

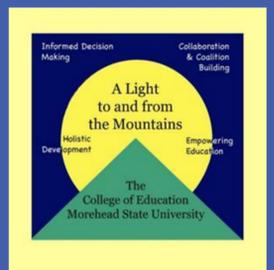


Training to be CHAMPS: How Training Affects Behavior

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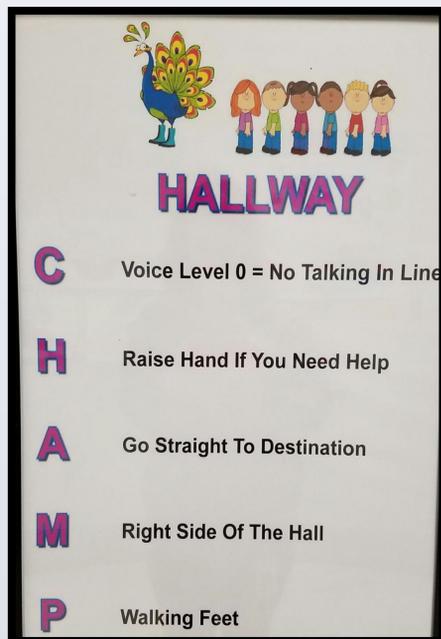
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Abstract

There are schools today trying to focus on positive reinforcement rather than negative reinforcement. This study was based on the CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) school wide system of behavior management used in a small elementary school in Eastern Kentucky and the rewards given in this school. This research project focused on the effects of training of faculty and staff and their distribution of rewards. Baseline data was collected before effective training was provided. After training was implemented, data was collected.



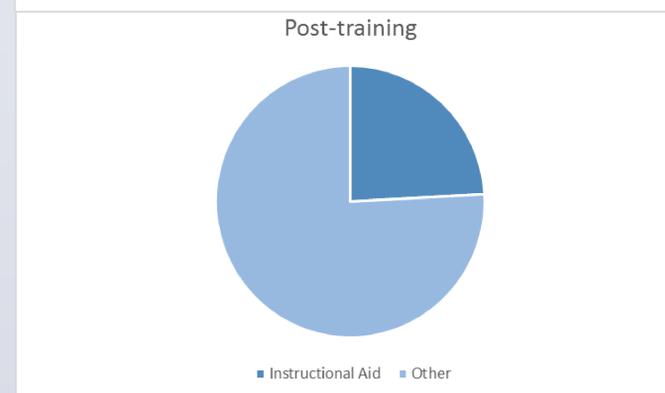
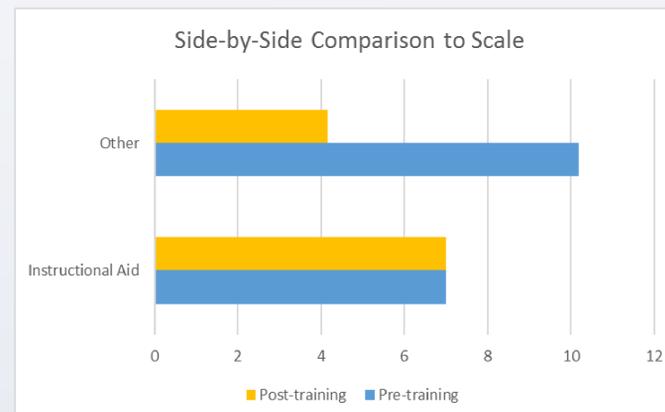
Procedures

Data was collected in a local elementary school on how often rewards were given for exceptional student behavior. The procedures and expectations were presented to the students in the first few days of school and reviewed frequently. Students were then rewarded for meeting the expected criteria in communal areas of the school such as the hallway, cafeteria, and gym. Data was collected on the frequency of these rewards being given for a period of time to gather initial baseline data. This data is presented in figure 1.

The faculty and staff were trained on the CHAMPS reward system. Data was then collected again to measure the effectiveness of the training received for an additional period of time. The same methods of collecting data were used in the post training data collection. This data is presented in figure 2.

The graphs for each period of data collection were compared and reviewed to determine the effects that the training of the faculty and staff had on the frequency of distribution of the CHAMPS reward system.

Results



Expected Criteria

Reasons Rewards are Given

- For whole class behavior
- Classes abiding by the rules
- Classes presenting exceptional behavior
- Quiet lines in the hallway
- Following the rules or criteria expected

Reasons Rewards are Not Given

- Only a few students are abiding by the rules
- Only a few students presenting exceptional behavior
- Noisy lines in the hallway
- Large gaps in the lines
- Loud classes in the lunchroom

Conclusion

When interviewing the instructional aides, the aides spoke of having informal training about the reward system. This training ranged from being conducted in the past year, the past “few” years, and in one case, never at all. This lack of training could explain the lack of rewards given by the aides in the first period of data collection. After the first period of data collection, the instructional aides received an additional training session on the CHAMPS reward program. In the second period of data collection, there was no change in the number of rewards given by the aides. This lack of change shows that the training was essentially ineffective. The data also revealed that when scaled to fit the case, other school faculty (not including instructional aides) consistently gave out more rewards than the aides. If the school chooses to continue with the CHAMPS program, it is necessary that the instructional aides receive formal training on this CHAMPS system in order for the program to be effective.

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