



# CARROLLWOOD DAY SCHOOL

Coffee Talk  
with

Mrs. Earle and Mrs. Molano

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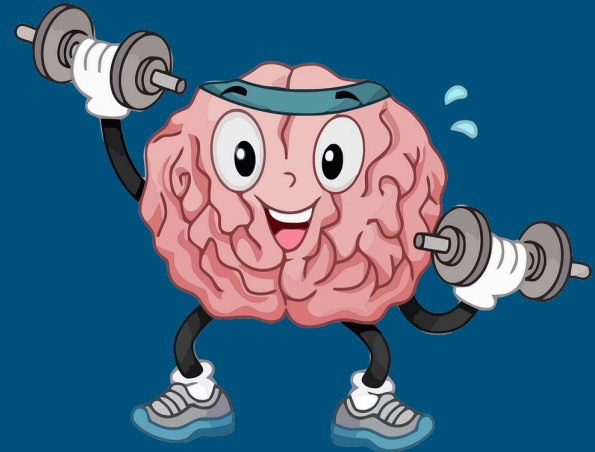
# Ice Breaker

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Energizer example:

Go Noodle: [activity](#)

Responsive Classroom believes that Brain Breaks are an important component to managing classroom behavior.



# Responsive Classroom

## CORE BELIEF

*SEL competencies to be successful in and out of school*

Cooperation

Assertiveness

Responsibility

Empathy

Self Control



# Teaching Practices

**Teacher Language:** clear, simple and direct. Respectful, specific and focus on behavior. Focus on strengths. Name desired behavior

**Interactive Modeling:** be specific, practice, don't assume, provide feedback

**Rules :** Developed together

**Logical Consequences:** Respectful/Related/Realistic

**Morning Meetings:** importance of routines, create community, practice social skills

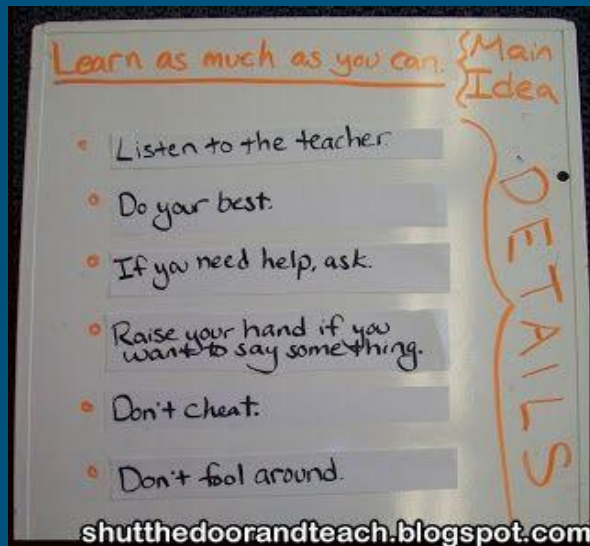
**Academic Choice:** students have a choice: how they learn and what

**CORE BELIEF + TEACHING PRACTICE = RESPONSIVE CLASSROOM**

# Examples

Morning meeting: [here](#)

Classroom rules



# Bringing it home:

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- Common Language : Building a home to school language
- Established Routines to ensure a structured environment
- Establish Boundaries to ensure a safe environment
- Set time limits
- Visual Schedules as Reminders (rules, calendar, routines)
- Self-Awareness/ Mindful Awareness
- Open ended questioning
- Family Meeting Time
- Logical Consequences



Responsive  
Classroom®

## PUNISHMENT VS. LOGICAL CONSEQUENCES

	Punishment	Logical Consequences
Intention	To ensure compliance by using external controls that make the child feel ashamed or bad in other ways	To help children recognize effects of their actions and the develop internal controls
Underlying belief	Children will do better only because they fear punishment and will seek to avoid it	Children want to do better and can do better with reflection and practice
Teacher's approach and tone	Reacts automatically with little thought; voice is angry and punitive	Gathers more information before reacting; voice is calm and matter-of-fact
Nature of the consequence	Not related to the behavior or the damage done; not reasonable for the child to do	Related to the behavior; reasonable for the child to do
Message to the child	The child is the problem	The damage done, not the child, is the problem

# Logical Consequences

Kids push limits to feel safe, they will push until you give the boundary to them.

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**Respectful:** voice and tone communicate respect, focus is on the problem

**Related:** consequence is directly related to action

**Realistic** : something reasonable and manageable



TIPS FOR SUCCESS WITH

# ROUTINES

## REFLECT ON WHY THE ROUTINE IS IMPORTANT FOR STUDENTS.

Connect each routine to classroom rules and learning goals.

## BREAK EACH ROUTINE DOWN INTO SMALL STEPS

Based on students' needs and abilities, teach steps separately, in chunks, or all at once.

## BE CONSISTENT

Once you teach a routine, stick with it. Reteach if needed.

**LIST THE ROUTINES THAT YOUR STUDENTS WILL NEED FOR SUCCESS.**

## EVALUATE EACH ROUTINE

Think about what may be challenging for students, identify their strengths, and consider their developmental characteristics.

## PLAN INTERACTIVE MODELING LESSONS FOR EACH ROUTINE

Prioritize the best times to teach each routine. Spread out this teaching, as needed.

## REINFORCE SUCCESS

Watch for student's successes (big and small). Use positive teacher language to reinforce these successes and to provide specific feedback.

# Example of when to do family meetings

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Technology use

Curfews and privileges

Chores

Schedules

Other ideas?



# FAMILY MEETING TIME

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<https://www.psychologytoday.com/us/blog/emotional-fitness/201209/10-tips-holding-family-meeting>

<https://www.rootsofaction.com/family-meetings/>

<https://youtu.be/PXUfGXUxCvs>