

# Responsive Classroom®

## *Creating Safe, Challenging, and Joyful Elementary Classrooms and Schools*

### **The Responsive Classroom approach**

is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using these strategies report increased student engagement and academic progress, along with fewer discipline problems.

### ■ Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of classroom teachers. Seven principles guide this approach:

- ⊗ The social curriculum is as important as the academic curriculum.
- ⊗ How children learn is as important as what they learn.
- ⊗ The greatest cognitive growth occurs through social interaction.
- ⊗ There is a specific set of social skills that children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (C.A.R.E.S.).
- ⊗ Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- ⊗ Knowing the families of the children we teach and working with them as partners is essential to children's education.
- ⊗ How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

### ■ Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom practices:

*Morning Meeting*—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

*Rule Creation*—helping students create classroom rules that allow all class members to meet their learning goals

*Interactive Modeling*—teaching children to notice and internalize expected behaviors through a unique modeling technique

*Positive Teacher Language*—using words and tone to promote children's active learning and self-discipline

*Logical Consequences*—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

*Guided Discovery*—introducing materials using a format that encourages creativity and responsibility

*Academic Choice*—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work

*Classroom Organization*—setting up the physical room in ways that encourage independence, cooperation, and productivity

*Working with Families*—hearing families' insights and helping them understand the school's teaching approaches

*Collaborative Problem Solving*—using conferencing, role playing, and other strategies to engage students in problem-solving

## Schoolwide Implementation

After incorporating *Responsive Classroom* practices into classroom teaching, schools are often motivated to extend the principles of the approach to areas outside the classroom. They plan lunchroom and playground procedures, all-school events, and other aspects of whole-school life to ensure consistency in climate and expectations between the classroom and the larger school.

## Research on Effectiveness

From 2001 to 2004, researchers at the University of Virginia's Curry School of Education and Advanced Center for Teaching and Learning conducted a longitudinal, quasi-experimental study on how the *Responsive Classroom* approach affects children's academic and social skills. They compared six schools in an urban district in the Northeast—three that used the *Responsive Classroom* approach and three that did not. The study, led by Dr. Sara E. Rimm-Kaufman and funded by the DuBarry Foundation, yielded six key findings about children and teachers at schools using the approach:

1. Children showed greater increases in reading and math test scores.
2. Teachers felt more effective and more positive about teaching.
3. Children had better social skills.
4. Teachers offered more high-quality instruction.
5. Children felt more positive about school.
6. Teachers collaborated with each other more.

For a full report of this study, see "Social and Academic Learning Study on the Contribution of the *Responsive Classroom* Approach" by Sara E. Rimm-Kaufman, available at:

[www.originsonline.org/res\\_articles.php](http://www.originsonline.org/res_articles.php)

## Ways to Learn about the *Responsive Classroom* Approach

### Professional Development

- One-Day Overview
- Weeklong Institutes—RCI, 2, & 3; Literacy in a Responsive Classroom, Building Academic Communities through the arts (BACTA)
- Follow-up Classroom & Schoolwide Consultation
  - on-site training for school staff
  - implementation coaching
  - support for leadership & schoolwide sustainability

### Publications

- Books offering practical information for teachers and administrators
- Free Origins newsletter with articles written by teachers for teachers
- Website with hundreds of free activities, teaching ideas, and articles supporting implementation

## ABOUT ORIGINS

Origins is a non-profit organization dedicated to fostering learning in community. It is the Midwest regional center for the *Responsive Classroom* approach, providing on-site consulting in Minnesota, Wisconsin, North Dakota, South Dakota, Iowa, and Oklahoma.

Anyone from any state is welcome to attend our *Responsive Classroom* workshops.

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