5-2018

Responsive Classroom Approach: Teachers' Experience with Implementation

Rachael Olmanson
Dominican University of California

https://doi.org/10.33015/dominican.edu/2018.edu.16

Survey: Let us know how this paper benefits you.

Responsive Classroom Approach: Teachers' Experience with Implementation

By

Rachael Olmanson

A culminating thesis submitted to the faculty of Dominican University of California in partial fulfillment of the requirements for the degree of Master of Science in Education

San Rafael, CA
May 2018

Signature Sheet

This thesis, written under the direction of the candidate's thesis advisor and approved by the department chair, has been presented to and accepted by the Department of Education in partial fulfillment of the requirements for the degree of Master of Science in Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Rachael Olmanson   May 3, 2018
Candidate

Elizabeth Truesdell, PhD   May 3, 2018
Department Chair

Jennifer Lucko, PhD   May 3, 2018
Thesis Advisor

Suresh Appavoo, PhD   May 3, 2018
Secondary Thesis Advisor

Acknowledgments

Table of Contents

List of Figures

Abstract

The research in this study aims to understand the experiences of teachers as they implement a social emotional learning curriculum called, The Responsive Classroom (RC) Approach, for the first time. Further, this research inquires about the ways in which schools can best support teachers during the initial implementation phase. This qualitative study used focused interviews, surveys, and field observations to gain the perspectives of various RC teachers. Using a humanistic research approach, each focused interview was designed to encourage a safe sharing of emotions and knowledge through the use of open-ended questions. Data collected from the interviews, in conjunction with surveys and on-site observations were used to understand the experiences of teachers. From the data collected from all sources, findings indicated that although teachers felt sufficiently trained in Responsive Classroom following training, there were multiple factors that contributed to their inability to adhere to the curriculum entirely. Some of the factors identified by teachers were: the felt there was a shortage of time to collaborate with other RC teachers to share ideas; feeling overwhelmed from the implementation of multiple new curricula simultaneously; and not having enough time in each class period to incorporate all RC practices. These factors caused teachers to neglect certain elements of the RC approach, which must be adhered to in order to glean the benefits Responsive Classroom Approach has to offer. Schools adopting this curriculum should provide teachers with allocated collaboration opportunities; allow teachers to focus on RC in isolation without the implementation of other new curriculums; and assure teachers have a sufficient amount of classroom time to implement each component of RC.

Keywords: Responsive Classroom Approach, social emotional learning, teacher experience

Chapter 1: The Experiences of Teachers with RC Approach

Research emphasizing interventions as means to best support students' emotional skills has become a growing priority in education. For the past two decades, social emotional learning (SEL) has become a topic of focus in schools (Collie, Shapka, Perry, & Martin, 2015). In addition to producing students who are culturally literate, intellectually reflective, and committed to lifelong learning, high-quality education should teach young people to interact in socially skilled and respectful ways; to practice positive, safe, and healthy behaviors; to contribute ethically and responsibly to their peer group, family, school, and community; and to possess basic competencies, work habits, and values as a foundation for meaningful employment and engaged citizenship (Elias et al., 1997; Learning First Alliance, 2001; Osher, Dwyer, & Jackson, 2002). SEL programs are curriculums woven into students' daily schedules that call attention to the importance of self-regulation, and allow students to practice healthy social interactions with teacher guidance. SEL interventions are designed to teach students social and emotional skills considered foundational to academic learning in school and beyond (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five groups of interrelated, core, social and emotional competencies that SEL programs should address:

Self-awareness: accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence. Self-management: regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress

toward personal and academic goals; Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources; Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and Responsible decision making: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community (CASEL, 2005, p.4).

The interlacement of SEL and academic curriculums cannot only work to serve students, but teachers as well. Students utilizing their learned self-regulation practices could improve their social interactions with their peers and benefit their collaboration experiences. Developing a collaborative learning environment also provides the context for values discourse and highlights students' emotions as an integral part of learning and motivation (Lovat, Dally, Clement, & Toomey, 2011). Better yet, if more importance is placed on students' ability to interact cooperatively and contribute positively to a classroom community, similar to academics, students' attention to these skills will allow them to build on their social emotional intelligence. In regards to teachers, positive SEL beliefs are associated with greater confidence in implementing SEL, openness to SEL programs, teacher-perceived program effectiveness (Brackett, 2012). Teachers who view SEL positively tend to experience more success with

incorporating it into their practices. Thus, positive teacher SEL beliefs appear to be associated with teachers' perceptions of SEL, their implementation of SEL, and other important work-related experiences (Collie, 2015).

The Responsive Classroom Approach (RC approach) is an SEL intervention curriculum becoming popular among schools nationwide (Baroody, 2014). The RC approach, founded in 1981, has expanded across many schools in the United States, and is used by teachers to infuse SEL into students' academically centered education. Since 1981, more than 120,000 teachers have participated in RC approach professional development and RC approach practices, impacting an estimated one million students each year (Center for Responsive Schools, 2018).

Statement of Problem

Although research on SEL is still in the early phases, there has been an abundance of research surrounding the impact social emotional learning has on students (Abry, Tashia, Rimm-Kaufman, Larsen, & Brewer, 2013). Research has not only investigated SEL in its relation to children's social emotional competencies but has also explored SEL as an avenue to enhance students' academic achievement (Durlak, 2011). For example, Arby et al. (2013) argued that, "interventions that can improve the interactions between teachers and students are also likely to enhance students' social and academic development" (p. 439). In addition, studies have also considered the ways SEL impacts student-teacher relationships, and classroom culture (Collie, 2013). Thus, it seems there is an advancing interest in the ways SEL impacts school culture in regards to its influence on students and teachers and how they relate.

While research regarding SEL in its relation to students provides important insight, I contend that SEL research is limited in its attention to the perspectives and experiences of

teachers. With overwhelming emphasis placed on students, Collie (2012) calls attention to teachers when she states, "Although the majority of research on SEL has involved students, emerging research is revealing that SEL is also associated with teacher outcomes." Research shows that teachers' SEL practices are negatively associated with their burnout (Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009), their SEL beliefs are positively associated with their commitment to the profession (Collie, Shapka, & Perry 2011), and their SEL skills are positively associated with job satisfaction (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010). For these reasons, teachers' perceptions and experiences with the RC approach, a growing SEL curriculum being adopted by schools across the nation, should be further studied.

Statement of Purpose

The purpose of this study is to inquire into the experiences of a select sample of teachers during their initial implementation of the RC approach. This study seeks to address the following research question: What benefits and challenges do teachers experience during the initial implementation of the RC approach? It also aims to address one sub question: Why do a majority of teachers, newly trained in RC adhere to *parts* of RC rather than *all* of RC?

Significance of the Study

Studying the perceptions of teachers and their experience in regards to the initial implementation of the RC approach is important for several reasons. Understanding the most challenging components of the RC approach can be used to guide the attention of teachers to difficult aspects of the curriculum. Additionally, schools adopting RC approach can use this information to best support their teachers. Lastly, this study may enable experienced RC teachers to take on leadership roles in their schools to help newly trained RC teachers implement its curriculum with greater success.

Further research will also contribute to the advancement of educational equality. As research implications are taken into consideration and teachers become better able to adhere to the RC approach, students' ability to self-regulate and build rapport with teachers will improve. An increase in self-regulation in conjunction with improved teacher-student relationships will help teachers develop a positive classroom culture, giving students better access to the academics being taught in their classroom. Students, who feel a sense of belonging and a part of a community, will feel more comfortable taking risks while learning, and participating in academic activities.

Summary of Methods

This research was conducted using a phenomenological lens. This particular approach was most fitting for my research in order to gain insight of each teacher's individualized experience. Using a qualitative, phenomenological approach, data was collected regarding participants' experiences specific to their challenges and benefits with implementing the RC approach. Research for this study was conducted through three focused interviews, as well as seventeen teacher surveys, and eight site observations. All teachers who participated in this inquiry underwent training in RC approach and have had practice implementing it in their classrooms. The three teachers who chose to engage in focus interviews were asked a series of questions related to the research topic in an hour's time. Surveys were sent to all twenty-four teachers trained in RC approach at Mountain Park School, however completion of the survey was optional. This study revealed factors that lead to the participants' overall perceptions of training for and adhering to RC approach practices in their classrooms.

Pulling from the data collected, the responses of teachers elicited three main factors that challenged or benefitted them during their initial implementation of the RC approach. The three

key influencers, as identified by teachers were: the time to collaborate with other RC teachers to share ideas, feeling overwhelmed by the implementation of too many new curriculums simultaneously, and lastly, not having enough time in class to implement all RC elements.

Chapter 2: Review of the Literature

The following is a review of literature that details research conducted within the last twenty years, concerning the experiences of teachers trained in and implementing the RC approach. The questions that were used in this research to filter, select, and organize existing research were: how do teachers motivate students; what is SEL and what are its benefits and challenges; and what is the Responsive Classroom Approach and how do teachers become trained. With these questions in mind, a number of themes emerged from the literature review that support and inform the problem of practice.

This review is prorated into multiple sections of literature that surround these themes, with the first section being an overview of motivation, both intrinsic and extrinsic along with its relation to SEL. The second section reviews research that identifies the benefits and limitations of SEL in classrooms. This is followed by a review of literature on the RC approach, including its background, its elements, and what RC teacher training entails.

Motivators- Intrinsic and Extrinsic

Motivation, defined, as a motivating force, stimulus, or influence is a subject that is often called to question when applied in education. A substantial body of research shows that praise, rewards, and punitive consequences (e.g., verbal reprimand, time-out, taking away privileges) are effective in managing individual student behavior and thus are common techniques of classroom management and school discipline (Bear, 2017). There have been many discussions, though, of whether intrinsic or extrinsic motivation is best for students' overall academic and

social emotional achievement. Intrinsic motivation is characterized as coming from within the individual, and inspiring action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes (Stirling, 2014).

The question of what motivates children's behavior in achievement contexts is a long-standing interest of psychologists and educators (Corpus, 2009). More than teachers want their students to learn, they want their students to want to learn and enjoy the process, however, getting students to enjoy and desire learning without the use of rewards can pose a challenge for teachers. Many teachers aim to create engaging lessons that are viewed by their students as fun or interesting, in order to actuate students' desires to learn. Motivation to learn entails students seeing learning activities as meaningful, and primarily seeking the enhanced knowledge, understanding, or skills that an academic task requires (Brophy, 2004). Motivating students to learn can come in many forms and teachers use various avenues to increase their students' thirst for knowledge. Traditionally, it is considered that grades have significant motivational influence on students; that is why researchers in the field have centered mainly on refining grading instruments and less on discovering alternatives to those (Stan, 2012). However, as more schools adopt SEL curriculums and shift their focus to balancing both academic and social emotional competencies, the question of extrinsic compared to intrinsic as a means of motivating students in the classroom has surfaced.

Extrinsic motivation.

Extrinsic motivation is a common practice used by teachers. Grade contingencies, in most academic situations, are considered to be useful motivators for academic achievement. Additionally, extrinsic motivators can be seen through sticker charts, verbal affirmation or reprimand, loss or gain of privileges, and more. Research suggests that emphasis on the frequent use of teacher-centered praise, rewards, and punitive consequences promotes students' extrinsic motivation but stifles their intrinsic motivation for pro-social behavior (Bear, 2017). Moreover, teachers' reaction to students who model desired engagement or behavior, through the use of positive reinforcement or tangible rewards, may hinder students' ability to gain internal motivation to continue these practices. The question that teachers are left with is: how do we cultivate self-motivation in children without the use of extrinsic rewards? Although it may not have the same sustaining power as intrinsic motivation, extrinsic motivation is arguably necessary at times and, at the very least, indicates some engagement with the learning process (Lepper & Henderlong, 2000). In a similar vein, author Bear argues that researchers are even likely to agree that an approach to classroom management and school discipline that emphasizes teachers' frequent use of praise and rewards is more favorable than an approach that emphasizes punitive consequences. Gathered research has concluded that intrinsic motivation, as observed in increases in desired behaviors and decreases in undesired behaviors, almost always improves with use of external rewards (Deci, Koestner, & Ryan, 1999).

Intrinsic motivation.

Intrinsic motivation, defined by researcher Wentzel as engaging in a behavior because it is personally rewarding rather than for an external reward, has been supported by research to best

support long-term student learning (Wentzel, 1998). Although the use of external rewards can

captivate the attention of learners on a short-term basis, as the nuance of a reward wear off,

students' desire to learn and engagement in lessons may drop off if there is no motive involved.

Additionally, research supports that intrinsic motivation can be used as a means to increase both

academic and social emotional achievement (Lepper & Henderlong, 2000). In a meta-analysis,

authors Deci, et al. (1999) use a hierarchical approach to further inquire the effects of extrinsic

rewards on intrinsic motivators among groups of elementary students. Using research from 128

studies with free-choice persistence and self-reported interests as the two controlled experiments,

they found that rewards, which were both tangible and expected, undermined intrinsic

motivation. When extrinsically motivated, students' pro-social behavior is governed by gaining

external rewards, praise, and acceptance from others and by avoiding loss or punitive

consequences. Thus, students engage in certain behaviors based on their personal beneficial or

non-beneficial outcomes. When intrinsically motivated, students instead engage in pro-social

behavior for its own sake – not governed by instrumental gain but instead by interpersonal

values, pro-social emotions (e.g., feelings of empathy), and the impact of their behavior on

others (Eisenberg et al., 2006; Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

Benefits and Limitations of SEL in Classrooms

Immediate, positive reinforcements by teachers, such as rewarding a sticker, giving a

verbal affirmation or "high-five", are common *extrinsic* motivators seen in classrooms. It is

argued though, that although in the short-term children may respond to extrinsic motivators

faster and seem to model desired behaviors, the long-term aim of developing a child's social

emotional skills that are associated with self-discipline and intrinsic motivation, is too often

overlooked (Bear, 2017). In efforts to enhance students' ability to self-regulate and practice positive behaviors that are self-inspired, teachers are arming their students with skills taught through social emotional learning curriculums (SEL). SEL focuses on core social and emotional competencies such as recognizing one's emotions (self-awareness), regulating one's emotions, thoughts and behaviors (self-management), taking the perspective of others (social awareness), developing and maintaining high quality relationships (relationship skills), and making constructive choices regarding behavior and social interactions (Responsible Decision Making; CASEL, 2014). With the growing use of SEL curriculums in classrooms, schools adopting curriculums have an abundance of SEL programs to choose from. Although the implementation of SEL curriculums in classrooms can take many forms, children are constantly exposed to situations that are informing their social emotional practices. Researchers Zinsser, Shewark, Denham and Curby explain in their research that children learn emotional competence primarily through social interactions, and of all of their social partners, parents' emotional socialization practices have received the most attention from researchers (Zinsser, Shewark, Denham, & Curby, 2014). Through this study it is suggested that research has focused on the social emotional competencies of children in relation to their modeled parent or guardian with less attention paid toward the learned behaviors as demonstrated by teachers. Teachers, similar to their parents, model for children how to express and regulate emotions using specific social emotional curriculums. Through SEL, teachers build upon their students' general emotional competencies to improve students' abilities to self-regulate, foster empathy and manage social interactions, using explicit instruction.

Limitations of SEL.

Notably though, it is possible that not all teachers have positive or identical beliefs about SEL. For example, teachers' SEL beliefs may differ depending on factors such as their teaching or subject priorities, their own social-emotional competence, and/or the overarching climate within their school, region, or country (Collie, Shapka, & Perry, 2012). Teachers may not feel positively about teaching students self-awareness, self-regulation, self-management, empathy and the navigation of social conflicts for various reasons. Findings from Collie's 2015 study on teachers' beliefs on social emotional learning identify three factors related to teachers' beliefs of SEL: their differences in value of SEL; their job stress and satisfaction level; and the grade they teach. In terms of values, some educators may also call on the parents for social emotional instruction and support and understand the incumbency of their job to be rooted in academics. Research also suggests that teachers who place less value on SEL may be teachers who are not yet comfortable teaching SEL or principals who may not "buy-in" to the importance of supporting SEL (Collie, 2015). As researchers Collie, Shapka, Perry and Martin (2015) stated:

> Indeed, teachers who work in schools where SEL is well supported may feel more positively about it than teachers who work in schools where SEL is less supported. Similarly, teachers who have experience in SEL or who "buy-in" to the importance of SEL may feel differently than teachers who are less confident or unconvinced of the importance of SEL. (p.149)

In terms of job stress and satisfaction, teachers may also feel overwhelmed with incorporating an additional curriculum into their daily schedules, due to lack of time. Researcher

Collie found that perceptions of school-level support for SEL might play a stronger role in determining stress than teachers' comfort with SEL (Collie, 2015). From this statement, it appears that a stream of factors, reaching beyond the feeling of responsibility can contribute to teachers' attitudes towards SEL.

Benefits of SEL.

With the growing use of SEL in classrooms, many studies have explored SEL and more particularly how it benefits students, classroom culture and teacher-student relationships. Klassen (2012) argues that teaching is a unique occupation in its emphasis on establishing long-term, meaningful connections with the "clients" of the work environment (i.e., students) at a depth that may not be found in other professions. As a means of making learning and teaching more pleasurable, teachers often work to gain the trust of their students. One way teachers do this is by creating an environment that feels safe from harm or free of judgment. Emotionally supportive teachers tend to create positive classroom environments and balance the need for student autonomy with sensitivity to students' needs for extra support (Hamre & Pianta, 2007). Another way teachers acquire students' trust and establish a rapport is by getting to know their students personally through social interactions.

Without teachers building the foundation of a deeper, or more meaningful connection, students are subjected to feel less secure in their classroom, which can undermine student learning and engagement. According to researchers Connell and Wellborn (1991), the quality of student–teacher relationships, defined as perceived emotional security with teachers as well as the perceived need for a closer relationship with teachers, is associated with children's motivation and engagement in school.

In a more recent study, using a meta-analysis of 213 K-8 school-based, universal social and emotional learning programs, researchers Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) explored the effects of SEL programming across multiple outcomes such as: social emotional skills, attitudes toward self and others, social behavior, conduct problems, emotional distress, and academic performance. Using four search strategies in attempts to secure a systematic, non-biased sample, their data notes a correlation between classroom culture and school climate and children's readiness to learn, adding to the growing empirical evidence regarding positive impact of SEL programs. In their article, the relationship between emotions and students' academic performance is explained in the following way:

> Students typically do not learn alone, but in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Emotions can facilitate or impede on children's' academic engagement, work ethic, commitment, and ultimate school success. (p. 405)

Moreover, their research findings suggest that social development may promote acquisition of academic proficiency.

In addition to research that analyzes students' emotional skills and its correlation to academic success, many studies have also investigated the influence SEL can have on student-teacher relationships. SEL programs often provide structured classroom activities that enable teachers to improve student-teacher relationships, enhancing the teaching and learning environment for teachers and students. In other words, strong student-teacher relationships allow

students to feel most comfortable to ask for help and for teachers to use their students' interests

to inform their practices, that may lead students to be more engaged in school.

 SEL has not only been studied as a means to support students' social emotional

competencies and student-teacher relationships but also in regards to its impact on classroom

culture as a whole. Teachers who equip their students with SEL "tools" that help children

navigate social interactions and practice self-regulation independently are likely to have less

encounters with conflict or need to facilitate conflict resolution. As a result, these teachers may

be able to deliver more complete and effective academic instruction (Durlak, Weissberg,

Dymnicki, Taylor, & Schellinger, 2011). It is seen through research that close student-teacher

relationships can benefits students in many ways (Roorda et al., 2011).

The Responsive Classroom Approach

The RC approach is an evidence-based approach to teaching that focuses on engaging

academics, positive community, effective management, and developmental awareness

(Responsive Classroom, 2018). It was established through the Northeast Foundation for Children

(NEFC) with the aim to provide students and teachers with tools that emphasizes social,

emotional, and academic growth in a strong and safe school community. The Responsive

Classroom Approach states their core belief to be grounded in the idea that:

In order to be successful in and out of school, students need to learn a set of social and

emotional competencies—cooperation, assertiveness, responsibility, empathy, and self

control—and a set of academic competencies—academic mindset, perseverance, learning

strategies, and academic behaviors. (p.2)

Of the many prevalent approaches to SEL, RC approach is unique is its attention on *how* to teach rather than *what* to teach. Its design is informed by six guiding principles: Teaching social and emotional skills is as important as teaching academic content; How we teach is as important as what we teach; great cognitive growth occurs through social interaction; What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students; How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence; and Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Of the six principles used to inform RC practices, there are a variety of shared practices between grades K-8 which Responsive Classroom (2018) states to include: Interactive Modeling—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback); Teacher Language—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school; Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity; and Interactive Learning Structures— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Shared elementary school (K-6) practices that this research will pay close attention to include the following: Morning Meeting—Everyone in the classroom gathers in a circle for

twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message; Establishing Rules—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals; Energizers—Short, playful, whole-group activities that are used as breaks in lessons; Quiet Time—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues; and Closing Circle—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two as stated by the Responsive Classroom (2018) .

RC approach elements.

Each element of RC approach has its own deliberate purpose to help students develop self-control, build their sense of community and gain academic skills and knowledge. Using the RC elements, teachers reinforce self-regulation through interactive modeling; build students' sense of classroom community through collaborative decision-making, games, and activities. Lastly, RC elements are used to increase students' academic knowledge through teachers' use of empowering language and the creation of a safe and nurturing learning environment.

Morning meeting.

Morning meeting is the way in which RC approach aims to begin each day in the classroom. When Morning Meeting begins, students and teachers join together to form one large circle where they then follow a routine that allows students to greet each other, take turns sharing something about themselves, team-build through short games and read a message which reviews their learning from the previous day and prepares them for what is ahead. Morning Meeting is a

time often used by teachers to gain insight of their students and get to know them on a platform

other than academics. The greeting, sharing, and team-building activity can be used by teachers

as a means to identify what each student is "coming through the door with" emotionally, which

can inform teachers' instruction and sensitivity.

Establishing Rules.

The establishment of rules is another important element of RC approach, as this element

sets expectations and help name individual goals for the school year. "Teacher and students work

together to name individual goals for the year and establish rules that will help everyone reach

those goals"(Responsive Classroom). Teachers are trained to include and encourage student

collaboration in the constitution of both classroom rules, and responsibilities. Students'

partnership in creating their classroom expectation in conjunction with their dedication to

support all students' learning helps teachers and students found and maintain a learning

environment fosters a sense of community and accountability.

Logical Consequences.

RC trained teachers are encouraged to use logical consequences in response when a

student behavior does not meet the pre-established expectations. The logical consequence

element, as described by the RC approach website is, "A non-punitive response to misbehavior

that allows teachers to set clear limits and students to fix and learn from their mistakes while

maintaining their dignity" (Responsive Classroom, 2018). Logical consequences include three

main mantras; You Break it, You Fix it, Loss of Privilege, and Positive Time-Out.

The first logical consequence, You Break it, You Fix it, is used by teachers when they see an opportunity for a child to solve a problem he or she has caused. Teachers use the second consequence, Loss of Privilege, when children defy, test, or simply forget the rules. Lastly, the Positive Time-Out consequence is used to give children opportunities to regain self-control by sending them to a pre-designated space in the classroom where they can practice the strategies they've learned.

Interactive Modeling.

Interactive modeling is a quick paced, seven step process to teach students to do something in a specific way. Teachers state the what students will model and why, model the behavior exactly, ask what students noticed about the modeling, invite one student to model it, again ask students what they noticed, have all students model as the teacher observes them, and last provide feedback to students. As described by the RC website, Interactive Modeling is, "An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback)" (Responsive Classroom).

Interactive Learning Structures.

Interactive learning structures are a way to design lessons that foster student interaction and conversation. As described by the RC approach website they are, "Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways" (Responsive Classroom). Interactive learning structures can take various forms that involve verbal, or physical interactions.

Teacher Language.

"The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school" (Responsive Classroom). Teacher language requires teachers to pay close attention to their use of language to best support students' development of self-control, build a sense of community, and gain academic skills. Teachers must be conscious of their word choice, tone and time of delivery as well as incorporating many open-ended questions to encourage students to think.

Energizers.

In order for students to learn their best, they should be given mental breaks. This is a philosophy of the RC approach. RC approach follows through with this philosophy with their Energizer element, which allows students to break away from academics and move their bodies. Energizers are physically engaging activities that are lead by teachers to get students moving, breathing deeply or laughing together. As described by RC approach, Energizers are, "short, playful, whole-group activities that are used as breaks in lessons" (Responsive Classroom).

Quiet Time.

To help student to transition from the intensity recess play back to learning time, the Quiet Time element is used. In this time, students are asked to stay at a designated spot in the classroom to read, draw or rest their heads. Teachers are encouraged to play soft music to create a relaxing and positive invitation back to academics. The RC approach website describes Quiet

Time as, "A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues" (Responsive Classroom).

Closing Circle.

Closing Circle is to be used by teachers to end each school day in a meaningful way with their students. As described by the RC approach website, Closing Circle is "A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two" (Responsive Classroom). It is used to help students reflect each day about what is important to them in their schoolwork, classmates and themselves.

RC approach training.

Since the birth of RC approach, more than 120,000 teachers have been trained in this curriculum, providing teachers the tools they need to be highly effective instructors (Rimm-Kaufman, 2014). In theory, training and coaching in the RC approach leads to teacher change (use of RC practices), which leads to enhanced emotional support, proactive classroom management, and in turn, student motivation and engagement followed by improved student achievement (Rimm-Kaufman, 2014). In order to become certified in Responsive Classroom, teachers undergo training beginning with a one-day introductory workshop or a four-day training, intensive training.

A teacher introductory, one-day workshop gives teachers an overview of the elements of RC, including teacher language and interactive modeling. The one-day training also provides teachers with the opportunity to practice these elements through interactive learning structures to

help them better understand the steps needed to create and maintain a calm, orderly, and safe environment for learning.

Four-day, intensive RC training builds upon the skills listed above, diving deeper into each element of the RC approach. Beyond the surface, the four-day training is meant to provide teachers with how to; Begin and end the day positively with Morning Meeting and closing circle; Establish a calm, orderly, safe, and engaging environment for learning with a proactive approach to discipline; Integrate energizers and interactive learning structures throughout the school day; Develop teacher language that promotes respectful, kind, and positive classroom communities; Respond to misbehavior with clear, consistent expectations and logical consequences; Teach students how to complete academic tasks, interact with classmates, and maintain routines with Interactive Modeling; Give students choices in what they learn and/or how they learn to promote greater academic engagement and achievement; Create a developmentally appropriate learning environment; Establish rules with your students and provide positive structures to support success.

Following trainings, Responsive Classroom offers to provide teachers with the opportunity to enroll in refresher courses and also provide teachers with a variety of resources books to be used by teachers to better support their implementation. There are additional books offered online or on the RC approach website that provide teachers with a variety of Energizers and Morning Messages.

Conclusion

The literature confirms that SEL and its importance in providing students with social emotional competencies are well documented. Research has been presented that suggests that the

RC approach, an SEL curriculum, has been shown to increase students' performance in school both socially and academically. However, it also suggests that teachers' experiences with implementation of the RC approach is underrepresented.

In light of the lack of attention paid to the experiences of teachers using the RC approach, there is a need for additional avenues of research and study on the benefits and challenges the RC approach presents to teachers during the initial implementation phase. It is essential that our institutes of education not only address the needs of students, but also place value and efforts on the retention of teachers by better supporting and understanding their experience in this process. Moreover, the impediments for teachers who are trained in RC approach should be better identified and resolved.

As the literature identified in this review suggests, the transforming of academic-based platforms to better equip students with social emotional competencies is a trend being carried out across elementary schools worldwide. As SEL curriculums, and more specifically the RC approach, continue to become more integrated into schools, and as more teachers become trained, current research will be needed to evaluate the experiences of teachers in order for RC to adapt and make their program as relevant and appealing as possible.

Chapter 3: Research Methodology

A number of studies have aimed to more deeply understand the impact that the RC approach has on teachers. Of these studies, few have produced a variety of suggestions for how to better support teachers in the initial implementation of RC approach. It should be noted that with the stated challenges identified by teachers in regards to their first year of implementation, teachers using the RC approach, as well, recognized many benefits. The purpose of this study is to inquire into the experiences of a select sample of teachers during their initial implementation

of the RC approach. This study seeks to address the following question, what are the benefits and

challenges experienced by teachers during the initial implementation of the Responsive

Classroom Approach? The sub question use to help guide the research is, Why do a majority of

teachers adhere to *parts* of RC rather than *all* of RC?

Research Approach

Although researching the number of teachers experiencing challenges vs. benefits in their

initial implementation is quantitatively possible, the use of quantitative methods would not be

best used for studying this phenomenon. In order to inquire about the experiences of teachers and

understand the questions outlined in the purpose, I chose the qualitative research method for my

study. I decided to use a qualitative study because I felt it would be most effective in gathering

the specific opinions, values, behaviors, and social context surrounding of the teachers who are

implementing the RC approach for the first time. In this study, the research of teachers'

experience with the initial implementation of the RC approach is viewed through a couple

different lenses, with the Interpretative Phenomenological Analysis (IPA) lens being one of the

lenses. IPA is an approach to research which focuses on attempting to understand the

experiences of the individual participant and what meaning these experiences hold (Smith,

2004). Due to the nature of my study and the way in which it placed its focus on the lived

experiences of teachers in regards to the implementation of RC approach, I was felt that this

method aligned well with the purpose of this research. Additionally, the use of a humanistic

approach was applied to my study. The Humanistic Approach is derived from Paris and Winn

and involves the building of relationships of care and dignity and dialogic consciousness raising

for both researchers and participants. The Humanistic Approach encourages researchers to think

about the ways one conducts research with community and to always be mindful of how

critically important it is to respect the humanity of the people who invite us into their worlds to

help us answer questions about educational, social, and cultural justice (Paris and Winn, 2014).

I feel that the research utilizes both IPA and the humanistic approach. I gained insight on

the experiences of many teachers through surveys, focused interviews and field observations.

Through careful coding, I uncovered themes that helped me to better understand the perceptions

of teachers, as well as the challenges and benefits they faced in their initial implementation of the

RC approach. Throughout the process of gathering information from teachers, I humanized my

research by being very respectful of the teachers' time and shared information. I put great effort

into establishing and maintaining trust, friendship, and security between the participants and

myself. I carefully guided interviews by using questions that I felt would not only help me best

understand factors that contributed to the success or failures of RC adherence, but also questions

that I felt would build my relationships with my coworkers. Throughout the collection of data, I

remained mindful of respecting their opinions and shared my appreciation for their candidness

when explaining their lived experiences.

Research Positionality

I am currently a teacher at the small, departmentalized private K-8 school where the

following research was conducted. While I have been positioned at the site as a teacher for five

years, I have worked at the school for twelve years, and therefore have developed many deep

relationships with the school community and my fellow teachers. I am positioned as one of two

second-grade homeroom and humanities teachers, as well as a fourth-grade humanities teacher.

My career has given me the opportunity to explore many positions and teach various

subjects, given its departmentalized structure. In addition to teaching, I am a member of our

school's diversity team. Through this experience, I have come to understand, appreciate and

value the uniqueness of diversity.

The biggest fluctuation in my career path, perhaps, has been the change in Head of School. After his appointment, the new Head of School instituted numerous changes. Among these various changes in the school was the implementation of a new social emotional learning curriculum, The Responsive Classroom Approach. A number of my colleagues and I attended a one-week training during the summer prior to implementing it into our daily classroom routines. As my colleagues and I adjusted to the changes in the school, conversations surrounding change echoed through the halls of our school, inspiring me to explore teacher experiences as a topic for my thesis.

As I approach my research, I was sure to keep in mind that the teachers interviewed had undergone many changes to their schedules, both in curriculums, as well as their positions, over the past year. These changes to our school have also affected me. I acknowledge the tension that these changes have created in some cases and realize that I may be predisposed to feel that the initial implementation of a new curriculum is difficult at such a time; however, I felt the teachers were able to maintain a vivid lens of years past when noting the differences they have experienced with classroom management and student relationships since the implementation of RC.

Upon conducting research I understood that focused interviews, surveys, and field observations would be with my colleagues and therefore would need to be handled very cautiously. I also took into consideration the feelings and concerns that teachers might have when candidly sharing their experiences and admitting their possible shortcomings in adherence to RC practices. I was thoughtful in my approach by making my colleagues aware that the research I was conducting would be anonymous.

Setting and Participants

Mountain Park School, is a private, K-8, co-educational, non-denominational school that rests on a five-acre plot in the residential hills of Marin County. Of the 200 students that attend, 20% are students of color and 20% are students receiving financial assistance. Mountain Park School aims to deliver the best education to their students through vigorous, creative and process-driven curriculums that develop children that are well prepared for their future while remaining young at heart. At Mountain Park School, which is uniquely departmentalized, students travel to their eight subject-specific classes per day. Of the thirty-three faculty members, twenty-three have advanced degrees. The teachers at Mountain Park School teach to their passion and are provided with extensive resources for their classrooms, including an interactive whiteboard in each learning space. An assumption is made that the factors identified in this study will likely be similar to those of other departmentalized teachers who have been trained in and implemented RC approach into their classrooms. A qualitative Interpretative Phenomenology Analysis of seventeen teachers in the process of implementing the RC approach was the focus of this research. The criteria for participation required that individual had to be teachers, had undergone training in the RC approach and was currently enrolled in a teaching position where they were practicing the implementation of RC approach at Mountain Park School. Of the participants that I selected, all met these criteria.

In order to recruit participants for this study, I had to first obtain permission from the Mountain Park School Head (Appendix A) to research the experiences of teachers at the school site. After receiving permission, I began inviting RC teachers to participate in my research. These invitations were made through a staff-wide email sent to all teachers trained in RC approach. The email explained my research topic and invited teachers to voluntarily participate

in my research through a focused interview, an online teacher survey, or an on-site observation. Of the participants who volunteered, candidates were chosen based on a "first come, first serve" basis for focused interviews. The three candidates selected for focused interviews were formally invited to be a part of my research through their signatures on consent forms (Appendix B). They then decided upon a time, date and location that was most convenient to sign a letter of introductions (Appendix C) and participate in a one-hour interview to answer open-ended questions regarding their experiences with RC approach (Appendix D). The seventeen teachers who chose to participate in the survey and eight teachers who participated in both the survey and field observations answered an abundance of survey questions regarding their experiences with RC approach as well (Appendix E).

The teachers who participated in the study were all trained in the RC approach. While a majority of teachers underwent the four-day intensive training, a few were trained in a one-day introductory workshop. From there experiences with training, all but two participants reported that their training was both pleasurable and informative. The two participants who reported less positive experiences explained it was due to a unique circumstance when their RC trainer was "let go" mid training week. The participants' exposure to SEL prior to being trained in the RC approach varied widely. Some reported having practiced SEL at their previous job sites, some recalled learning it through mentor teaching, however none reported having been taught SEL skills to them as a student in a credential program.

From the sample size of seventeen teachers, there is significant age diversity and they individually represent different backgrounds of subject expertise. Of the participants, three were close to the age of thirty, while the remainder of participants ranged from mid-thirties to upper sixties. The marital status of my participants was also diverse, twelve being married with

children, three being married without children and two being divorced with children. While

participating in my research was by the choice of the teachers and cannot account for the entirety

of teachers implementing RC approach for the first time at Mountain Park School, of the

participants, three verbally stated that they felt their perceptions matched the typical perceptions

of teachers in the school.

During the focused interviewing process, there was no specific site sought out, instead, in

order to make the participants most comfortable, those being interviewed chose the environment

in which they participated.

Instruments

An interview protocol (Appendix D) containing standardized open-ended questions was

used as the foundation for the focused interviews. These questions provided my interviews with

structure and helped me to keep track of the conversation. In addition to using open-ended

questions as a basis for my focused interviews, I incorporated other probing questions along the

way to gain a deeper understanding and insight to these teachers' experiences. The focused

interviews were conducted at three different sites. Of the three interviews, one took place on the

school site, another took place at a local coffee shop and my final interview took place at a

restaurant. During these interviews, participants were asked to reflect on many questions related

to their life's history with SEL and present day experiences in relation to RC approach. This

approach aimed to elicit as much information as possible that the participants felt were relevant

to my research without inserting any of my own perceptions of biases.

A separate protocol (Appendix E) was used for the survey and site observation

candidates. The survey was sent electronically through email using a survey generating program

called Survey Monkey. Participants were asked, but not required to complete the survey. The

survey questions that were included were aimed to get a general understanding of the overall

experience of teachers in regards to RC approach while not overwhelming them with too many

questions.

Data Collection

IPA data is typically derived from the use of structured interviews in order to encourage

participants to elaborate on each question, while allowing the researcher to pull from their most

illustrative verbal contributions. Through this approach, researchers can listen for different

emerging themes or interesting insights that build on their research topic. The focus of the

interview process is on understanding the lived experiences of the participants within a specified

phenomenon (Smith, 2004). This specific type of interviewing allows researchers the flexibility

to adjust their questions or ask other related questions in order to maximize the information they

get from their participants. It also allowed me to dive deeper into the parts of conversations that I

felt to hold valuable information or unique insights.

Focused interviews for my research were recorded, through an audio device that I could

review and analyze multiple times. From reviewing the interviews, it allowed me to extract codes

and better identify themes within my participants responses.

Data Analysis

Data analysis in qualitative research consists of preparing and organizing data, and

processing the data in themes, identifying patterns, then summarizing and attempting to find

meaning (Thackeray, 2017). According to John Creswell (2012), data analysis is something that

the researcher custom builds for the study. The use of a phenomenological approach helped me

to more deeply understand the experiences of my participants. Qualitative research data analysis

requires close review in order to best prepare and organize information pulled from a study into

themes. In reviewing the data from interviews, surveys and site observations from my study's participants, it allowed me the opportunity to best identify not only themes but also attempt to place meaning behind their responses.

The first step I took in my data analysis was rereading my participants' interviews in narrative form. Paying close attention to my notes and noting words that came up frequently was my second step as I identified potential codes from their experiences. Lastly, using the coded words from narrative interviews, survey responses and field notes I was able to reduce the information into a collection of teachers experiences through themes.

Validity and Reliability

In accordance to my methodology, each participant was interviewed privately to remain anonymous. Following each interview, I transcribed the audio and reread the interview in narrative form. This repetitive process allowed me to better interpret the meaning in each response as I listened to the audio that captured their words and tone as they told their stories. I then was able to group responses into categories that would later reveal certain themes. The approach for analyzing the data that was collected took various forms. At the beginning, it came in the form of journal notes. Next, the notes were converted into charts. Following my analysis of the charts, I transferred my ideas to large posters, where I used Post-It notes to organize and maneuver my ideas. My last approach for analyzing research came in the form of triangulation of data from teacher surveys, interviews and observations to reduce bias.

In order to ensure my researches' validity and reliability, I adhered to the guidelines of the IRB to assure that all teachers participating in my study had their rights respected and protected throughout the process of my study. All participants were required to sign a content form (Appendix E), which outlined their rights as participants in my research. Participants'

privacy and anonymity of their responses in interviews, surveys and observations stayed

protected through my use of pseudonyms. I also did not identify the school in which the teachers

worked and information about it as generalized.

Chapter 4: Findings

This study is an exploration of the experiences of teachers implementing the RC

approach for the first time after initial training. In addition to all homeroom teachers at Mountain

Park School, a majority of the educators were trained in the RC approach in the summer of 2017.

Yet, without regular observations of teachers' consistency or coherence to RC approach,

teachers' fidelity to the elements varies. While many teachers feel they adhere to most RC

practices, a majority of teachers report feeling that they are not implementing RC to their fullest

potential. The choice to pick and pull from, or closely adhere to the RC approach in its entirety,

are influenced by a variety of factors. Teachers identified three major themes that contributed to

their lack of coherence during their initial implementation of RC approach.

The first theme is teachers' need for an apportioned time to practice and collaborate with

others implementing RC. Teachers' ability to advance their understanding of, exchange ideas

about, or practice a specific RC element requires time. Evidence in the data shows that teachers

express that their 'lack of time' to reference RC resources or reflect and collaborate with their

teaching partners causes them to fall short of implementing the RC approach entirely. Teachers

also express that they feel this lack of time for collaborative communication causes a 'lack in

consistency' with implementation of RC, especially among different departments. With lack of

consistency comes lack of results. Teachers reported that in order for the RC approach to be

implemented to its fullest potential, there must be a shift in school culture where all teachers

commit to implementing RC to its entirety. Teachers reported that the lack of commitment from

all teachers, and inconsistent approach to the curriculum also hindered their fidelity to certain

elements. Moreover, teachers felt more time given to access resources and communicate ideas

with other teachers would improve their ability to closely implement all elements of RC.

The next theme to come out of all sources of data was the consideration of teacher

workload. Many teachers reported feeling overwhelmed by the demand to implement multiple

new curriculums within the same year. Of the teachers trained in the RC approach during the

summer of 2017, many were implementing somewhere between three and five new curriculums

in addition to the RC approach curriculum. Having multiple new curriculums implemented by

teachers in one year can reduce teachers' ability to attend entirely to each RC element and

ultimately meet the expectations of the RC approach curriculum. Preparing lessons with new

curriculums often means the use of new or unfamiliar materials for teachers, students and

classroom. This means teachers need time to understand the 'whole' of each academic unit, the

ability to review lessons ahead of time to understand it, plan it and gather any unknown materials

needed for the lesson or classroom. Teachers reported that due to lack of time in conjunction

with the implementation of multiple new curricula, they had no time to prepare academic lessons

and were forced to read scripted lessons from books without having previewed or understood the

lesson entirely beforehand. Moreover, shortcomings due to the implementation of multiple new

curricula were not partial to the RC approach.

The final theme was teachers feeling there was a lack of classroom time to

implement RC approach. Mountain Park School is unique in the way that is it departmentalized.

This structure requires allotted passing time for students to travel between classrooms for the

eight periods taught each day. Each subject at Mountain Park School is chartered 40 minutes of

instructional time. With this structure, many teachers expressed feeling rushed to cover academic

endeavors, let alone abide by the various elements of RC approach. Although there are a few

elements of RC that do not require time (teacher language, logical consequences) many elements

do take time. Teachers' feelings of time constraints also contributed to their overall decision to

dismiss some of the elements from their classroom practices.

Apportioned Time for Practice and Collaboration

As noted above, teachers feel that lack of time apportioned to teachers to access resources

and collaborate with other RC teachers contributes to the neglect RC practices "I think that

having RC books more readily available to look at and speaking or debriefing with other teachers

who are also implementing RC would definitely improve my overall teaching ability of RC" one

teacher said. Her answer was in response to a question regarding what she felt would improve

her adherence to and understanding of RC elements. Although teachers did remark on feeling

sufficiently trained in the program and that the RC approach was mostly straightforward and

easy to understand, many participants spoke at length about shortage of time and how it impacts

their ability to implement RC to its fullest potential. Teachers feel in order to improve their

implementation practices they need time to collaborate with other RC teachers, time to shift their

mindsets and practice the 'non-visual' elements of RC, and time to schedule it into the academic

schedule more efficiently.

Improving implementation through collaboration.

The contingency of *time* to collaborate became especially clear when teachers spoke

about what they felt they needed to reach their fullest potential in RC implementation. Teachers

feel they can learn best from two main actions that do not require more training: meeting to

exchange ideas and practices with other RC teachers and observing their peer teachers'

implementation in action. As mentioned earlier, the teacher participants were all trained in the

RC approach in summer of 2017. Although many admitted to neglecting or not fully

understanding certain elements, a majority of teachers were reluctant to additional RC training,

as reflected in Figure 1
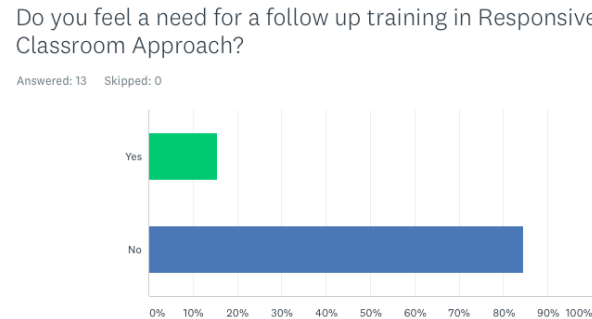
Figure 1 Teacher Responses Regarding Training

In the second focused interview, Sarah, one of the Kindergarten teachers said with some

affirmation in her voice,

> I think the best training is hands-on training like role-playing and seeing it in action. Your
>
> just not going to get the same thing when you watch it in a video as you would if you
>
> were to go visit a school that's doing it or just talk to other teachers doing it.

Teachers questioned through field note observations expressed mirroring sentiments to

the need for more time to collaborate with others. When asked, one teacher laughed as she said

"Planning time with my homeroom partner" and exchanged glances with another teacher in the

room, making it clear that the teacher do not receive an adequate amount of time to collaborate.

"Time allocated to learn the program and to plan with colleagues," was a suggestion from

another teacher when asked what he thought could improve the implementation process of teachers.

In the third focused interview, collaboration with other teachers was a major theme as well, but rather than focusing on the time to partner with other teachers, Michael, a fourth-grade teacher expressed his frustrations with shortage of his own time, "A lack of time to research and understand parts that I'm not confident in have led me to ignore aspects of RC altogether, therefore impeding on my ability to teach it to my highest potential." Many teachers, following RC training, rely on RC resources such as books, the RC websites and their RC training guide to help them with their practices. Although these resources are helpful, teachers expressed their concern with not having enough time to reference them.

In the second focused interview, second grade teacher, Angela explained, "Having classroom books readily available to look at along with getting the opportunity to speak and debrief with other teachers who are also implementing RC would definitely help me to improve my overall teaching ability of RC, but we haven't had time for that." She said this with a look of defeat.

The shift to RC approach mindset.

The time teachers need to spend working on RC is not just for the opportunity to collaborate with others, but also to allow teachers to understand the more complex RC elements and shift their thinking. Teachers reported that among the various elements of RC, some are easier to implement than others. Some were explained as more "visually rewarding" elements, where teachers can see the practice in action, while other elements are more abstract and cannot be seen. These unseen or " non-visual" elements sometimes require teachers to give deep thought

to the language, tone and use of words in their classrooms, which needs time and practice. One

teacher stated,

It can be challenging to implement elements that aren't as straightforward. Morning

Meeting, Quiet Time, and Energizers are very straightforward and therefore easy to

implement. Elements like teacher language and taking a break are a little bit more vague

or situation-dependent which therefore make them harder to implement.

Visual elements

Some of the elements seen as straightforward or visually rewarding include: Morning

Meeting, where students can be seen seated in a circle where they greet, share, and engage in

short activities together; Quiet Time, where students can be seen seated at desks or tables,

engaging in a quiet activity such as reading, drawing or resting their head; Energizers, where

students partake in short, playful, teacher-lead games as a physically break between transitions

and last; Interactive Modeling, where students can be seen modeling expected behaviors for a

given task in front of their peers.

The feeling of security when implementing the straightforward elements was reiterated

through my field observation when a teacher explained that, "Certain elements of RC are easier

to implement than others. An example is implementing Morning Meetings into your daily routine

is much easier than consistently using teacher modeling and student modeling." This theme was

not only seen in focused interviews and field observations but was reflected also in the data

collected through teacher surveys. As seen in Figure 2 below, teachers reported the non-visual

elements as most difficult to adhere by.

Of the Responsive Classroom components listed, which do you feel are most difficult or confusing to implement?

Answered: 12   Skipped: 1

Component	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
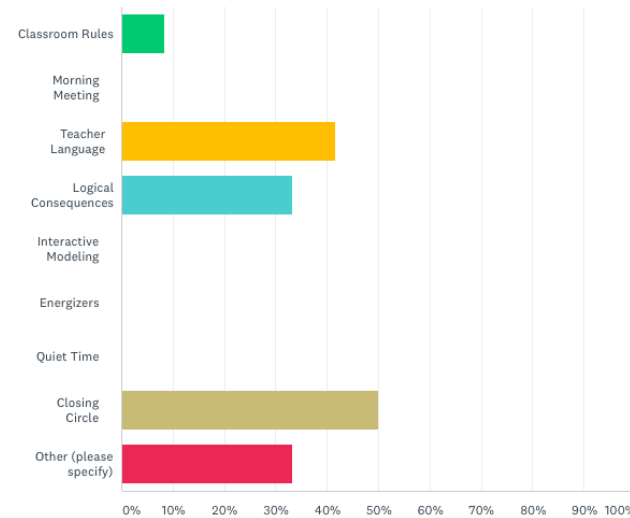
Figure 2 Teacher Responses from Teacher Survey

Non-visual elements

As seen in Table 2, the practices considered by teachers to be most confusing or difficult to implement are less "visually rewarding." These less-visual elements have been described as more abstract or to require a shift in teaching habits. Some of the less-visual practices include teacher language and parts of the logical consequences element. When using Teacher Language, teachers are encouraged to: Be direct and genuine by limiting their use of indirect language; Convey faith in students abilities and intentions by using a calm and even voice to communicate a belief that students want and know how to listen, cooperate and do good work; Focus on action by limiting their use of abstract terms and instead name specific actions; Keep it brief by limiting the amount of words you use when explaining things to students; and to know when to be silent by remaining silent in order to allow children to think, rehearse what to say, or gather the

courage to speak at all while resisting the urge to jump in to correct students' words or to finish students' thoughts (Responsive Classroom, 2018). This element requires teachers to regulate the way they deliver information to their students and be very deliberate in both the way they act and react to situations. These non-visual elements may be understandable for teachers, but require teacher's time to practice and develop new teaching habits.

Consistency with practices.

Sarah used the platform of shifting teaching habits as a springboard to discuss another aspect of shifting: the shift in RC culture across campus. She explained the need for consistency in implementation among departments in the school in order for teachers to see the true benefits and product RC approach has to offer. She stated that, "Culture still needs to shift and these practices need to become part of our day not just during the 30 minutes first thing in the morning. Moving from class to class may not always provide consistent expectations."

In a similar vein, an anonymous teachers' response to a survey question (Appendix E) stated, "Overall, the program requires an adjustment and a shift in school culture. I look forward to years 3-5 when better observations can be made." This response suggests that there has not yet been a shift in culture among all teachers in the school, and therefore is loosening the effectiveness of the RC curriculum. One teacher suggestion from a teacher questioned during field observations was, "I think implementation of RC would improve if given the time to ensure thorough planning. Also, continuity through the day for the kids is important. Even though everyone has been trained in the approach, I am sure that we all use it differently."

Implementation of various new curricula.

Another major theme that came up across all data sources were teachers feeling overwhelmed from the implementation of multiple new curriculums. As previously stated, Mountain Park School is a departmentalized school. Teachers at Mountain Park School teach to their passion and therefore specialize in certain subjects across various grade levels. For example, Angela is a second grade homeroom teacher who specializes in Humanities. "Humanities" is an umbrella term used at Mountain Park School to represent the joining of Language Arts and Social Studies. Angela teaches Humanities to both second and fifth graders, which means she teaches approximately six forty-minute class periods between second and fifth grade each day with two periods dedicated to lesson preparation.

Since summer of 2017, Mountain Park School has adopted new reading and writing curriculums across the K-5 grade levels, as well as a new reading assessment platform. Additionally, the reading and writing curriculum encourages the culmination of Social Studies into the Language Arts practices. New curriculums were also adopted in the Science department, along with Mountain Park School adopting two new SEL curriculums, Responsive Classroom Approach, Toolbox and one new intervention curriculum, No Bully.

With the many changes made to curriculums, teachers also experienced switching of grades. An overwhelming number of teachers expressed that the implementation of multiple curriculum and scheduling contributed to the downfall of RC adherence due to the shortage of prep, time, too many follow-up requirements, and prioritizing new academic curriculums over RC. One teacher's words captured the overall feelings of teachers in regards to the overload of new curricula, "Implementation of this program has been largely hampered by lack of time due to the introduction of several SEL and academic programs."

Lack of prep time.

During field observations, teachers were asked a variety of questions regarding their experiences with the implementation of the RC approach. Although many teachers support and believe in the curriculum, many feel they are not doing well at implementing it to its entirety due to a shortage of time. "I don't feel like I am implementing RC approach to my fullest potential because I don't have enough support, experience or time to prepare it," one teacher said in a very matter-of-fact manner. He is a first grade Humanities teacher, who is currently implementing six new curriculums in his classroom.

In the first focused interview Angela complimented the RC teachers and with a bit of a cringe on her face said, "I think as a whole, our school is doing a pretty great job, but we have so much going on this year I'm not sure anything is getting its full potential." Angela appeared to be empathizing with the teachers who were implementing so many new curriculums like she was, as well as highlighting the consequences to various new curriculums at once.

On average, Mountain Park School teachers get two preparation periods per day. In this time frame most teachers, in addition to preparing their lessons, utilize this time to send or respond to emails, place phone calls to parents, deal with unanticipated work demands or simply use the restroom. In an informal discussion during observations in response to the question, "Why do you think certain RC elements are adhered to less than others" a third grade teacher responded shortly, "Less time to prep. Logical." The curtness in her response accurately matched teachers' feelings of overload as gleaned from interviews, surveys and observations.

Prioritizing academics.

Belief in the importance of SEL is consistent among the teachers at Mountain Park School. Many teachers reported feeling a large sense of responsibility to teach students SEL skills to create well-rounded individuals. Teachers were very quick to acknowledge the changes they see in the children as well as highlight the growth in teacher-student relationships it has fostered.

> The brightest part of a student's day can often be the acknowledgement that they receive from their teachers/ classmates in the morning. Life at home can be stressful- it is our place as teachers to allow our students to be successful socially and emotionally as well as academically.

Teachers at Mount Park School see SEL as a very valuable curriculum and a necessity to creating students that are both academically and socially sound individuals. With that said, the shortage in prep times for a teacher has caused them to choose between academic or social-emotional curriculums. In that position, many teachers feel the need to put academics first. In response to a field observation question regarding the neglect of RC elements a teacher wrote the neglect was due to,

> I think time and the implementation of too many new programs. Planning for reading and writing happens first while SEL planning happens next. In addition I do think that proper support from our administration and Board of Trustees also would help the community embrace the importance of these SEL programs

Lack of Class time to Implement RC

Based on the results of this study, it is tempting to say that the experience of teachers with the initial implementation of RC approach revolves around their time to collaborate and prepare for lessons. Almost every teacher participant, whether they were in a focused interview, survey or field study observation, reported that the lack of time to prepare and collaborate with others influenced their neglect of RC elements. However, one last theme emerges from the data collected across sources. This theme was the shortage of time in class to implement RC to its entirety. One teacher wrote in response to a survey question, "The overall time of the class is so short...sometimes forty minutes will fly by and I know I can't spend the appropriate amount of time to implement RC."

The teachers also explained how the forty-minute class periods do not factor in the time it takes to get the classroom settled in, the transition time to distribute materials and the time that is needed to clean up. "We can't run overtime even if we need to because we are eating into another class period, " a teacher said in regards to time constraints in her class periods. A teacher wrote, " I love Quiet Time, but when it takes five to seven minutes of a forty-minute period, it just doesn't seem justifiable."

Through my observations at the site, it was evident that teachers were feeling crunched for time. I watched many teachers bustle down the hallways, switching from the various rooms in which they teach, in a rush, carrying their teaching materials, turning on and off Smartboards and trying to multitask to make efficient use of their class time. Though many teachers tried to incorporate the use of RC elements, such as Quiet Time as their students transitioned into the classroom, in many cases, this time was cut short due to teachers' needs to get started with

academics. Very seldom did I observe teachers intentionally implementing multiple RC elements within the time frame of their class period.

Chapter 5: Discussion

Summary of Findings

This study focused on the experiences and perceptions of teachers during their initial implementation of the RC approach. The research question and sub-question embodied an important focus of the study: what benefits and challenges do teachers experience during the initial implementation of the RC approach; and Why do a majority of teachers, newly trained in RC adhere to *parts* of RC rather than *all* of RC? The findings of this research reveal that in regards to the implementation of the RC approach, although teachers feel that the philosophy of RC is easy to understand and the training prepared teachers sufficiently, teachers neglected certain elements of RC approach in the first year of implementation. Although teachers reported feeling they were not implementing the RC approach to their fullest potential, or that some elements were abstract or more difficult to adhere to, all teachers were oppositional to additional RC training. From the overwhelmingly reluctant response of teachers to follow-up RC training, the research assumes that training is not the solution to improve teachers' adherence to RC approach in their first year of implementation. These findings instead suggests that other factors contribute to teachers' inability to implement the RC approach to its entirety.

The data collected in this study uncovered three factors that further enhanced teachers' neglecting or partial implementation of RC elements: teachers feel they do not have enough time to collaborate with other teachers to plan or practice RC approach; teachers feel overwhelmed by the demand to simultaneously implement multiple new curricula in the same year; and teachers feel they don't have enough time in each class period to dedicated to RC.

A consistent suggestion for increased collaboration and planning time, as a means to improve adherence to RC elements, was gathered through focused interviews, surveys and field observations with teachers. Teachers expressed their need for more time with particular elements in order for them to confidently implement them into their classrooms. In the study, the data exposed definitive patterns between elements that were dismissed first by teachers. These patterns revealed that teacher language, logical consequences and closing circle were often the first elements teachers dismissed or neglected from all the RC practices. Of these three most frequently omitted elements, two can be considered "non-visual" elements, or better defined as elements that cannot be visually seen in action. These two elements, teacher language and logical consequences, also require some teachers to detach from their prior teaching practices and become acutely aware of their use of teacher language, and response to student misbehavior. These changes require an internal shift in thinking and require more time and practice to implement for some teachers.

Teacher participants also faced the challenge of implementing multiple new curricula within the same year. Mountain Park School underwent many changes within a year and half. In addition to a new Head of School, and repositioning of teachers, new academic curriculums were adopted across departments. In regards to non-academic curriculums, two SEL curriculums, as well as an intervention curriculum were also adopted the same year. The demand to adjust to various new curriculums, philosophies, and structures contributed to teachers' inability to implement each RC element fully.

Lastly, teachers expressed their struggle to implement the various elements of RC approach into their forty minute class periods. It was widely emphasized by teachers that the short class periods give them little time to meet their academic demands with students, let alone

try meet the demands of RC. Teachers saw this departmentalized structure as a factor that also contributed to their lack of adherence to each element.

Comparisons of Findings to the Literature

The findings of this study align with the existing literature, which argues that classroom management, through the use of intrinsic motivation, can present challenges for teachers who often use extrinsic motivators (Stirling, 2014). The current study compliments research on the difficulties faced by teachers who transition from extrinsic to intrinsic motivation, as it was experienced by a number of the teacher participants. Teachers may use extrinsic motivators not only to captivate their students' attention for learning, but also to build rapport with them, making the transition to intrinsic motivation even more complex. Praising and rewarding students to build stronger teacher-student relationships, done consciously, or subconsciously, by a teacher is common. Previous research on motivation has shown that eliminating extrinsic rewards from teaching practices can be challenging for educators. Researcher, Bear, speculates that teachers may be praising and rewarding behaviors that are not only linked to academics, but to their SEL competencies, such as empathy, and social perspective taking. Bear goes on to explain that teachers may be doing this because it has been strongly encouraged in certain SEL-focused trainings statewide (Bear, 2017).   The study agrees with research, which reveals that extrinsic motivators can be hard for teachers to part with, which makes teacher's neglecting of more intrinsic RC elements more understandable. Teacher Language and Logical Consequences, elements used as a way to intrinsically motivate students, were identified to be two of the three most frequently neglected elements of RC approach.

Limitations/ Gaps in Research

The number of participants involved in the study limited the scope, as did the fact that a majority of the participants were female, and research was conducted from teachers at one school site. Of the twenty-four teachers trained in RC at Mountain Park School, only seventeen of them participated in the voluntary teacher survey. Out of the seventeen teachers that participated, four were male. The sample of teachers who volunteered for focused interviews, all were in between the ages of twenty-nine and thirty-four. With these factors, a larger count of teacher participants from diverse areas would better represent the experiences of teachers with their initial implementation of the RC approach.

Gaps in the research are found in the fact that the school site is unique in its departmentalized structure. This structure requires students to travel to eight different classes for forty minutes each day, impacting the time teachers are given for each class period. This lack of time may contribute to the teacher participants' inability to implement the RC approach to its fullest degree, and additional research may glean different results from a non-departmentalized school.

Implications for Practice and Policy

The present study provides information that demonstrates the need for additional teacher support with the initial implementation of the RC approach. Data collected from all sources recommend that schools adopting the RC approach support their teachers better in three ways that don't require more teacher training. The first way is for schools to make teachers more aware of the abstract, or "non-visual" RC elements and encourage them to put extra focus on making that shift in their teaching philosophies, if needed. The second suggestion would be for schools to be considerate of teachers' preparation time and assure there is an allocated time for

teachers to collaborate and share RC ideas with others. This will be beneficial to teachers as they

share solutions to implementing the elements they feel have not been successful in their

classrooms. Lastly, schools adopting the RC approach should let teachers focus primarily on the

Responsive Classroom Approach curriculum, without the need to implement other new

curriculums simultaneously. Responsive Classroom is meant to act as the foundational structure

for classroom communities; without a strong foundation, other academic learning may suffer

from the lack of structure. In order for RC to be most beneficial, teachers must have the time to

adjust themselves so they can closely adhere to it entirely. Attention to abstract elements;

increased time for collaboration with other RC teachers; and being mindful of the number of new

curriculums teachers are administering will better the experiences of teachers trained in RC in

the future.

Implications for Future Research

        Authors, Rimm-Kaufman and Sawyer point out in their own inquiry about teachers' self-

efficacy, beliefs, and attitudes toward teaching RC, when they expressed, "To date, no systematic

research has been conducted on the ways in which RC contributes to teachers' attitudes and

beliefs." This study suggests and invites further research on the experiences of teachers who are

new to implementing, or challenged with implementing aspects of the RC approach.

        Although it may seem contingent to recommend measures of action based on a sample

size of such a small selection of individuals, there were, nonetheless a few things, specific to the

participant's particular experiences that do seem to be worthy of exploration. The findings from

this study suggest that the elements teachers find the most success with and benefits from, are the

"visually rewarding" elements. These elements are RC practices that can be visually seen in

action. On the contrary, data collected from all sources suggested that teachers struggled most with the "non-visual" RC elements, which requires a heightened awareness of language, tone, and response to misbehavior from teachers.

Further research on the experiences of teachers implementing RC approach is warranted as a way to support teachers so that they are less likely to neglect certain RC elements. With this support, teachers may see an increase in RC's effectiveness in classroom management and teacher-student relationships. Additional research should also be done to include professional development aimed at training teachers more thoroughly in the more challenging, "non-visual" RC elements.

It is my hope that this study will help to ultimately improve the experiences of teacher and provide guidance on how to best support teachers who plan to be trained in and implement the RC approach after training.

Chapter 6: Conclusion

The Responsive Classroom Approach is a SEL curriculum being adopted among many schools across the nation. There is sufficient research that defends SEL as a benefit to children's overall educational experiences. In response to these studies, a growing number of schools have adopted SEL programs. Though emphasis on SEL impact on students' learning experience is important, there is a lack of research regarding the experiences of teachers. Due to the increase in the number of teachers trained in, and implementing RC, more research regarding the perceptions and experiences of teachers is necessary to best support them. This research was an attempt to have a conversation with a group of selected teachers, to answer the research question, what are the benefits and challenges teachers face during the initial implementation of the Responsive Classroom Approach?

Using data gleaned from a sample of seventeen teachers through focused interviews, teacher surveys, and field observations it was found that, although a majority of teachers value the RC approach philosophy and feel sufficiently trained in RC, they believe they are not implementing the curriculum to its entirety in their classrooms. Many teachers admitted that although they hold strong beliefs in the RC approach theory, they only adhere to parts of the curriculum. This lead to a sub question: why do a majority of teachers, newly trained in RC adhere to *parts* of RC rather than *all* of RC? After careful analysis of the teacher responses, three main factors were identified as causes to the neglect of RC elements.

Teachers felt their inability to fully adhere to all facets of the RC curriculum was due to: shortage of time to collaborate with other RC teachers to share ideas, feeling overwhelmed by the implementation of too many new curriculums simultaneously, and lastly, not having long enough class periods to implement all RC practices. In addition to the identification of the three contributing factors, there was also a distinctive pattern in the particular RC elements that were most often neglected by teachers. These elements included: Teacher Language, Logical Consequences, and Closing Circle. The most neglected practices are also identified in the study as "non-visual" elements, or practices that cannot be visually see in action. This finding is important because it suggests that some RC elements are more difficult for teachers to adhere by than others. Therefore, teachers may benefit from additional support in particular areas of the curriculum.

The present study suggests that there is a need for additional teacher support, without resorting to more RC training, in order for teachers to best adhere to all RC elements. It is suggested for schools adopting RC to: create an allocate time for teacher collaboration and sharing of RC ideas; be mindful of the number of new curriculums teachers may be

administering; assure teachers have enough time per class period to practice RC elements with their students were identified by teachers as a way to improve their experience with and adherence to RC.

This has been the most transformative and interesting journey for me as an educator and researcher. What I have learned through this process reaches far beyond the experiences of teachers with the Responsive Classroom Approach. Most importantly, I discovered the value in analyzing and reflecting upon the lived experiences of others. I learned that people are very willing to share their perceptions and ideas, should there be someone willing to listen. I learned that listening happens with more than your ears, but your eyes and heart, too. From this point forward, I will continue to question, study, and analyze people in a deeper and more purposeful way. I will use my findings to improve the experiences of people in education and beyond.

References

Abry, T., Rimm-Kaufman, S., Larsen, R. A., & Brewer, A. J. (2013). The influence of
fidelity of implementation on teacher–student interaction quality in the context of a
randomized controlled trial of the responsive classroom approach. *Journal of School
Psychology, 51*, 437-453. 10.1016/j.jsp.2013.03.001 Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=edselp&AN=S0022440513000241&site=eds-live

Baker, J. A., & Bridger, R. (1997). Schools as caring communities: A relational approach to
school reform. *School Psychology Review, 26*(4), 586. Retrieved from
http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=
true&db=a9h&AN=168189&site=ehost-live

Baroody, A. E., Rimm-Kaufman, S., Larsen, R. A., & Curby, T. W. (2014). The link
between responsive classroom training and student-teacher relationship quality in the
fifth grade: A study of fidelity of implementation. *School Psychology Review, 43*(1),
69-85. Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=ehh&AN=95443096&site=eds-live

Battistich, V., & Solomon, D. (1997). Caring school communities. *Educational
Psychologist, 32*(3), 137. Retrieved from

http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=
true&db=a9h&AN=9710112396&site=ehost-live

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010).
Emotion-regulation ability, burnout, and job satisfaction among british secondary-
school teachers. *Psychology in the Schools, 47*(4), 406-417. Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=ehh&AN=48453752&site=eds-live

Brock, L. L., Nishida, T. K., Chiong, C., Grimm, K. J., & Rimm-Kaufman, S. E. (2008).
Children's perceptions of the classroom environment and social and academic
performance: A longitudinal analysis of the contribution of the responsive classroom
approach. *Journal of School Psychology, 46*(2), 129-149.
//dx.doi.org.ezproxy.dominican.edu/10.1016/j.jsp.2007.02.004 Retrieved from
http://www.sciencedirect.com.ezproxy.dominican.edu/science/article/pii/S0022440507
000192

Brophy, J. (2004). *Motivating students to learn., 2nd ed*. Mahwah, NJ, US: Lawrence
Erlbaum Associates Publishers. Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=psyh&AN=2004-13777-000&site=eds-live

Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The
impact of school climate and social-emotional learning. *Psychology in the Schools,
48*(10), 1034-1048. 10.1002/pits.20611 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=ehh&AN=67083313&site=eds-live

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and socialemotional
learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of
Educational Psychology, 104*(4), 1189-1204. 10.1037/a0029356 Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=pdh&AN=2012-18639-001&site=eds-live

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015a). Teachers' beliefs about
social-emotional learning: Identifying teacher profiles and their relations with job stress
and satisfaction. *Learning and Instruction, 39*, 148-157.
10.1016/j.learninstruc.2015.06.002 Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=edselp&AN=S095947521530013X&site=eds-live

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015b). Teachers' beliefs about
social-emotional learning: Identifying teacher profiles and their relations with job stress
and satisfaction. *Learning and Instruction, 39*(Supplement C), 148-157.
//doi.org/10.1016/j.learninstruc.2015.06.002 Retrieved from
http://www.sciencedirect.com.ezproxy.dominican.edu/science/article/pii/S0959475215
30013X

Corpus, J. H., McClintic-Gilbert, M., & Hayenga, A. O. (2009). Within-year changes in
children's intrinsic and extrinsic motivational orientations: Contextual predictors and
academic outcomes. *Contemporary Educational Psychology, 34*, 154-166.

10.1016/j.cedpsych.2009.01.001 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0361476X09000022&site=eds-live

Curby, T. W., Rimm-Kaufman, S. E., & Abry, T. (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *Journal of School Psychology, 51*(5), 557-569. //doi.org/10.1016/j.jsp.2013.06.001 Retrieved from

http://www.sciencedirect.com.ezproxy.dominican.edu/science/article/pii/S0022440513000617

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, 125*(6), 627-668. 10.1037/0033-2909.125.6.627 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1999-01567-001&site=eds-live

Domitrovich, C. E., Bradshaw, C. P., Berg, J. K., Pas, E. T., Becker, K. D., Musci, R., . . . Ialongo, N. (2016). How do school-based prevention programs impact teachers? findings from a randomized trial of an integrated classroom management and social-emotional program. *Prevention Science, 17*(3), 325-337. 10.1007/s11121-015-0618-z Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-01489-001&site=eds-live

Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Weissberg, R. P., & Schellinger, K. B.

    (2011). The impact of enhancing students' social and emotional learning: A meta-

    analysis of school-based universal interventions. *Child Development,* (1), 405.

    10.1111/j.1467-8624.2010.01564.x Retrieved from

    https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

    =true&db=edsjsr&AN=edsjsr.29782838&site=eds-live

Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006). Prosocial development. In N.

    Eisenberg (Series Ed.) & W. Damon, & R. M. Lerner (Eds.) (6th ed.,, Handbook of child

    psychology: Vol. 3. Social, emotional, and personality development (pp. 646e718). New

    York, NY: Wiley.

Elias, M. J. (1997). *Promoting social and emotional learning : Guidelines for educators*.

    Alexandria, Va., USA: Assoc. for Supervision and Curriculum Development. Retrieved

    from

    https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

    =true&db=nlebk&AN=49893&site=eds-live

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H.,

    & Elias, M. J. (2003). Enhancing school-based prevention and youth development

    through coordinated social, emotional, and academic learning. *American Psychologist,*

    58(6-7), 466-474. 10.1037/0003-066X.58.6-7.466 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=pdh&AN=2003-05959-009&site=eds-live

Hamre, B. K., Pianta, R. C., Downer, J. T., & Mashburn, A. J. (2008). Teachers' perceptions

of conflict with young students: Looking beyond problem behaviors. *Social

Development, 17*(1), 115. Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=edb&AN=28327317&site=eds-live

Horsch, P., Chen, J., & Wagner, S. L. (2002). The responsive classroom approach: A caring,

respectful school environment as a context for development. *Education & Urban

Society, 34*(3), 365. Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=ehh&AN=6612427&site=ehost-live

Intrinsic and extrinsic motivation within the context of modern education (2016). Retrieved

from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=edsgvr&AN=edsgcl.6425900029&site=eds-live

Jovanovic, D., & Matejevic, M. (2014). Relationship between rewards and intrinsic

motivation for learning – researches review. *Procedia - Social and Behavioral

Sciences, 149*(-), 456-460. 10.1016/j.sbspro.2014.08.287 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=edselp&AN=S1877042814050009&site=eds-live

Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students:

An underemphasized component of teachers' basic psychological needs. *Journal of*

Educational Psychology, 104(1), 150-165. 10.1037/a0026253 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=pdh&AN=2011-26203-001&site=eds-live

Learning First Alliance. (2001). Every child learning: Safe and supportive schools.

Washington, DC: Author.

Lepper, M. R., & Henderlong, J. (2000). Turning 'play' into 'work' and 'work' into 'play': 25

years of research on intrinsic versus extrinsic motivation. In C. Sansone, J. M.

Harackiewicz, C. Sansone (Ed) & J. M. Harackiewicz (Ed) (Eds.), (pp. 257-307). San

Diego, CA, US: Academic Press.10.1016/B978-012619070-0/50032-5 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=psyh&AN=2000-05867-009&site=eds-live

Lewis, S. (2015). *Elementary teachers' perspectives of traditional classroom management*

training and social emotional learning . (2015-99090-509). Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=psyh&AN=2015-99090-509&site=eds-live

Lovat, T., Dally, K., Clement, N., & Toomey, R. (2011). Values pedagogy and teacher

education: Re-conceiving the foundations. Australian Journal of Teacher

Education, 36(7), 31–44.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., . . .

Howes, C. (2008). Measures of classroom quality in prekindergarten and children's

development of academic, language, and social skills. *Child Development, 79*(3), 732.

Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=32073156&site=eds-live

McTigue, E. M., & Rimm-Kaufman, S. (2011). The responsive classroom approach and its implications for improving reading and writing. *Reading & Writing Quarterly, 27*(1), 5-24. 10.1080/10573569.2011.532708 Retrieved from

http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=56620676&site=ehost-live

Morcom, V. (2014). Scaffolding social and emotional learning in an elementary classroom community: A sociocultural perspective. *International Journal of Educational Research, 67*(Supplement C), 18-29. //doi.org/10.1016/j.ijer.2014.04.002 Retrieved from

http://www.sciencedirect.com.ezproxy.dominican.edu/science/article/pii/S0883035514000494

Osher, D., Dwyer, K., & Jackson, S. (2004). Safe, supportive, and successful schools step by step. Longmont, CO: Sopris West.

Patrick, H. (1997). *Social self-regulation: Exploring the relations between children' social relationships, academic..* Taylor & Francis Ltd. Retrieved from

http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9712111194&site=ehost-live

Ransford, C. R., Greenberg, M. T., Domitrovich, C. E., Small, M., & Jacobson, L. (2009).

    The role of teachers' psychological experiences and perceptions of curriculum supports

    on the implementation of a social and emotional learning curriculum. *School*

    Psychology Review, 38(4), 510-532. Retrieved from

    https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

    =true&db=ehh&AN=46800165&site=eds-live

Repovich, W. E. S. (2017). Intrinsic and extrinsic motivation. *Salem Press Encyclopedia of*

    Health, Retrieved from

    https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

    =true&db=ers&AN=93872060&site=eds-live

Responsive Classroom Approach (2015). Retrieved from

    https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

    =true&db=edsgvr&AN=edsgcl.6279100262&site=eds-live

Rimm-Kaufman, S. E., Fan, X., Chiu, Y., & You, W. (2007). The contribution of the

    responsive classroom approach on children's academic achievement: Results from a

    three year longitudinal study. *Journal of School Psychology, 45*(4), 401-421.

    10.1016/j.jsp.2006.10.003 Retrieved from

    http://www.sciencedirect.com/science/article/pii/S0022440506000914

Rimm-Kaufman, S., & Chiu, Y. I. (2007). Promoting social and academic competence in

    the classroom: An intervention study examining the contribution of the responsive

    classroom approach. *Psychology in the Schools, 44*(4), 397-413. 10.1002/pits.20231

    Retrieved from

http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=
true&db=a9h&AN=24460821&site=ehost-live

Rimm-Kaufman, S., & Sawyer, B. E. (2004). Primary-grade teachers' self-efficacy beliefs,
attitudes toward teaching, and discipline and teaching practice priorities in relation to
the responsive classroom approach. *Elementary School Journal, 104*(4), 321-341.
Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=ehh&AN=12855981&site=ehost-live

Sansone, Carol., Harackiewicz,Judith M.,. (2000). Intrinsic and extrinsic motivation : The
search for optimal motivation and performance. Retrieved from
http://site.ebrary.com/id/10190968

Shoshani, A., & Eldor, L. (2016). *The informal learning of teachers: Learning climate, job
satisfaction and teachers' and students' motivation and well-
being*//doi.org/10.1016/j.ijer.2016.06.007 Retrieved from
http://www.sciencedirect.com.ezproxy.dominican.edu/science/article/pii/S0883035516
302312

Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six- district
study of educational change: Direct and mediated effects of the child development
project. Social Psychology of Education, 4, 3e51. http://dx.doi.org/
10.1023/A:1009609606692.

Stan, E. (2012). The role of grades in motivating students to learn. *Procedia - Social and
Behavioral Sciences, 69*, 1998-2003. 10.1016/j.sbspro.2012.12.156 Retrieved from

https://dominican.idm.oclc.org/login?url=http://search.ebscohost.com.dominican.idm.ocl

c.org/login.aspx?direct=true&db=edselp&AN=S1877042812056236&site=eds-live

Stearns, C. (2016). Responsive classroom?: A critique of a social emotional learning

program. *Critical Studies in Education, 57*(3), 330-341.

10.1080/17508487.2015.1076493 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=ehh&AN=118223700&site=ehost-live

Terek, L., Ivanovic, A., Terzic, I., Telek, K., & cepanovic, N. (2015). Professional

development programs as a support for teachers at the beginning of their career.

Croatian Journal Educational / Hrvatski Casopis Za Odgoj I Obrazovanje, 17, 137-

158. 10.15516/cje.v17i0.1522 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=sih&AN=109516699&site=eds-live

Thomas, K. W. (2000). Intrinsic motivation at work : Building energy & commitment.

Retrieved from http://www.books24x7.com/marc.asp?isbn=1576750876

Wanless, S. B., Patton, C. L., Rimm-Kaufman, S., & Deutsch, N. L. (2013). Setting-level

influences on implementation of the responsive classroom approach. *Prevention

Science, 14*(1), 40-51. 10.1007/s11121-012-0294-1 Retrieved from

https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct

=true&db=psyh&AN=2013-01714-003&site=eds-live

Wentzel, K. R., & Wigfield, A. (1998). Academic and social motivational influences on

student's.. *Educational Psychology Review, 10*(2), 155. Retrieved from

http://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct=
true&db=a9h&AN=671180&site=ehost-live

Xiang, P., Bruene, A., & Chen, A. (2005). Interactive impact of intrinsic motivators and
extrinsic rewards on behavior and motivation outcomes.*Journal of Teaching in
Physical Education, 24*(2), 179. Retrieved from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=edb&AN=16877434&site=eds-live

Zinsser, K. M., Christensen, C. G., & Torres, L. (2016). She's supporting them; who's
supporting her? preschool center-level social-emotional supports and teacher well-
being. *Journal of School Psychology, 59*, 55-66. 10.1016/j.jsp.2016.09.001 Retrieved
from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=edselp&AN=S0022440516300541&site=eds-live

Zinsser, K. M., Shewark, E. A., Denham, S. A., & Curby, T. W. (2014). A mixed-method
examination of preschool teacher beliefs about social-emotional learning and relations
to observed emotional support. *Infant & Child Development, 23*(5), 471. Retrieved
from
https://ezproxy.dominican.edu/login?url=http://search.ebscohost.com/login.aspx?direct
=true&db=edb&AN=98624661&site=eds-live