

Guiding Principle #4 of the Responsive Classroom®

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Over the past 3 OCM BOCES' *Responsive Classroom* blogs, I have been sharing the guiding principles behind the approach and its 10 teaching practices. This blog entry will focus on **Principle 4: There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially.**

These social skills can be remembered by the acronym CARES. They are:

- **C**ooperation
- **A**ssertion
- **R**esponsibility
- **E**mpathy
- **S**elf-control

This acronym was developed by a professor from the University of Wisconsin, Stephen Elliot. He developed this Social Skills Rating System used by the American Guidance Services and also used in many *Responsive Classroom* schools to research children's growth academically and socially.

Responsive Classroom teachers do not assume that these social skills are known by their students and explicitly “teach” them using multiple paths. Many teachers use literacy or a read aloud as a jumping off point into what it means to work **cooperatively** or be positively **assertive**. *Responsive Classroom* teachers take the time to teach children to take **responsibility** for their work and actions, to be kind, caring and **empathetic** to other people and to have **self-control**. Research on the *Responsive Classroom* approach suggests that children in *Responsive Classrooms* have better social skills.

(Research Sara Rimm-Kaufmann – University of Virginia – Social Development Labs www.socialdevelopmentlab.org)

(*Responsive Classroom* referenced research:
www.responsiveclassroom.org)