

# The Responsive Classroom/DESSA Crosswalk

Created by Christopher Hughes, PPT 2008-2009

Level of Implementation	Elements/Concepts of Responsive Classroom Curriculum	Items on the DESSA	PR	OT	GB	SO	DM	RS	SA	SM
<b>Classroom-Level Implementation</b>	<b>Morning Meeting:</b> Gather as a whole class each morning to greet one another, share news, and warm up for the day ahead.	1. remember important information? 5. say good things about herself/himself? 7. speak about positive things? 16. say good things about his/her classmates? 38. compliment or congratulate somebody? 41. make accurate statements about events in her/his life? 47. greet a person in a polite way?	✓	✓ ✓ ✓				✓ ✓	✓	
	<b>Rule Creation:</b> Helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.	11. get along with different types of people? 17. act respectfully in a game or competition? 35. follow rules? 39. accept responsibility for what he/she did? 53. think before he/she acted? 68. show the ability to decide between right and wrong?	✓			✓ ✓	✓ ✓			✓
	<b>Interactive Modeling:</b> Teaching children to notice and internalize expected behavior through unique modeling techniques.	11. get along with different types of people? 17. act respectfully in a game or competition? 19. respect another person's opinion? 20. encourage positive behavior in others? 37. follow the example of a positive role model? 42. show good judgment? 53. think before he/she acted? 61. attract positive attention from adults? 64. make a suggestion or request in a polite way? 65. learn from experience? 66. follow the advice of a trusted adult?	✓			✓ ✓ ✓	✓ ✓ ✓	✓ ✓		✓
	<b>Positive Teacher Language:</b> Using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.	7. speak about positive things? 10. look forward to classes or activities at school? 11. get along with different types of people? 14. take an active role in learning? 16. say good things about his/her classmates? 20. encourage positive behavior in others? 30. say good things about the future? 36. express high expectations for himself/herself? 37. follow the example of a positive role model? 46. focus on a task despite a problem or distraction? 56. accept another choice when his/her first choice was unavailable? 60. stay calm when faced with a challenge? 65. learn from experience? 70. offer to help somebody?		✓ ✓ ✓ ✓ ✓ ✓	✓	✓	✓	✓		✓ ✓ ✓
	<b>Logical Consequences:</b> Responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.	53. think before he/she acted? 68. show the ability to decide between right and wrong?					✓			

DESSA Scale Key:

PR-Personal Responsibility    OT-Optimistic Thinking    GB-Goal-Directed Behavior    SO-Social Awareness  
 DM-Decision Making    RS-Relationship Skills    SA-Self-Awareness    SM-Self-Management



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<b>School-level Implementation</b>	<b>Aligning policies and procedures with Responsive Classroom Philosophy-</b> Making sure everything from the lunch routine to the discipline policy enhances self-management skills that children are learning through the responsive classroom approach.	23. do routine tasks or chores without being reminded? 35. follow rules? 48. act comfortable in a new situation? 67. adjust well to changes in plans? 72. adjust well when going from one setting to another?	✓			✓				✓ ✓ ✓
	<b>Allocating resources to support Responsive Classroom implementation:</b> Using time, money, space, and personnel to support staff in learning and using the Responsive Classroom approach.									
	<b>Planning all-school activities to build a sense of community:</b> Giving all of the school's children and staff opportunities to learn about and from each other through activities such as all-school meetings, cross-age recess or lunch, buddy classrooms, and cross-age book clubs.	24. act as a leader in a peer group? 31. cooperate with peers or siblings? 49. teach another person to do something?	✓			✓			✓	
	<b>Welcoming families and the community as partners:</b> Involving family and community members in the children's education by maintaining two-way communication, inviting parents and others to visit and volunteer, and offering family activities.									
	<b>Organizing the physical environment to set a tone of learning:</b> Making sure, for example, that school wide rules are posted prominently, displays emphasize student work, and all school spaces are welcoming, clean, and orderly.									

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**58 items from the DESSA align with the Responsive Classroom Curriculum.**

**14 items from the DESSA do not align with the Responsive Classroom Curriculum.**

## ***PR-Personal Responsibility***

- 2. carry herself/himself with confidence?
- 6. serve an important role at home or school?

## ***GB-Goal-Directed Behavior***

- 12. try to do her/his best?
- 33. work hard on projects?

## ***RS-Relationship Skills***

- 40. do something nice for somebody?
- 50. attract positive attention from peers?
- 55. express concern for another person?
- 70. offer to help somebody?
- 71. respond to another person's feelings?

## ***Self Awareness***

- 59. ask somebody for feedback?
- 62. describe how he/she was feeling?
- 63. give an opinion when asked?

## ***SM-Self Management***

- 43. pay attention?
- 54. pass up something he/she wanted, or do something he/she did not like, to get something better in the future?

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