RAVES for Educators

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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:** Held or kept near others constantly

• **RESPONSIVITY:** Prompt responses to fusses and cries

• **BREASTFEEDING:** Nursed frequently (2-3 times/hr initially) for 2-5 years

• **ALLOMOTHERS** Frequently cared for by individuals other than mothers (fathers and grandmothers, in particular)

• **PLAY:** Enjoy free play in natural world with multiage playmates

• **SOCIAL SUPPORT:** High social embeddedness

• **NATURALISTIC BIRTH**

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

Epigenetics for anxiety (Meaney)

Stress response (McEwan), Vagus nerve (Porges)

Intelligence, health

Greater openness, greater maternal responsivity (Hrdy)

More self control, social skills (e.g., Panksepp)

Greater health and wellbeing

Sociality, intelligence, immunity
Brain system function with good care

**Protoreptilian**

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

**Mammalian**

*Social*: care, play

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

Narvaez, 2014
Bad News

Babies and children are not getting what they need to develop positively.
Evolved Human Developmental Niche

Narvaez, 2014

Multiple Inheritances

- Pre-conception and Conception
- Gestation and Birth
- Caregiving and Social Support
- Capacities and Optimality
- Moral Mindset

Epigenetics and Plasticity

Suboptimal

Other-inclusive personality

Self-focused personality
Stress changes gene expression which alters synapses

Right Hemisphere and Prefrontal Cortex Underdevelopment

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

Power of Survival Systems from Early Undercare

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

Narvaez, 2014
Restoring our human capacities

Protoreptilian
• Survival systems: anger, fear, panic (fight, flight, freeze, faint)

Mammalian
• Social: care, play

Learn Self-Calming

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?

R elationships (classroom & wider community)
A pprenticeship (modeling, guidance)
V irtuous models
E thical skills (sensitivity, judgment, focus, action)
S elf authorship

Initiated under the Minnesota Community Voices and Character Education project funded by USDE OERI Grant # R215V980001
Relationships
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, opioids)
- May take longer with some students
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
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)
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
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.
Apprenticeship

- Modeling
- Guidance
- Focused, extensive practice
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)
Virtuous Village

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

- Multiple examples
- Opportunities to imitate
- Practice, practice, practice
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
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
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?
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*)
Integrate in academics

Ethical Process Skills to Embed in Classroom Instruction
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
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
Baby Blues / By Rick Kirkman

ARE YOU READY FOR DADDY TO CARVE YOUR PUMPKIN, ZOE?

PUNKEN! PUNKEN! PUNKEN!

OKAY... ONE JACK-O-LANTERN COMING UP!

PUNKEN! PUNKEN! PUNKEN!

PUNKEN!!

THOK!

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
Toolbox 2: Ethical Judgment

THINK!

- Reason about what might be done
- Apply your code of ethics
- Judge which action is most ethical
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
Toolbox 3: Ethical Focus
AIM!

- Make the ethical action a priority over other needs and goals
- Align ethical action with your identity
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
ILLITERACY'S WORST-CASE SCENARIO...

I CAN'T MAKE IT OUT EITHER. LET'S GO HOME.
Ethical Action Skills

Resolve Conflicts and Problems
Assert Respectfully
Take Initiative as a Leader
Planning to Implement Decisions
Cultivate Courage
Persevere
Work Hard

RAVES
Relational,
SocioEmotional,
Communal and
Executive Skills
One Big Happy: By Rick Detorie

RUTHIE, WHAT ARE YOU DOING?
GRANDPA, SHE LIKES TO SEE KIDS READ!

THE LIBRARY LADY LOOKS SAD, BUT I KNOW HOW TO CHEER HER UP!

LIBRARY LADY, LOOK!
Ethical character requires all four toolboxes!

Notice
Think
Aim
Act

Minnesota Community Voices and Character Education project
funded by USDE OERI Grant # R215V980001
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.
Self-Authorship of Ethical Skills

- Steering one’s own self-development
- Student learns to select activities, friendships and social environments that foster good character
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).
• 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).
WHAT HAPPENED TO YOU?

HOBBS 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.
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.
“A wise (or virtuous) person is one who knows what is good and spontaneously does it.
Varela (1999, p. 4)
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
MRS. CLARKE SAYS THE PLEDGE TO THE FLAG FOR US EVERY MORNING BEFORE CLASS BEGINS --AND I KNOW ALL OF IT BY HEART!

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 RANCE, ONE ASIAN, UNDER GUARD, INVISIBLE, WITH LIVERY. JUST THIS FOR ALL. EVERYONE TAKE YOUR SEATS AND NO TALKIN'!
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.
The Family Circus: By Bil Keane

"Not wanting a lizard in my house is NOT racism!"
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.
MOMMY!
BILLY HAS HIS
ELBOWS ON THE
TABLE!
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.
Hi and Lois: By Brian & Greg Walker and Chance Browne

I need to get a birthday present for Lauren, any suggestions?

Candy... flowers... a nice card...

A jawbreaker, a squirting carnation and a baseball card?!

I went all out!
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).
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??
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
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?
Ethical Character Development through RAVES

R - Relationships (classroom & wider community)
A - Apprenticeship (modeling, guidance, practice)
V - Virtuous models
E - Ethical skills (sensitivity, judgment, focus, action)
S - 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.
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

Self-Calming
- Deep breathing
- Mindfulness
- Meditation

Social Pleasure
- Play with peers
- Silly humor
- Social dance, song, art

Communal Imagination
- Group attachment
- Us and Us
- Ecological attachment
Ethical Culture

Community attention to basic needs

Adult wellbeing and wisdom

Companionship child raising

Good physio-neuro-social biology
For more information

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My blog at Psychology Today: Moral Landscapes