	307
Task 2: Analyze and, If Needed, Adjust the Strategies You Are Using to Build a Positive Relationship with This Student	313

---

Task 3: Analyze the Misbehavior and Develop a Function-Based Intervention	317
<i>Intervention Planning Steps</i>	320
<i>Step 1: Identify the target (problem) behavior and collect objective data; Use those data as you proceed to step 2</i>	320
<i>Step 2: Develop a hypothesis (educated guess) about the function of the misbehavior</i>	324
<i>Step 3: Identify Any Specific Contexts or Conditions (Time, Locations, Tasks) When the Target Behavior Typically Occurs (or Does Not Occur)</i>	326
<i>Step 4: Develop a Preliminary Behavior Change (Intervention) Plan Based on Your Hypothesis about the Function of the Misbehavior and Your Understanding of When (Under What Conditions) the Behavior Typically Occurs</i>	326
Plan A: Develop an Intervention for Awareness-Type Misbehaviors	328
<i>Step 1: Make Sure the Student Knows What Behavior You Expect Her to Exhibit (the Target or Goal Behavior)</i>	328
<i>Step 2: Respond to Instances of the Misbehavior in a Manner That Lets the Student Know That She Is Not Meeting the Goal</i>	330
<i>Step 3: Monitor the Student's Behavior So That You and the Student Will Have an Objective Basis for Discussing Progress</i>	331
<i>Step 4: Provide Positive Feedback When the Student Improves</i>	333
Plan B: Develop an Intervention for Ability-Type Misbehaviors	334
<i>Step 1: At a Neutral Time, Have a Discussion and Provide Information That Teaches the Replacement Behavior</i>	335
<i>Step 2: Correct Errors in a Manner That Provides Instruction</i>	335
<i>Step 3: Make Accommodations to Increase the Student's Chance of Success</i>	335
<i>Step 4: Provide Positive Feedback When the Student Is Successful or Improves</i>	336
Plan C: Develop an Intervention for Attention-Seeking Misbehaviors	336
<i>Step 1: Determine Whether Ignoring Is an Appropriate Response</i>	337
<i>Step 2: Discuss the Proposed Plan with the Student</i>	338

---

Step 3: <i>When the Misbehavior Occurs, Continue What You Are Doing and Provide Positive Feedback to Other Students</i>	339
Step 4: <i>When the Attention-Seeking Misbehavior Ceases, Give the Student Attention</i>	340
Step 5: <i>Maintain Frequent Interactions with the Student When He Is Not Misbehaving</i>	340
Step 6: <i>Monitor the Student's Behavior to Determine Whether Progress Is Being Made</i>	340
Plan D: <i>Develop an Intervention for Habitual and Purposeful Types of Misbehaviors</i>	340
Step 1: <i>Remove Any Positive or Satisfying Aspects of Demonstrating the Misbehavior</i>	341
Step 2: <i>Demonstrate to the Student That Positive Behavior Leads to Positive Results</i>	341
Step 3: <i>Respond to the Misbehavior by Assigning Appropriate Corrective Consequences</i>	344
Step 4: <i>Implement the Intervention Plan for Purposeful/Habitual Misbehavior</i>	347
Step 5: <i>Discuss Your Preliminary Intervention Plan with the Student and, If Appropriate, the Student's Family</i>	348
Step 6: <i>Implement the Intervention Plan for at Least Two Weeks; Continue to Collect Data on the Target Behavior to Evaluate the Plan's Effectiveness</i>	349
In Conclusion	350
 Appendix A: <i>The Evidence Base behind Discipline in the Secondary Classroom</i>	355
<i>Billie Jo Rodriguez</i>	
 Appendix B: <i>Schoolwide Implementation of Discipline in the Secondary Classroom</i>	361
 Appendix C: <i>Cultural Competence</i>	369
<i>Keba Baldwin and Amalio Nieves</i>	
 Appendix D: <i>Professionalism for the First-Year Teacher</i>	373
 Appendix E: <i>Mapping Discipline in the Secondary Classroom to a Framework for Teaching</i>	383
 Appendix F: <i>CHAMPS Icons</i>	393
References	403
Name Index	415
Subject Index	423
How to Use the DVD	435

# DVD Contents

These materials are also available online at <http://www.wiley.com/go/dsc3e>. The password is the last five digits of this book's ISBN, which are 50871.

## Video Clips

### Introduction

- Overview
- STOIC
- Using the Book

### Chapter 5

- T in STOIC
- Task 2
- Task 3

### Chapter 8

- Task 1 and Task 2
- Task 3
- Task 4

## Bonus Material

- Why Bother with a Positive Approach to Discipline?**
- Schoolwide Implementation of Discipline in the Secondary Classroom**

## Downloadable Forms and Checklists

### Chapter 1

- Exhibit 1.2 Sample Letter to Families
- Vision Self-Assessment Checklist

### Chapter 2

- Exhibit 2.2a Behavior Record Form, 25 lines
- Exhibit 2.2b Behavior Record Form, 35 lines

- Exhibit 2.3 Student Grading Sheet
- Exhibit 2.4 Assignment and Grade Tracking Log  
Grading Self-Assessment Checklist

### **Chapter 3**

- Exhibit 3.2 Record of Tardies
- Exhibit 3.3a Completed Assignments Checklist, Short Form
- Exhibit 3.3b Completed Assignments Checklist, Long Form
- Organization Self-Assessment Checklist

### **Chapter 4**

- Exhibit 4.1 Classroom Management and Discipline Planning Questionnaire
- Exhibit 4.2 Management and Discipline Planning
- Exhibit 4.3 Common Misbehaviors in My Class
- Exhibit 4.4 Early-Stage Problems—Family Contact
- Exhibit 4.5 Behavior Incident Report Form
- Classroom Management Plan Self-Assessment Checklist

### **Chapter 5**

- Exhibit 5.1 Classroom Activities List
- Exhibit 5.3 CHAMPS Classroom Activity Worksheet
- Exhibit 5.4 ACHIEVE Classroom Activity Worksheet
- Exhibit 5.5 Transitions List
- Exhibit 5.6 CHAMPS Transitions Worksheet
- Exhibit 5.7 ACHIEVE Transitions Worksheet
- Expectations Self-Assessment Checklist

### **Chapter 6**

- Exhibit 6.1 Syllabus Template
- Exhibit 6.3 Sample First-Day Worksheet
- Exhibit 6.4 Sample Quiz on Expectations
- Preparation and Launch Self-Assessment Checklist

### **Chapter 7**

- Exhibit 7.1a CHAMPS versus Daily Reality Rating Scale
- Exhibit 7.1b CHAMPS versus Daily Reality Rating Scale, Enlarged Form
- Exhibit 7.2a ACHIEVE versus Daily Reality Rating Scale
- Exhibit 7.2b ACHIEVE versus Daily Reality Rating Scale, Enlarged Form
- Exhibit 7.3a Ratio of Interactions Monitoring Form during a Particular  
Time of Day
- Exhibit 7.3b Ratio of Interactions Monitoring Form with a Particular Student

- Exhibit 7.3c Ratio of Interactions Monitoring Form with a Particular Behavior
- Exhibit 7.4a Misbehavior Recording Sheet, Daily by Student Name
- Exhibit 7.4b Misbehavior Recording Sheet, by Weekly Seating Chart
- Exhibit 7.5 Grade Book Analysis Worksheet
- Exhibit 7.6 On-Task Behavior Observation Sheet
- Exhibit 7.7 Opportunities to Respond Observation Sheet
- Exhibit 7.8 Student Satisfaction Survey

## **Chapter 8**

- Exhibit 8.1 Develop or Revise Your Classwide Motivation System
- Exhibit 8.2 Goal-Setting Form
- Exhibit 8.3 Goal Contract
- Motivation Self-Assessment Checklist

## **Chapter 9**

- Exhibit 9.1 Classroom Management Plan: Reflection and Implementation
- Exhibit 9.2 Classroom Management Plan: Reflection and Implementation — Bulleted Plan
- Exhibit 9.3 Connect/Motivation Plan: Reflection and Implementation — Questions to Ask When an Individual Student Is Not Motivated to Succeed in Your Class
- Exhibit 9.4 Connect/Motivation Plan: Reflection and Implementation — Questions to Ask When an Individual Student Is Not Motivated to Succeed in Your Class, Bulleted Plan
- Exhibit 9.5 Function-Based Intervention Plan
- Exhibit 9.6 Goal Contract
- Exhibit 9.7 Monitoring Appropriate and Inappropriate Behavior Form
- Exhibit 9.8 Self-Evaluation Form
- Exhibit 9.11 Request for a Family Conference to Address Chronic Problems
- Proactive Planning for Chronic Misbehavior Self-Assessment Checklist

## **Appendix B**

- Chapter 1 Peer Study Worksheet
- Chapter 2 Peer Study Worksheet
- Chapter 3 Peer Study Worksheet
- Chapter 4 Peer Study Worksheet
- Chapter 5 Peer Study Worksheet
- Chapter 6 Peer Study Worksheet
- Chapter 8 Peer Study Worksheet
- Chapter 9 Peer Study Worksheet

---

## **CHAMPS Icons**

Using the CHAMPS Icons

**CHAMPS Icon List**

**Graphic Icons**

Graphic Icons 1-66

**Sentence Strip Icons**

Sentence Strip Icons 1-66

**Road Sign Icons**

Road Sign Icons 1-66

Road Sign Blank Activity Fillable

Road Sign Blank Activity

Road Sign Blank Conversation Fillable

Road Sign Icon Blank Conversation

Road Sign Icon Blank Help Fillable

Road Sign Icon Blank Help

Road Sign Icon Blank Movement Fillable

Road Sign Icon Blank Movement

Road Sign Icon Blank Participation Fillable

Road Sign Icon Blank Participation

Road Sign Icon Blank Success Fillable

Road Sign Icon Blank Success

**Sample Posters**

Sample CHAMPS Activity poster

Sample CHAMPS Activity PowerPoint

Sample CHAMPS Activity text

Sample CHAMPS Transition poster

Sample CHAMPS Transition PowerPoint

*This book would never have been possible if it were not for the excellent ideas of hundreds of high school teachers from around North America. During in-service sessions over the past twenty-five years, numerous teachers have openly shared their successful techniques with me. Their ideas and methods have helped me formulate the procedures included in these pages. And so I dedicate this book to these competent and caring professionals who serve such an important role in shaping the future.*

# Foreword

About eleven years ago, I was part of a project designed to improve the academic outcomes for struggling adolescent learners in some inner-city high schools. Great planning went into the selection of the instructional programs for improving their reading and math performance. We instituted a carefully orchestrated professional development effort to make certain that each of the teachers involved was well prepared to teach the targeted interventions. As the program was launched, we were confident that things were going to go well because of our careful planning and attention to the necessary details.

How wrong we were!

Although some successes in student outcomes were seen, they fell far short of our expectations. Puzzled, we visited with teachers and observed what was happening in many of the classrooms. It soon became clear that many of the classes were out of control: large numbers of students were tardy for class, student behavior during classes was often inappropriate, and the amount of time spent teaching the targeted interventions was limited. In short, when instruction did take place, it didn't reach all of the students and was often compromised because of the poor work environment; teachers were frequently interrupting their lesson to regain control of their class.

In light of the problems that we were facing, I called Randy Sprick to see if he would be willing to problem-solve with us. I knew Randy and had carefully followed his work for over two decades. Over the years, I have talked to countless teachers and administrators throughout North America who have implemented his student motivation and classroom management programs, programs grounded in proactive, positive, and instructional principles. Randy agreed to analyze what was happening in our schools. As a result of that conversation and the programs described in this book that our team subsequently implemented, we experienced a dramatic change in how business was done in those schools. We witnessed firsthand the dramatic effects these methods can have in transforming secondary schools that were once places of chaos and disengaged students to settings of order and safety, where interactions among students and teachers are respectful and students are eagerly and productively involved in the learning process.

*Discipline in the Secondary Classroom: A Positive Approach to Behavior Management* addresses one of the most pressing needs that secondary teachers face in today's schools: how to effectively motivate and manage adolescent learners so their classrooms can be stimulating, engaging learning environments.

I am convinced that secondary teachers will find this book to be one of the most valuable resources in their teaching toolbox for the following reasons:

- It is grounded in an extensive research base.
- It is hands-on, providing clear, step-by-step instructions for how to implement each procedure.

- It supplies specific examples from actual classroom situations to illustrate each procedure.
- It is principle based.
- It is comprehensive in scope, including all of the necessary components (and accompanying forms and support mechanisms) to be a self-contained management and motivation system.
- It spells out clearly how to introduce and implement the program throughout the school year.
- It is carefully coordinated with a companion volume designed for elementary students: *CHAMPS: A Proactive and Positive Approach to Classroom Management*, Second Edition (Sprick, 2009), thus enabling school districts to implement a systematic approach to student motivation and classroom management across the entire K–12 grade continuum.

This book is the extraordinary resource that it is because of its author, Randy Sprick. Randy has had extensive experience as a teacher, program developer, researcher, writer, and staff developer. One of the most sought-after teachers in the country, he has a deep understanding of the complexities of secondary schools, the needs of adolescents and teachers, and the dynamic that exists among them. The program outlined in this book has been successfully adopted by hundreds of schools throughout North America. I consider Randy Sprick to be one of the brightest and most insightful educators of our time. His mission has been to improve the quality of environments in schools and enable teachers and students alike to thrive. I believe that he has been extraordinarily successful in that quest.

Achieving successful academic outcomes for students is certainly important, but their overall growth, development, and well-being involve much more than academic success. While teachers understand this, they now find themselves in an educational dynamic that does not encourage (and in some cases does not even permit) an emphasis on the nonacademic dimensions of schooling. This book underscores the fact that understanding and addressing factors beyond academics is not only important, it is essential.

Since the passage of the No Child Left Behind Act, schools have focused almost entirely on increasing the academic performance of students. This book provides one of the foundational cornerstones for enabling teachers to be successful in the academic instruction that they provide. It will empower secondary teachers to create the kind of environment and culture in their classroom that will ultimately promote optimal academic outcomes.

This readable book is written with passion, vivid examples, and countless practical suggestions that can be readily implemented. In my more than thirty-five years as an educator, I have relied on the insights and work of many talented educators. This book will add greatly to my abilities as an educator in secondary schools, and it will be a resource I turn to frequently.

Donald D. Deshler  
Director, University of Kansas Center  
for Research on Learning

# Preface

**T**his is the third edition of *Discipline in the Secondary Classroom*. The first edition of this book was published in 1985. Since that time, research continues to confirm that the proactive, positive, and instructional approaches it advocates are far more effective in managing and motivating students than traditional, authoritarian, and punitive approaches. Teacher effectiveness literature has identified that teachers who are highly successful have classroom management plans that

- Include high expectations for student success
- Build positive relationships with students
- Create consistent, predictable classroom routines
- Teach students how to behave successfully
- Provide frequent positive feedback
- Correct misbehavior in a calm, consistent, logical manner

This book translates those broad ideas into specific actions you can take to improve your ability to maintain an orderly and respectful classroom in which students are focused and engaged in meaningful instructional activities.

What's new in this edition? The content has been reorganized to align more closely with the second edition of *CHAMPS: A Proactive and Positive Approach to Classroom Management*, my book for elementary and middle schools. Five parts guide the reader logically and sequentially through the STOIC model (STOIC is explained in more detail in the Introduction and at the beginning of each part):

**Structure and organize your classroom.**

**Teach behavioral expectations.**

**Observe and monitor students.**

**Interact positively.**

**Correct misbehavior fluently.**

More information has been added about effectively initiating and maintaining family contacts, using disciplinary referrals, adjusting your management plan for an individual student, and building positive relationships with individual students. New appendixes cover the following topics:

- Professionalism for first-year teachers
- Schoolwide implementation of *Discipline in the Secondary Classroom*
- The research behind the strategies and techniques in the book

- Working with students who come from cultures different from yours
- Aligning the contents of *Discipline in the Secondary Classroom* with Domain 2 of the teaching framework outlined in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*
- A guide to three sets of icons provided on the DVD for use in teaching classroom expectations
- Bonus article on DVD only: Why punitive consequences are not as effective as a positive approach to classroom management

In implementation projects throughout the country, my colleagues and I have learned that when clear expectations are directly taught to students, the vast majority of students will strive to be cooperative and do their best to meet those expectations. By implementing the procedures in this book, you will spend less time dealing with disruption and resistance and more time teaching.

*Discipline in the Secondary Classroom* is part of the Safe & Civil Schools Positive Behavioral Interventions and Supports Model listed in the National Registry of Evidence-based Programs and Practices (NREPP) after review by the Substance Abuse and Mental Health Services Administration (SAMHSA).

Inclusion in NREPP means that independent reviewers found that the philosophy and procedures behind *Discipline in the Secondary Classroom*, *CHAMPS*, and other Safe & Civil Schools books and DVDs have been proven thoroughly researched, that the research is of high quality, and that the outcomes achieved include:

- Higher levels of academic achievement
- Reductions in school suspensions
- Fewer classroom disruptions
- Increases in teacher professional self-efficacy
- Improvement in school discipline procedures

For more information, visit [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov).

DISCIPLINE  
IN THE  
SECONDARY  
CLASSROOM

