RAVES for Educators

Darcia Narvaez
Department of Psychology
University of Notre Dame
dnarvaez@nd.edu

Tonia Bock
Department of Psychology
University of St. Thomas
tsbock@nd.edu

Outline

- Background of today's students' needs
- RAVES for the classroom

Good News

We now know what

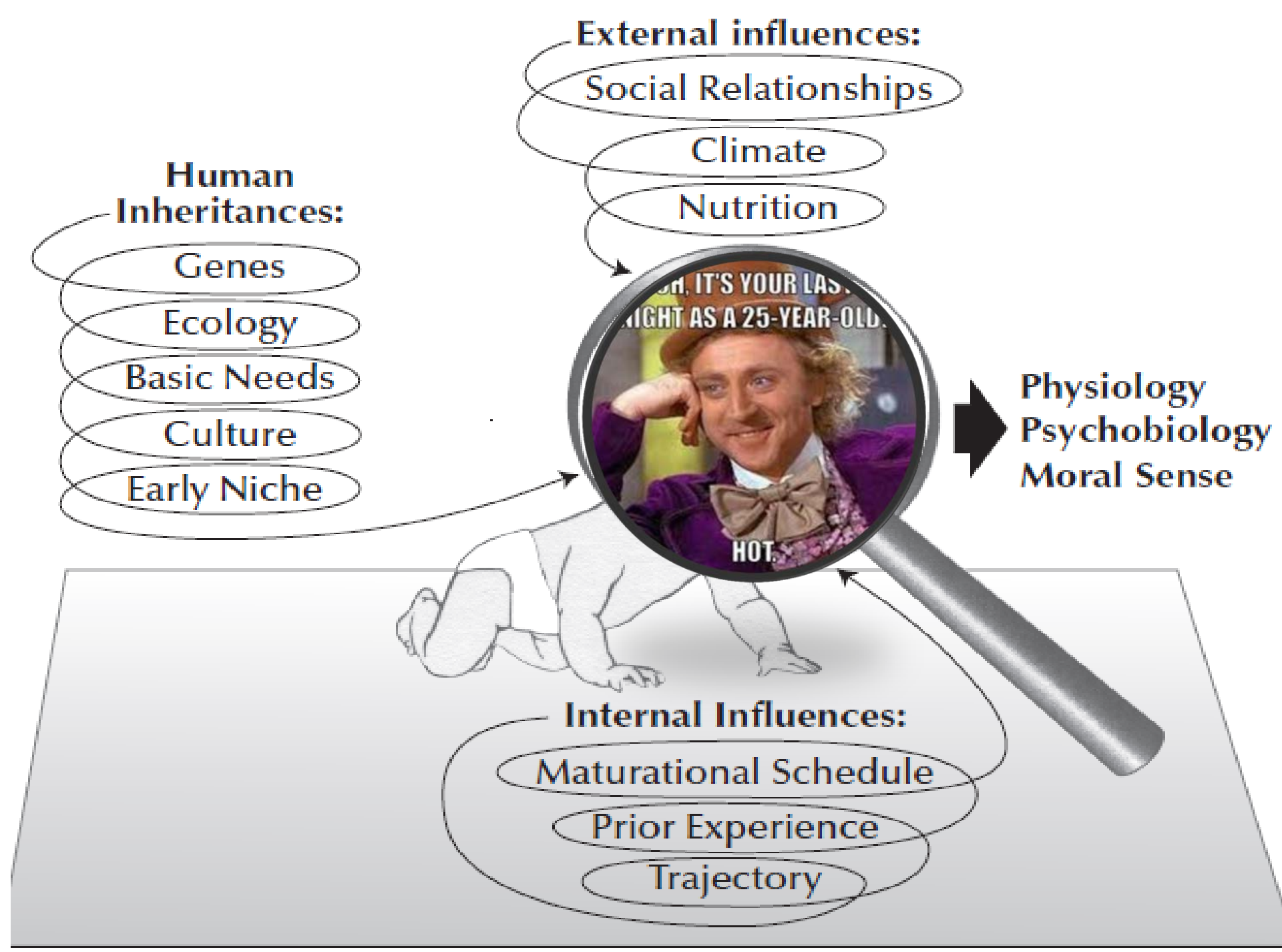
babies and children need for positive development.

EVOLVED DEVELOPMENTAL NICHE (EDN)

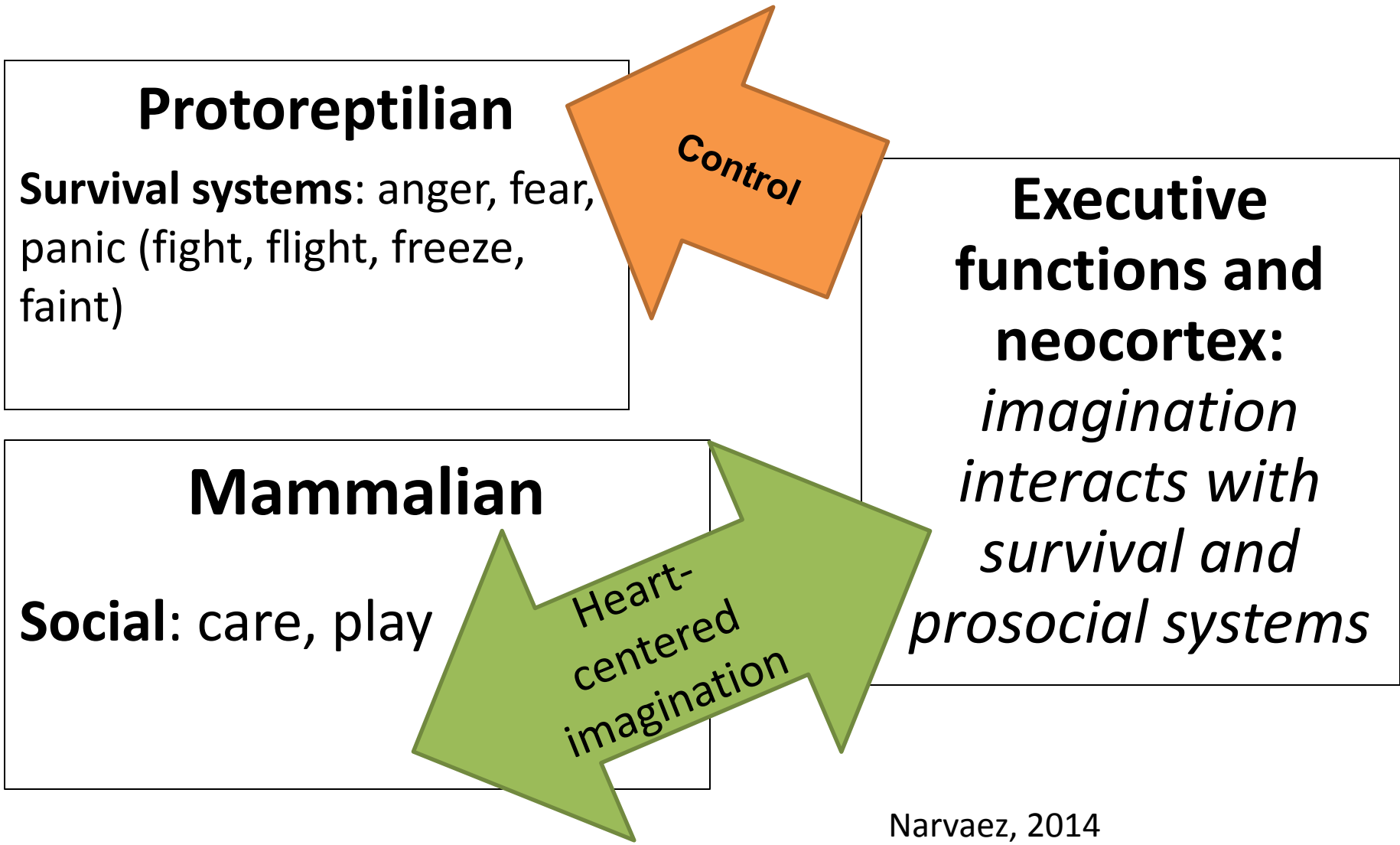
- **TOUCH**: Epigenetics for anxiety (Meaney)
- **RESPONSIVITY**: Stress response (McEwan), Vagus nerve(Porges)
- **BREASTFEEDING**: Intelligence, health
- **ALLOMOTHERS** Greater openness, greater maternal responsivity (Hrdy)
- **PLAY**: More self control, social skills (e.g., Panksepp)
- **SOCIAL SUPPORT**: Greater health and wellbeing
- **NATURALISTIC BIRTH** **Sociality, intelligence, immunity**

All are related to self-regulation and sociomoral development

Narvaez, 2013, 2014; Narvaez, Gleason et al., 2013; Narvaez, Wang et al., 2013


External influences:
Social Relationships
Climate
Nutrition
Human Inheritances:
Genes
Ecology
Basic Needs
Culture
Early Niche
Physiology
Psychobiology
Moral Sense
Internal Influences:
Maturational Schedule
Prior Experience
Trajectory

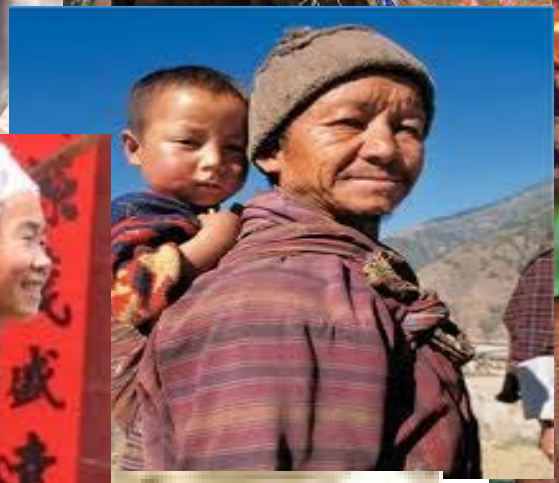
Brain system function with good care

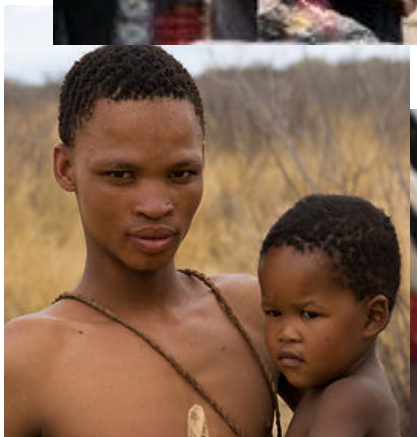


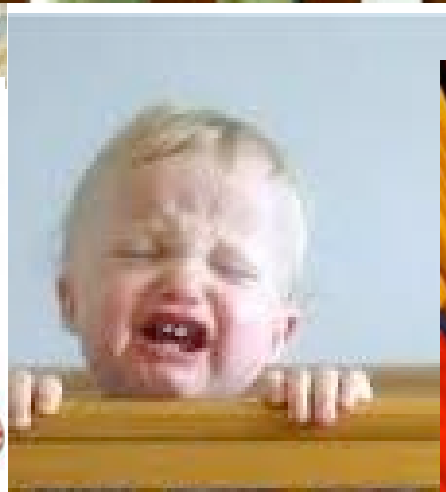
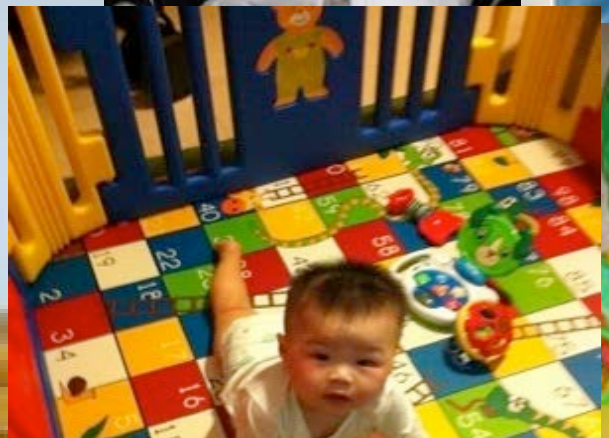
Narvaez, 2014

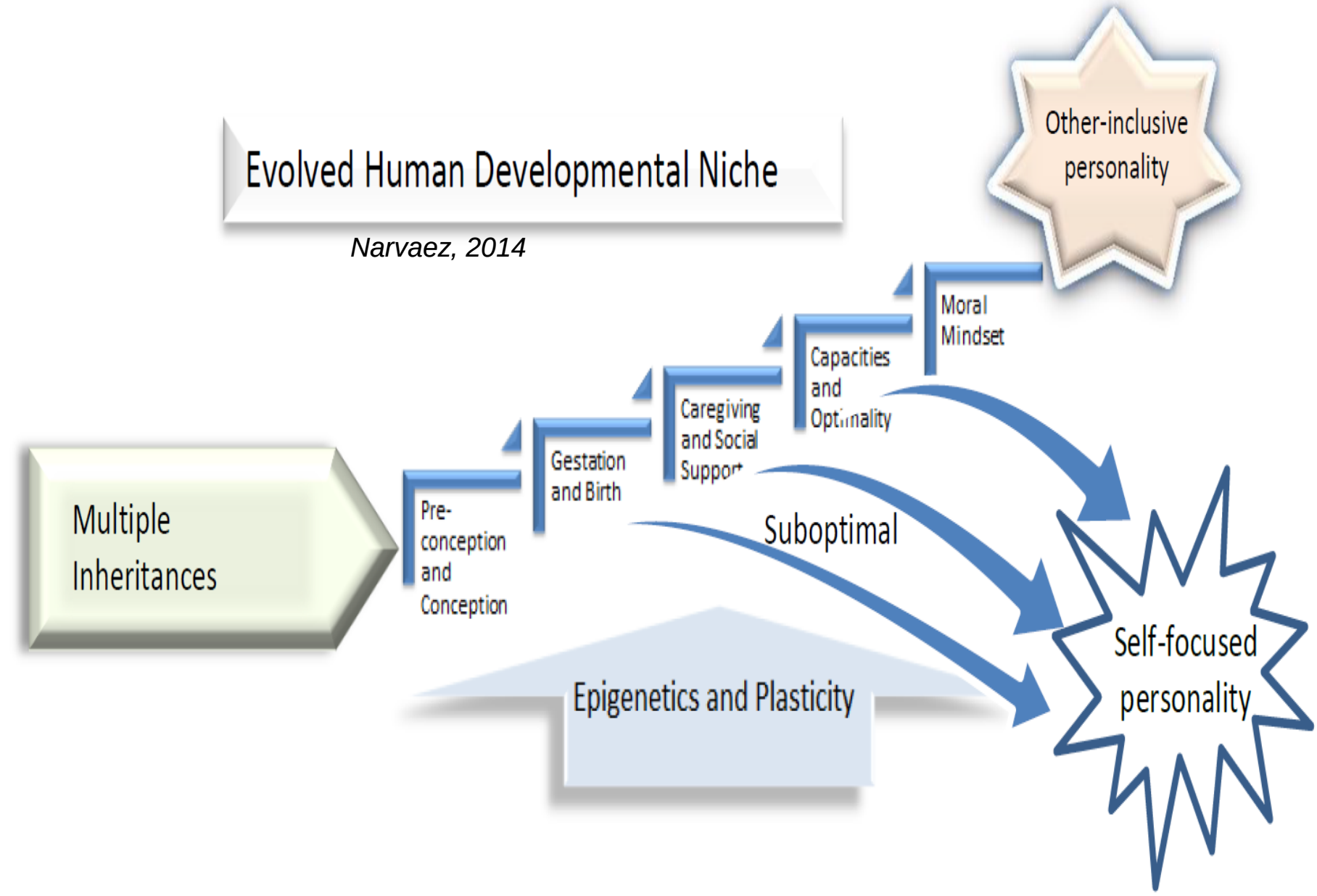
Bad News

Babies and children are not getting what they need to develop positively.

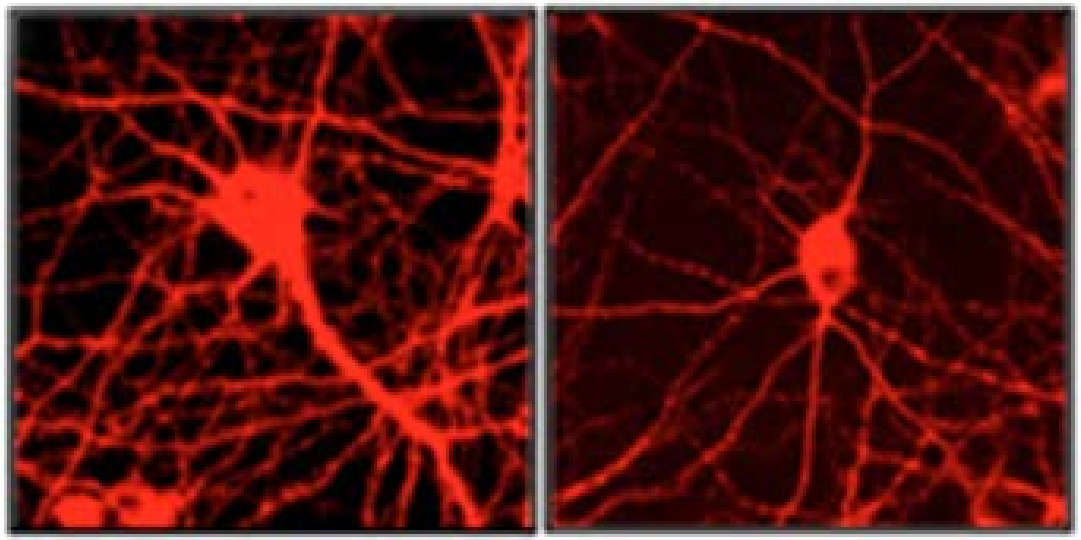





Evolved Human Developmental Niche
Narvaez, 2014
Other-inclusive personality
Moral Mindset
Capacities and Optimality
Caregiving and Social Support
Gestation and Birth
Pre-conception and Conception
Multiple Inheritances
Suboptimal
Epigenetics and Plasticity
Self-focused personality

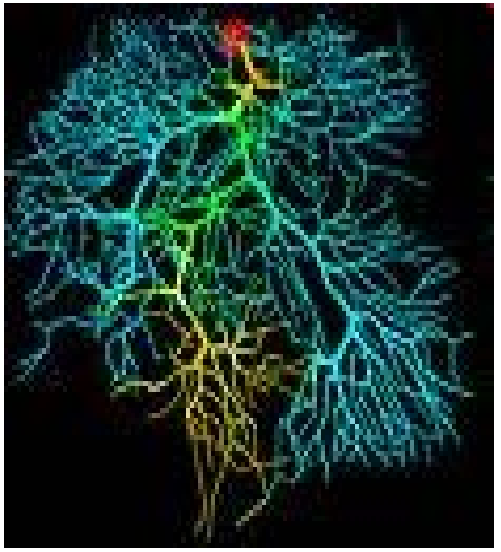
Stress changes gene expression which alters synapses



Kang HJ, Voleti B, Hajszan T, Rajkowska G, Stockmeier CA, Licznerski P, Lepack A, Majik MS, Jeong LS, Banasr M, Son H, Duman RS (August 2012). Decreased expression of synapse-related genes and loss of synapses in major depressive disorder. *Nature Medicine 18*.

Right Hemisphere and Prefrontal Cortex Underdevelopment

- Self-regulation
- Intersubjectivity and social pleasure
- Emotional intelligence
- Empathy
- Beingness (presence)
- Self transcendence
- Higher consciousness
- Receptive intelligence



(Allan Schore, 1994, 2001, 2003; Narvaez, 2014)

Power of Survival Systems from Early Undercare

Executive functions and neocortex: *imagination interacts with survival and prosocial systems*

Heart-centered imagination

Narvaez, 2014

Restoring our human capacities

Protoreptilian

- **Survival systems**: anger, fear, panic (fight, flight, freeze, faint)

Learn Self-Calming

Mammalian

- **Social**: care, play

Experience Social Joy

Executive functions and neocortex: *imagination interacts with survival and prosocial systems*

Build Communal Imagination

Narvaez, 2014

The *Sustaining Classroom* Provides

(Narvaez, 2010)

- **Self-Calming**
  - Deep breathing
  - Mindfulness
  - Meditation

- **Social Pleasure**
  - Self-directed physical play with peers
  - Silly humor
  - Social dance, song, art

- **Communal Imagination**
  - Group attachment
  - Us and Us
  - Ecological attachment

More is needed for ethical character

How do children grow into morally agile adults?

Relationships (classroom & wider community)

Apprenticeship (modeling, guidance)

Virtuous models

Ethical skills (sensitivity, judgment, focus, action)

Self authorship

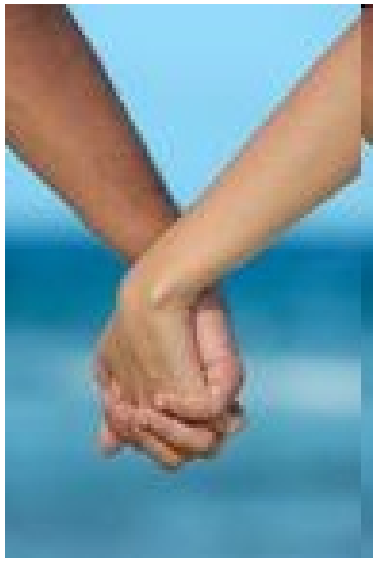
Initiated under the Minnesota Community Voices and Character Education project funded by USDE OERI Grant # R215V980001

RAVES

Relationships

RAVES

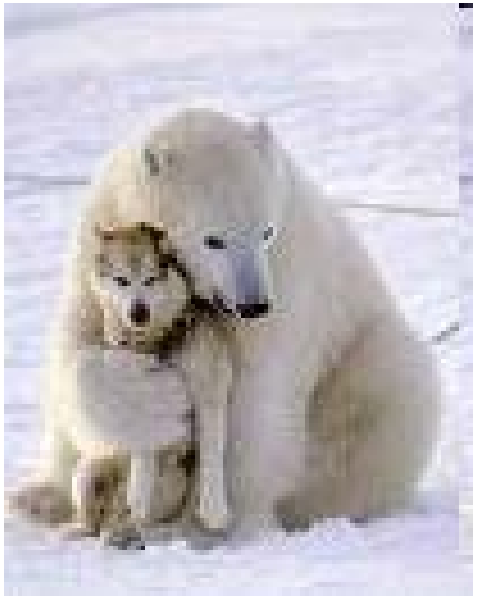
Caring, Responsive Relationship with each Child



- Engages the **emotions**
  - Fundamental to learning
- Fosters a **secure attachment**
  - Builds the bridge for instruction
    - Secures the child's attention
    - Establishes a line of influence
  - Physiological orientation toward engagement ethic (oxytocin, opiods)
- May take longer with some students

RAVES

Provide a Supportive Relational Social Climate



- Keep members calm
- Face-to-face relational engagement
- Encourage prosocial imagination
- Individual positive purpose
  - Enhancement of human potential
- Broad ethical skills
- Global awareness
- Link to community contexts

RAVES

Well-Structured Social Environments Provide

- Student autonomy, self-direction, & influence
- Student interaction, collaboration, & participation in open discussion
- Teacher warmth, acceptance, support, & modeling
- Provide training in social skills
- Provide opportunities for helping others
- Foster discipline through a sense of citizenship to school

(From Solomon et al, 2002)

RAVES

Support Caring Relationships in Classrooms and Schools

- **Adults help kids meet their basic needs**
- **The five basic human motives are (Fiske, 2004):**
  (1) Belonging (connectedness)
  (2) Understanding (meaning)
  (3) Sense of control (choices)
  (4) Enhancing Self (competence)
  (5) Trust (community support)

Good leaders/teachers make sure members needs are met.

See the handout: Caring Relationships and Meeting Students' Needs

RAVES

Thinking about Relationships …

- *Did you ever have a teacher who modeled supportive and caring relationships?*
  - Think about how your teacher embodied the characteristics we just talked about.
- *On a broader scale, do you know of an educator who is an exemplar of supportive and caring relationships?*
  - Again, think about specific things that the educator did to illustrate the general characteristics of supportive and caring relationships.

RAVES

Apprenticeship

- Modeling
- Guidance
- Focused, extensive practice

RAVES

How do people learn naturally?

Apprenticeship

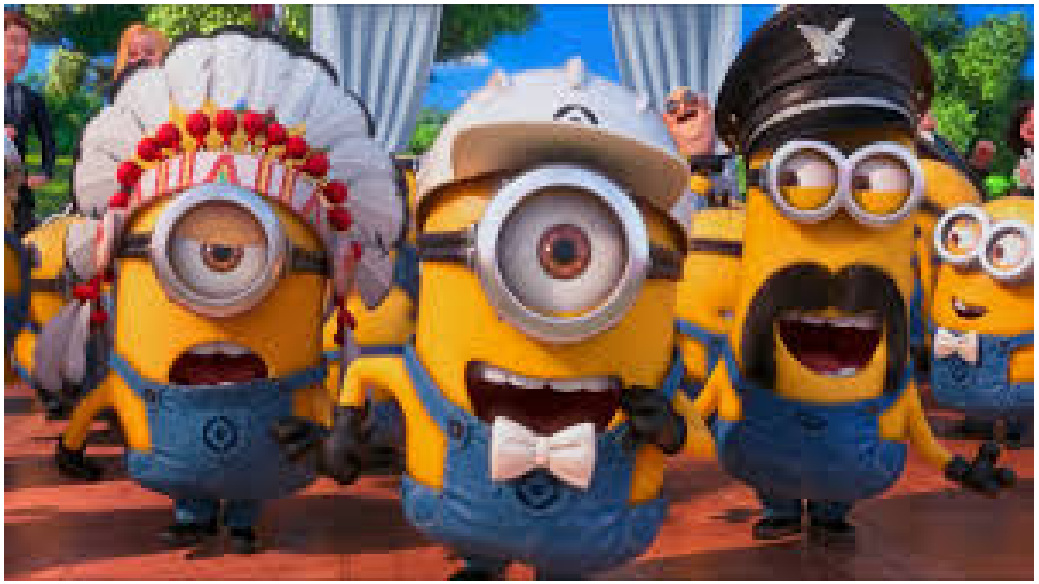
- How does apprenticeship look?
  - **Modeling** by someone more "expert"
    - thinks aloud while solving problems
  - Instructor **coaches** the student
  - Instructor **explains** (reasoning, meaning) at the same time as authentic experience
  - Student **practice** is *focused and extensive*
- Will be described again, later, in more detail (on slides 37 to 48)

RAVES

Virtuous Village

- Generosity
- Respect
- Kindness
- Compassion
- Forgiveness
- Humility
- Courage

- Multiple examples
- Opportunities to imitate
- Practice, practice, practice

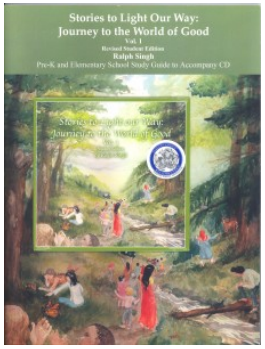


RAVES

Virtuous Village
of Stories, Safety and Support

- Adults come together with their stories about their own development
- Understand that their own characters are “under construction”
  - by the activities they pursue
  - by how they use their imaginations

RAVES



The Power of Stories

- Shape what we believe about ourselves and the world
  - they guide our actions
- Children learn whom they can/should become
  - from the stories we tell them
  - how we treat them is a type of story they internalize

RAVES

Restore the "Virtuous Village" of Support for Engagement

- **Community immersion**
  - **Active, full body experiences with others**
- **Find pleasure from social relationships**
  - **Embodied, positive sense of community**
    - **singing, playing, dancing, laughing**

RAVES

Thinking about the Virtuous Village…

- *What community rituals or traditions does your community have that embody a village of stories and support?*
- *How might you build and further strengthen a village of stories and support in your own community?*

RAVES

Those with Ethical Expertise are:

- More Ethically Sensitive *(perceptive, imaginative, deeply feeling)*
- Better at Ethical Judgment *(reasoning, reflection)*
- More Ethically Focused *(attentive, motivated, personal identity)*
- Better at Completing Ethical Action *(effectivities, steadfastness)*

RAVES

Integrate in academics

Ethical Process Skills to Embed in Classroom Instruction

RAVES

Ethical Skills: A Toolbox

1. Ethical Sensitivity
2. Ethical Judgment
3. Ethical Focus
4. Ethical Action

Ethical Skills to Embed in Classroom Instruction

Minnesota Community Voices and Character Education project
funded by USDE OERI Grant # R215V980001

RAVES

Toolbox 1: Ethical Sensitivity
NOTICE!

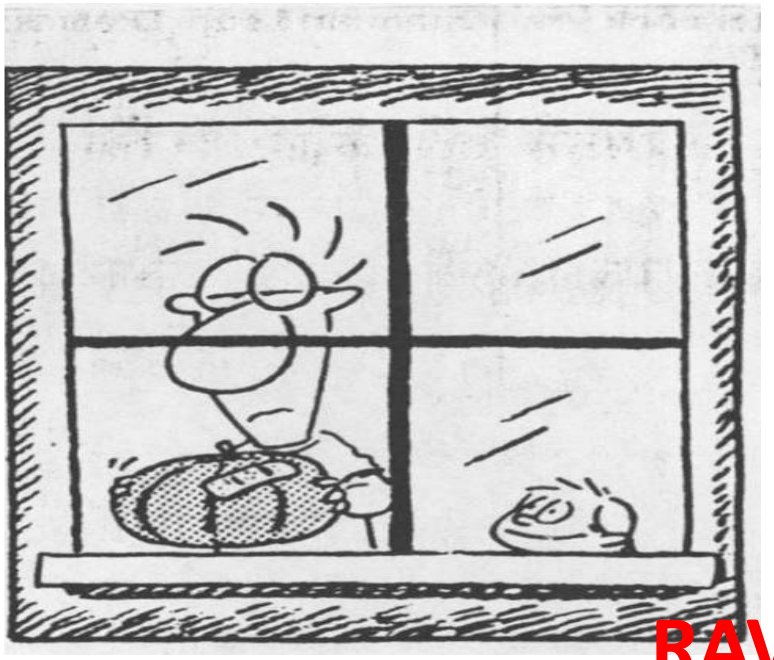
- Notice the need for ethical action
- Feel empathy
- Put yourself in the other person's shoes
- Imagine possibilities
- Determine your role

RAVES

Baby Blues / By Rick K
ARE YOU READY FOR DADDY TO CARVE YOUR PUMPKIN, ZOE?
PUNKEN! PUNKEN! PUNKEN!

irkman & Jerry Scott
OKAY... ONE JACK-O-LANTERN, COMING UP!
PUNKEN! PUNKEN! PUNKEN!

PUNKEN!!
THOK!
KIRKMAN & SCOTT



RAVES

Ethical Sensitivity Skills

Understand **Emotional Expression**

Take the **Perspectives** of Others

Connect to Others

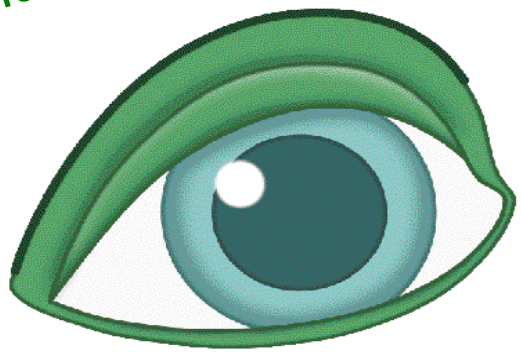
Respond to **Diversity**

Control **Social Bias**

Interpret Situations

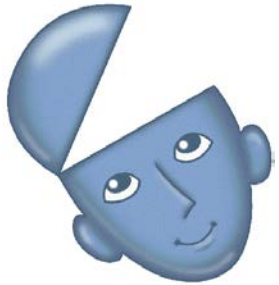
Communicate well

Relational Skills



RAVES

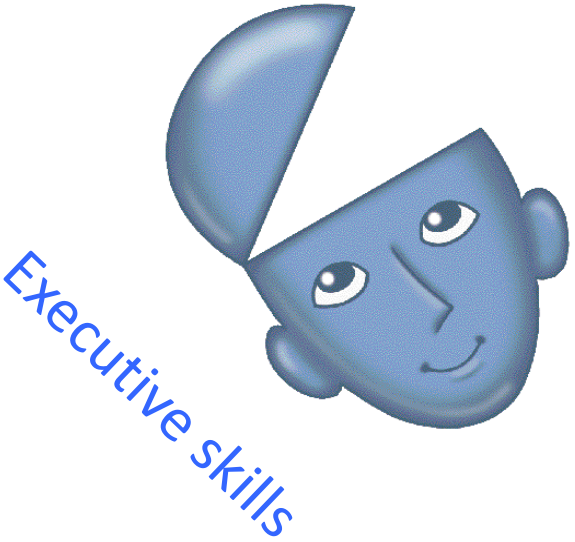
Toolbox 2: Ethical Judgment
THINK!



- Reason about what might be done
- Apply your code of ethics
- Judge which action is most ethical

RAVES

Ethical Judgment Skills



Reason Generally

Reason **Ethically**

Understand **Ethical** Problems

Use Codes & Identify **Judgment** Criteria

Understand **Consequences**

Reflect on the Process and Outcome

Coping & **Resiliency**

RAVES

Toolbox 3: Ethical Focus
AIM!

- Make the ethical action a priority
  over other needs and goals

- Align ethical action with your identity

RAVES

Ethical Focus Skills

Respect Others

Cultivate **Conscience**

Act **Responsibly**

Be a **Community** Member

Find **Meaning** in Life

Develop Ethical Identity & **Integrity**

SocioEmotional & Community Skills

RAVES

Toolbox 4: Ethical Action
ACT!

- Implement the ethical action by
  - Knowing what steps to take
  - Getting the help you need
- Persevere despite hardship

RAVES

ILLITERACY'S WORST-CASE SCENARIO...
LIKES
I CAN'T MAKE IT OUT EITHER. LET'S GO HOME

RAVES

Ethical Action Skills

Resolve Conflicts and Problems

Assert Respectfully

Take Initiative as a Leader

Planning to Implement Decisions

Cultivate Courage

Persevere

Work Hard

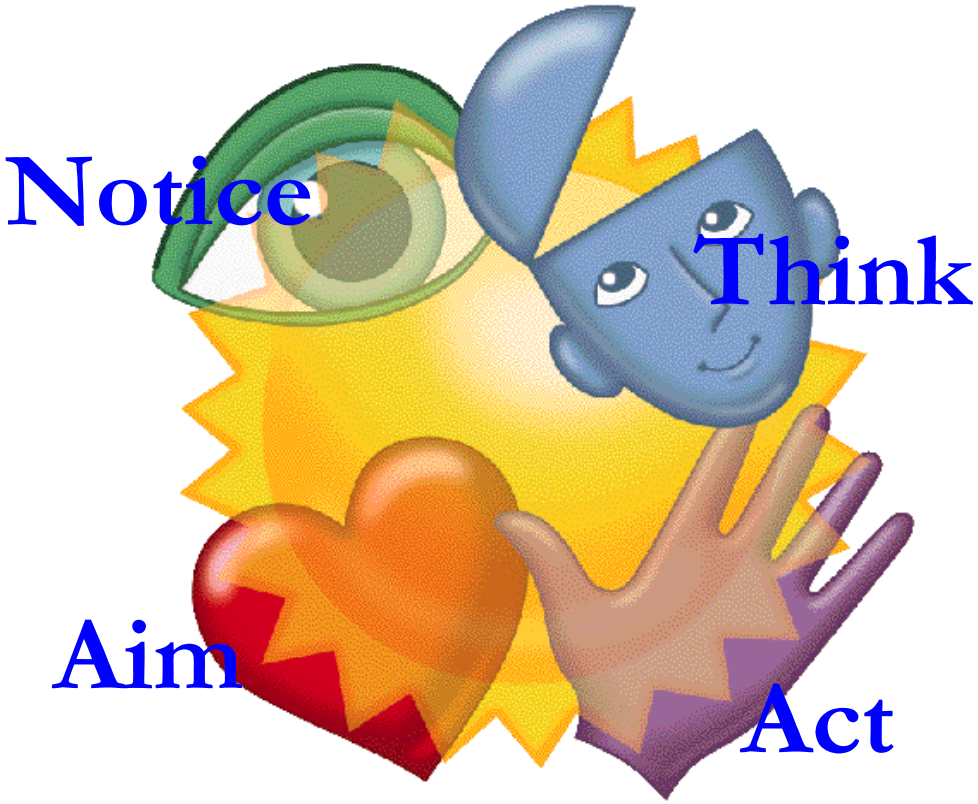
Relational, SocioEmotional, Communal and Executive Skills

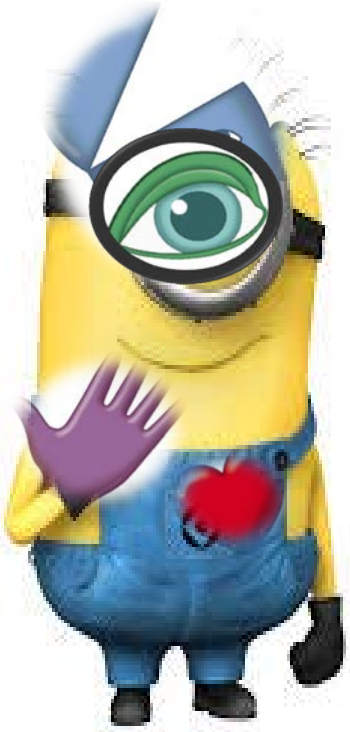
RAVES

One Big Happy: By Rick Detorie
THE LIBRARY LADY LOOKS SAD, BUT I KNOW HOW TO CHEER HER UP!
6-5
LIBRARY LADY, LOOK!
RUTHIE, WHAT ARE YOU DOING?
GRANDPA, SHE LIKES TO SEE KIDS READ!
?

RAVES

Ethical character requires all four toolboxes!





Minnesota Community Voices and Character Education project
funded by USDE OERI Grant # R215V980001

RAVES

Thinking about Ethical Skills …

- Ultimately, we want students to have all ethical skills in all four processes.
- First, let's focus on which skills might be most urgently needed for *your* students:
  - ***If you were to choose 3 ethical skills, which would they be? Why?***
    - Use Appendix B in the RAVE Guidebook (pp. 18 to 19) to see the full list of skills and subskills in all 4 processes.

RAVES

Self-Authorship of Ethical Skills

- Steering one's own self-development
- Student learns to select activities, friendships and social environments that foster good character

RAVES

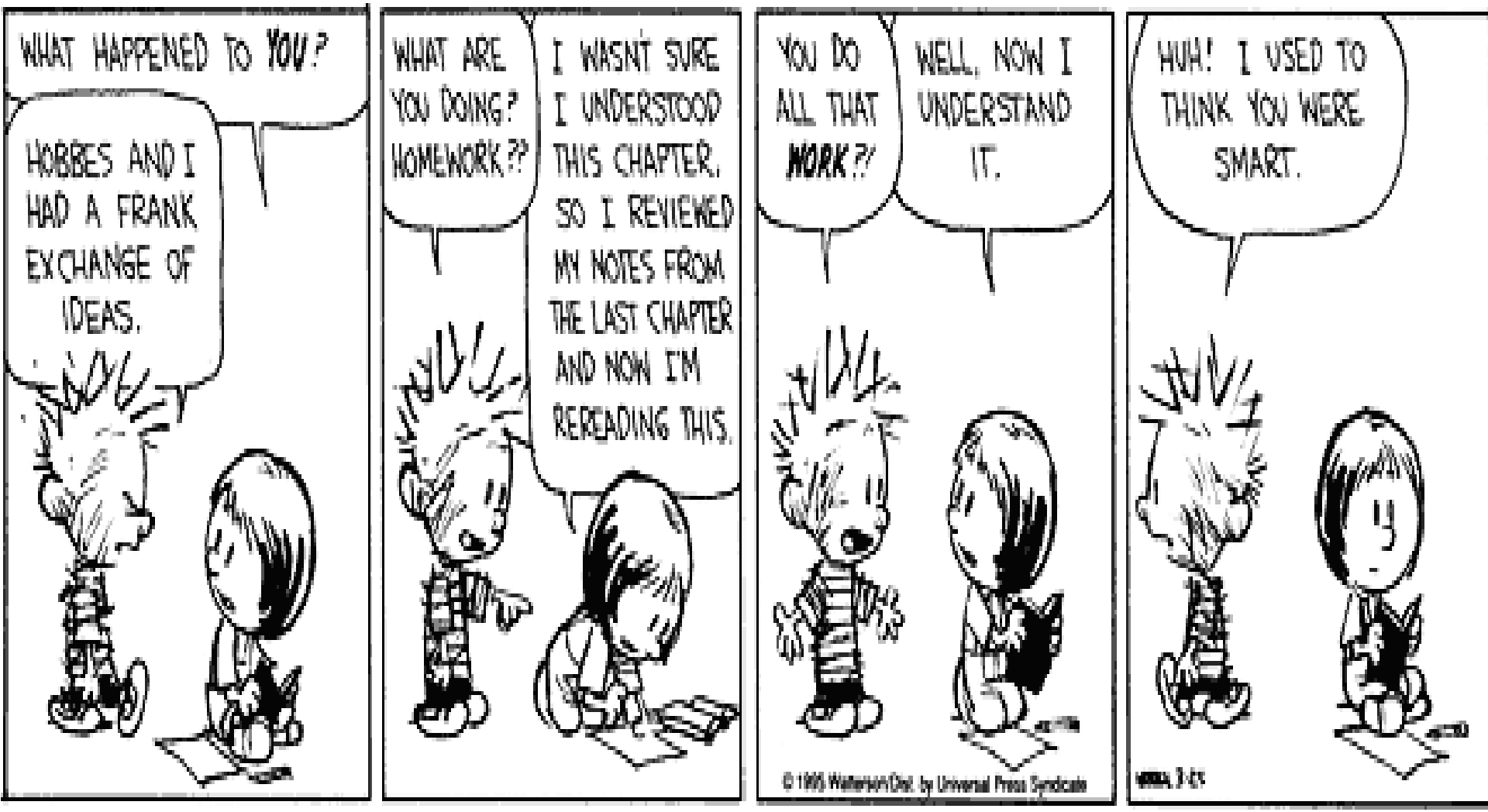
Self-Authorship

- Virtuous individuals must be autonomous enough to monitor their behavior and choices.
- Once developed, virtues must be maintained through the selection of appropriate friends, activities and environments (Aristotle, 1988).

RAVES

- Individuals can be coached in domain-specific self-efficacy and self-regulation (Zimmerman, Bonner, & Kovach, 2002).
- The perception of personal agency is formed from our self-regulatory skills and lies at the heart of the sense of self (Zimmerman, 2000).

RAVES


WHAT HAPPENED TO YOU?
HOBBES AND I HAD A FRANK EXCHANGE OF IDEAS.
WHAT ARE YOU DOING? HOMEWORK??
I WASN'T SURE I UNDERSTOOD THIS CHAPTER. SO I REVIEWED MY NOTES FROM THE LAST CHAPTER AND NOW I'M REREADING THIS.
YOU DO ALL THAT WORK?!
WELL, NOW I UNDERSTAND IT.
HUH! I USED TO THINK YOU WERE SMART.

RAVES

Self-Authorship of Right Brain Hemisphere

- Self-awareness activities
  - Journal
  - Pay attention to likes and dislikes
  - Spend more time doing things that bring joy
  - Art. music, play
    - Playful activity is a good way to learn to stay in the present.

RAVES

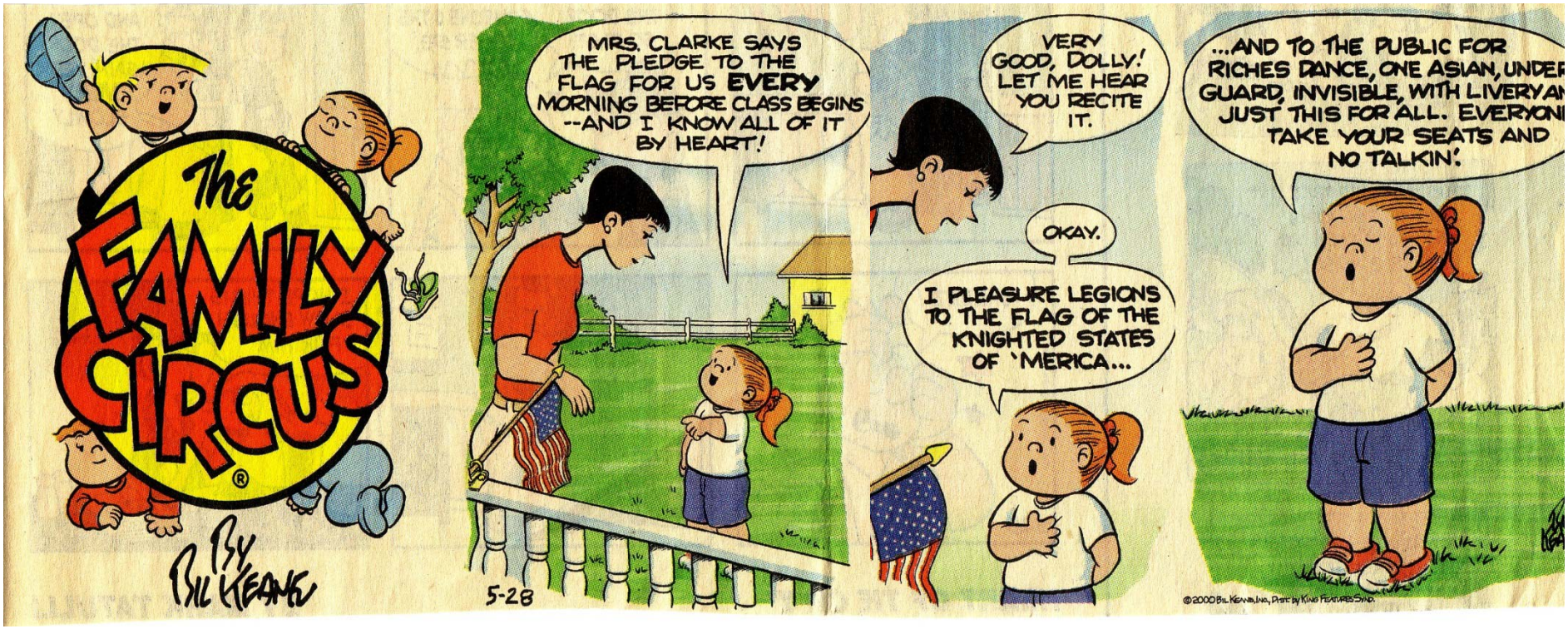
"A wise (or virtuous) person is *one who knows what is good and spontaneously does it.*
Varela (1999, p. 4)

RAVES

Back to the “A” in RAVE: Apprenticeship

- Cultivate character through four levels of expertise development
  - Immersion in examples and opportunities
  - Attention to facts and skills
  - Practice procedures
  - Integrate across contexts

RAVES


The FAMILY CIRCUS
By BIL KEANE
MRS. CLARKE SAYS THE PLEDGE TO THE FLAG FOR US EVERY MORNING BEFORE CLASS BEGINS --AND I KNOW ALL OF IT BY HEART!
5-28
VERY GOOD, DOLLY! LET ME HEAR YOU RECITE IT.
OKAY.
I PLEASURE LEGIONS TO THE FLAG OF THE KNIGHTED STATES OF 'MERICA...
...AND TO THE PUBLIC FOR RICHES DANCE, ONE ASIAN, UNDER GUARD, INVISIBLE, WITH LIVERYAN JUST THIS FOR ALL. EVERYONE TAKE YOUR SEATS AND NO TALKIN'.
©2000 Bil Keane, Inc. Dist. by King Features Synd.

RAVES

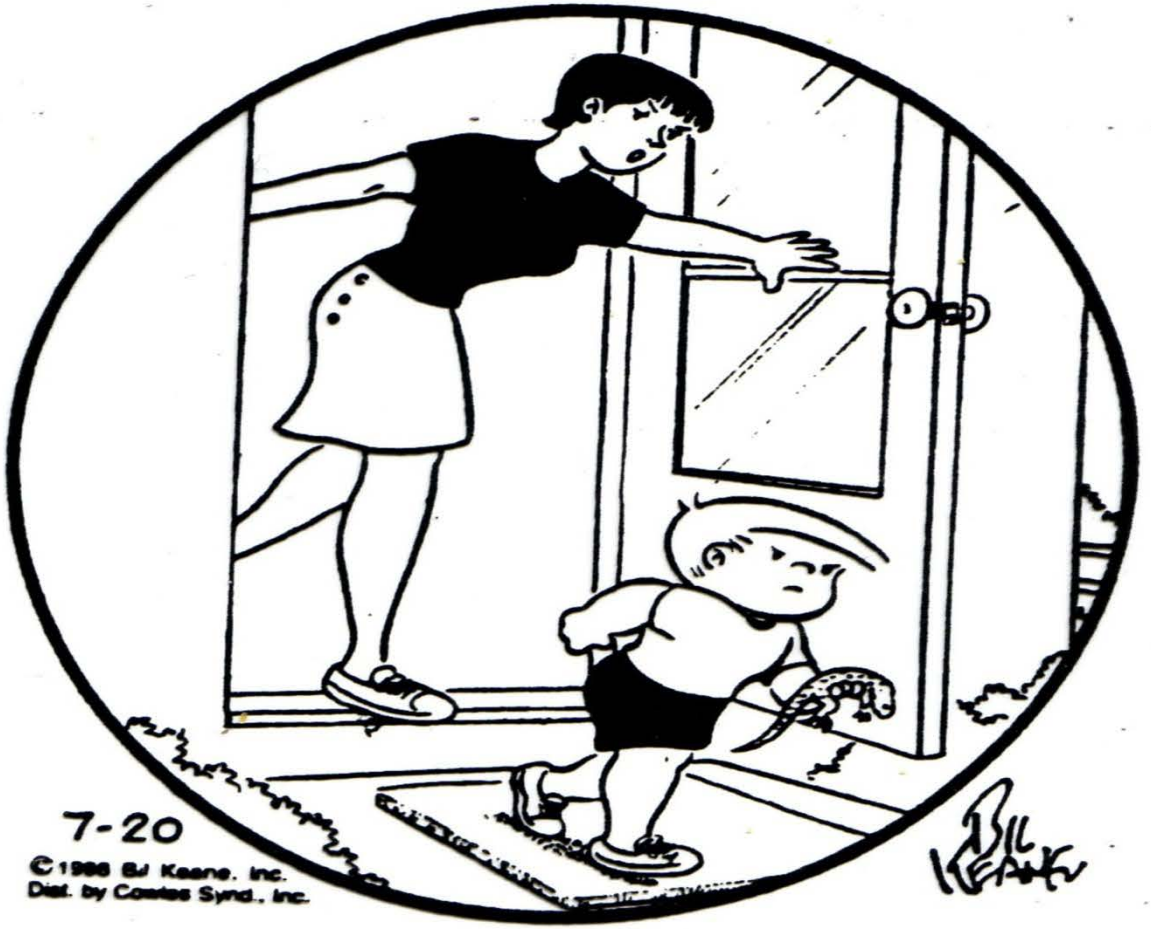
Expertise Level 1:
Immersion In Examples & Opportunities

- Attend to the **big picture**
- Learn to recognize **basic patterns**

The teacher **plunges** students into multiple, engaging activities. Students learn to recognize broad patterns in the domain (Identification Knowledge). Students develop gradual awareness and recognition of elements in the domain.

RAVES

The Family Circus: *By Bil Keane*



"Not wanting a lizard in my house is NOT racism!"

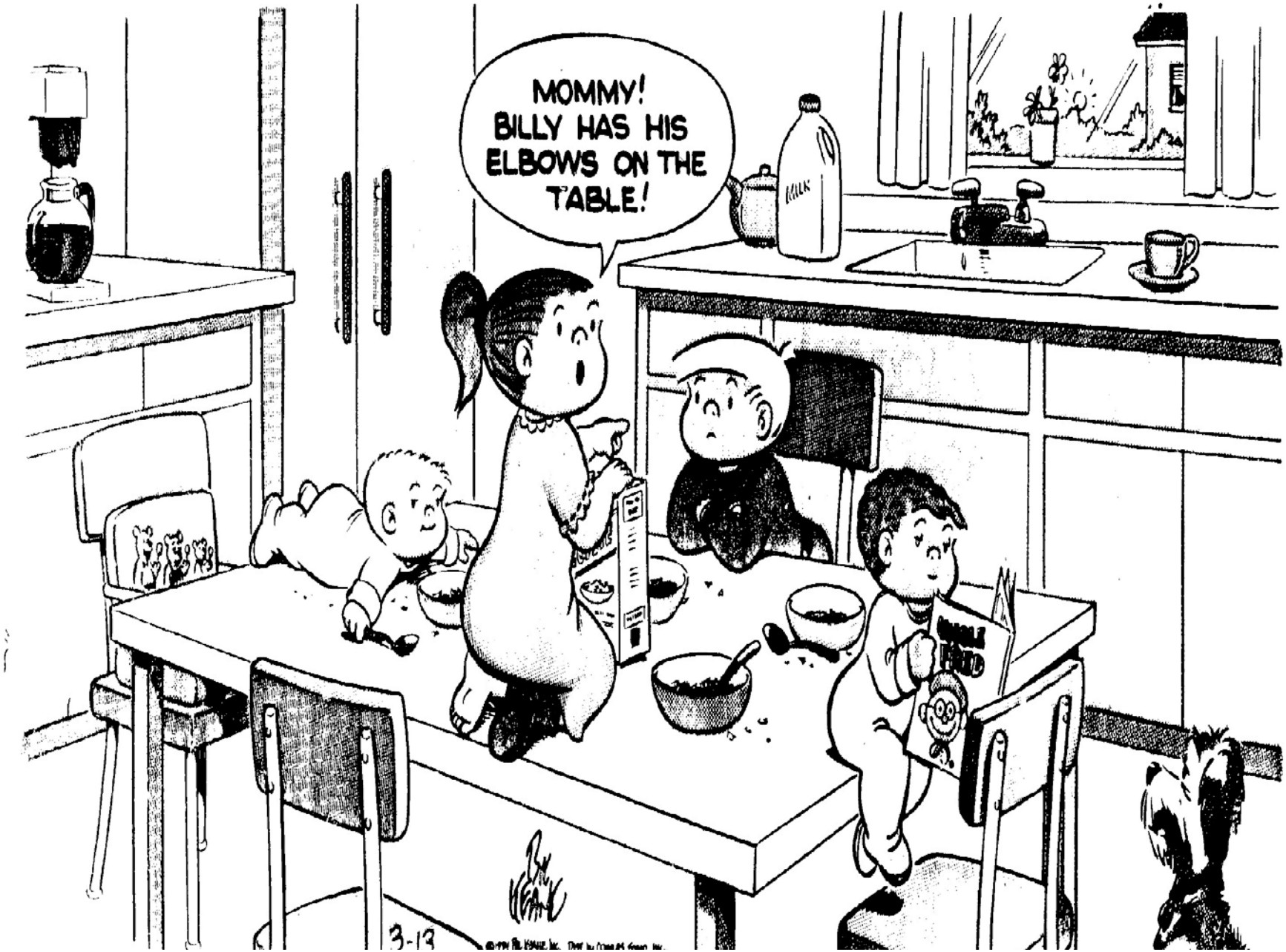
RAVES

Expertise Level 2:
Attention to Facts and Skills

- Focus on **detail** and **prototypical examples**
- Build knowledge

The teacher focuses the student's attention on the elemental concepts in the domain in order to build elaboration knowledge. Skills are gradually acquired through motivated, focused attention.

RAVES



RAVES

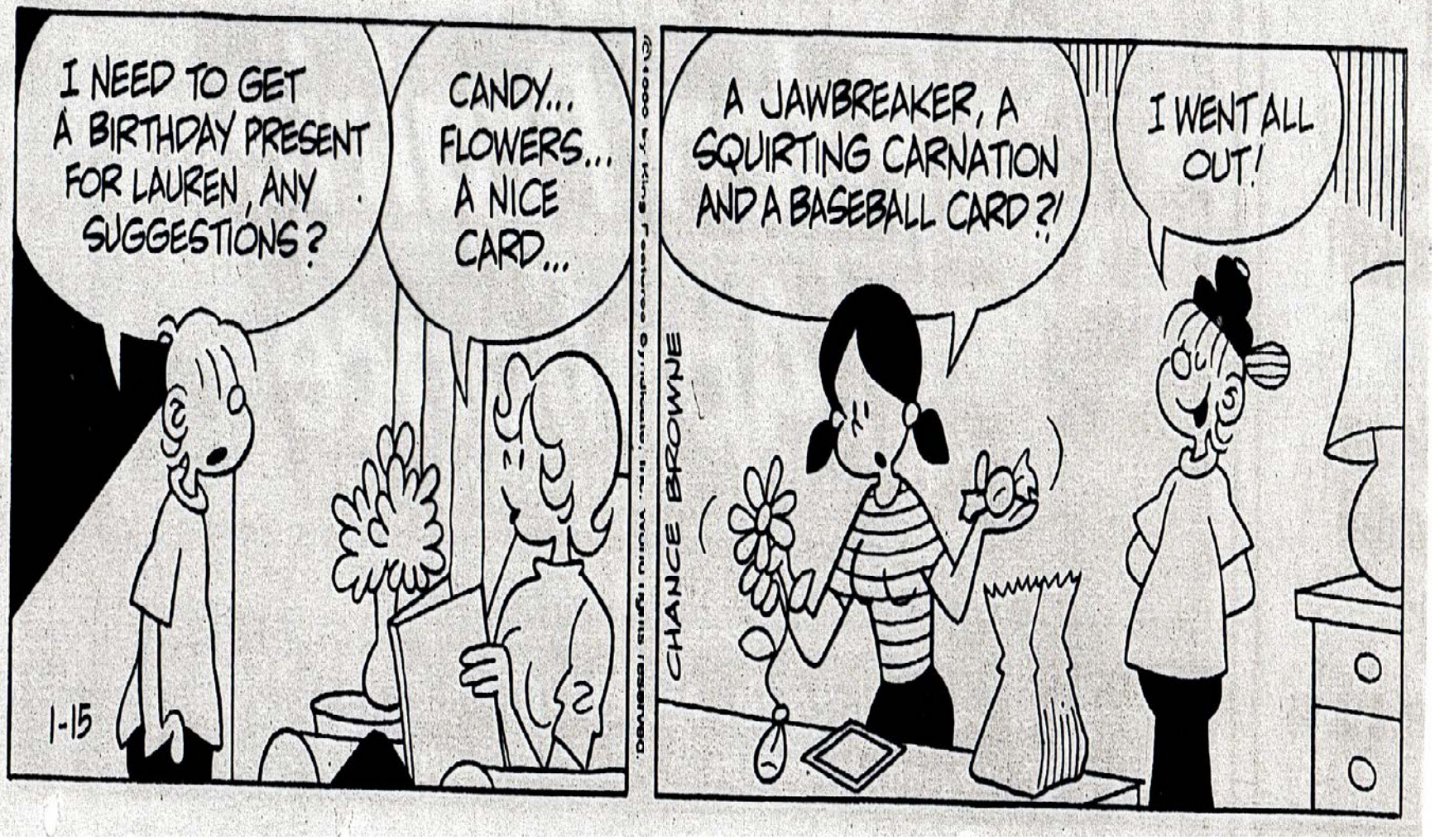
Expertise Level 3: Practice Procedures

- Set goals
- Plan steps of problem solving
- Practice skills

The teacher coaches the student and allows the student to try out many skills and ideas throughout the domain to build an understanding of how these relate and how best to solve problems in the domain (planning knowledge). Skills are developed through practice and exploration.

RAVES

Hi and Lois: *By Brian & Greg Walker and Chance Browne*



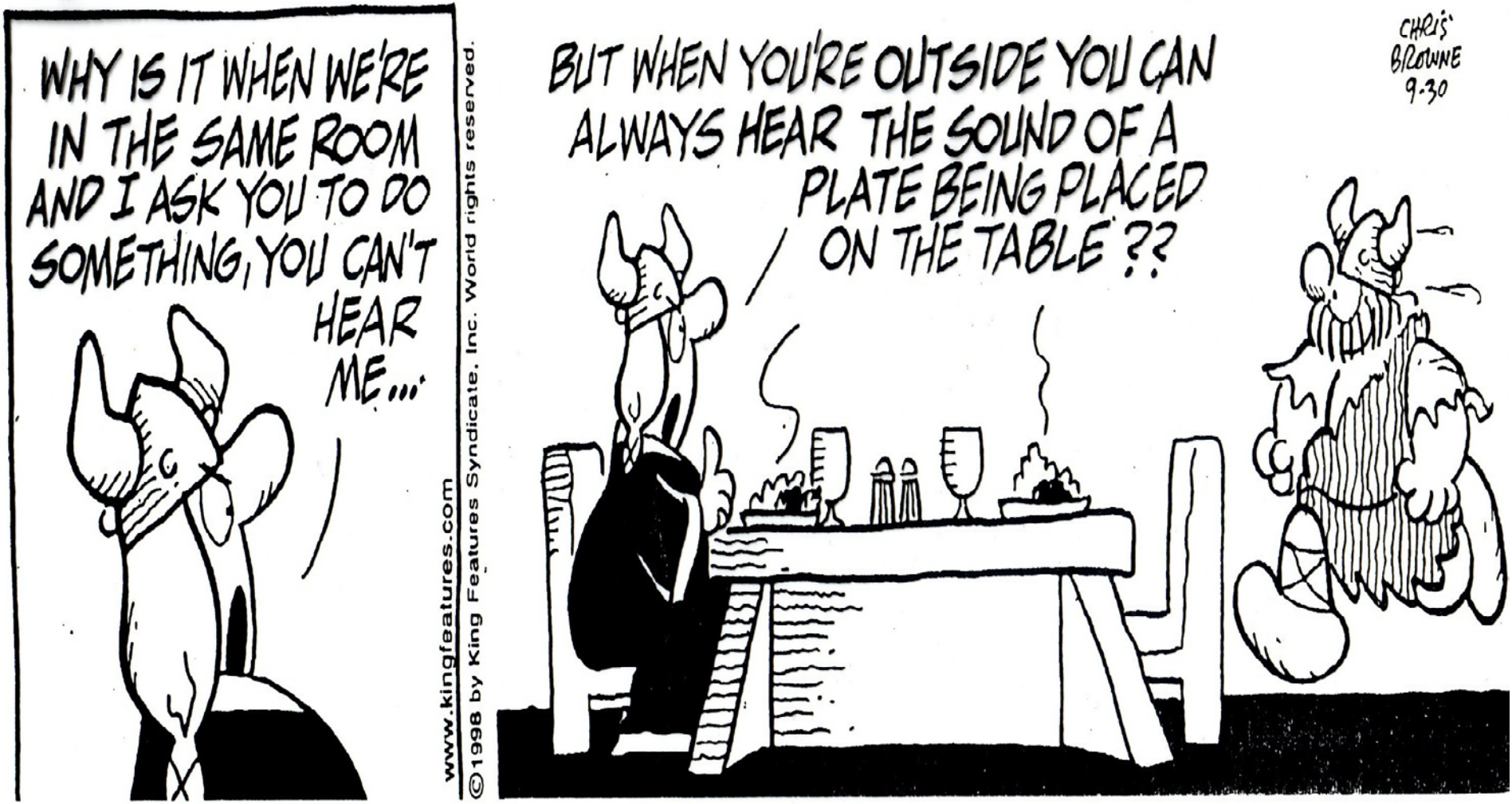
RAVE

Expertise Level 4:
Integrate Knowledge & Procedures

- Execute plans
- Solve real-life problems
- Solve problems in multiple contexts

The student finds numerous mentors and/or seeks out information to continue building concepts and skills. There is a gradual systematic integration and application of skills across many situations. The student learns how to take the steps in solving complex domain problems (execution knowledge).

RAVE


Hagar the Horrible: By Chris Browne
WHY IS IT WHEN WE'RE IN THE SAME ROOM AND I ASK YOU TO DO SOMETHING, YOU CAN'T HEAR ME...
BUT WHEN YOU'RE OUTSIDE YOU CAN ALWAYS HEAR THE SOUND OF A PLATE BEING PLACED ON THE TABLE ??
CHRIS BROWNE 9-30
www.kingfeatures.com
©1998 by King Features Syndicate, Inc. World rights reserved.

RAVES

When Teaching Ethical Skills

- Use multiple levels of instruction
  - To catch all students
- Start where students are
- Teach more than one process at a time
  - So students learn that the skills are not static
- See the handout: Ideas for Developing Skills in Moral Courage and Civic Responsibility

RAVES

Thinking about Apprenticeship …

- Refer back to your 3 skills most needed by your students.
- Use the booklets to find the 3 skills and corresponding subskills.
- ***What activity ideas are offered for these subskills?***
  - Note: these activity ideas were originally intended for middle school students
  - ***To what degree could these activities at EACH level be tailored to your students? Can you think of additional supplementary or alternative activities at each level?***

RAVES

Ethical Character Development through **RAVES**

Relationships (classroom & wider community)

Apprenticeship (modeling, guidance, practice)

Virtuous models

Ethical skills (sensitivity, judgment, focus, action)

Self authorship

Putting RAVES Together

- **The purpose of ethical behavior is to live a good life *in the community*.**
- Each individual lives within an active ecological context (Bronfenbrenner, 1979) in which, ideally, the entire community builds ethical skills together.

RAVES

Who needs help?

- Not just students
- You and me too

We need it too

Relationships (support and connection)
Apprenticeship (mentors)
Virtuous models (where we put our attention)
Ethical skills
Self authorship (self-developmental practice)

RAVES

Ethical Culture

For more information

Darcia Narvaez: dnarvaez@nd.edu

Notre Dame webpage:
http://www.nd.edu/~dnarvaez/

Or

http://DarciaNarvaez.com

My blog at Psychology Today:

Moral Landscapes