

Responsive Home

How Responsive Classroom Practices Can Be Used at Home

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Strategy 1: Family Meeting

- Create positive power of family & meet human needs
 - Belonging
 - Significance
 - Fun
- Model & practice social and emotional skills

Greeting: Mistake Greeting

Sharing: Share one highlight and lowlight from today

Activity: Play board game (and let kids lose)

Strategy 2: Give 2 Choices – not 7

Examples:

Have children choose between doing it now or in 5 minutes

Have them choose between setting or clearing dinner table

Have them choose between practicing math facts with flash cards or on paper

Outcomes:

- Increased motivation
- Stronger thinking and problem-solving skills
- Improved academic achievement
- Fewer problem behaviors
- More skillful social interactions

Strategy 3: Know principles of child development

See Yardsticks by Chip Wood

Is what we're asking appropriate?

- Development follows predictable patterns
- Development influenced by family, culture, personality, and environment
- **Development does not proceed at the same rate for all children**
- **Growth is uneven – learning in spurts followed by periods of consolidation**

Very few children are still crawling at age 5 – they will get there!

Discipline can be taught

- Understand child development – is what you're expecting appropriate?
- Fuel need for BSF with family meetings
- Build in opportunities for quiet time
- Collaboratively establish family rules
- Interactively model every routine and expectation
- Use positive language to reinforce, remind or redirect behavior

- Use logical consequences

Strategy 4: Create house rules WITH Children

Rules framed around...

- Care for Self
- Care for Others
- Care for Stuff

Example:

In our house we...

Use kind and helpful words

Use safe bodies

Help one another

Clean up after ourselves and one another

Rules in a Responsive Home

- Are proactive
- Frame an ideal
- Provide general guidelines
- Encourage reasoned thinking & discussion
- Require action

Strategy 5: Interactive Modeling – Teach, Model and Practice EVERY routine or expectation. Don't assume that children know how to do anything the way you want it done.

1. Say what you will model and why – connect it to following a specific house rule.
2. Model the behavior.
3. Ask child(ren) what they noticed.
4. Invite him/her to model and point out what you noticed.
5. Have child practice.
6. Provide feedback.

Things to interactively model:

EVERYTHING!

Brushing teeth

Cleaning up a game

Walking in the house (instead of running)

Putting clothes in laundry

Waiting your turn to speak

Sitting at the dinner table

Etc.

Strategy 6: Use POSITIVE language

3 Types of language:

1. Reinforcing Language

Characteristics

Names concrete, specific behaviors

Applies to all children

Emphasizes description over personal approval

Reflects important goals and values

Examples

“I noticed you started your homework without being reminded”

“You paid attention to every step in my directions”

“You remembered to put your toys away”

“You helped me by carrying the groceries”

“You followed our rule by asking your brother in a kind way”

2. Reminding Language

Characteristics

Only use after clearly established expectations that have been interactively modeled

Question or statement

Proactive or reactive

Used when parent and child feel calm

Brief

Examples

“Can you remember the routine for bedtime?”

“Remind me how we load the dishwasher.”

“Let’s remember what your it should sound like when you’re doing homework.”

“How might we follow our family rules as we play this game?”

“How will you clean up?”

“Let’s review what self control looks like and sounds like on a play date.

3. Redirecting Language

Characteristics

When a child needs an adult to step in and take control

Direct, Specific

Names the desired behavior

Statement

Examples

“Stop. Walk.”
“Clear the table before...”
“It’s time to read.”
“Put the game pieces away now.”
“Go take a break.”
“Put your pajamas on.”

It’s a continuum – the more you use reinforcing, the less you will have to use reminding and redirecting.

Strategy 7: Use Logical Consequences

Characteristics

- Respectful – not punishment but intended to teach
- Related – connected to the offense
- Realistic – The child writes on the table with a marker. The logical consequence is that he/she cleans the table. He/she doesn’t need to clean all the tables in the house.

Types

- “You break it, you fix it” (reparation)

Examples

You break your sister’s toy, you have to fix it

You hit your brother and hurt him, you have to make him feel better by playing a game with him, making him a card, writing a list of 10 nice things about him, etc.

- Loss of privilege
You misbehave a baseball practice, you don’t get to go next time
You refuse to clean your room, you have to do it while the rest of the family goes out for ice cream
You choose to play during homework time, you lose the privilege to play after school tomorrow
- Take a break
Find a quiet chair where a child who is showing she’s out of control can sit to regain self-control. Don’t forget to model how to go to the “Take a Break” spot.

Strategy 8: Use Quiet Time

Make sure children get quiet, down time to draw, create, read, write, color
Time to decompress and regroup every day