

2022

The Implementation of Conversation-Help-Activity-Movement-Participation-Success Procedures to Improve Behavior and Academic Performance

Henreta Jarrett

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The Implementation of Conversation-Help-Activity-Movement-Participation-Success
Procedures to Improve Behavior and Academic Performance

by
Henreta Jarrett

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
and School of Criminal Justice in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Education

Nova Southeastern University
2020

Approval Page

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Statement of Original Work

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Henreta Jarrett

Name

August 21, 2020

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Abstract

The Implementation of Conversation-Help-Activity-Movement-Participation-Success Procedures to Improve Behavior and Academic Performance. Henreta Jarrett, 2020: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice. Keywords: classroom techniques, classroom environment, academic achievement, teaching methods

This dissertation was designed to examine the fidelity level of implementation of Conversation-Help-Activity-Movement-Participation-Success (CHAMPS) classroom-management strategies designed to reduce students' behavior problems and boost academic performance at a large Title I elementary school in the southeastern United States. The participants included 10 teachers with experience teaching Grades 3 to 5 who had 3 years of experience implementing the CHAMPS classroom-management plan.

The researcher implemented bracketing, intuition, open-ended coding, and Axial coding to examine the implementation of the CHAMPS classroom-management plan in reducing behavior problems and boosting academic performance. The evaluation intended to address the central research question: How is the CHAMPS program being implemented with fidelity to reduce students' behavior problems and enhance their academic performance? The evaluation aimed to address the following supporting questions: What are the perceptions of teachers regarding the utilization of a structured classroom for students' success? What did teachers who are implementing the CHAMPS program report regarding observed changes in their students' discipline? What are the perceptions of teachers on barriers that hinder the full implementation of CHAMPS classroom management strategies?

The research methodology involved an analysis of the teachers' responses gathered during an interview developed by the researcher on the implementation of CHAMPS and an analysis of the ratings from the CHAMPS fidelity checklist developed by the school district. As a result, the data collected from the research site established that the relationship between communicating CHAMPS expectations and program success in a classroom environment indicated that classroom management generally led to the improvement of students' behavior and academic performance. The teachers who participated in the interview responded positively about the benefits of implementing the CHAMPS classroom-management plan in the classroom. Overall, the data collected during the classroom observations conveyed that the teachers implemented the CHAMPS classroom-management plan with fidelity. Even though the program improved the students' behavior in the classroom, they also had challenges that conflicted with instructional time. The teachers were responsible for reviewing the CHAMPS classroom-management plan daily with students.

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Chapter 1: Introduction

Statement of the Problem

A fundamental educational objective was to provide a wholesome developmental framework to the learners, in which they are not only able to master academic excellence, but also replenish their emotional development and social acumen. To materialize this objective, researchers, including Dicke, Elling, Schmeck, and Leutner (2015), stressed classroom management and teaching strategies as the key parameters for developing students' abilities on the broad spectrum of academic, social, and emotional faculties. Despite numerous interventions, including Science, Technology, Engineering, and Mathematics, Physics Education Technology, and other methodical classroom-management approaches, teachers, as well as parents, have expressed concerns regarding deficient behavioral development of students (Bushaw & Lopez, 2012). Minnear (2015) maintained that the classroom environment has to be more engaging, proactive, and prosocial to provide wholistic developmental opportunities that allow learners to become active partners in the learning process.

However, despite numerous classroom-management methodologies and interventions, teachers and guardians still express concern regarding the behavior development of learners (Reinke, Herman, & Newcomer, 2016). In this regard, one of the classroom-management plans designed to ensure that learners engage more proactively was the Conversation-Help-Activity-Movement-Participation-Success (CHAMPS) approach (Stough, Montague, Landmark, & Williams-Diehm, 2015). The CHAMPS classroom-management strategy fidelity rubric (see Appendix A) suggested that there was inconsistency in its implementation at an elementary school in the target state to reduce students' behavior problems and boost academic performance.

Prior (2014) stated, “Engaging students in interactive experiences increase their learning and improve student behavior overall” (p. 69). It was also recommended that students who are in a structured environment and involved in their learning are less likely to display disruptive behavior in the classroom (Prior, 2014). Teachers were experiencing challenges with student discipline issues, hence spending more time redirecting students, resulting in academic instructions being less productive, which negatively affected students’ academic performance (Del Guercio, 2011).

The topic. The target school district adopted a positive and proactive behavior-management program known as CHAMPS to decrease students’ disruptive classroom behavior and boost students’ academic performance (Spick, Booher, & Garrison, 2009). This positive and proactive behavior-management program was adopted to address the district’s school-wide multitiered system for classroom behavior and academic achievement. At Tier 1, students have the right to a positive learning environment to be taught social-emotional skills through strategies such as individualized mental health counseling so that they can build a positive relationship with teachers and peers. At Tier II, students lacking social-emotional skills such as coping skills or anger management skills are provided interventions to target their challenges. At Tier III, exceptional needs students receive highly structured individualized behavior and social-emotional interventions such as counseling that targets skill deficits to remediate severe challenges.

Although CHAMPS was not mandated across the target school district, the implementations of the CHAMPS classroom-management program was highly recommended by the district. School administrators had the option to mandate CHAMPS across the school on their campus. The district proposed a 3-day training to behavior coaches slated to train teachers on their school sites. Once per month, a professional

development community was provided to teachers by the trained coaches on how to implement CHAMPS classroom-management expectations. Each teacher received eight 1-hour CHAMPS training sessions within the school year.

The research problem. The problem addressed by this study was that teachers in an elementary school in the target state were inconsistently implementing CHAMPS classroom-management strategies with fidelity to reduce students' behavior problems and boost academic performance that resulted in high discipline referrals and low academic performance. Evans (2016) asserted that higher student suspension rates had been linked to the incapacity of traditional classroom-management approaches in addressing behavioral issues of learners, which impede teachers from eliciting higher performance from students on academic assessments. Lack or insufficiency of fidelity in the implementation phase triggered a negative perception of CHAMPS among teachers (Minnear, 2015).

Background and justification. Social and emotional development of children complemented the adoption of positive learning behavior among students, which is achievable through an interactive learning process (Curby, Rimm-Kaufman, & Abry, 2013). The CHAMPS model envisages a behavior-oriented instructional paradigm that took its origin under the guidelines promulgated in the No Child Left Behind Act of 2001 and Individuals With Disabilities Education Improvement Act of 2004. The two pieces of legislation seek to ensure that all children get an education and include the recommended use of evidence-based teaching practices to ensure that all children are well educated. The CHAMPS program uses evidence-based methods to ensure that all students get an education and perform well in their studies. The CHAMPS classroom-management plan applies to all educational establishments whose leading players are the teachers and the

learners. Therefore, teacher perceptions of the method and their fidelity to its implementation are critical in influencing students' behavior (Stough et al., 2015).

Stormont, Reinke, Newcomer, Marchese, and Lewis (2015) stated that the use of social behavior interventions in the classroom helps in achieving learning outcomes effectively. The CHAMPS model is an acronym that stands for Conversation, Help, Activity, Movement, Participation, and Success. As evidenced by the very acronym, CHAMPS incorporates conversational teaching methodologies. Therefore, both teachers and learners perform a supportive and constructive role in classroom environments for learning to be successful. Students' and teachers' activity during the instructional process and interactive sessions complement the active participation of all the stakeholders of the learning process; it leads the participants to the collaborative path toward success (Dicke et al., 2015). Global education constitutes effective classroom-management training to prepare teachers for the education profession. Approximately 60% of teacher training institutions lack proper professional learning communities in classroom management (Stough et al., 2015).

Discipline and classroom management in elementary schools entail a unique yet critical scenario, given that elementary classrooms are more complex in terms of children's diverse behavioral and age-related needs. Focus on social-development aspects requires instructors to enable students to learn a sense of responsibility, resilience, and self-management strategies through a prosocial class environment, which takes into account moral and behavioral development. Furthermore, students in elementary schools are in a phase of learning interpersonal competence, making new friendships, and developing academic proficiency (Carter & Pool, 2012). In a study on discipline referral rates in the target state, Bair (2012) observed a considerably high ratio of office discipline

referrals and suggested the linkage between referrals and problematic behavior of learners. Minnear (2015) observed significant inconsistencies in the implementation and operation of the CHAMPS program in elementary schools of a district in North Carolina and asserted the need for teacher training to enhance fidelity.

The researcher is a behavior interventionist in an elementary school located in the target state who is tasked with training teachers on classroom-management strategies and has observed that teachers are spending a considerable amount of time on behavior-management issues. Being the behavior interventionist permits direct exposure to students' office discipline referrals, which indicates a small increase in student-suspensions and behavior problems that disrupt classroom instruction. Based on personal conversations held with teachers and the school's administrative team, it was indicated that teachers who are facing difficulties with students' discipline issues desire to spend their time teaching instead of redirecting students' disruptive behavior in the classroom.

Deficiencies in the evidence. Stough et al. (2015) established that undesirable behavior among students is present throughout elementary schools. As a result, both the teacher and the school administrators experience challenges in managing behavior problems. Reinke et al. (2016) indicated that it is a difficult task for teachers to learn how to manage classrooms effectively, signifying a need for a well-structured methodology to reduce disruptive behavior. Another dimension of research on CHAMPS addresses the lack of teachers' training that enables them to implement CHAMPS with fidelity in the classrooms (Minnear, 2015). Both Minnear (2015) and Evans (2016) suggested the need for further research on the implementation of CHAMPS with fidelity among teachers to harness and enhanced gains from CHAMPS for reducing behavior problems among students and boost their academic performance in elementary schools.

Audience. The intended audience of the study includes teachers, school administrations, and students, all of whom will benefit from effective CHAMPS integration with fidelity in elementary classrooms. On the other hand, lack of CHAMPS implementation with fidelity influences the performance of some of the learners, especially those who are deficient in social as well as behavioral competence. By adopting the research approach, this study focused on an elementary school in the southeastern United States, where the researcher explored teachers' perceptions toward the implementation of CHAMPS with fidelity and its influences on students' behavior problems and their academic performance.

Setting of the Study

The study took place at a large Title I elementary institute located in the southeastern United States. Over 1,400 students are provided with a curriculum that is rigorous and relevant to their learning in this instructional setting. This educational establishment relies heavily on CHAMPS classroom-management strategies, which is a positive behavior intervention and supports (PBIS) approach designed to correct students' undesired behavior and enhance their academic performance.

Researcher's Role

The researcher is an elementary behavior intervention facilitator who provides teachers and students with positive alternatives to correct undesired behavior with proper techniques and strategies. The researcher is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. Additionally, the researcher provides help with young people experiencing depression, anxiety, and substance use disorders. Another role of the researcher is to conduct professional staff-development training on CHAMPS

classroom-management strategies and then monitor their implementation of CHAMPS in the classroom using the district-provided fidelity rubric.

Purpose of the Study

The purpose of this study was to examine the implementation of CHAMPS classroom-management strategies with fidelity to reduce students' behavior problems and boost academic performance at a large Title I elementary school in the target state. The CHAMPS approach is a comprehensive methodology toolkit that provides teachers with classroom-management strategies (Daily Teaching Tools, 2011). Personal interpretations and executive differences in the implementation of CHAMPS strategies lead to differing results providing room for improvement as well as for research aimed at meaningful results related to students' behavior and their academic performance (Back, Polk, Keys, & McMahon, 2016). To assess the fidelity levels of the implementation processes used by different teachers who participated in the study, a fidelity checklist was used. The desired outcomes of the study combined the analysis of progress in the implementation of CHAMPS at the chosen elementary school as well as insight into achievements in students' behavior and their academics with this methodology.

Definition of Terms

For the purpose of this applied dissertation, the following terms are defined.

Classroom management. This term refers to positive steps taken toward the creation and maintenance of a conducive learning environment for successful teaching (Brophy, 2010).

Conversation-Help-Activity-Movement-Participation-Success (CHAMPS).

This term refers to a deterrence-focused method that is used to direct educators in the provision of general classroom support geared toward the promotion of proper behavior

and a decrease in disruptive behavior in the classroom. According to Spick et al. (2009), the acronym mirrors teacher expectations: C-Conversation (Can students talk to each other?), H-Help (How do students get their questions answered? How do they get your attention?), A-Activity (What is the task or objective and end product?), M-Movement (Can students move about?), P-Participation (What does the expected student behavior look and sound like? How do students show they are fully participating?), and S-Success (What students need to be successful?).

Fidelity. This term refers to the effective implementation of a program's goals and outcomes (Yeung et al., 2016).

Interventional strategies. This term refers to methodical approaches intended to curb the broad spectrum of mental and behavioral disorders experienced among students (Herman, Reinke, Thompson, & Faloughi, 2015).

Mystery motivator. This term refers to a class-wide interventional strategy that helps to reduce disruptive student behavior within a classroom setting (Kowalewicz & Coffee, 2014).

Positive behavior interventions and supports (PBIS). This term refers to the application of positive behavioral interventions and supports to accomplish socially important behavior change (Sugai & Horner, 2008). School-wide PBIS refers to a systematic and strategic framework that is proactive and seeks to establish and build school environments that support positive student development in all aspects (Herman et al., 2015).

Public health approach. This term refers to an interventional strategy that encompasses various behavior support models developed over time to deal with mental and behavioral disorders among students (Herman et al., 2015).

School-wide evaluation tool. This term refers to a tool that is used to monitor the fidelity of implementation of the school-wide PBIS model (Herman et al., 2015)

Student engagement. This term refers to the active participation of students during instruction and learning. Learners are involved in “hands-on and minds-on activities” (Danielson, 2007, p. 83).

Chapter 2: Literature Review

Theoretical Framework

William Atkinson's expectancy-value theory, developed in 1957 and improved in 1965, explains in detail the activities, plans, and future results that can be involved in the overall motivation of individuals for achievement (Ball, Huang, Cotten, Rikard, & Coleman, 2016). The collaboration between expectancy and value generates a unified outcome. Hence, the behavior, which acts as the function of initiated expectancies, determines the value that will be availed in awaited goals. In most cases, the CHAMPS management tool is divided to focus on behavior and classwork. Therefore, investigating the impact of the fidelity of the implementation process is important while using the theory as the basis of the investigation because it would help interested parties understand the role of the process in the results that are observed.

The implementation of CHAMPS has various impacts on general classroom-management practices (Sudimahayasa, 2018). Academic achievement of the learners owes much to the elements and practices being implemented within the school environment. Finally, the factors that surface along the course of implementation include interactions, reduced classroom disruptions, positive and constructive classroom climate, student on-task behavior, interest, and engagement of learners as well as other stakeholders that operate in the learning environment. Therefore, when the implementation process is done correctly, the positive results are noted, whereas the use of an improper implementation method would reduce the positive effects.

The problem of not implementing the CHAMPS classroom-management plan with fidelity at an elementary school in the target state to reduce students' behavioral problems and boost their academic performance had yet to be explored. This theory was

developed by Atkinson in 1957 and was primarily used to study achievement motivation among individuals (Ball et al., 2016). However, an expansion of the theory was made by Eccles in 1987, allowing it to cover the general field of education. The expectancy-value theory indicates that it is possible to alter the behavioral patterns along with the character traits of individuals (Magidson, Roberts, Collado-Rodriguez, & Lejuez, 2014). The CHAMPS program is based on this theory because it was developed on the assumption that behavioral patterns can be changed.

Background

Researchers have investigated the effect of implementing the CHAMPS classroom-management plan. However, a lack of fidelity in the CHAMPS implementation process at some elementary schools is believed to compromise the expected results of the program. Although the program might have been introduced in many schools, its appropriateness and the extent of its effectiveness using different implementation methods had yet to be revealed. The degree of accuracy required in its full implementation has raised several questions on whether the plan's complete success will ever be attained. Despite the program being proven to be a successful strategy of intervening in the students' behavior and academic performance, the fact that research shows that the success rate of CHAMPS revolves typically around the 80% mark has caused the program to be sidelined, in many cases where its implementation was proposed.

Conversely, improvements are being made through the identification of the critical points requiring full attention. Whereas a lot of research has been conducted on the factors that hinder the implementation of the management plan, more is yet to be done regarding the solutions. Some of the studies reviewed in this literature stress the need for

targeted training programs to build the capacity of teachers as well school administrators, and others highlight the importance of boosting motivation levels of implementers to abide by the original implementation process to ensure that they implement CHAMPS phases with fidelity.

Engagement Between Students and Teachers

Stormont et al. (2015) investigated the importance of training teachers to help them deal with the children's different behaviors. Some of the children in elementary schools had challenges with their social behavior. The general study ran through a total of 29 training sessions, in which each of them involved a special kind of training on 285 teachers. The researchers conducted the study to identify whether teacher training helped in dealing with the diversified behavior among various children in classrooms. The trained teachers were then directed to teach the classes that had children with social behavior problems.

The data were then collected through questionnaires and face-to-face interviews from both the teachers and the children in the featured classes. The results of the study revealed that 25 of the cases, which represented 86% of the total classes, improved and resolved the issues in their classes. However, 14% remained neutral and did not record any behavioral changes in the students. The success rate of the intervention strategies rose to 89% after the teachers had been coached. Therefore, teachers should be supported through training, coupled with coaching, to increase their abilities in solving classroom issues (Stormont et al., 2015).

Classroom Organization, Behavioral Support, and Teachers' Training

Curby et al. (2013) examined the links that existed among classroom organization, emotional support, and behavior. Teachers believed that the provision of

psychological and organizational support to students at the start of the year enabled them to stabilize their teaching strategies over the year. The study was intended to find out whether the organizational and emotional support led to improved instructional strategies used by teachers over the course of time. The responsive classroom approach was employed to determine whether teachers applied responsive classroom phases and controls on intervention groups and whether such an application had elicited visible results. The classroom assessment scoring system was used to observe the interactions of the teachers with their students while in the classroom. The results revealed a reciprocal relation between instructional and emotional support. Therefore, more instructions from the beginning of the year projected higher emotional support later in the year. Hence, the application of responsive classroom practices and instructional support by teachers improved their interactions with students (Curby et al., 2013).

Minnear (2015) studied the impact of the CHAMPS classroom-management program on behavioral development of students and discipline related to the success of the educational institution. The research focused on revealing the impacts of CHAMPS on a classroom-management plan in the context of an elementary school. The study included teachers and principals who attended a 2-day training session. After that, the participants implemented the CHAMPS management program at their schools. The Stufflebeam context-input-process-product model was applied by the researcher in investigating the impacts (Minnear, 2015). This approach was relevant to the study because it was designed to be used in the evaluation of the success of programs such as CHAMPS.

Notably, the researcher used the process and product components because they were relevant to the CHAMPS assessment process (Minnear, 2015). The researcher

analyzed the response of the principals and teachers, as well as assessed archived records both before and after implementing the CHAMPS program. The findings of the study revealed a certain level of the program's inconsistencies across the tested elementary schools (Minnear, 2015). This happened because, although some schools recorded an improvement of students' behavior and achievement, others recorded no changes whereas others recorded negative effects. Hence, extra training within the schools was recommended to boost the effectiveness of the program (Minnear, 2015).

Spencer, Weddle, Petersen, and Adams (2017) implemented a multitiered narrative intervention program into preschool classrooms with teaching assistants and teachers from three Head Start preschools. The program incorporates four elements: small-group intervention, large-group intervention, progress-monitoring probes, and individual narrative intervention. The program was meant to improve the comprehension of languages in reading, speaking, and writing. Students were provided with individual, small-group, and large-group class sessions, in which a monitoring tool was employed to record scores once in a month (Spencer et al., 2017). The quasi-experimental control group approach was applied in determining the consequence of multitiered intervention on the story retelling skills of children. Questionnaires and interviews were used throughout the data-collection process to collect data about the feasibility of the multitiered narrative intervention curriculum. The researcher used observation to collect information about the fidelity of the implementation process of the intervention curriculum under different teachers in their classes.

The Spencer et al. (2017) study revealed a definite improvement in favor of the treatment group of learners for language comprehension and story retelling. Therefore, the intervention, in the form of multitiered narrative intervention by teachers and teaching

assistants, increased the efficacy of learners in language-acquisition classrooms (Spencer et al., 2017). The fidelity rates ranged from 84.6% to 96.6%, which was rated as acceptable. The teachers believed that more training and provision of guidance materials on how to implement and use the intervention curriculum would help improve the results. Therefore, in the implementation of intervention programs in classes, the teachers should be given as much training as possible to ensure that the program achieves the intended goals (Spencer et al., 2017). Stough et al. (2015) stated the following:

In a random sample of 725 elementary school teachers in New York by the Public Agenda organization in 2014, 80% of the sample believed that new teachers are unprepared to deal with behavior issues in schools. Additionally, 90% agreed in placing more emphasis on CHAMPS classroom management skills with fidelity to improve students' behavior, while 10% had a negative perception of implementing the model. (p. 36)

Student On-task Behavior in the Classroom

Reinke, Stormont, Herman, and Newcomer (2013) conducted a study on the use and reliability of the classroom-level positive behavior in supporting schools' general welfare. The study's purpose was to ensure that the positive behavior implemented in classrooms aligned with the overall codes of conduct within the schools. Notably, direct observations were employed to collect all the information that could affect the general outcome. Thirty-three elementary teachers from three elementary schools were selected to participate in the study. The majority (96%) of the participants were female, and 73% of them were White. Observations were then conducted on the disruptive behavior of students and the teachers' application of harsh reprimands, explicit reprimands, specific and general praises. The results of the study revealed that 78% of the selected teachers

preferred general to specific praises. Furthermore, most of the teachers showed cooperation in applying the schools' codes of conduct in the classroom contexts.

Byers-Kirsch and Bartel (2015) examined the link between applications and dispositions of classroom management and the future careers of the trainee teachers. The researchers aimed at determining whether the provisions and applications of candidates in the strategies of classroom management changed after the completion of their classroom management courses at the university. The study focused on revealing whether the students' views were in alignment with the present research on effective approaches. A confidential and voluntary survey was offered to individuals completing the course over a 2-year time frame. The commencement of the second year involved the issuance of short surveys to the candidates, with clear ascertainments of dispositional changes required in the first week of the course. Furthermore, the changes were recorded after the students practiced their skills through the teaching chances provided. The results revealed the benefits obtained from creating an effective classroom-management plan and identification of stable ground for their future achievements as teachers. Thus, it is necessary to consider the use of research-based content in the teachers' preparation plans for the future (Byers-Kirsch & Bartel, 2015).

Lastrapes, Fritz, and Casper-Teague (2018) established the link between praises of teachers and behavior of their students through the development of the teacher versus student game. Students were able to earn points and win the game through the initiation of a competitive environment against their teachers. Adherence to the rules earned the students full points, whereas objection allowed the teachers to earn the points. The study targeted at indicating whether the students' off-task behavior reduced as the teachers' behavior-specific praise conduct increased. To achieve this objective, an observation was

used, which was appropriate because it supported the proper, uninterrupted collection of the data.

The participants in the study were 15 students and five teachers. Fourth- and fifth-grade students with the initial record of off-task conduct were selected from elementary classrooms. The results of the research depicted that students' off-task behavior declined through participation in the game. Moreover, there was a reduction in corrective statements, a minimal increment in the general praises, and an evident increment in the teachers' application of specific praises. More importantly, the use of praise and encouragements in classrooms makes classroom climate more conducive for the boosting productivity among learners and engagement among teachers (Lastrapes et al., 2018).

An Effective Classroom Climate

Dicke et al. (2015) performed a study that would help the researchers understand how teacher experience links to classroom disturbance management. The new teachers had a higher probability of experiencing troubles when dealing with the behavior of the students as compared to those with experience. The study involved 97 new teachers with teaching exposure ranging from one month to one and a half years. The researchers focused on the longitudinal effects that were posted by classroom-management training. Besides, the study applied video recording and questionnaires in the collection of data.

They had three experimental groups: two intervention groups and one control group. The intervention groups were stress management and classroom-management training. The researchers found that classroom-management training, which was one of the intervention groups, portrayed superiority in issues involving classroom-management skills. Additionally, the research revealed that the two intervention groups were better at promoting the well-being of the teachers as compared to the control group. Indeed,

teacher education, as well as their teaching competence, can be supplemented through the provision of effective training and teaching exposure (Dicke et al., 2015).

McNiff, Maag, and Peterson (2019) investigated the relationship between video self-modeling and classroom transition speeds among students in elementary schools. The video self-modeling is an intervention strategy that involves the students watching videos that feature children of their age behaving as is expected of them. The study was meant to find out whether the application of self-modeling within a group video improved the rates of transitioning from one level of activity to another in elementary students. The researchers explored whether students with varying transitional speeds received any form of impact from the video self-modeling. Students were divided into three groups: fast, medium, and slow. Several baseline mechanisms that transverse through the manners of the learners were used. The findings showed that video self-modeling led to an immediate increase in the transition speed among students. The increase in speed was more evident in the slow and medium groups because their rates of transitioning were initially lower than average (McNiff et al., 2019).

Edwards (2016) investigated the association between continuous regeneration and positive behavior interventions. The overall objective of school-wide PBIS was to develop a safe and civilized environment through proper response to student conduct, steady supporting, and proactive teaching. The investigator examined the adaptations of individuals based on data in terms of priority, regeneration, efficacy, and effectiveness for 5 years (Edwards, 2016). Recordings and observations were the core methods that were applied in the data-collection approach. The enactment of school-wide PBIS was made in a middle school with higher needs. The outcome of the research demonstrated an enhancement in various factors such as behavior outcomes of students, implementation,

and the perception of staff (Edwards, 2016).

Developed Interest for Performance and Change

Back et al. (2016) examined the relationships among staff relations, classroom management, school climate, and academic achievement. The research was intended to determine whether relations, management, and climate contributed to the students' academic success. The scholars collected American College Test scores and analyzed the data from an urban public school system in the United States, where 208 teachers from 38 schools were working, all of whom were involved in the study. The study's framework focused on the positive impact that classroom management and staff relations had on school climate, the effect on academic achievement, and the influence of the climate on academic success. The outcome of the study revealed that classroom factors and school roles contributed highly to academic performance. The management, relations, and school climate contributed directly to success in academics (Back et al., 2016).

Likewise, Madigan, Cross, Smolkowski, and Strycker (2016) explored the association between academic achievement and PBIS. The researchers evaluated the long-term impacts posed by school-wide PBIS on the academic achievements of the students. Besides, the study employed the collection of educational success data through the quasi-experiment technique for 9 years (Madigan et al., 2016). The 21 moderately to highly rated fidelity elementary, middle, and high schools were matched with 28 control schools to analyze their academic gains over the years. The researchers organized baseline data, intervention data, and maintenance for periods of 5 years, 4 years, and 1 year. The results of the research depicted that implementing PBIS with high fidelity increased the academic achievement of students significantly (Madigan et al., 2016). Besides, the rate at which academic achievement changed was relatively higher in

treatment schools compared to the control schools. Therefore, the employment of the PBIS program complements other factors, allowing an improvement of academic results (Madigan et al., 2016).

Suldo et al. (2015) studied the relationship between positive psychology intervention and the subjective well-being of students in elementary schools. Due to an increased interest in school-based programs, the study focused on identifying whether positive psychology contributed to an improved student-teacher relationship. Students with higher subjective well-being were determined to possess stronger bonds with their classmates and teachers. Moreover, these students depicted positive behavior compared to others (Suldo et al., 2015). The researchers initiated an intervention of class-wide positive psychology, totaling 11 sessions. The involvement aimed at recognizing whether the students in elementary school applied the relationships, kindness, and strengths of characters they read from novels.

The study employed an audio recording of participants' responses because it turned out to be the most appropriate for collecting data (Suldo et al., 2015). The results of the study revealed that students in fourth grade gained meaningful experiences, especially the self-satisfaction and the general positive effect indicated by the subjective well-being. The behavioral student engagements' distal indicators depicted zero change. Hence, students' increased participation in general positive psychology boosts their environmental resources and internal assets, which not only improves their classroom engagement, but also boosts their motivation for achievement (Suldo et al., 2015).

A Public Health Approach

Herman et al. (2015) highlighted the importance of using a public health approach in an attempt to deal with behavioral disorders that are prevalent among school-age

children. The authors insisted that, without this kind of approach, any interventions intended to handle mental or behavioral challenges within the school setting, whether individually or grouped, will prove to be futile in the long run. The study findings further pointed out that, as much as there are well-established interventional strategies to curb the broad spectrum of mental and behavioral problems, health issues remain a challenge. However, many other interventions are still on trial and are thus promising (Herman et al., 2015).

In light of the public health approach suggested by Herman et al. (2015), various behavior support models have been developed with the main aim of cutting down on disorders in schools as well as promoting positive outcomes among the students. One such model is school-wide PBIS, which is a systematic and strategic framework that is proactive and seeks to establish and build school environments that support student development positively in all aspects. Under this model, the teachers and other student-handlers within the school environment are supposed to be trained to be able to identify risks and risk groups as well as manage student behavior in the classroom and the entire school more effectively (Herman et al., 2015).

Any intervention or strategy to be implemented must have a rationale behind it. Herman et al. (2015) emphasized the importance of a nurturing environment that is clear, supportive, and predictable in enhancing student growth and development. The PBIS approach intended to produce desired outcomes, which include enhanced school safety, improved academic achievement, improved school climate, and better behaviors by the students. This model, like any other model, however, requires regular and consistent evaluation. A trademark tool in school-wide PBIS implementation is known as a school-wide evaluation tool, which is useful in monitoring the fidelity of implementation of the

school-wide PBIS model, and the analysis of such data allows feedback to schools, which enables them to assess the quality of implementation of the model. Monitoring allows the schools to evaluate whether the desired outcomes of the model were achieved or not and what needs to be improved (Herman et al., 2015).

The Need for Alternative Specialized Programs

Richards, Aguilera, Murakami, and Weiland (2014) investigated the challenges that large urban-city schools face in implementing interventions such as school-wide PBIS. Every institution of learning, including elementary school, is centered on ensuring that excellent academic achievement is realized among its students. Every school wants to be competitive and earn a reputation for producing excellent academic results. It is universally accepted that a favorable, conducive, and supportive school learning environment is crucial to the realization of such a vision (Richards et al., 2014).

A school climate that allows students to exploit their potential is, therefore, a prerequisite to excellence and desired academic outcomes. Support from stakeholders, including the school administration, characterizes such a climate (Richards et al., 2014). The study by Richards et al. (2014) found that most large urban inner-city school districts experience a challenge of ensuring that all students are well educated in an environment that promotes their learning. This challenge is especially exacerbated by the presence of students with disorders spanning behavioral and emotional spectrums. As a result, such students are taught in environments that are restricted, and they spent most of their time in disciplinary cases and education programs that major on inculcation of discipline among the students as opposed to academic success (Richards et al., 2014). It is thus inevitable that such students, however few they may be, be provided with alternative specialized programs that would enhance their learning and, consequently, their academic

development. The intervention programs to be implemented must be useful to ensure that the academic performance of these students does not remain low (Richards et al., 2014).

Moreover, the programs need to minimize the perceived risk and likelihood of the students dropping out of school. Schools, therefore, need to develop programs that would cater to students with perceived or actual behavioral challenges instead of doing away with them through expulsions and suspensions as has been the norm (Richards et al., 2014). The study by Richards et al. (2014) also posited that the involvement of principals in ensuring and maintaining a supportive climate in schools is crucial to the improvement of the students' achievement academically. This idea, if well adopted by various other leaders of institutions, would be a great booster in supporting students as they seek to excel in their academic pursuits, and this would produce desired outcomes (Richards et al., 2014).

Teacher Practices and Student Outcomes

Reinke et al. (2016) conducted a study that examined the relationship between teacher practices and student outcomes. The study demonstrated a need to have measures in place that would help identify modifiable yet dynamic indicators that relate to practices by teachers and the resultant outcomes among the students. Knowledge of the effect of such practices and the results informs the practice of the teachers to enable them to better the teacher-student interaction. Reinke et al. categorically examined the impact of teachers' feedback on student academic performance and general well-being.

The Reinke et al. (2016) study indicated that problems worsened with students on the receiving end of negative feedback from their teachers in relation to the regulation of their emotions and concentration. They also were inclined to engage in disruptive behavior (Reinke et al., 2016). Conversely, the students who received more positive than

negative feedback had improvements in behavior, academic performance, and social well-being (Reinke et al., 2016). This information helps the teachers as they monitor students because it helps them recognize that the kind of feedback they give to students is very critical in that negative feedback worsens the situation of the student, whereas positive feedback enables them to be much better (Reinke et al., 2016). Moreover, teachers should understand their students well as this will allow them to know how to deal with them better; the teachers will also be able to identify the students that need extra support, including behavioral support early enough. All these factors and considerations will inform the practice of teachers properly (Reinke et al., 2016).

Managing Disruptive Student Behavior

Kowalewicz and Coffee (2014) performed a study to examine the effectiveness of the Mystery Motivator. The Mystery Motivator is a tool that helps to reduce disruptive student behavior in the setting of a classroom; hence, it is a class-wide intervention. The tool has been implemented in various elementary schools and is valid and thus acceptable as an intervention (Kowalewicz & Coffee, 2014). Disruptive behavior by students within the classroom impedes proper learning and is, therefore, detrimental to positive and desired student outcomes. A classroom climate characterized by disruptive behavior such as violence amongst other manifestations can never be conducive or supportive of learning and academic achievement (Kowalewicz & Coffee, 2014).

Disruptive behavior in the classroom, whether during an ongoing learning process or other times, affects both the students engaging in such behavior as well as the other students who end up as victims. The Mystery Motivator, as the name suggests, keeps the students motivated and, therefore, reduces their propensity and likelihood to cause chaos and disorder in class (Kowalewicz & Coffee, 2014). The tool is developed through

assessment and consideration of dependent relationships, which involve teacher performance, student performance, and reinforcing consequences. Rewards are given when the involved parties, teachers, and students, meet a specific set criterion.

Adoption and implementation of the Mystery Motivator resulted in a decrease in the frequency of occurrence of disruptive behavior in the classrooms (Kowalewicz & Coffee, 2014). Most teachers in the schools under investigation also found this tool acceptable and worth implementing. Only a few had reservations, but these were not adequately documented, probably because the Mystery Motivator was generally accepted as a powerful intervention tool among the various interventions employed to curb student unrest and behavioral challenges within the classroom (Kowalewicz & Coffee, 2014).

CHAMPS and Classroom Behavior

Classroom management is critical to creating a favorable learning atmosphere. The application of its strategies helps teachers to model good behavior and establishes a consistent environment, auspicious for building cordial relationships. Although classroom management is a product of a range of elements, vast literature suggests that the control and handle of students' conduct should take precedence over any other considerations. Nonetheless, teachers often consider it a complex process only mastered from a protracted period of experience (Smith, 2017).

Positive classroom behavior plays a pivotal role in influencing the management practices employed by educators to ensure the smooth functioning of their student groups. Over the years, researchers have been probing into the effects of implementing the CHAMPS classroom management plan. Sieberer-Nagler (2016) argued that the enactment of CHAMPS has a significant positive impact on classroom management in terms of academic and behavioral expectations. In his study, Smith (2017) examined the

fruitfulness of applying CHAMPS and its influence on academic achievement among fifth-grade students attending suburban schools. The researcher found that the administration of CHAMPS played a considerable role in students' behavioral and scholastic achievement (Smith, 2017).

The findings of another similar study by Dayan (2013) revealed that CHAMPS was a productive therapeutic approach to addressing behavioral and academic issues in nonpublic schools. According to her, PBIS, largely based on the provision of positive rewards instead of punishment of undisciplined students, and applied behavior analysis are important classroom-management tools despite the differences in their structure and implementation techniques. To enhance the potency of these instruments, Dayan argued that various factors should be considered during the implementation of CHAMPS, particularly if targeting special education students. However, the researcher concluded that CHAMPS is the only effective way of addressing Tier 1 behavioral issues.

The benefits of CHAMPS were further corroborated by the findings of another study by Evans (2016). She stated that the adoption of CHAMPS provides teachers with a framework to teach positive behavioral expectations, consequently, through observation and interaction, helping them to understand their students' behavior. Thus, Evans claimed that CHAMPS guides teachers on directing their students' behavior toward the right path. Despite the advantages of CHAMPS, teachers remain skeptical about whether it truly yields positive outcomes. In most cases, teachers are expected to implement CHAMPS without prior training, lowering their satisfaction levels due to the lack of confidence in the approach (Parsons, 2014).

Parsons (2014) also explained that there is a need to expand social validity by including other stakeholders, parents, and students to realize the objectives of CHAMPS.

Arguing along similar lines, Minnear (2015) posited that the lack of fidelity largely stems in many institutions from the administration shortfalls, which culminates, among many teachers, into the negative perception of CHAMPS. She also noted that the implementation of CHAMPS in the absence of fidelity often poses a myriad of challenges to teachers due to miscommunication, inadequate resources, and resistance by key stakeholders.

Recent studies have also attempted to elucidate the nexus between CHAMPS and on-task and off-task classroom behavior. In one of these, the effectiveness of various behavioral intervention strategies for elementary students was examined. According to the findings, the introduction of function-based interventions such as antecedent adjustment, reinforcement, and extinction had a positive impact on the students who previously exhibited chronic off-task behavior (Janney, Umbreit, Ferro, Liaupsin, & Lane, 2013).

CHAMPS and Academic Achievement

The primary objectives of CHAMPS are to increase the amount of time students spend in school, enhance their level of academic engagement, and boost their scholastic performance. Over recent years, researchers have increasingly shifted their focus toward CHAMPS, seeking to provide empirical evidence to its implications on academic achievement. In one of the recent studies, Gage, Sugai, Lewis, and Brzozowy (2015) conducted an intensive review of the existing literature on the influence of PBIS on academic performance. Through a quasi-experimental analysis of 19 studies, the researchers found a significant positive correlation between academic performance and PBIS implementation. They attributed the positive outcomes to the approach's ability to increase instructional and learning time for students (Gage et al., 2015).

Fidelity of Implementation

To have a deeper understanding of the virtues of the application of the CHAMPS program, it is imperative to review existing literature on the fidelity of implementation. Indeed, the past few years have seen school-based prevention programs making significant progress in identifying and addressing a range of factors that catalyze students' negative behaviors. Despite the extensive use of evidence-based programs in academic institutions, educators are still faced with numerous challenges due to various factors that are increasingly transforming contemporary real-world settings (Kutcher & Wei, 2013).

Therefore, before analyzing the elements associated with the faith in CHAMPS, it is first crucial to explore the contextual challenges related to the issue at hand. First, it is important to note that the contentious debate, revolving around this theme, has played a critical role in how the programs are disseminated. The desire for strict adherence to fidelity and the need to adapt to the reinvented programs are often at the core of these debates (Kutcher & Wei, 2013). Such conflicts of interest have continued to spark tensions between the key stakeholders in the field and affected the power of CHAMPS' execution (McCuaig & Hay, 2014). According to the advocates of stringent compliance, the administration of CHAMPS should be consistent with the objectives proposed to be achieved.

Researchers, however, have criticized the strong stress on fidelity. Kutcher and Wei (2013), for instance, contended that the effectiveness of such programs depends on the extent to which teachers can adjust to changing classroom circumstances to satisfy students' diverse needs. They stated that CHAMPS should be enacted in a locally adaptable way, depending on the availability of resources, to be consistent with local

realities. McCuaig and Hay (2014), on the other hand, argued that the programs should have the capacity to address a host of contextual issues associated with distinct educational settings. They submitted that the ruminations of educational settings should be accorded a higher preference than public health settings, although strict fidelity originated from the latter. In other words, the complexity of educational environments does not provide for the extrapolation of firm fidelity from public health to the education system.

The classroom environment is influenced by a mixture of determinants, including teachers' characteristics, classroom complexities, and students' behavioral elements, among others. These features should be mediated before the incorporation of CHAMPS. Unfortunately, the prevailing empirical evidence on the best approach to realizing these programs is hitherto limited. In spite of this, the confluence of the available literature is that local enhancements and modifications of CHAMPS have the potential to yield desirable outcomes (McCuaig & Hay, 2014).

Important Considerations for CHAMPS Implementation

To have an insight into the significance of CHAMPS, it is vital to explore the many elements that help to achieve a successful implementation. School climate is probably one of the most noteworthy influences, as it considerably sways students' behavior. In their study, Gietz and McIntosh (2014) delved into how students perceive their school environment and its weight on their academic performance. According to the findings, the correlation between students' environmental perception and academic achievement was statistically significant. While other factors such as socioeconomic status also played a role in the interactions between variables, a positive school environment was found to have the greatest bearing on behavioral expectations and, as a

consequence, academic achievement (Gietz & McIntosh, 2014). The researchers attributed the effect of a school environment to variables such as safety level, a sense of belonging, and the ability to deliver clear expectations. They concluded that school settings and clear expectations underlie the success of academic learning.

Before the employment of CHAMPS, it is important to account for these factors because of their potential to hinder the realization of the target objectives. Reinke et al. (2013) considered teachers' self-efficacy to be one of the most critical factors that influence the degree of success of classroom-management strategies. They described self-efficacy as teachers' perceptions of their capability to deliver expected academic and behavioral outcomes (Reinke et al., 2013). Teachers, confident in their work, are highly likely to be successful in the operation of classroom management programs such as CHAMPS. Contrarily, when teachers have low confidence, they are expected to fail in their implementation of management strategies. Reinke et al. acclaimed that the lack of self-efficacy can be addressed through the provision of adequate support and training.

Teacher burnout is another essential factor to be attended to during execution. It can negatively affect the objectivity of classroom management programs. Teacher burnout is often characterized by emotional exhaustion, often associated with classroom practices that result in poor teacher-student interactions (Roth, 2015). Although teachers are expected to be conscious of how they respond to their students, sometimes they are frustrated by disruptive behaviors and, as a result, are unable to build cordial relationships with their students (Postholm, 2013). Such frustrations often culminate into a burnout, which even forces some teachers to leave the teaching profession all together. In some cases, teachers may have the requisite skills to effectively implement classroom management strategies. However, their low self-efficacy compounded by a burnout may

lower this ability (Reinke et al., 2013).

The PBIS model, an intervention strategy aimed to address multilevel behavioral issues, is often considered a preventive program that encompasses a range of techniques to enhance school climate. Indeed, teachers' approach to tackling problems affects the overall classroom climate. Therefore, it is crucial to have a practical and well-defined plan to function as a blueprint of expectations and daily practices for teachers and students. The PBIS approach clarifies the expectations for teachers, while, on the other hand, they reinforce the positive behavior of students who meet the stipulated expectations.

According to Farmer, Reinke, and Brooks (2014), any interventions that are meant to confront students' negative behavior should strongly focus on classroom ecology, school settings, and individual behavior analysis. Although improving students' behavior is often a struggle for many teachers, the individualized interventions of PBIS have a high potential in increasingly promoting better behavior and academic achievement (Farmer et al., 2014). They provide teachers with a method for creating a positive classroom climate, which subsequently enhances interpersonal relationships, giving students the opportunities and the right tools to change.

Principles of CHAMPS Implementation

Several principles steer the implementation of CHAMPS. First, its aim should be to create positive learning environments by primarily focusing on prevention. According to the U.S. Department of Education (2014), schools that concentrate on establishing positive learning climates have the potential to avert behavioral problems impeding their students' achievement. This principle accentuates the need for stakeholder involvement, including families, students, and the administration, in formulating goals and instituting

programs that may help to complement the school's academic objectives. These may include the PBIS framework, which is effective in the rate of disciplinary actions intended to enhance academic, social, and behavioral outcomes. The implementation of PBIS is designed to address the historical inadequacies of the current system (U.S. Department of Education, 2014).

Construction of clear and consistent expectations is the second principle that guides the implementation of CHAMPS. This seeks to create a positive school climate by providing teachers with a practical approach to increased engagement to reduce disruptive student behavior (US Department of Education, 2014). While creating disciplinary policy to address misbehavior, schools are expected to adopt clear and development-oriented strategies that may help students to learn from the precedents and improve their behavior. In addition, the principle requires academic institutions to consider appropriate measures for protecting students with disabilities.

The third principle calls for fairness, equity, and constant improvement. The U.S. Department of Education (2014) expects schools to build strong staff capacity, which can enable them to monitor and evaluate their institutions' discipline policies regularly. This will allow them to vouch for their fairness and equity and guarantee that they have the potential to promote students' academic achievement. In other words, schools should ensure that their CHAMPS are tailored to take universally fair disciplinary actions. For conformity to this principle, schools should provide sufficient training for their staff in a bid to equip them with the right skills to reinforce appropriate behavior in their institutions. Furthermore, school administrators should collaborate with teachers to observe and assess the progress of specific discipline policies and their effectiveness in creating a friendly school climate (U.S. Department of Education, 2014).

Several scholars have attempted to adduce empirical evidence of the requisite conditions for the successful implementation of CHAMPS. In California, for instance, Miller (2012) analyzed the efficiency of the strategies employed by principals in their implementation of PBIS. Through an extensive analysis of 15 school districts, the researcher found that the principals' ability to create a collaborative team of staff members was the key driver to achieving the goals of the PBIS implementation (Miller, 2012). Thus, the realization of these programs was largely swayed by the principals' beliefs and perceptions of their effectiveness and impact. However, the findings indicated that the PBIS implementation had decreased the rates of suspensions by an estimated 24.4% in about 13 schools. Miller attributed the decline of severe disciplinary actions to the CHAMPS' ability to attend to many issues that originate from the school climate and the cultural conflicts among the students.

Similarly, Debnam, Pas, and Bradshaw (2013) argued that the success of CHAMPS hinges on administrators' ability to support and drive their enactment. The authors stated that school principals have the sole responsibility of motivating their staff, providing guidance to all the stakeholders, and organizing for quality program implementation. While applying frameworks such as PBIS, it is of vital importance to account for the cultural differences to reduce educational disparities that may arise in the school community (Peterson, 2013). In hindsight, administrators are the best poised stakeholders to take charge and create a sense of urgency that may pave the way for the successful implementation of the programs. Their active participation and visibility in the CHAMPS implementation phase can enhance staff commitment (Banks & Obiakor, 2015). Thus, administrators must work in cooperation with all the stakeholders when investigating discipline issues in their schools to develop effective strategies to increase

positive behavioral outcomes among their students.

Important Elements of CHAMPS

Literature suggests that various elements should be taken into account when studying the effectiveness of CHAMPS as a classroom management tool. These components are broadly categorized into four management groups, namely time, content, conduct, and covenant. According to Grapragasem, Krishnan, Joshi, Krishnan, and Azlin (2015), content management encapsulates the teachers' methods to manage their classroom space, materials, environment, and all other things that constitute a curriculum. They have the responsibility of safeguarding their students' favorable learning environment. Conduct management refers to the procedures, routines, and rules that teachers incorporate into their daily classroom activities to address indiscipline cases or disturbances that may affect continuous teaching and learning.

The third category, covenant management, concerns the administration and management of interpersonal interactions. Teachers who embrace good covenant management practices are likely to build equally good interpersonal relationships with their students. Such a friendly and caring learning environment can stimulate positive behavior and academic performance (Grapragasem et al., 2015). Time management is the fourth and the last category of determinants that define an effective classroom management strategy. It is described as teachers' ability to set practical timeframes for performing and monitoring both activities and tasks. Such strategies include preparing a daily schedule that prioritizes student activities and setting appropriate time for those classroom activities. Time management is often considered a contingent of instructional objectives and behavioral goals.

The Need for CHAMPS Implementation

Parsons (2014) performed a study of CHAMPS implementation. The CHAMPS approach, as earlier illustrated, is a PBIS approach to managing student behavior. With well-established and meaningful relationships between the teachers and students, cases requiring disciplinary action would be minimal. As such, much of the operational school time would be spent on useful activities such as teaching and learning as opposed to the handling of cases of indiscipline (Parsons, 2014). The success of such a model depends on the teachers' ability to set clear expectations and being intentional to teach students how to be well behaved both in the classroom and out of it (Parsons, 2014).

Implementation of PBIS in schools is increasing exponentially. The CHAMPS model is one of the PBIS approaches that is implemented in schools to curb cases of indiscipline and has gained widespread utility in various schools in the United States (Parsons, 2014). It is a classroom-management strategy, and its main objective is to reduce the amount of valuable learning time that is lost while teachers are handling disciplinary cases among the students. Parsons (2014) studied the implementation of this model in a suburban school district in California. The study revealed that CHAMPS is successful where expectations are clear and where positive feedback and support are used to deal with wayward behaviors (Parsons, 2014). However, the study did not explore the effect of using different implementation strategies, which indicates the gap in the existing literature and the need for this study (Parsons, 2014).

Research Questions

The qualitative research track took on a case-study approach. The research methodology involves developing an indepth analysis of a single case (Creswell & Poth, 2018). To achieve rigorous yet meaningful outcomes, the study began with the central

question: How is the CHAMPS program being implemented with fidelity to reduce students' behavior problems and enhance their academic performance? It was imperative to investigate the implementation and effects of CHAMPS classroom-management strategies; therefore, the following three subquestions emerged:

1. What are the perceptions of teachers regarding the utilization of a structured classroom for students' success?
2. What did teachers who are implementing CHAMPS report regarding observed changes in their students' discipline?
3. What are the perceptions of teachers on barriers that hinder the full implementation of CHAMPS classroom management strategies?

The combination of the outcomes of the qualitative questions allowed measuring the success in following CHAMPS guidelines as well as its impact on behavioral and academic success in students.

Chapter 3: Methodology

Aim of the Study

The purpose of the study was to examine the implementation process of the CHAMPS classroom-management program. The intention was to evaluate how its implementation influences students' behavioral patterns and their classroom academic performance. The results of the study may contribute toward creating an understanding of the implementation process of the CHAMPS program within the instructional setting.

Qualitative Research Approach

The qualitative research approach used in this study involved a case study. This approach involves an indepth examination of an issue through consideration and assessment of different situations (Creswell & Poth, 2018). The type of case study used in the research was the exploratory case study. The exploratory case study involved more than one participant in the data-collection process in sharing their experience and perspectives of using the CHAMPS programs in classes. The case study approach helped the researcher to explore the attitudes and experiences of participants. The method is, therefore, referred to as a naturalistic design because it does not involve the use of experiments to gather data (Mason, 2019).

Although this approach is appropriate for utilization in different disciplines, it is very common in social sciences. For the current study, it was intended to help teachers to understand how the use of CHAMPS in elementary schools can help manage students' behavior to boost academic performance. The use of a case study in the research involved an assessment of the extent to which teachers implemented the program. The approach assisted in determining if teachers abiding by the CHAMPS program impacted students' academic results and behavioral performance.

The use of the case-study design was appropriate for this study because the research objectives were best fulfilled through the design. The researcher intended to identify the best way to implement the CHAMPS program within the classroom. According to Creswell and Poth (2018), a case-study design assists a researcher in collecting and drawing data from multiple sources (e.g., interviews, observations, and documents). The design is also appropriate because it does not require any experimentation but rather an examination of phenomena in their natural environment.

Case-study design influences data-collection methods for research. According to Crowe et al. (2011), case studies require that the data-collection methods chosen for the research support the need to collect detailed information for each case. Data-collection methods that did not help the researcher examine the experience of each participant closely were, therefore, not appropriate because they did not align with the perspective of the case-study design. The appropriate data-collection methods supported the need to examine the data by ensuring that the researcher can explore the intervention implementation. Quantitative methods did not apply to the study because the aims of the study were not numerically based.

Participants

The study included 10 teachers as participants by using purposeful sampling to select each one of them. The 10 participants were all females aged between 30 and 53 years; six of them were Caucasians, two were Hispanics, and two were African Americans. The age of the Caucasian participants was 30 years, 31 years, 35 years, 48 years, 49 years, and 53 years. On the other hand, the African American participants were 40 and 51 years old. Lastly, the Hispanic participants were 32 and 36 years old. Each participant attended four training sessions of the CHAMPS program and had 3 years of

experience in implementing the CHAMPS program. According to Palinkas et al. (2016), the design of the selection criteria for any study should suit the aims and objectives set for the study.

The selection criteria that were used while identifying the participants for this study included the participation in CHAMPS training on how to fully implement the program with fidelity in the classroom. The training for the CHAMPS program was set at eight sessions, each lasting 1 hour. This requirement was important in helping to achieve the outlined aims of the study, which included determining if the CHAMPS implementation processes used impacted the effectiveness of the program. Next, the selection criteria included the knowledge and experience in student management with crucial teachings skills for Grades 3 to 5. The selection criteria for the participants further included utilization of the CHAMPS program in their teaching practice for at least 3 years. This requirement was necessary for achieving the purposes of the study, which involved an assessment of the effect of using different implementation processes of the CHAMPS program.

The researcher is a behavior interventionist at a Title I elementary institute located in the target state in which the study was conducted. One of the behavior interventionist's tasks is to keep a log of teachers who need and have received the necessary CHAMPS training. The behavior interventionist is also responsible for monitoring students' behavior and academic achievements by conducting weekly classroom walkthrough observations. After the university's Institutional Review Board members granted permission, an introduction explaining the purpose of the study and an invitation (see Appendix B) were sent by email to 10 teachers who were eligible to participate in the research.

The participants were given 2 days from the date of the email to respond. Immediately after each participant accepted the invitation, informed consent was emailed to each participant, as the participants were conducting distance teaching from home because the COVID-19 pandemic forced everyone to be quarantined in their homes. The participants printed and signed the consent forms, scanned the signed forms, and then returned them via email. According to Rahman (2017), participants must be informed about confidentiality. The purpose of the research was to assess the implementation methods used in the CHAMPS program designed to help teachers manage classes better. As the teachers oversaw the employment of the program in their classrooms, they were the best people to ask about the implementation process. This helped ensure that the data collected were accurate because the information was collected directly from the source.

A purposeful sampling method was used. Purposeful sampling is a deliberate selection of participants because of their knowledge and experience in the issue being investigated (Palinkas et al., 2016). This method ensures that time and other resources are not wasted collecting data from people who are not familiar with the issue. The purposeful sampling method is appropriate for qualitative research because it helps to identify cases that are rich in relevant information, thereby ensuring that an in-depth understanding of the issue is attained (Etikan, Musa, & Alkassim, 2016). Each selected teacher was asked to respond to seven preselected interview questions based on his or her experience in implementing the CHAMPS program within the classroom.

After having an arrangement with the participants, the interview took place on the Zoom computer program after the participants' working schedules. The interviews were conducted after the participants' working schedules so that classes were not interrupted and to ensure safety during the COVID-19 pandemic. With this precaution, the

participants were more inclined to be helpful in this process. At the end of each interview, the researcher reviewed the questions and responses with the participants to ensure that the information collected was accurate. Member checking is the process by which researchers send the documented data to the participants for confirmation that the data matches the information shared during the interview (Birt, Scott, Cavers, Campbell, & Walter, 2016).

Data-Collection Tools

The types of data collected in any study vary depending on the aims of the study (Creswell & Poth, 2018). In the current research, the data collection included interview notes (see Appendix C) and the CHAMPS fidelity checklist. The use of different types of data helped ensure that the errors associated with relying on one type of data are eliminated (Creswell & Poth, 2018). One of the data-collection methods that was used in the current research involved semistructured interviews. The semistructured interviews are interview methods that involve the researcher setting some of the interview questions beforehand.

The interview questions were combined with follow-up questions, formulated as the conversation went on, depending on the information that the respondent shared. The questions asked during the interviewing process sought to identify the implementation method that the participants used while introducing the CHAMPS program in their classes, as well as their perception of the benefits of the program that they experienced. While conducting the interviews guided by the interview questions, the researcher documented the participants' responses to the interview questions along with additional side notes in a notebook. The short notes were used later during the analysis process.

The advantage of using interviews includes participants answering all the

questions and the researcher having the chance to ask follow-up questions and thereby gaining all the necessary information. However, some participants did not feel comfortable enough to share all the information (Spradley, 2016). This discomfort may be because they may fear that the information they share could be traced back to them. However, the researcher reassured the participants that their identity would be protected and that personal data would not be published to overcome the discomfort.

The data collected further included documents with records of the behavioral patterns of the students as well as their academic performance. This method was helpful. The information shared was accurate since it was collected firsthand from the source, and the participants' opinions did not influence the outcomes. The limitation was the researcher misunderstanding the contents, thereby leading to inaccurate conclusions; relying on documented secondary information assisted in resolving the situation by providing reliable evidence.

The data collected also included archival records from classroom walkthroughs using the CHAMPS fidelity checklist. The ten selected participants received three random walkthroughs, one per week, over three weeks. For five consecutive days, Monday through Friday, walkthroughs were conducted during the morning sessions between 8:30 a.m. and 11:30 a.m. and during the afternoon sessions between 12:00 p.m. and 2:30 p.m. Each walkthrough lasted 45 minutes, where each participant received an observation. These archival data were gathered between February 2020 and March 2020, just before the COVID-19 pandemic quarantine on March 13, 2020.

The data-collection instruments used in the study included interviews and the CHAMPS fidelity checklist. The interview questions were developed beforehand by the researcher. This is important because this process formulates the questions to suit the

purpose of the study, along with the developed research questions. Consequently, all information gained from the interview sessions was relevant to the study. The development process depended on the information obtained from the literature discussing what to include in the interview questions. The researcher validated the interview questions on July 18, 2019, by presenting them to three expert teachers who had taught Grades 3 to 5 for 3 years and had attended eight training sessions of the CHAMPS program to ensure that they included all the necessary questions and that they were well structured.

The data-collection tools further included a checklist. It was the CHAMPS fidelity rubric, which was provided by the school district to measure the implementation of the classroom management plan with fidelity. The fidelity rubric was utilized while conducting classroom walkthroughs. The fidelity rubric classifies the CHAMPS implementation procedures into three fidelity levels. The first level of fidelity is operational (score 24), which means CHAMPS is being implemented with high fidelity. The second level of fidelity is emerging (score 16), meaning that, at this level, teachers are not fully implementing CHAMPS with fidelity. The third level is not evident (score 8), which indicates that the CHAMPS classroom-management plan is not being employed. Feedback and support would be needed for teachers who receive a score of 0 to 15.

Procedures

The central research question was as follows: How is the CHAMPS program being implemented with fidelity to reduce students' behavior problems and enhance their academic performance? To answer this question, the research relied on the use of a CHAMPS checklist that was compared with the answers that the participants shared in

Interview Questions 1 through 7. The checklist had the standards of classroom management, which were compared with the methods that the teachers used to manage their classes, as revealed in Interview Questions 1 through 7. Moreover, the checklist was used to determine if the teachers fully understood what the CHAMPS program entailed by examining it against the answers to the interview questions. The interview and walkthrough were appropriate tools to address this research question to give the researcher an opportunity to ask the respondent about their implementation methods as well as observe the respondent while using the CHAMPS program in their class.

Supporting Research Question 1. What are the perception of teachers regarding the utilization of a structured classroom for students' success? This research question was answered through the interviewing process. The responses from the participants to Interview Questions 2, 3, and 6 were used to answer this research question. They sought to gather information about the CHAMPS strategies that the participants used in their classes. The chosen data-collection tools were the appropriate way of addressing this research question because they enabled the researcher to collect data about the opinion of the participants on the methods they use while in class as well as get to observe them.

Supporting Research Question 2. What did teachers who are implementing the CHAMPS program report regarding observed changes in their students' discipline? This research question was addressed by the interviewees' experience and observations of students' behavior before and after the implementation process, which showed how the implementation process affects discipline. Interview Question 4 helped to gather information relevant to this research question as it asked about the teachers' observation concerning the behavioral changes in students. Interview Question 5 also contributed to answering this research question because it aimed at finding out the benefits associated

with the program, which may involve behavioral changes. Interviews were an appropriate choice for this research question because they gave the participant an opportunity to sharing information about the changes they observed in their classes. Walkthroughs were relevant because the researcher observed how the teacher implemented CHAMPS in the classroom.

Supporting Research Question 3. What are the perceptions of teachers on barriers that hinder the full implementation of CHAMPS classroom-management strategies? The interview questions helped to address this research question. Interview Question 7 helped to gather information about the opinion of the teachers regarding the challenges they have encountered during the implementation of the CHAMPS program in the classroom-management strategies, which is related to the research question.

Walkthroughs were appropriate for collecting data to answer this research question because the researcher could observe the participation of the students. At the same time, the interviews were necessary because the participants shared information about the challenges they faced. The researcher stored the data into a lockable file cabinet. All the collected data would be stored safely for 36 months from the end of the research. However, at the end of the 36 months, the stored data would be shredded and then burned.

Data Analysis

The researcher utilized a qualitative analysis method in making a valid interpretation of the collected data. The first step in analyzing qualitative data was bracketing. The process involves identifying any preconceived ideas on the topic and eliminating them to avoid any form of bias. The second step was intuition, which entails becoming familiar with the collected data through reading, determining the meaning of

each response, and evaluating the value of each. The researcher studied the responses of those who have embraced CHAMPS in their teaching career. This helped the researcher to understand the different experiences of the participants.

Data analysis aided in categorization. Open-ended interview questions have a high likelihood of attracting a wide range of responses that may bring rise to different ideas, concepts, and phrases. Identification of the various concepts helps in the development of a code. The most appropriate coding method was open coding. Thus, the framework that the researcher used in defining data is coding in action. According to Flick (2017), the scheme entails identifying the essence of a text and assigning a code. For example, in the question, When and how often do you communicate CHAMPS expectations to your students?, the answers reflected on the varying frequency; thus, the code name could be frequency. Axial coding was incorporated to identify the relationship of categories, as well as how one code is connected to the other, to convey a clear explanation (Creswell & Poth, 2018).

During the interview process, teachers were asked to present records of their students' behavioral patterns and academic performance to support their responses to the following interview question: What bearings do you think CHAMPS classroom management strategies have on your students' behavior and academic achievement? The respondents' personal information was not collected by the researcher. The researcher explored the central question through observation of 10 teachers over 3 weeks, during 10 separate classroom visits, for five random times each. Data collected while using the CHAMPS fidelity checklist during classroom observations determined the level of fidelity teachers were implementing the CHAMPS classroom-management plan. The scores for fidelity ranged from 0 to 24. The highest score of 24 means that

implementation is fully operational, a score of 16 implies emerging, eight implies not evident or very minimal, and a score of 0 means no opportunity to observe.

The researcher identified patterns after coding the data. Codes aid in the identification of themes. The tool that the researcher used was QDA software, more specifically, the word processor. The researcher formatted the data collected from the interviews in tables. The software then identified the codes from the data and the common themes. The software was, therefore, essential in organizing data into themes. As a result, the relationship between communicating CHAMPS expectations and its success in a classroom environment was reported. Data analysis is only complete when there is an attachment of meaning to the set of identified data. The implication is not generalized but rather specific, where it answers the following research question: How is the CHAMPS program being implemented with fidelity to reduce students' behavior problems and enhance their academic performance?

Ethical Considerations

The study targeted maintaining high ethical standards. Preserving anonymity was significant (Iphofen & Tolich, 2018). The researcher attained this by concealing the identity of the participants. Instead of using the names of those who responded to the research questions, code names such as Participant 1 was used. The researcher did not collect personal information, thereby concealing the identity of the participants. Keeping the recordings and documents used during data collection safe is also an ethical consideration. Improper preservation of data can lead to unauthorized access (Iphofen & Tolich, 2018). For safety purposes, data were encrypted using the Secret Space Encryptor application. Preserving the data is crucial because the information serves as a referral point in the future.

Trustworthiness

According to Korstjens and Moser (2018), the trustworthiness of data is defined by the dependability, objectivity, validity, and generalizability of the information. The data collected may be questioned on whether the information is generalizable because it does not use the data and experiences from many teachers. The conclusions made may, therefore, be irrelevant in some school districts. The trustworthiness of the data is ensured by activities such as involving the relevant participants as well as rigorous data analysis processes (Noble & Smith, 2015). One of these methods that were relevant in the study is member checking. This involved the details of the information shared during the interview by sharing the summary of the findings with participants at the end of the interview.

This strategy helped to ensure that if any of the participants mixed up the details of the implementation process that they undertook and remembers some information after the interview, they would have an opportunity to share the correct information. The follow-up helped to reaffirm that the data shared is accurate and ensure readers' trust. The method used to ensure that the data collected is trustworthy included triangulation. According to Heale and Forbes (2013), triangulation is the use of a mixed-method in data collection to ensure that the study is not limited by the disadvantages of one data collection method. The research used interviews, CHAMPS checklist, and classroom walkthroughs to increase the trustworthiness of the data and conclusions drawn.

Potential Research Bias

The researcher's bias in this study may be caused by the fact that the researcher is a behavior interventionist. Therefore, there may be confirmation bias. This happens when a researcher has already formed an opinion about the topic and research questions.

Having a preformed opinion concerning the issue risks the researcher ignoring the data that may be against the researcher's views. The researcher may also find a way of interpreting the data to match that stand (Noble & Smith, 2015). The confirmation bias was managed through the repetition of the analysis process. This helped to ensure that the researcher noticed discrepancies in the deduced conclusions.

Limitations

This study was intended to help policy makers in their decision-making concerning the implementation of CHAMPS in classrooms. However, the study's most significant limitation is related to the methodological limitations of interviews and observation of participants in one school. This is unlike studies that would feature participants from the various school district and a wide range of schools. Although the results of the study may be relevant to the other schools in the school district, they may not apply to schools in other school districts since the administration and other affecting factors may be different.

Chapter 4: Results

This applied dissertation investigated the implementation process of the CHAMPS classroom-management program. The study evaluated how CHAMPS implementation influences students' behavioral patterns and their classroom academic performance. The applied dissertation examined 10 teachers' perspectives on the result of implementing the CHAMPS classroom-management plan with fidelity to reduce students' behavior problems and boost academic performance. Table 1 displays demographic details of the participants, who were all female and had attended eight 1-hour CHAMPS training sessions. The participants were between 30 and 53 years of age. Each participant had at least 6 years of teaching experience and implemented the CHAMPS classroom-management plan for a minimum of 3 years in Grades 3 to 5. There were four third-grade teachers, two fourth-grade teachers, and four fifth-grade teachers.

Table 1

Participant Demographics

Participant	Age	Race	Grade level taught	Years of teaching experience
1	51	African American	3	14
2	30	Caucasian	3	10
3	32	Hispanic	4	7
4	48	Caucasian	5	6
5	49	Caucasian	5	10
6	40	African American	3	9
7	35	Caucasian	3	12
8	36	Hispanic	4	8
9	53	Caucasian	5	27
10	31	Caucasian	5	6

Table 2 depicts a breakdown of the panel members by ethnicity; these members

were used to validate each interview question. The panel members were African American, Caucasian, and Hispanic. Two of the three panelists were female and one was male. The panelists had been teaching for 8 to 17 years in Grades 3 to 5. Each panel member had attended eight 1-hour CHAMPS sessions and had implemented CHAMPS classroom management for 3 years. Table 3 highlights the findings from the participant responses to Interview Question 1. The participants' definitions and understanding of CHAMPS varied from one participant to the other. However, they all suggested that CHAMPS is the structure used for behavior and classroom management. The framework of CHAMPS spells out what the expectations for the students are and is followed with fidelity, resulting in positive behavior in the classroom.

Table 2

Panel Member Demographics

Panel member	Age	Race	Grade level taught	Years of teaching experience
1	53	African American	5	8
2	42	Caucasian	3	17
3	35	Hispanic	4	11

Research Question 1

What are the perceptions of teachers regarding the utilization of a structured classroom for students' success? This research question was explored through Interview Question 2 (When and how often do you communicate CHAMPS expectations to your students?), Interview Question 3 (How do you structure your classroom for students' success?), and Interview Question 6 (What are the advantages of CHAMPS implementation in your instructional setting?) Overall, the teachers communicated that

the implementation of CHAMPS daily provided a structured instructional environment that minimized students' disruptive behavior in the classroom.

Table 3

Teacher Understanding of the Program

Participant	Responses
1	"For me, CHAMPS is a behavior guide that helps students realize what's expected from them."
2	"CHAMPS is a program to help with school and classroom management."
3	"CHAMPS is a behavior-based system of strategies to ensure students are successful in the school setting."
4	"CHAMPS is a procedure acronym to aid in how to behave and monitor their actions during all aspects of their day (group work, whole group, independent work, transitions)."
5	"My understanding of CHAMPS is that it is a positive behavior system."
6	"CHAMPS is a behavior management system. CHAMPS seeks to set clear expectations for all activities. CHAMPS is an acronym that represents Conversation level, Help, Activity, Movement, Participation, and Success. It is a positive and proactive approach."
7	"For me, CHAMPS is an amazing tool that helps me with my classroom management, behavior, and structure."
8	"CHAMPS is a type of management system so that the students know and are aware of the expectations. It is used for behavior and classroom management as well as academic work expectations."
9	"In my opinion, CHAMPS is a behavioral structure designed to create order/structure so that authentic learning can occur."
10	"I understand that CHAMPS is a classroom management plan that aid teachers in setting clear expectations for students."

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Table 4 highlights the findings from the participant responses to Interview Question 2. Teachers are communicating CHAMPS expectations frequently to their students. Most of the teachers communicate the expectations daily. Usually, these expectations are available from the beginning of the year and followed through daily to ensure that the students follow them with fidelity. In particular, they teach students how

to behave respectfully and responsibly during the transition, group work, and teacher-directed instruction. Specifically, students need to lower their voices in the classroom, participate in discussions, and internalize content. The success of such a model depends on the teachers' ability to set clear expectations and being intentional to teach students how to be well behaved both in the classroom and out of it.

Table 4

How Often Teachers Communicate Program Expectations to Students

Participant	Responses
1	"CHAMPS expectations are communicated daily, during whole group, small group, recess, transitions, etc."
2	"I communicate expectations several times a day every day."
3	"Students hear CHAMPS expectations daily in the classroom throughout the lessons. Whether it is a voice level or activity expectation, students are aware of the CHAMPS expectations."
4	"CHAMPS expectations to your students? CHAMPS is communicated daily as to what the voice level should be and specifically, how to ask for help."
5	"I communicate the CHAMPS expectations several times a day with my students."
6	"I communicate CHAMPS expectations daily. After a break, when the students are out, there is a review of the CHAMPS expectations."
7	"At the beginning of the year, I spend a significant amount of time, designing our rules and guidelines with the students, and going over it. They create foldable objects, had discussions, and internalize what I was expected from them. After that, every month, we review our rules and expectations, or when we are going in the wrong direction, we revisit and review as needed."
8	"We use CHAMPS in the classroom when we transition from the whole group to centers and when we line up or leave the room."
9	"Champs expectations are communicated at the beginning of the year, during the year, and as often as necessary. I most especially communicate CHAMPS expectations before instruction and during duty dismissal."
10	"I communicate CHAMPS expectations to my students every day before starting the day's lesson and after every extended holiday to remind the students of what is expected of them."

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Table 5 displays the findings from the participants' responses to Interview

Question 3 (How do you structure your classroom for students' success? Organizing the classroom entails simple activities such as organizing tables, physical space, instruction procedures, and routines to motivate the students in the classroom to focus on academics. Formulating structures plays a significant role in enabling students to develop good behaviors and positive attitudes that support academics.

Table 5

Classroom Structure for Students' Success

Participant	Responses
1	"Success in my classroom is based on differentiation. Students' needs are taken under consideration, and I work and structure my classes upon that."
2	"I teach a daily routine to students at the beginning of the school year. Students learned to follow it like sign in for lunch, eat and clean for breakfast, following instructions on getting up and going the line, and follow classroom scheduled."
3	"Students know my expectations. We use CHAMPS to ensure students know what they are doing and how they should be behaving/acting during each activity. Students are usually successful because they are made aware of the success expectation before the activity begins."
4	"Voice levels are monitored, and group work is also monitored by me during my small group work. If I see a group off task or too low, I address it to redirect. This allows the students to complete their work and be ready for questions for me if they are struggling."
5	"I evaluate the success of CHAMPS strategies by observing what student is doing what is expected of them at all times."
6	"I communicate CHAMPS expectations daily. After a break, when the students are out, there is a review of the CHAMPS expectations."
7	"Clear expectations and rules (designed in collaboration, students must be part of it, so it's meaningful). Consequences in place. Voice level charts in place / Cool corner/ Positive behavior recognized instead of negative."
8	"I make sure that they have all that they need. I use small group or independent practice to work with students who are struggling so that they can get extra help and be successful."
9	"Expectations – Students know what's expected of them at the outset of any and all activities."
10	"In my instructional setting, CHAMPS classroom expectations are posted and referred to every day to assure that my students understand what is expected of them."

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Teachers need to use effective classroom behavior-management strategies, such as practical guidelines to structure the classroom to make their work easier. Student engagement is a proactive intervention that leads to improvement in academic performance. The more the student engages actively in learning, the higher the prospects of better academic achievement. The CHAMPS model provides teachers with the framework to ensure that students receive highly structured individualized behavior and social-emotional interventions.

Research Question 2

What did teachers who are implementing CHAMPS report regarding observed changes in their students' discipline? This research question was investigated through Interview Question 4 (What bearings do you think CHAMPS classroom-management strategies have on your students' behavior and academic achievement?) and Interview Question 5 (How do you evaluate the success of CHAMPS strategies in your classroom?). The findings from the interview indicated that there was a decrease in students' misconduct and a boost in their academic performance. During the interview, the participants presented their students' discipline and educational data to support their responses to Interview Questions 4 and 5. The researcher did not collect this personal information.

Table 6 highlights the findings from the participant responses to Interview Question 4. The CHAMPS classroom-management strategies have a positive impact on student's behavior and academic achievement, and the CHAMPS management strategies help students to stay focused and promote classroom behavior supporting academic achievement. Both the teachers and learners perform a supportive and constructive role in classroom environments for learning to be successful. Focus on social development

aspects requires instructors to enable students to learn a sense of responsibility, resilience, and self-management strategies through a pro-social class environment, taking into account moral and behavioral development. Collaborative learning leads to improved social and academic development in students following the CHAMPS framework.

Table 6

Impacts of Program's Classroom-Management Strategies on Students' Behavior and Academic Performance

Participant	Responses
1	"In my opinion, the strategies and procedures I use have a direct bearing on students' behavior and, subsequently, academic achievement. Both things go hand in hand."
2	"It is a tool that helps me talk to students about expectations to keep focus. It also helps with parent conferences."
3	"By following CHAMPS procedures and expectations, students know what to do at all times. It directly correlates with expectations and their achievement. CHAMPS is very beneficial in terms of achievement. I rarely have behavior issues inside my classroom because of CHAMPS."
4	"CHAMPS is motivating for the students because if they have a clean slate at the end of the day, they are rewarded. Therefore, by following CHAMPS all day, they are rewarded."
5	"When the students know what expectations they are held accountable for their behavior and academic achievement increases."
6	"In my classroom, my expectations are high from behavior to academics. I do not accept mediocrity, and there are no accidents. I have many positive rewards, and there are consequences."
7	"Thanks to CHAMPS I have no behavior issues, and I can use our instructional time to actually teach and address my student's needs."
8	"With CHAMPS, they know what the expectations are. They can understand what to do in small groups. I use CHAMPS expectations to help solicit good behavior from students."
9	"Tremendous bearing on both behavior and academics. Nothing can be accomplished in the classroom if the behavior is not in control."
10	"Based on my students' behavior referral and academic data, CHAMPS has a positive bearing on my students' development."

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Research Question 3

What are the perceptions of teachers on barriers that hinder the full implementation of CHAMPS classroom management strategies? This question was explored through Interview Question 7 (What challenges hinder the successful implementation of CHAMPS in your classroom?). Based on the data gathered during the one-on-one teacher interview, receiving new students was challenging for the teachers. The teachers were tasked with the responsibility of ensuring that every student was aware of the CHAMPS classroom-management plan to maintain consistency and an orderly instructional setting.

The evaluation of the success of CHAMPS in the classroom is by observation. There are no formal evaluation strategies other than observation. Table 7 shows how teachers evaluate the success of CHAMPS strategies in their classrooms. The results are consistent with the literature on the role of evaluation in the implementation of CHAMPS. The literature supports the evaluation of CHAMPS successes similar to the models applied in public health. School-wide PBIS seeks to establish and build school environments supporting student development positively in all aspects. Although the teachers indicate that they assess the success of CHAMPS strategies in classrooms through simple observation, there is little evidence to suggest that they apply the formal school-wide evaluation.

Table 8 shows how the implementation of CHAMPS in an instructional setting has several advantages. The establishment of the CHAMPS framework uniformly throughout the school transforms all classrooms. The uniformity of CHAMPS implies that students do not have to learn an entirely new behavior system each year. Students come in already knowing expectations and are able to demonstrate those expectations

across the school. Students have presented better behavior since the school started implementing CHAMPS. It enables students to stay focused and build teamwork to improved understanding of the concept. The ultimate prize is improved classroom behavior. These results are consistent with previous studies about the benefits of successful CHAMPS implementation in instructional settings. CHAMPS classroom management strategies help teachers to model good behavior and establish a consistent environment, auspicious for building cordial relationships.

Table 7

Evaluation of Program Strategies Success in the Classroom

Participant	Responses
1	“Success is evaluated both informally by observations but also quantitatively by assigning points (tallies) per table when reaching the goal. The winning table on Fridays gets rewarded.”
2	“It is a very good tool to have in the classroom.”
3	“If students are following CHAMPS procedures and being successful in their assignments, I know the CHAMPS strategies are successful.”
5	“I evaluate the success of CHAMPS strategies by observing what student is doing what is expected of them at all times.”
6	“I evaluate the success of CHAMPS strategies in my classroom through informal observation. I observe my students frequently to see if they are following the CHAMPS expectations. I have a behavior board that is color-coded. If they have an infraction, they move their clip. It can move back up (positive) most of the time if they redirect their behavior. I use a checklist indicating the change of the color in their agenda from green.”
7	“A PLUS!!!”
8	“One sees the success of CHAMPS with fewer behavior issues. Students (most of them) know what the expectations are when they are in small groups.”
9	“CHAMPS is successful if students are engaged and on task.”
10	“I have been teaching before the implementation of CHAMPS in the instructional setting on my campus. However, since I began to enforce CHAMPS expectations within my instructional setting, I have noticed that my students’ behavior has improved because they are fully aware of what is expected of them.”

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Table 8

Advantages of Program Implementation in Instructional Settings

Participant	Responses
1	“The big advantage I see is that it is uniformly established throughout all classrooms. This makes it easier when you’re departmentalized and receive more than one group a day.”
2	“It is a guide for students, especially the numbers used for the level of conversation.”
3	“I love that CHAMPS is used throughout the entire school. Students do not need to learn an entirely new behavior system each year. They come in already knowing expectations and are able to demonstrate those expectations school-wide. Students have presented better behavior since the school started implementing CHAMPS.”
4	“Advantages include focused students and teamwork to improved understanding of the concept.”
5	“The advantages of CHAMPS implementation are that everyone knows what is expected of them and the rewards and consequences for those actions.”
6	“The advantages of CHAMPS being implemented in my classroom are definitely positive. The students are well behaved and cooperative. There is a school-wide unison. I do not believe it would be as successful if it were not school-wide. My students know that every setting they are in, they should be following CHAMPS expectations.”
7	“More structure, behavior-wise is great; students understand it and use it!”
8	“It does help with behavior management. My kids know what is expected. I do have to get on to some students, and that is where the reinforcement comes in.”
9	“Students are aware of voice level expectations during whatever is going on in the classroom. This eliminates me from always having to stop and correct, which takes away from instructional time.”
10	“Applying the CHAMPS classroom management plan within my instructional setting facilitates me in creating a positive environment for my students, which fosters students’ academic development and minimized behavior problems.”

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Table 9 indicates that CHAMPS implementation in instructional settings faces some challenges. The main challenge is when teachers receive new students. The teachers have to ensure that students who joined the classroom recently are aware of the CHAMPS classroom-management plan. Moreover, some students may not understand CHAMPS expectations. The teacher will require greater effort to get all the students on

the same page. The data shows that teachers remain skeptical of whether it truly yields positive outcomes despite the reported advantages of CHAMPS. Because the implementation of CHAMPS falls squarely on the teacher's shoulders, it is important to possess the skills needed to implement the framework successfully

Table 9

Challenges of Successful Implementation of Program in the Classroom

Participant	Responses
1	"Honestly, I have not encountered any challenges with CHAMPS implementation."
2	"The only thing is the waypoints are maintained. I like giving points to students not to take from them. If I take a point away for the day and the student repeats the same behavior, I don't have another point to take away from him/her. To compensate, I use a PBS chart to give students points for positive behavior."
3	"I cannot think of anything that hinders the successful implementation of CHAMPS in the classroom. If teachers use it with fidelity, CHAMPS works."
4	"Personally, CHAMPS works, and the students follow them to not get marked on the clipboard."
5	"The challenges that hinder the successful implementation of CHAMPS is getting new students who don't know those expectations and the time it takes to have them become accustomed to them."
6	"At the present time, with my classroom of students, I do not have any challenges hindering the successful implementation of CHAMPS."
7	"Maybe lack of time to go deeper into it."
8	"I know that I need to work on implementing the CHAMPS expectations better in small group times. For the most part, the students tend to understand and know the CHAMPS expectations, but I have a couple of them who do not do what they are supposed to. I will work on it. Reinforcing CHAMPS and praising the positive outcomes help with most students."
9	"Challenges are encountered when CHAMPS isn't consistently followed school-wide."
10	"Time work against me from time to time. Sometimes trying to accomplish all I have scheduled for my students throughout the day causes me to forget to remind my students of the CHAMPS expectations."

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Table 10 and Appendix D present data that the researcher collected during several

classroom observations. Ten teachers were observed at random intervals for 3 weeks to determine the fidelity level of the CHAMPS classroom-management plan implementation. Each participant was observed once in Week 1, once in Week 2, and once during Week 3. The tables display the number of teachers observed implementing the CHAMPS classroom-management plan on various fidelity levels. Teacher observations were conducted by the researcher, who used the school district's CHAMPS fidelity rubric to check for evidence. The level of fidelity ranged from operational, emerging, no evidence, or no opportunity to observe. For the purpose of this study, operational means that CHAMPS was fully implemented with high fidelity, emerging implies that there was inconsistency in the implementation of the CHAMPS classroom management plan, no evidence means that the CHAMPS classroom management plan was not implemented, and no opportunity to observe means the observer may have missed the chance to see a teacher implementing the CHAMPS classroom management plan.

Table 10 exhibits observations in Week 1 of 10 teachers implementing the CHAMPS classroom-management plan within their instructional setting. The results show that most of the teachers observed implementing CHAMPS at the operational fidelity level, with a few teachers observed implementing CHAMPS at the emerging fidelity level. Item 1 in Appendix D portrays 10 teachers' behavior observation data in Week 2 of CHAMPS implementation. The results show that most of the observed teachers implemented CHAMPS at the operational fidelity level. The number of teachers observed performing CHAMPS at the emerging fidelity level was very small. Item 2 in Appendix D illustrates teacher behavior observation data in Week 3 of CHAMPS implementation. The results show that the majority of the teachers were observed

implementing the CHAMPS classroom-management plan at the operational fidelity level. A small number of teachers were seen implementing CHAMPS at the emerging fidelity level. One teacher was not observed implementing routines and transition because the participant was conducting a whole-group instructional lesson.

Table 10

Fidelity Level of Program Implementation in Observation Week 1

Behavior	No. teachers			
	Operational	Emerging	No evidence	No observation
Three to five positively stated expectations are posted and clearly visible.	8	2	0	0
Rules are posted and align with school-wide expectations.	8	2	0	0
CHAMPS expectations are communicated in a written format and presented verbally to students to reflect task.	9	1	0	0
Students respond to attention signal in an acceptable manner quickly and consistently.	7	3	0	0
Routines and transitions have been consistently taught leaving students with few questions of what they are to do (i.e., minimal down time).	6	4	0	0
Teacher consistently exhibits a 3:1 ratio (or greater) of praise to corrections.	7	3	0	0
Teacher consistently responds to misbehavior and successfully delivers fluent corrections. Students are overall well behaved.	10	0	0	0

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Chapter 5: Discussion

Introduction

This study examined the implementation of CHAMPS and the behavioral outcomes of students. Educators and other stakeholders of education regard the CHAMPS framework as a tool that helps both teachers and learners to perform a supportive and constructive role in classroom environments. The general understanding is that the collaborative activity of students and teachers and activity during the instructional process and interactive sessions are essential to the learning process because it leads the participants to the collaborative path toward success. The primary aim of education is the holistic development of the learners that involves both academic excellence and social and emotional behaviors (Herman et al., 2015).

The program entitled CHAMPS envisages that teachers and students build a symbiotic relationship that encourages constructive conversations, activity, and participation in classroom learning. In particular, students have the right to a positive learning environment where they learn social-emotional skills that support building positive relationships with teachers and peers. Students lacking social-emotional skills are corrected while students with exceptional needs receive individualized behavioral and social-emotional support (Herman et al., 2015).

The CHAMPS framework addresses the key areas that affect the students' overall performance at school. Studies link high student suspensions to the conventional classroom management approaches that are considered ineffective in addressing behavioral issues in the classroom (Evans, 2016). The traditional classroom behavior management strategies impede teachers from helping students to attain expected academic as well as behavioral (Evans, 2016). The total implementation of CHAMPS

may help in reducing students' behavioral problems and boost their academic performance because social and emotional development complements the adoption of positive learning behavior among students through an interactive learning process (Evans, 2016).

Discussion of the Findings

The current study showed that teachers are implementing CHAMPS programs in their respective classrooms. The teachers understand the meaning and significance of CHAMPS as a tool that can help in the behavioral transformation of students in the classroom and the improvement of students' academic achievements. Instructors implement measures that support interactions, reduced classroom disruptions, positive and constructive classroom climate, student on-task behavior, interest, and engagement of learners in the learning environment. This is consistent with Stormont et al.'s (2015) finding that the implementation of CHAMPS helps teachers to deal with the children's behaviors in the classroom.

In the current study, the link between classroom organization and classroom behavior were examined. The results indicated that appropriate classroom organization, teacher support, and student behavior play a vital role in the transformation of student behavior and academic performance. There was evidence of teachers providing both classroom organization and behavioral support at the beginning of each year to inform the students of what they are expected to do. The findings reflect Curby et al.'s (2013) suggestion that organizational and emotional support leads to improved classroom behavior for teachers over time. In the Curby et al. study, they found a reciprocal relationship between instructional and emotional support and classroom performance. The participant's responses point to the influential role of classroom organization on

learner's performance. This classroom organization is "operational" in all instructional settings, as most teachers indicated to its implementation in their respective classrooms.

The findings of the role of classroom management on students' behavioral development and discipline are similar to Spencer et al. (2017). Classroom management generally led to the improvement of students' behavior and achievement. Experimental studies such as Spencer et al. exploring the impacts of classroom management on student performance suggested an improvement of learners' language comprehension and story retelling. Teachers play an essential role in improving student outcomes. The student outcomes in this study can be linked to the teachers' practices and the implementation of the CHAMPS program. Reinke et al. (2016) demonstrated that putting appropriate measures in place helps to identify modifiable yet dynamic indicators relating to the teacher's practices and superior student outcomes. Knowledge of the effect of such practices and the results informs the preparation of the teachers to enable them to better the teacher-student interaction. For instance, negative teacher feedback has an undesirable effect on the regulation of the student's emotions and concentration (Reinke et al., 2016).

Students who receive more positive than negative feedback are likely to improve their behavior, academic performance, and social development (Reinke et al., 2016). The teachers' understanding of these relationships enables them to handle students better because it helps them recognize the kind of feedback they give to students, which could be very critical in that negative feedback could worsen the situation of the student, whereas positive feedback enables, and encourages positive behavior. Teachers have the responsibility of making an effort to understand their students well, and to deal with them better. Disruptive behavior by students within the classroom impedes proper learning

and, therefore, is detrimental to positive and desired student outcomes.

Implications of the Findings

Given the importance of CHAMPS in addressing the students' behavior and academic performance, it is vital for teachers to implement the framework within their classrooms with the highest fidelity. The data collected during the teachers' interviews and observations in this study suggested that teachers are implementing the CHAMPS classroom management plan at various stages, depending on the teacher. Most of the teachers observed implementing CHAMPS at the operational fidelity level, which means teachers were fully implementing the CHAMPS classroom management plan within their instructional settings. However, there is room for improvement to attain excellence in the management of student classroom behavior. The teachers have a deeper understanding of the tenets of the CHAMPS program. Despite the extensive implementation of the program in academic institutions, educators are still not implementing the program holistically.

The application of CHAMPS is at varying degrees. The desire for strict adherence to fidelity is often at the core of these CHAMPS implementation debates (Kutcher & Wei, 2013). Some of the implementation challenges teachers face is when they receive new students. The teachers have to ensure that the new students are aware of the expectations placed upon them. Moreover, some students may not understand CHAMPS expectations. The teacher will require more considerable effort to get all the students on the same page. Also, the school climate may influence the students' behavior considerably (Gietz & McIntosh, 2014). Regardless of the discourse on the implementation issues surrounding CHAMPS, it is important that it should be implemented fully to support behavioral change in the classroom.

Conclusions and Recommendations

The study shows that positive behavior support systems are playing a critical role in helping teachers to address behavioral issues. The program is essential to enhancing the school climate that, in turn, has positive influences on the academic and socio-emotional performance of learners. The framework clarifies the disparate roles of teachers and students in creating a pleasant atmosphere for collaborative learning. The framework aims at accentuating the need for stakeholder involvement, including families, students, and the administration, in formulating goals and instituting programs that may help to complement the school's academic objectives.

The second aim is to guide the implementation of CHAMPS to create a positive school climate that provides teachers with a practical approach to enhancing engagement to reduce disruptive student behavior. The essential concepts that help in achieving the goals of CHAMPS include conduct management. Teachers' content management relates to classroom space, materials, environment, and all other things that constitute a curriculum. Teachers have the responsibility of creating a favorable learning environment. Conduct management refers to the procedures, routines, and rules that teachers incorporate into their daily classroom activities to address misbehaviors or disturbances that may affect continuous teaching and learning.

The researcher of the current study recommends the implementation of CHAMPS with fidelity in the classrooms. The framework has positive student behavioral and academic outcomes that should always be encouraged. Cases of student unruliness are likely to reduce with well-established and meaningful relationships between the teachers and students. Activities that promote good student behavior and academic development may save the students' time because they will spend more time in the classroom learning

together with others rather than solving disciplinary cases. The success of such a model depends on the teachers' ability to set clear expectations and being intentional in teaching students how to be well behaved in the classroom. More teacher training is also required to equip teachers with the skills needed to implement the CHAMPS program with high fidelity. The implementation of positive behavior support programs in schools is on the rise and has gained widespread utility in various schools in recent years. Training of teachers is fundamental to the implementation of CHAMPS and improving behavioral and academic outcomes in the classroom.

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Appendix A

CHAMPS Teacher Observation Fidelity Rubric Checklist

CHAMPS Teacher Observation Fidelity Rubric Checklist

CHAMPS Fidelity Rubric Checklist		3-Operational	2-Emerging	1-Not evident	0-No opportunity to observe
Grade _____ Date _____ Time _____		24 points	16 points	8 points	
PBIS School wide Expectations	PBIS school wide expectations are posted and visible to students.	3-5 positively stated expectations are posted & clearly visible	3-5 expectations are posted, but not visible from most locations in the room	No evidence of school wide expectations	
Class Rules	Classroom rules align with PBIS School wide expectations. Clear communication to students of rule expectations.	Rules are posted and align with school wide expectations.	Rules are posted, but do not align with school wide expectations.	No evidence of class rules	
Visibility of CHAMPS	CHAMPS is actively used, posted and reflect the current task occurring during this observation.	CHAMPS expectations communicated in a written format AND presented verbally to students to reflect task	CHAMPS expectations are visible but not communicated to students (stationary poster)	No evidence of expectations communicated in written format or verbally	
Attention Signal	Attention signal is used and students consistently respond in a timely manner.	Students respond to attention signal in an acceptable manner quickly and consistently	An attention signal is used, but inconsistently or with minimal response from students	No evidence of attention signal used or no compliance from students	
Routines/ Transitions	Routines and transitions are evidenced by teacher communication & minimal downtime. Students appear engaged.	Routines and transitions have been consistently taught leaving students with few questions of what they are to do (Minimal downtime)	Routines and transitions are somewhat in place, but there is a need for increased structure	Routines and transitions are not consistent or lack clarity.	
Ratio of Interactions Goal- 3:1	Teacher in classroom focusing on more positive interactions than negative. (Praise to Corrections)	Teacher consistently exhibits a 3:1 ratio (or greater) of praise to corrections.	Teacher uses more positive to negative interaction.	Limited evidence of positive praise being used in the classroom.	
Corrective Procedures	Response to student misbehavior is appropriate and respectful. Fluent Corrections do not impede the flow of instruction.	Teacher consistently responds to misbehavior and successfully delivers fluent corrections. Students overall well behaved.	Teacher occasionally is able to effectively correct misbehavior or needs to expand strategies for corrections	Limited or minimal evidence of effective procedures for correcting misbehavior	
Motivation	Identifies and reinforces positive behavior. Evidence of system for reinforcing positive behaviors. (School-wide PBIS system, verbal praise, token economy)	Evidence of teacher consistently using systematic way of reinforcing positive behavior.	Reinforcement system used inconsistently	No evidence of system for reinforcing positive behavior	

Score of 16-24: Classroom using CHAMPS with fidelity

Score 0-15: Feedback and support needed for teacher

Total Score: _____

Appendix B

Participants' Invitation Letter

Participants' Invitation Letter

Dear _____:

I am conducting a study on CHAMPS, and you are being asked to take part in this research study because you have met the selection criteria that is being used to identify the participants for this study, which include the participation in 8 one-hour CHAMPS training on how to fully implement the program with fidelity in your classroom. Next, to be selected as a participant, you must be knowledgeable and experienced in student management with crucial teachings skills for 3-5 grade levels. Another criterion each participant must meet to be selected as a participant in the study is; you must have implemented the CHAMPS program in your instructional setting for three years. These requirements are necessary for achieving the purposes of the research, which involves an assessment of the effect of using different implementation processes of the CHAMPS program. There are no right or wrong answers during this process; it is based on your experience. Your responses are strictly confidential and will not be linked back once gathered. If you are interested in participating in this study, please email me within two days of this invitation. If you do not email me within two days of this email, I will assume you do not want to participate in this research. If you have any questions, please feel free to reach out to me via email. Thank you for your time in this matter.

Thank you,
Henreta Jarrett

Appendix C

CHAMPS Teacher Interview Questions

CHAMPS Teacher Interview Questions

1. What is your understanding of CHAMPS?
2. When and how often do you communicate CHAMPS expectations to your students?
3. How do you structure your classroom for students' success?
4. What bearings do you think CHAMPS classroom management strategies have on your students' behavior and academic achievement?
5. How do you evaluate the success of CHAMPS strategies in your classroom?
6. What are the advantages of CHAMPS implementation in your instructional setting?
7. What challenges hinder the successful implementation of CHAMPS in your classroom?

Appendix D

Results for Observation Weeks 2 and 3

Results for Observation Weeks 2 and 3

Item 1

Fidelity Level of Program Implementation in Observation Week 2

Behavior	No. teachers			
	Operational	Emerging	No evidence	No observation
Three to five positively stated expectations are posted and clearly visible.	10	0	0	0
Rules are posted and align with school-wide expectations.	10	0	0	0
CHAMPS expectations are communicated in a written format and presented verbally to students to reflect task.	9	1	0	0
Students respond to attention signal in an acceptable manner quickly and consistently.	8	2	0	0
Routines and transitions have been consistently taught leaving students with few questions of what they are to do (i.e., minimal down time).	10	0	0	0
Teacher consistently exhibits a 3:1 ratio (or greater) of praise to corrections.	6	4	0	0
Teacher consistently responds to misbehavior and successfully delivers fluent corrections. Students are overall well behaved.	8	2	0	0

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.

Item 2

Fidelity Level of Program Implementation in Observation Week 3

Behavior	No. teachers			
	Operational	Emerging	No evidence	No observation
Three to five positively stated expectations are posted and clearly visible.	10	0	0	0
Rules are posted and align with school-wide expectations.	7	3	0	0
CHAMPS expectations are communicated in a written format and presented verbally to students to reflect task.	9	1	0	0
Students respond to attention signal in an acceptable manner quickly and consistently.	6	4	0	0
Routines and transitions have been consistently taught leaving students with few questions of what they are to do (i.e., minimal down time).	9	0	0	1
Teacher consistently exhibits a 3:1 ratio (or greater) of praise to corrections.	7	3	0	0
Teacher consistently responds to misbehavior and successfully delivers fluent corrections. Students are overall well behaved.	8	2	0	0

Note. CHAMPS = Conversation level, Help, Activity, Movement, Participation, and Success.