



Resources available:

Developmental Therapy-Developmental Teaching: Fostering Social-Emotional Competence in Troubled Children & Youth, Third Edition, 1996, Mary M. Wood with Karen R. Davis, Faye L. Swindle, and Constance Quirk PRO.ED Publisher. Copyright Registration Number TX0004081554

Teaching Responsible Behavior: Developmental Therapy-Developmental Teaching for Troubled Children and Adolescents, Fourth Edition. 2007. Mary M. Wood, Constance A. Quirk, and Faye L. Swindle, PRO.ED Publisher. Copyright Registration Number TX0006504227.

We Grow Kids: The Essential Guide to Creative Activities for Social-Emotional Learning, 2022, the Developmental Therapy Institute, Inc., Mary Margaret Wood Ed.D (Editor), Independently published (December 10, 2022)

The Developmental Teaching Objectives and Rating Forms-Revised: DTORF-R and E-DTORF Assessment and Accountability System, 1992, 1999, 2004

Developmental Therapy-Teaching

Developmental Therapy-Teaching (DTT) is a program and approach which fosters healthy child and adolescent development. It is based on four basic beliefs:

BELIEF 1: FOCUS ON STRENGTHS

A strength-based view of behavior fosters self-esteem and encourages behaviors that are healthy and typical. Experiences with peers that bring satisfaction and success strengthen a young person's identity as one who can succeed, and so promotes identification with all that is considered normal rather than encouraging identification as "bad".

BELIEF 2: FOLLOW DEVELOPMENTAL GUIDELINES

The normal process of social, emotional, and behavioral development follows a predictable and orderly fashion. However, biological make-up and previous experiences with people contribute to the uniqueness of each child's journey along this developmental path. A program can be truly effective in promoting growth by being sensitive to the individuality of each child within the pattern of typical development.

BELIEF 3: PROVIDE PLEASURE AND SUCCESS

Constructive changes occur when acceptable behavior and relationships bring personally satisfying results. A young person's willingness to try new behaviors results from significant, pleasurable past experiences. The program must provide a way for young people to have these kinds of experiences in order for them to be motivated to learn.

BELIEF 4: MAKE EXPERIENCES RELEVANT

Learning results from events that have emotions and cultural meaning. It then spreads to all areas of a young person's life. Programs must relate to the young person's world outside of the program setting. The skills in the program must produce satisfying results in personal, real-life situations.

Adapted from Wood, M.M. et al., (1996) Developmental Therapy-Developmental Teaching-fostering social emotional competence in children and youth. AUstin, TX: Pro-ED.

Developmental Therapy-Teaching Overview:

To help children and youth grow in social-emotional competence and responsible behavior, the Developmental Therapy-Teaching curriculum begins with the knowledge of healthy social-emotional milestones. This knowledge in turn facilitates the choice of activities and materials that are developmentally and emotionally appropriate for each student.

Understanding or decoding behavior provides additional information for selection of positive, growth producing behavior management strategies. These curriculum elements are carefully sequenced through the stages of development to nurture healthy development of children from birth to age 16.



The DTT Framework enables you to:

- Assess a student's current social-emotional-behavioral status.
- Design developmentally appropriate individualized educational programs.
- Select learning objectives and instructional strategies.
- Apply DTT in early childhood settings, elementary through high schools, special education programs, and home environments.
- Use evidence-based, field-tested resources and practices.
- Evaluate students' progress.
- Document outcomes.
- Self-monitor your own skills.

DEVELOPMENTAL THERAPY-TEACHING

Description of supporting students

Developmental Therapy-Teaching believes effective behavior management requires that adults clearly and consistently convey achievable expectations to their students. In order to do so, the adult responses, instructional practices, management strategies, and type/length of activities chosen are matched to the student's current social-emotional developmental stage. In this way, the team can meet a student's current needs and help support their move towards a higher emotionally intact, more socially aware, and more independent stage. This growth corresponds to increased behavioral control. The Developmental Therapy-Teaching management strategies chosen are therefore fluid; changing in response to a child's emotional growth.

The following description of the various developmental stages depicts the concept of changing behavior management strategies in conjunction with a student's developmental growth.

In **stage one**, a student is often extremely impulsive and disorganized, lacks social awareness, has difficulty problem solving conflicts, and may have a variety of self-stimulatory and aggressive behaviors. The student needs to learn how to respond to his/her environment with pleasure by learning to act on the environment appropriately through the use of his/her sensory and motor modalities. The student also needs to gain trust in consistently acting adults who are nurturing and guide/mobilize them to respond to materials appropriately.

Frequently used behavior management strategies for stage one students include: positive feedback and praise, controlled teaching vocabulary, reflection (commenting on a child's actions), physical proximity to adults, and physical guidance/physically prompting a student through an activity to teach a new skill or behavior.

In **stage two**, the student is learning self-assertion and how to use language instead of physical responses. These assertions and responses may be expressed in negative or aggressive ways, as the student is unaware that his/her actions are a cause of anything and may lack the ability to use language to advocate for their needs/wants. What he/she wants, justifies his/her actions and consequently they often test limits. The student's increased self and social awareness from stage one is often manifested by the development of a fear of failure in which he/she is afraid to make mistakes and may be afraid to attempt new tasks. The student needs to learn how to respond to the environment with success by learning to

assert/advocate for themselves appropriately, learning about self control, and learning appropriate ways to access adult approval and praise. The teaching staff provide predictable points of reference by guiding appropriate exploration while holding limits, solving problems, and ensuring success for the student.

Frequently used behavior management strategies for stage two include: positive feedback and praise, motivating materials/content, high classroom structure, verbal redirection, reflection of feelings, verbal interactions between teaching staff (lead/support roles), physical proximity to adults, and removal from the group (time-out inside the classroom). During this stage, physical intervention becomes less intrusive compared to stage one because the student is developing more language and is more socially aware. Consequently, the overall aim is to move from physical to more verbal management strategies during this stage.

In **stage three**, the student becomes self-protective and “explains away” anything that he/she finds difficult or does not want to do (“That’s stupid”, “I hate this”, etc.). The student is socially aware and actively aware of others enough to tattletale on peers and boast of his/her accomplishments. During this stage, the student needs to learn successful group participation, assimilating social values such as fairness and friendship. The teaching staff will need to be fair but strong, keeping all students in line, while recognizing the individual. Adults help the student develop the idea that there are consequences to his/her behavior.

Frequently used behavior management strategies for stage three include: positive feedback and praise to the individual, but also about the group as a whole; motivating materials/content; verbal redirection; reflection of feelings and interpretations of those feelings; verbal interactions between staff members (lead/support); and rules. Classroom structure can be less rigid, allowing for flexible responses to classroom needs/responses. Physical proximity, physical intervention, and removal from the group are used infrequently, and usually only in responses to a crisis situation.