

# The *Responsive Classroom*® Approach



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# Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

## Guiding Principles

Six principles guide the *Responsive Classroom* approach.



**1** Teaching social and emotional skills is as important as teaching academic content.



**2** How we teach is as important as what we teach.



**3** Great cognitive growth occurs through social interaction.



**4** How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.



**5** What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.



**6** Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

# Social-Emotional Competencies

- Cooperation
- Assertiveness
- Responsibility
- Empathy
- Self-control



# Academic Competencies

- Academic mindset
- Perseverance
- Learning strategies
- Academic behaviors





**Engaging Academics** Designing and delivering high-quality, rigorous, and engaging instruction.

## Four Domains

*Responsive Classroom* practices influence four domains that support and sustain student success.

**Developmentally Responsive Teaching** Responding to students' individual, cultural, and developmental learning needs and strengths.



**Positive Community**

Creating a safe, predictable, joyful, inclusive classroom where all students have a sense of belonging and significance.

**Effective Management**

Creating a calm, orderly environment that promotes autonomy and allows students to focus on learning.



# Practices and Strategies

- Morning Meeting
- Teacher Language
- Interactive Modeling
- Rules
- Logical Consequences
- Academic Choice
- Interactive Learning Structures
- Quiet Time
- Energizers
- Closing Circle

# PBIS and RC

**Use positive strategies**-use positive strategies to help children develop desired behaviors. Both recognize that punitive or “get tough” strategies can be counterproductive and are harmful to children.

**Establish a positive environment**- focus on changing children’s environment in ways that support positive behavior and discourage negative behavior.

**Teach skills**-recognize that if we want children to meet behavior expectations, we have to take deliberate steps to teach them how.

**Reinforce positive behavior**- recognize the importance of continuously reinforcing positive behavior once children have been taught how to behave positively.

**Respond to inappropriate behavior**- emphasize having a system for responding immediately and consistently to children’s inappropriate behavior.

# Current Status in NF

- All classrooms at MHHS participate in Morning Meeting daily
- 1 certified Consulting Teacher
- 7 teachers trained over the past year
- 1 certified Responsive Classroom Teacher
- Blending with PBIS