

List of Figures

Figure 1.1. Indicators of a troubled youngster at any age.	15
Figure 1.2. To judge the potential seriousness of a student's behavior, use the "Three Ds of Disturbance."	16
Figure 1.3. Behavior is acquired in many ways.	17
Figure 1.4. If ignored, students' unacceptable behavior can result in these behaviors.	17
Figure 1.5. Social and emotional competence.	19
Figure 1.6. The content areas of Developmental Therapy–Developmental Teaching change as students mature.	20
Figure 1.7. DOING: Key behavioral competencies.	21
Figure 1.8. SAYING: Key communication competencies.	21
Figure 1.9. RELATING: Key socialization competencies.	22
Figure 1.10. THINKING: Key cognition competencies.	22
Figure 1.11. Stages of Developmental Therapy–Developmental Teaching follow typical development.	23
Figure 1.12. Use Developmental Therapy–Developmental Teaching as a framework for these tasks.	24
Figure 1.13. Things that successful school experiences produce.	24
Figure 1.14. In a typical school with 600 students, approximately 10% of the students need targeted intervention and about 4% need intensive intervention.	25
Figure 1.15. Things that inclusion should provide to a student.	25
Figure 2.1. Learning characteristics of children and teens at each stage of development.	30
Figure 2.2. Customize your instruction to match students' social, emotional, and behavioral needs for learning.	31
Figure 2.3. Key processes of typical social and emotional development in Stage One.	34
Figure 2.4. Examples of competencies children need for success in Stage One.	35
Figure 2.5. Abilities of children who achieve the Stage One goal and view the world with pleasure and trust.	36
Figure 2.6. Key processes of typical social and emotional development in Stage Two.	37
Figure 2.7. Examples of competencies children need for success in Stage Two.	38
Figure 2.8. Children in Stage Two gravitate to teachers who provide "The Four A's."	41
Figure 2.9. Things that children can do when they achieve the Stage Two goal of participating with initiative and confidence.	41
Figure 2.10. Key processes of typical social and emotional development in Stage Three.	42
Figure 2.11. Examples of competencies students need for success in Stage Three.	43

Figure 2.12. Students who participate successfully in peer groups have achieved these Stage Three goals.	45
Figure 2.13. During Stage Four, students develop new thinking skills.	45
Figure 2.14. Key processes of typical social and emotional development in Stage Four.	47
Figure 2.15. Examples of competencies students need for success in Stage Four.	48
Figure 2.16. Active group participation is expected of everyone in a Stage Four group during these activities.	48
Figure 2.17. Things that students who achieve Stage Four goals can do.	50
Figure 2.18. Examples of the powerful changes that affect teenagers during Stage Five.	50
Figure 2.19. Key processes of typical social and emotional development in Stage Five.	52
Figure 2.20. Values and principles of Stage Five teenagers guide them in making choices.	53
Figure 2.21. During Stage Five, teenagers' ideas about a vocation typically evolve in this sequence.	53
Figure 2.22. During Stage Five, students must acquire sophisticated competencies.	54
Figure 2.23. Examples of courses in which students in Stage Five learn about human behavior, themselves, and life.	54
Figure 2.24. The Stage Five goals are achieved when a student uses competencies independently in new situations to do these things.	57
Figure 2.25. A child's expanding spirit.	58
Figure 3.1. Example of a <i>Social-Emotional-Behavioral Quick Profile</i> .	61
Figure 3.2. Consider competencies of typically developing age peers when assessing a student with the DTORF-R.	63
Figure 3.3. Uses of DTORF-R ratings.	63
Figure 3.4. Rating directions for the DTORF-R.	64
Figure 3.5. Example of the baseline DTORF-R rating for Tony.	66
Figure 3.6. The 20%–80% rule.	65
Figure 3.7. Summary of the baseline DTORF-R assessment for Tony, an 11-year-old, fifth-grade student.	68
Figure 3.8. Use these steps to review a completed DTORF-R.	69
Figure 3.9. Use a DTORF-R developmental age score to estimate how missing competencies have delayed a student's development.	70
Figure 3.10. Use these steps to complete a group DTORF-R.	72
Figure 3.11. Example of a group DTORF-R for four students with special needs in an inclusive fifth-grade program.	73
Figure 3.12. Follow this diagram to evaluate student progress.	75
Figure 3.13. Example of a repeated DTORF-R rating for Tony.	77
Figure 3.14. Summary of Tony's repeated DTORF-R assessment after 10 weeks.	79
Figure 3.15. Bar graph summary of two repeated DTORF-R ratings for Tony.	82
Figure 3.16. Data that the online electronic version of the DTORF-R automatically calculates.	83
Figure 3.17. The electronic DTORF-R system provides a summary printout of instructional objectives selected for IEP planning.	84
Figure 3.18. The electronic DTORF-R system provides a summary printout for a Behavioral Intervention Plan (BIP) based on a functional behavioral assessment (FBA) with the DTORF-R.	85

Figure 3.19. When teachers have training and practice, their DTORF–R ratings have high reliability.	89
Figure 4.1. Lessons should allow students to mobilize mental energy for learning.	92
Figure 4.2. How emotional memory works.	94
Figure 4.3. Use this developmental sequence to identify basic values for motivating students.	96
Figure 4.4. How values are used in Developmental Therapy–Developmental Teaching to enhance and expand a child’s maturity.	97
Figure 4.5. How typical developmental anxieties emerge.	99
Figure 4.6. Description of emotional defenses.	100
Figure 4.7. Psychological defenses defined (with examples).	101
Figure 4.8. Healthy emotional balance requires protecting the self from stress by using defensive behaviors.	103
Figure 4.9. Students with a preexistential view of authority and responsibility see teachers like this.	105
Figure 4.10. Students in the existential crisis see teachers like this.	105
Figure 4.11. Students with a postexistential view see teachers like this.	107
Figure 4.12. Roles of students in groups and the defense mechanism involved.	108
Figure 4.13. Four typical forms of social power used by students.	110
Figure 4.14. For a healthy learning climate in your classroom, use these steps to chart the group dynamics.	111
Figure 4.15. Analysis of roles and social power in a fourth-grade reading group.	112
Figure 4.16. Sociogram of interactions among members of the reading group.	112
Figure 5.1. Use this guide to help students make good behavioral choices.	119
Figure 5.2a. Match and modify strategies to students’ stages of development.	122
Figure 5.2b. Less frequently used strategies for managing highly disruptive behavior.	123
Figure 5.3. Management guidelines when you have students with special needs.	123
Figure 5.4. Avoid mismatched practices like these.	124
Figure 5.5. As you apply management strategies, consider these action principles.	124
Figure 5.6. Judge the long-range effectiveness of your behavior management plans by the extent to which students do these things.	125
Figure 5.7. Strategies to anticipate and avoid problems—the “A” strategies.	127
Figure 5.8. Strategies to keep behavior problems from increasing—the “B” strategies.	131
Figure 5.9. Strategies to control highly disruptive behavior—the “C” strategies.	135
Figure 5.10. Guidelines for deciding whether or not to ignore.	140
Figure 5.11. How PEGS CD-ROMs provide teachers with practice in choosing the right strategies for individual students.	141
Figure 5.12. Suggestions for teaching students with thought disorders.	144
Figure 5.13. Examples of passive aggression in the classroom.	145
Figure 5.14. Suggestions for working with a student who is extremely aggressive or violent.	146
Figure 5.15. As you assist an out-of-control, aggressive student, you will see these phases of behavior.	147
Figure 5.16. Messages to convey to students who have highly disruptive behavior.	148

Figure 5.17. Parents can use the same positive strategies at home when their children's behavior is challenging.	149
Figure 6.1. Donna.	153
Figure 6.2. Children can achieve these DTORF–R objectives with the TALK, FIX IT, SMILE process.	154
Figure 6.3. Use the TALK, FIX IT, SMILE process to help a student resolve an incident.	155
Figure 6.4. As the talk continues, think about the outcome goal for the student.	158
Figure 6.5. A solution should help a student achieve these goals.	160
Figure 6.6. Indicators that the FIX IT phase is over.	161
Figure 6.7. Evidence that there is a successful outcome.	162
Figure 6.8. The abbreviated LSCI phases.	167
Figure 7.1. What teachers need to know.	170
Figure 7.2. In the beginning phase of teachers' skill development, these are basic skills.	171
Figure 7.3. Adjust your role to your students' stages of development.	172
Figure 7.4. Essential skills for the middle phase of teachers' skill expansion.	173
Figure 7.5. Skills that teachers need at the demonstration phase.	174
Figure 7.6. Skills that a member of a teaching team should have.	175
Figure 7.7. Skills and duties of the lead teacher on a team.	175
Figure 7.8. Skills and duties of a support teacher on a team.	176
Figure 7.9. Cover these points in daily team debriefings.	177
Figure 7.10. Be able to use several forms of social power to influence your students.	178
Figure 7.11. Examples of messages communicated by nonverbal skills and body language.	181
Figure 7.12. Effects of a teacher's voice quality.	183
Figure 7.13. Summary of personal style in the classroom.	185
Figure 7.14. Reasons a teacher might want to self-rate with the DTRITS.	186
Figure 7.15. DTRITS forms guide practices to match students' ages and stages of development.	186
Figure 7.16. Performance standards indicated by DTRITS scores.	187
Figure 7.17. Characteristics of the DTRITS.	188
Figure 7.18. The DTRITS meets these standards as an effective, performance-based measure of teachers' skills.	189
Figure 7.19. People for whom PEGS CDs provide practice in behavior management.	192
Figure 7.20. Students' behavior problems selected for the PEGS CD series.	192
Figure 7.21. Criterion statements used by teachers and university students to rate the PEGS series.	194
Figure 7.22. Facts about the PEGS for Teachers CD series.	198
Figure 8.1. Consider four basic beliefs about successful teaching and learning with this developmental approach.	202
Figure 8.2. Begin with assessments of your students.	205
Figure 8.3. Tasks for developing a behavior management plan for your class.	206
Figure 8.4. Plan your developmental instruction strategically.	206

Figure 8.5. Key characteristics to consider when grouping students who are in Stages Three or Four.	210
Figure 8.6. Use these guidelines to build and maintain a successful group.	212
Figure 8.7. Same material, four meanings, four behaviors.	213
Figure 8.8. Questions to ask about materials for students of any age or stage.	214
Figure 8.9. Use this chart for developmentally targeted learning materials.	214
Figure 8.10. Characteristics of unifying themes for effective units of study.	215
Figure 8.11. Examples of themes that reflect students' developmental anxieties.	216
Figure 8.12. Plan readiness-to-read lessons like these for children in Stage Two.	217
Figure 8.13. Accelerate reading and creative writing with activities like these for students in Stage Three.	218
Figure 8.14. Expand reading, writing, and thinking skills with lessons like these for students in Stage Four.	219
Figure 8.15. Accelerate academic competence with lessons like these for students in Stage Five.	219
Figure 8.16. An example of steps to provide for individual differences in creative writing lessons for students in Stages Two through Four.	220
Figure 8.17. Examples of introductions to lessons at each developmental stage.	221
Figure 8.18. Examples of endings for lessons at each developmental stage.	223
Figure 8.19. Examples of transitions between lessons at each developmental stage.	224
Figure 8.20. Tips about effective developmental instruction for students of any age and stage.	225
Figure 8.21. A strategic way to plan and evaluate instruction for a selected objective.	226
Figure 8.22. Use these criteria to check the quality of plans for schoolwide change.	228
Figure 8.23. Ways in which outside consultation and resource assistance can augment self-study.	229
Figure 8.24. Check yourself on the strategies you use.	230
Figure 8.25. A way to check a student's level of participation.	232
Figure 8.26. A way to organize and summarize information as you plan for each student's IEP.	233
Figure 9.1. Multiple theories have evolved into coherent contemporary practices integrated in Developmental Therapy–Developmental Teaching.	239
Figure 9.2. History of Developmental Therapy–Developmental Teaching over 4 decades.	240
Figure 9.3. This approach has received multiple validations from the U.S. Department of Education as “an educational program that works.”	242
Figure 9.4. Another certificate of significant achievement.	242
Figure 9.5. Gains of 45 teachers following in-service training.	245
Figure 9.6. The Administrative Support Checklist provides criteria for rating the resources available to a program.	246
Figure 9.7. Four ways in which reliability of DTORF–R scores was established.	250