



Bemidji Elementary Schools

# What is the Responsive Classroom approach?

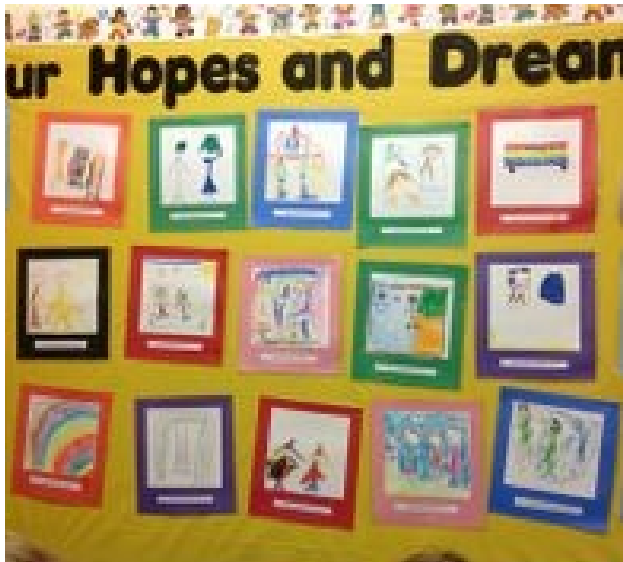
- \* It is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all children.
- \* Teachers who use the RC approach understand that all of the children's needs---academic, social, emotional, and physical---are important.
- \* The teacher creates an environment that responds to all of those needs so the child can do his or her best learning.

# How might the Responsive Classroom approach look and sound?

- \* Morning Meetings
- \* Teach children the specific skills they need to participate successfully
- \* Treating mistakes in a positive way
- \* Use positive language
- \* Teach in ways that build excitement about learning
- \* Gives children opportunities to reflect on learning
- \* Reach out to parents

# Hopes and Dreams

During the first few weeks of school, students create their “Hopes and Dreams” for the upcoming school year.



# Morning Meeting

- \* Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.



# Morning meetings consist of...

- ▶ **Greeting:** Students and teachers greet one other by name and practice offering hospitality.
- ▶ **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- ▶ **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
- ▶ **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.



# Modeling

- \* Learn exactly why the skill, routine, or procedure is important to their learning and the respectful, smooth functioning of the classroom.
- \* Are asked what they noticed about the teacher's modeling (rather than told by their teacher what to notice).
- \* See a few classmates additionally model the routine or procedure after the teacher's initial modeling.
- \* Practice the routine or procedure right away.
- \* Receive immediate feedback and coaching from their teacher while they practice.

# 7 Steps of Interactive Modeling

- \* Briefly state what you will model, and why.
- \* Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you're doing unless you need to “show” a thinking process).
- \* Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
- \* Invite one or more students to model the same way you did.
- \* Again, ask students what they noticed the modelers doing.
- \* Have all students model while you observe and coach them.
- \* Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.



# Modeling Can Teach:

## **Academic and social skills:**

- \* Listening and responding to questions
- \* Working with a partner or small group
- \* Using technology and other resources
- \* Taking part in a whole-group discussion
- \* Test-prep procedures

# Procedures and Routines

- \* Arrival and dismissal routines
- \* Cleaning up
- \* Lunch, recess, and bathroom routines
- \* Schoolwide assembly procedures
- \* Transitions from one classroom/activity to another

# How do we know RC works?

- \* Achieve higher scores on math and reading tests
- \* Have better social skills (listening, disagreeing respectfully, waiting for a turn, etc.)
- \* Feel more positive about school, teachers, and peers

# C.A.R.E.S.

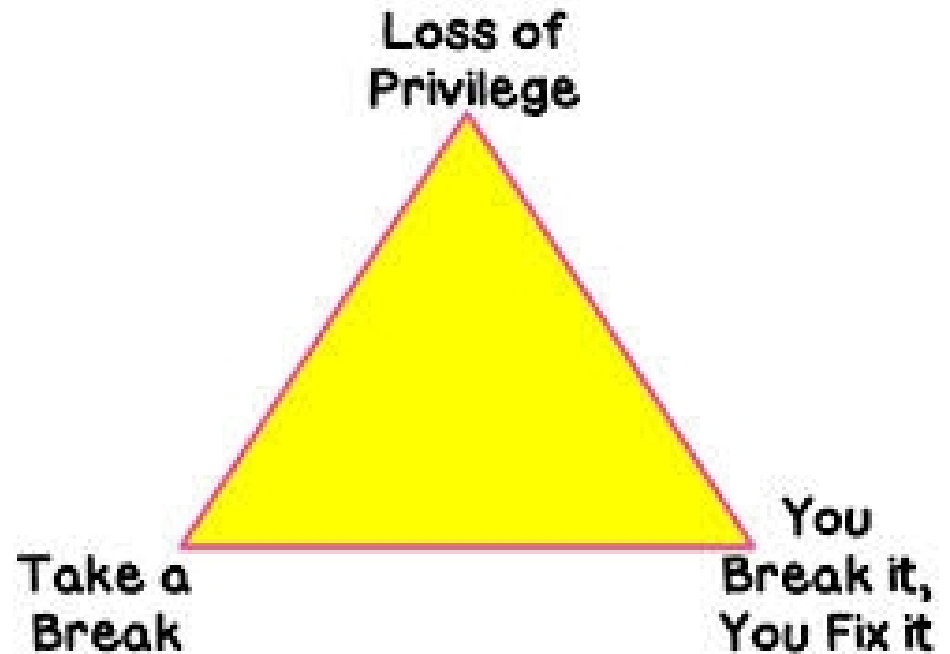
- \* COOPERATION
- \* ASSERTIVENESS
- \* RESPONSIBILITY
- \* SELF-CONTROL
- \* EMPATHY

# What about classroom rules?

- \* Classroom rules
- \* Schoolwide rules

# What if positive discipline doesn't work with a child?

- \* Logical consequences are introduced



# Logical consequence #1..... “Take a break”

- \* “Take a Break” is a strategy to help children learn self-control. A child who is disrupting the work of the group is asked to leave for a few minutes. This gives the child a chance to regain composure and rejoin the group when they are ready.



# Logical consequence #2

## “Loss of privilege”

- ▶ Temporary loss of privilege is a simple way to help a child remember to use that privilege (art materials, group time) responsibly.
- ▶ Losing a privilege for a class period or a day can help a child pause to remember or relearn a rule.



# Logical consequence #3

## “You Break it, You Fix it”

- \* “You break it, you fix it” can be used to mend emotional messes as well as physical messes. A child can rebuild a block tower after accidentally knocking it over. A child can repair hurt feelings with an “apology of action” by doing something to soothe the injury, such as drawing a picture or playing a game.



# Guiding Principles

- \* 1. The social and emotional curriculum is as important as the academic curriculum.
- \* 2. How children learn is as important as what they learn.
- \* 3. Great cognitive growth occurs through social interaction.
- \* 4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
- \* 5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- \* 6. Knowing the families of the children we teach is as important as knowing the children we teach.
- \* 7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

# Resources

- \* [www.responsiveclassroom.org](http://www.responsiveclassroom.org)
- \* [www.youtube.com/watch?v=mhV6AcBxeBc](http://www.youtube.com/watch?v=mhV6AcBxeBc)