

## **Responsive Classroom® Practices That Support PBIS Lead to Higher Quality Instruction**

### **The *Responsive Classroom* approach:**

A practical, research-backed approach to teaching that promotes positive behavior and fosters high academic achievement.

These *Responsive Classroom* practices align well with PBIS in tiers 1 & 2:

- \*Morning Meeting
- \*Classroom Organization
- \*Interactive Modeling
- \*Positive Teacher Language
- \*Rule Creation
- \*Logical Consequences
- \*Problem-Solving Strategies

### Research Findings

#### **Responsive Classroom Efficacy Study**

**Principal Investigator:** Dr. Sara Rimm-Kaufman, University of Virginia, Curry School of Education, Center for Advanced Study of Teaching and Learning, Charlottesville, Virginia

**Funders:** U.S. Department of Education—Institute of Educational Sciences and National Science Foundation

#### **Study details**

- \*A randomized controlled trial with 24 schools and 2,000 students
- \*Large suburban school district in a mid-Atlantic state
- \*In process – begun in 2008
- \*Studying 3<sup>rd</sup> – 5<sup>th</sup> grade students and teachers
- \*Findings have begun to be submitted for peer review
- \*Final results expected in fall of 2011

#### **Preliminary findings**

- \*Teachers who report using *Responsive Classroom* practices show higher emotional support and stronger classroom organization
- \*Teachers with *Responsive Classroom* training show higher quality math instruction

## **Social and Academic Learning Study**

on the Contribution of the *Responsive Classroom* Approach

**Principal Investigator:** Dr. Sara Rimm-Kaufman, University of Virginia, Curry School of Education, Center for Advanced Study of Teaching and Learning

**Funder:** DuBarry Foundation

### **Study details**

\*2001-2004: three-year longitudinal, quasi-experimental study

\*Urban school district in the Northeast

\*Compared three schools implementing the *Responsive Classroom* approach at a school-wide level with three non-implementing schools

\*Multiple papers published

### **Findings**

\*Children scored higher in both reading and math tests

\*Children had better social skills and fewer behavior problems

\*Teachers felt more effective and more positive about teaching

\*Teachers offered more high-quality instruction