

## Introduction to STOIC Intervention Planning

---

**sto•ic** Someone admired for patience and endurance in the face of adversity.

These are the types of variables that can be modified in the CHAMPS approach.

### **S**TRUCTURE FOR SUCCESS

Identify any changes in physical arrangements, scheduling, procedures, supervision patterns, and so on that may have a positive effect on behavior.

### **T**EACH EXPECTATIONS

Identify a plan to teach students to function successfully in the structure you have created. This can be as simple as a goal discussion or as involved as daily modeling and rehearsal of responsible behavior. The intervention plan must address when, where, and how positive expectations will be taught to the student.

### **O**BSERVE AND MONITOR

- ▶ *Short term*—circulate through and scan the room continually.
- ▶ *Long term*—collect data to determine progress (or lack thereof) across time.

### **I**NTERACT POSITIVELY

- ▶ Provide *noncontingent* attention by greeting and showing an interest in the student.
- ▶ Provide *contingent* attention in the form of frequent positive feedback on behavioral and academic effort. When students are meeting your expectations, following your procedures, and engaging appropriately in academic tasks, provide age-appropriate positive feedback. This can be verbal, written, or (to a limited extent) nonverbal. Your positive feedback should be specific, contingent, and non-embarrassing. In particular, look for opportunities to praise students for exhibiting the expectations that have been taught.
- ▶ Maintain at least a 3:1 ratio of positive to negative interactions. Be sure that students are getting, on average, at least three times more attention when engaged and exhibiting expected behaviors than when off task and violating expectations.

### **C**ORRECT FLUENTLY

Respond to misbehavior calmly, consistently, briefly, and immediately. Always correct respectfully. Determine how you will react to each type of misbehavior that may be related to this problem. Your goal is to be on “automatic pilot” when correcting any chronic misbehavior so you can keep your focus on instruction and on building positive relationships with targeted and nontargeted students.