Preface

Teaching children and teens about responsible behavior is no simple matter. First, teaching responsible behavior requires teachers and parents to understand what "behaving responsibly" means for different age groups. Next is the matter of understanding how responsible behavior is acquired, how it affects academic achievement, and which instructional practices are effective in guiding its development. The National Research Council (2002) articulated these ideas in its standards-based reform proposal "to make explicit the link between standards, assessments, accountability, instruction, and learning" (Elmore & Rothman, 1999, pp. 3–6). This system reflects the Developmental Therapy–Developmental Teaching approach to improved outcomes for students, illustrated in Table P.1. This approach is also imbedded in federal regulations for the reauthorized IDEA legislation of 2004 and the No Child Left Behind Act of 2001 (U.S. Department of Education, 2002).

As a practical guide for putting these standards into practice, we offer the revised edition of *Developmental Therapy–Developmental Teaching.* This approach is intended for general and special educators who have students with challenging behaviors. It also includes material for parents concerned about how to help children become increasingly responsible for their own conduct—in school and in life. There are applications for childcare providers, paraprofessionals, student teachers, and mental health practitioners. For those who are new to this approach, the material is introduced gradually, step by step. Those who currently use Developmental Therapy–Developmental Teaching will find many familiar instructional strategies, as well as new insights for connecting applications to research and underlying theory. This should be of help when demonstrating the practices for others and for documenting student progress toward increasingly responsible behavior and school achievement.

While the practical applications and the growing body of scientifically based research evidence about the effectiveness of this approach make Developmental Therapy–Developmental Teaching directly relevant to teachers in their classrooms, the universally recognized theoretical foundations are what enhance its authenticity (Wood, Brendtro, Fecser, & Nichols, 1999). Theory provides the basis for practices. Over many years, theorists, researchers, and educators have expanded our understanding about successful education of children and youth. They have described intricate interrelationships among the developmental processes that produce social and emotional competence. They offer explanations about how relationships are formed and responsible behavior is acquired. They explain the role of emotions, emotional memory, and mental energy in learning; and how values become motivating forces in behavioral choice. Theories also expand our understanding of anxiety and its pervasive role in learning.

Among major theories that have been translated into practice in this approach are the seminal works of Erik Erikson on identity formation and Jean Piaget's constructs about cognitive scaffolding. We include Table P.2 as an introduction to the way stage theories are reflected in Developmental Therapy–Developmental Teaching. Works of other major theorists are integrated throughout the book, including Robert Selman's model for how interpersonal understanding develops, Lawrence Kohlberg's work on moral development, Eliott Turiel's formulations about social development, and the rich insights of Fritz Redl and David Wineman about aggressive children. Additionally, this approach builds on the constructs developed by Albert Bandura about how behavior is learned, Jane Loevinger's synthesis of personality development, Anna Freud's studies of developmental lines and children's anxieties, and the extensive research

contributions of Mary Ainsworth, James Bowlby, Michael Lewis, and Margaret Mahler for greater understanding of the emotional lives of children.

Combining learning theory with transactional, sociological, and clinical orientations provided greater understanding of how social and emotional development of children and teens affects their behavior and their learning. With or without disabilities, children need certain universal benchmarks for social, emotional, and behavioral competence. These critical milestones

Table P.1
Developmental Therapy–Developmental Teaching Meets NCLB/IDEA Standards-Based System To Improve Instruction

	Components of Developmental Therapy–Developmental Teaching
Standards	• Standards of social, emotional, and behavioral competence for students, identified from research and theory about healthy personality development, for increasingly responsible behavior at school and at home. • Key indicators aligned with benchmarks to the general education curriculum. • Specified instructional standards for teachers and paraprofessionals linked to gains in student competencies.
Assessments	• Student's general developmental profile (*Social–Emotional–Behavioral Quick Profile*) • A functional behavioral assessment (FBA) of a student's individual pattern of competencies, achieved and missing standards, for precise IEP objectives and a behavior intervention plan (BIP). (Developmental Teaching Objectives Rating Form–Revised; DTORF–R) • In-classroom ratings of a teacher's proficiency in demonstrating the specified standards. (Developmental Teaching Rating Inventory of Teacher Skills; DTRITS)
Accountability	• Students demonstrate adequate yearly progress (AYP) in social, emotional, behavioral, and learning competencies specified for their individual stage of development. (DTORF–R Progress Record) • Teachers demonstrate specific proficiency levels in applying the practices indicated in their students' IEPs. (Teachers' DTRITS proficiency scores) • Schools demonstrate that teachers and students have the necessary administrative support for student progress. (Administrative Support Checklist) • Improvement in schoolwide indicators of a mentally healthy school environment.
Instruction	• Sequentially planned academic lessons and other learning activities matched to student's current learning objectives and capacity to achieve in school. • Learning material that challenges students to increased levels of competence. • Flexible scheduling and timely adjustments in individual student's programs. • Motivating curriculum content relevant to students' experiences. • Instruction and behavior management strategies matched to students' learning objectives.
Student learning	• Carefully aligned educational intervention programs that result in high levels of motivation and willing student participation in achieving the selected learning objectives. • Students with gains in expected standards for social, emotional, and behavioral competence, with increased participation, personal responsibility, and academic achievement.

Table P.2.

Developmental Therapy–Developmental Teaching Parallels Theories About Stages of Personality Development

Erikson's Stages of Psychosocial Development	Piaget's Stages of Cognitive Development	Typical Age When Stage Ends		Developmental Therapy–Developmental Teaching Stages and Goals					Associated Developmental Anxiety
Intimacy versus isolation	Dialectic reasoning	Young adult						Know personal reality in relations with others ⇗	Search for personal identity
Identity versus role diffusion	Late formal operations Formal operations (abstract thinking)	About age 16	Stage Five				Apply individual and group skills in new situations ⇗		Search for role identity as independent person
Industry versus inferiority	Transition: late concrete to early formal operations	About age 12	Stage Four			Invest in group membership ⇗			Conflict between need for independence and for others' approval
Initiative versus guilt	Concrete operations	About age 9	Stage Three		Achieve skills for success in peer group ⇗				Guilt for failing to measure up to others' expectations
Autonomy versus shame and doubt	Preoperations	About age 6	Stage Two	Respond with success ⇗					Personal inadequacy and punishment by powerful forces
Trust versus mistrust	Sensorimotor	About 18 months	Stage One	Respond with pleasure and trust ⇨					Abandonment and deprivation by others

encompass psychosocial and cognitive skills in successive phases of human development. Each individual's pattern for acquiring these skills reflects a unique cultural, familial, emotional, and developmental history. Therefore, standards must be age appropriate, reflect the cultural values of their families and communities, and match their individual stages of development.

Teachers, parents, and peers play key roles in the lives of children. They shape a child's learning, behavior, personality, and emotions in intensely interrelated ways at each age and stage of development. Institutions outside of school and home, government policies, law enforcement, community recreation, religious affiliations, health services, and childcare also contribute to the persons children are and the persons they will become. When learning environments at school, at home, and in the community reflect this interrelationship by using developmentally and emotionally appropriate behavior management and instruction, the outcomes are increased student competence in learning and greater personal responsibility for behavior.

In this new edition, the central theme concerns teaching students social and emotional competence to achieve responsible behavior for success in school. The approach is to use strategic instructional strategies carefully matched with the individual's unique needs at every stage of development.

Each chapter contains a topic that is essential to this mission. Chapter 1 introduces typical and troubled children in three age groups: early childhood, elementary school age, and teens. These brief vignettes portray authentic children with very real problems and with behaviors that are familiar to most teachers and parents. Their individual characteristics and stages of development shape the way they learn. These descriptions are used for the content in the chapters that follow. Chapter 1 ends with a summary of how this approach contributes to planning for a tiered system of school-wide management with a positive learning climate for all students—those who are troubled, those whose conduct presents discipline problems, those with severe emotional or behavioral disabilities, and those at risk.

The focus in Chapter 2 is on snapshots of how we use Developmental Therapy–Developmental Teaching with children and teens at each age and stage of development. The snapshots summarize general learning goals for each stage of development and specify the competencies students need to achieve these goals. Also included in the summaries are learning characteristics, central concerns, anxieties, and values that motivate students in different ways as they mature. Students in each age group have changing views of authority, and they go about problem solving in different ways. Their education must be responsive to their individuality, age- and stage-related needs, their family and cultural backgrounds, and their developmental accomplishments. Each snapshot concludes with information about how teachers' instructional practices are matched with students' developmental and learning characteristics. The applications are relevant for students who are developing typically, for those who are troubled or at risk, and for those with serious delays in social, emotional, or behavioral development.

Chapter 3 contains practical details for obtaining a comprehensive functional assessment of a student's social, emotional, and behavioral competencies as the basis for teaching responsible behavior. The manifest indicators of these competencies are contained in two assessment tools: the *S–E–B Quick Profile* and the *Developmental Teaching Objectives Rating Form–Revised* (DTORF–R). These measurement instruments are included on CDs at the back of this book. These instruments provide reliable and valid information about each student's individual learning differences and are the basis for planning specific interventions. For students in special education, this information becomes part of an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or Individual Transition Plan (ITP).

This assessment system is used for assessing behavior, communication, socialization, and thinking competencies of children from birth to age 16, and can be used for completing a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP). Detailed rating and scoring directions are provided, along with an example of how the assessment is used to

identify instructional objectives, to plan effective instructional interventions, and to document student outcomes. The chapter ends with information about how validity and reliability were established for the DTORF–R.

Chapter 4 extends comprehensive assessment into areas that are present, but unseen, in every student. This process, called *decoding behavior,* is essential for understanding how learning and behavior are influenced by forces that are not always observable. Decoding is a way to understand what a student's words and actions signal about his or her unique needs. The first section describes several unseen resources to stimulate learning and responsible behavior: *mental energy, emotional memory,* and *motivating values.* The second section reviews ways individuals attempt to maintain psychological defenses against stress and anxiety and how these defenses effect learning and behavior. Topics include *developmental anxieties, defense mechanisms,* and *maintaining emotional balance.* A separate section follows with a focus on the *existential crisis* and how students' views of authority and responsibility change as they develop. There is a discussion of *group dynamics,* which can dominate behavior in a classroom. This includes students' roles in a group, their forms of social power, and ways to change group dynamics for an improved psychological climate in the classroom. At the end of the chapter, there is a summary form for combining the DTORF–R assessment results from the previous chapter with information gained through decoding as you plan an individual student's program.

Strategic behavior management strategies are described in Chapter 5. Use this chapter as a guide when selecting interventions for the students in your classroom. The first topic is an overview using a developmental frame of reference to help determine how much independence students at varying ages should be given for making behavioral choices—with the freedom of choice to succeed or fail on their own. The overview also provides a quick summary chart for selecting and modifying specific strategies for each age group. The second section is a review of widely used management strategies familiar to most educators and parents. It describes how each strategy can be applied for maximum effectiveness. There is a discussion of the issues of punishment, rewards, and when to ignore misbehavior. The chapter ends with a summary of specific applications for students who have severe behavioral problems associated with thought disorders, passive aggression, physical aggression, and violence.

Chapter 6 extends the topic of behavior management to focus on talking with young or developmentally delayed students to help them learn to manage their feelings and to behave in ways that bring about the results they desire. This chapter describes how to teach them to use words instead of actions to deal with frustration and crises in positive ways. This process is the *abbreviated* LSCI, which is an adaptation of the widely used *Life Space Crisis Intervention* (LSCI), simplified for students who have not yet developed the necessary readiness skills for benefiting from LSCI. The chapter outlines the three-part process and provides a guide to determine when to use the abbreviated form rather than the full LSCI. There is a section that describes how this process also becomes a strategy for teaching specific DTORF–R learning objectives for students in Stages One or Two, preparing them for future participation in a full LSCI. Specific examples illustrate how to conduct an abbreviated LSCI and what to look for in each phase. The transcript of an actual situation with sobbing, inconsolable 5-year-old Sam is provided at the end of the chapter.

Chapter 7 is organized around core knowledge and skills needed by teachers to maintain a developmentally and emotionally healthy learning environment in general or special education. The first section reviews phases of skill development for teachers (and student teachers), lead and support teachers as a team, teachers' power to influence students' actions, personal characteristics that shape the teacher's effectiveness, and how teachers gain needed skills.

In the last section, there is a description of two tools for teachers to use independently when learning to apply the specified practices—the DTRITS and *PEGS for Teachers.* The DTRITS is a reliable and valid rating inventory for teachers to check themselves on their use of specified practices. It also can be used to document proficiencies of teachers in applying the

practices. Separate versions—for teachers in Birth-to-three programs, early childhood programs, elementary school, and middle school—are included in the CD at the back of this book.

PEGS for Teachers is a series of three interactive programs on CD-ROM offering simulation games for teachers to experiment with different intervention strategies for responding to challenging behaviors of student characters during typical school activities.

Chapter 8 explains how to begin using the practices described in the previous chapters in your classroom. There are two important issues to consider before you begin: how your beliefs about teaching fit with this approach, and a realistic appraisal of how much change these practices will require of you. This discussion is followed by a general review of basic content for getting started with students of any age or stage of development in any educational setting.

There are specific planning guidelines about how to use assessment and observational information about your students, establish learning objectives, group students for strategic instruction, plan lessons that target the objectives, choose learning content and materials to target objectives, unify lessons around a central theme, use reading and writing lessons to accelerate competence, and structure teaching for an effective lesson. The chapter ends with suggestions about how you might extend developmental practices school wide. Although the chapter focuses specifically on applications in general and special education classrooms, the same processes apply in childcare and community mental health settings. Parents who are home schooling also should find useful applications.

In Chapter 9, there are summaries of several scientifically based research studies that resulted in recognition of this approach as an "Educational Program that Works" by the U.S. Department of Education. These studies provide evidence of progress made by students receiving Developmental Therapy–Developmental Teaching. There are also summaries of the gains in classroom skills made by the teachers and teaching assistants who participated in in-service training to use this approach.

A section with additional studies reports the sustainability of students' gains one and two years after the intervention, and briefly reviews a study involving the training of university interns who received the same inservice training as the teachers. The chapter ends with performance data from replication sites. The cumulative results add to the growing body of evidence about significant, positive effects of this approach on teachers' skills and on the progress made by the students they teach.

There is an Epilogue to describe an encouraging international consortium that is networking to improve the education of troubled children and youth worldwide. With it comes a vision of greater opportunities for educational excellence across boundaries. By forming institutes that offer access to information and training in Developmental Therapy–Developmental Teaching, educators and parents can learn and then adapt the practices to local cultures, languages, and educational standards. This international movement has been accelerated with formation of the Institute for Developmental Therapy–Developmental Teaching–Europe (Institut fuer Entwicklungstherapie/Entwicklungspaedagogik—ETEP–Europe) and the Developmental Therapy Institute–USA. As a result, locally adapted Developmental Therapy–Developmental Teaching practices are becoming increasingly inclusive and highly effective for the education of troubled students with behavioral problems and mental health needs.

At the end of this revised edition, you will find a CD that contains the instruments we use in evaluating program effectiveness. These measurement tools, with established reliability and validity, provide a way to evaluate and document (a) student outcomes, (b) teachers' skills in implementing the specified practices, and (c) the extent of administrative support for a program. The CD can be downloaded and duplicated.

We encourage you to use these instruments to conduct your own field research. The need for research continues to be an urgent priority. Questions remain about how students' experiences at school and outside of school—past and present—shape their academic achievement and conduct. Also, little is known about how the size and membership of instructional groups

affect students' performance. Other questions remain about the effect of teachers' personality and behavioral variables on students' performance. The questions are legion! Every well-conducted research study adds to the expanding knowledge base. For all of us, greater understanding continues to be the goal as we assist young people of all ages to gain social and emotional competence and responsible behavior.

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