

The Responsive Classroom

Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs. Using the approach, through the use of modeling, our teachers:

- Design **lessons that are active and interactive**
- Use **effective teacher language** to promote academic and social growth
- Encourage engagement by giving students **meaningful choices**
- Start each day in a way that sets a **positive tone for learning**
- Set **high expectations** and teach students how to meet them
- Establish routines that promote **autonomy and independence**
- Build a sense of **community and shared purpose**
- Teach students **21st century skills** such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

Positive Behavior Intervention Strategies

The Positive Behavior Intervention Strategies Program (PBIS) at The Hope Academy is a school-wide program to promote respect and responsibility for our students. The behavior expectations are modeled and taught to our students in a variety of settings and then they are given many opportunities to practice. Once the expectations have been taught, students are recognized when they meet them by receiving a BARK Paw. Students take the paw and share it with their class and add it to their classroom chart. Each class determines their goal and their reward, and then celebrate their success when they reach their goal. Students are responsible for their behavior and success, and thus share in the choice of reward. The more the students earn by their choices and their positive behavior, the more rewards they can earn.

- Students are rewarded for demonstrating kind, positive, respectful and responsible behavior.
- Reminders and rewards are presented in a positive manner.
- Expectations are consistent, positive and school-wide.
- When needed, students are redirected toward more positive behavior.



Because we are **The Hope Academy Huskies**, we expect our students to *BARK*.

- Be Kind
- Act Responsibly
- Respect yourself and others
- KeeP safety in mind

1-2-3 Magic for Teachers

A system for minimizing disruptions to keep the flow of learning proceeding for all students by reducing teacher talk and increasing student responsibility. The system allows students to recognize behaviors that are getting in the way of their and others' learning and stop them.

Positive student behavior is not an end in itself, but it is a prerequisite to a high level of engagement in learning and content. We want your child and all of the students in the class to learn as much as possible this year. We find that by having a discipline program that is both warm and demanding, our students and teachers are able to put the majority of our energy into academics.

There are 3 steps to 1-2-3 Magic:

Step 1 involves managing undesirable behavior by counting to 1,2, or 3. On the count of 3, the student must take a 5-minute time-out. This simple technique is remarkable helpful, but only if the adult using it follows what are known as the No-Talking and No-Emotion rules.

Step 2 involves encouraging good behavior, which is the hallmark of the Responsive Classroom approach.

Step 3 involves using some valuable tools for maintaining healthy relationships with children, including active listening, shared fun and class meetings.

There will be a presentation after the holidays with more information on the system. Interested parents can also learn about the system for quickly stopping annoying behaviors at home by reading Dr. Thomas W. Phelan's *1-2 -3 Magic: Effective Discipline for Children 2 – 12*.