



DTT CONTENT FOR PROFESSIONAL DEVELOPMENT

Textbook: *Teaching Responsible Behavior*, 4th ed., (2007). PRO.ED Publishers

Goal: Strengthen your practices and effectiveness with DTT for student success with social-emotional learning (SEL)

Suggested Skill Levels: Introductory * Intermediate ** Advanced ***	“THINK DEVELOPMENTALLY” ABOUT SEL Content Objectives
Module 1: * Introduction to DTT <i>SEL - Make it Happen in Your Classroom</i>	Consider Basic Beliefs About SEL from a Developmental Perspective. Review Typical Social-Emotional & Behavioral Development. Use DTT Stage and Domain Goals for SEL Instruction. Adjust Your Practices to Students' SEL Stages. Textbook readings: Chapters 1 & 2, Appendix B
Module 2: ** <i>Assessment for Social-Emotional Development</i>	Assess Students' Social-Emotional-Behavioral Development for SEL. Practice Assessing SEL with DTORF-R and Online E-DTORF. Analyze DTORF-R Rating Results for SEL Program Planning. Complete a Composite Group DTORF-R for Group Instruction. Textbook reading: Chapter 3, Appendix B
Module 3: *** <i>“Decoding” Students’ Classroom Behavior</i>	Consider Unseen Forces Fueling Classroom Behavior. Identify Behavioral Defenses for Emotional Protection. Explore Formation of Developmental Anxieties. Connect Existential Crisis to Behavior Problems and Emotional Balance. Apply Decoding for Successful SEL in Your Classroom. Textbook readings: Chapter 4, Appendix C
Module 4: ** <i>Positive Behavior Management</i>	Match Strategies to Students’ Stages of Development. Avoid Disciplinary Actions. Respond to Misbehavior. Manage Highly Disruptive Behavior. Prepare Individual Behavioral Intervention Plans. Textbook readings: Chapters 5 & 6, Appendix B, p. 278
Module 5: ** <i>Developmentally Based Instruction for SEL</i>	Adjust Instruction to Individual SEL Needs in a Group Setting. Plan Schedules and Motivating Activities by Developmental Stage. Design Motivating Units to Enhance Participation. Self-Assess Current DTT Instruction Skills with DTRITS. Review Roles and Responsibilities of Teaching Teams. Adjust Your Role to Students’ SEL Stages. Textbook readings: Chapters 7 & 8
Module 6: *** <i>Documenting Student Progress and Program Effectiveness</i>	Chart Individual Student Progress with Bar Graph and Pre-Post DTORF-R Scores. Analyze Group and Program Effectiveness Document Program Support with <i>Administrative Support Checklist</i> Document Effectiveness of DTT Teaching Practices with Pre- Post-DTRITS. Textbook reading: Chapter 9

For on-site professional development with a certified DTT Instructor, allow approximately 1 full day per module for lectures, practice activities, applications, and related readings. For the on-line independent study option, each module is designed for approximately one hour plus readings and applied practices.

For each completed DTT module, certificates are provided for professional hours.