



The University of Georgia

DEVELOPMENTAL THERAPY-TEACHING PROGRAM (DTT)
Department of Child and Family Development
College of Family and Consumer Sciences
The University of Georgia
Athens, GA 30602

Online Professional Development Course Title: *Developmental Teaching for Students With Special Needs*

SYLLABUS

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- Goals: This four-module series on Developmental Therapy-Teaching (DTT) is designed as a professional development course for educators and special service professionals to gain:
- Standards: Each lesson ends with a proficiency check requiring a passing score of 80% correct. To continue to the next lesson, the proficiency standard must be reached in the previous lesson. A lesson may be repeated until the proficiency standard is met. At the end of each module, participants are asked to complete a course evaluation online.
- Time Required: About 4 hours online including assigned readings in the textbook and online practice assignments is needed for each lesson in each module (20 lessons in all for a total of 80 instructional hours).
- Textbook: *Teaching Responsible Behavior* (2007) by M. M. Wood, C. Quirk, and F. Swindle. PRO.ED publishers, order number 11206; Phone 800-897-32-02.
- Credits: Each completed module (requiring a minimum of 20 online hours) provides 2 continuing education credits (CEUs) for professional development through the University of Georgia. Professional Learning Units (PLUs) are also available through the Georgia Department of Education.
- Course Dates: This professional development course is independently scheduled. It is available online from July 1 – June 30 each year. The four-module sequence must be completed within one year of the starting date.
- Registration: Registration forms are available online at www.uga.edu/dttp or at www.developmentaltherapyinstitute.org

MODULE ONE. *A Developmental Approach To Classroom Teaching*

Performance Objectives for Module One

- Learn to use a developmental framework for looking at the learning characteristics and developmental needs of students with special needs at each stage of development from early childhood through the teen years.

- Review steps for planning developmentally appropriate instruction to build on each student's strengths and instructional needs in Behavior, Communication, Socialization, and Cognition.
- Obtain information about essential teaching skills for adults to be effective at different stages of students' development.
- Learn a process for designing lessons to strategically target instruction at students' individual stages of development so that they can acquire competencies needed for success in school.

Lesson Content for Module One

Lesson 1: *Think About Students in a Developmental Way*. This lesson is an overview of the developmental approach to teaching students with and without social, emotional, or behavioral disabilities. Competencies are reviewed through the DTT stage sequences from birth to age 16. The lesson explores how these competencies are sequentially acquired for social-emotional maturity and responsible behavior and how, to be effective, instruction must be adapted to these developmental stages.

Lesson 2: *Essentials for an Effective DTT Stage One Program*. This lesson takes you in depth through key foundation competencies needed by very young or developmentally delayed children. Stage One competencies are those typically developing children acquire by about age 15 months. The lesson then illustrates how teaching strategies are adapted to help students acquire these competencies.

Lesson 3: *Essentials for an Effective DTT Stage Two Program*. This lesson considers the typical social, emotional, and behavioral development of children from 15 months to about five years. The lesson illustrates how to adjust instruction and curriculum to the needs of those who are in this stage of development and lack competencies needed for continuing development and future success in school.

Lesson 4: *Essentials for an Effective DTT Stage Three Program*. This lesson introduces the key social, emotional, and behavioral competencies need by students as they begin school. For typically developing students, Stage Three skills are acquired during the primary grades. For older exceptional learners and those with severe social, emotional, or behavioral disabilities, many of these competencies may be lacking. Students first referred for special education are frequently in this stage of development and their IEPs focus their instructional programs on Stage Three learning objectives and teaching strategies.

Lesson 5: *Essentials for an Effective DTT Stage Four Program*. This lesson examines the social, emotional, and behavioral development of typically developing students between ages 9 and 12 years (upper elementary school). Older students with developmental delays may also be in Stage Four and in middle or high school. The lesson provides guidelines for instruction to focus on expanding their competencies further during this stage as they begin to take greater personal responsibility for their own actions.

Lesson 6: *Essentials for an Effective DTT Stage Five Program*. This final lesson in Module 1 takes an in-depth look at the specific competencies needed by typical adolescents as they navigate the teen years. The lesson provides guidelines for instruction to target the developmental competencies they need to acquire as they prepare for transition beyond high school and into increasingly responsible independence.

MODULE TWO. *Developmental Assessment for Curriculum Planning and Instruction*

This second module in the series on Developmental Therapy-Teaching (DTT) goes through the steps for conducting a developmental assessment of a student's key social, emotional and behavioral competencies

from 15 months to age 16. The five lessons focus on learning to use the *Developmental Teaching Objectives Rating Form—Revised (DTORF-R)*.

Performance Objectives for Module Two

Successful completion of these five lessons will prepare a participant to assess a student's current developmental competencies and to identify key social, emotional, and behavioral objectives for the IEP, which will guide daily instruction for achieving missing competencies. Participants also will learn to use repeated DTORF-R ratings during a school year to monitor and report student annual progress (AYP) toward achieving needed developmental and educational goals.

Lesson Content for Module Two

Lesson 1: *Introduction to the Developmental Teaching Objectives Rating Form—Revised (DTORF-R)*. This lesson contains the basic rating procedures for obtaining a functional developmental and behavioral assessment (FBA) with the DTORF-R.

Lesson 2: *Practice Using the DTORF-R*. In this lesson, participants learn to use the DTORF-R with students of varying ages, to conduct accuracy checks for reliability, and to pool individual student's ratings for group instruction.

Lesson 3: *Identify Essential Information from DTORF-R Ratings*. Participants learn to use the online E-DTORF to select key learning objectives for individual student's IEP planning.

Lesson 4: *Plan Instruction from DTORF-Ratings*. This lesson expands a raters' skills in interpreting a student's social-emotional needs from DTORF-R ratings and applying the information to lesson plans.

Lesson 5: *Document Student Progress with Repeated DTORF-R Ratings*. This lesson expands understanding of how to document annual yearly progress (AYP) of individual students and groups using electronic summaries.

MODULE Three. *Emotions and Behavior in the Classroom*

This third module in the series on Developmental Therapy-Teaching (DTT) reviews management alternatives for students with thought disorders, passive aggression, physical aggression, and violence. Participants explore ways that mental energy, emotional memory, and personal values shape students' behavior and access to learning. They learn to connect observed behavior to students' developmental and emotional needs. Participants are introduced to group dynamics that shape students' behavior and learning and the types of social power students use to influence others in a group. The module ends with consideration of unique management problems that arise with students who have severe behavioral disabilities.

Performance Objectives for Module Three

- Identify relationships between students' behavior and developmental anxieties, unmet emotional needs, defense mechanisms, and adjustment in the classroom.
- Use eight guidelines for planning and implementing a developmentally based behavioral intervention plan (BIP).
- Apply positive behavioral management strategies that are developmentally appropriate for students of varying ages, emotional, and developmental needs.
- Change negative group dynamics in their classrooms.

Lesson Content for Module Three

Lesson 1: *Unseen Forces at Work in the Classroom*. This lesson explores how mental energy, emotional memory, and personal values shape students' behavior and access to learning. It then reviews relationships between students' developmental anxieties, unmet emotional needs, defense mechanisms, and the process of students' adjustment at school.

Lesson 2: *Think About Behavior Management in a Developmental Way*. As this lesson explores the goal of helping students to make good behavioral choices on their own, the selection of positive behavior management strategies that are developmentally and emotionally appropriate are the focus.

Lesson 3: *Connecting Decoding and Behavior Management*. Participants review how the expectations of others and their own inner feelings shape the way students feel and behave at each stage of development. Participants apply eight guidelines when planning and implementing a DTT-based behavioral intervention plan.

Lesson 4: *Group Dynamics at Work in the Classroom*. This lesson considers how group dynamics and social roles can shape students' behavior and learning. Participants use a process for changing negative group dynamics in the classroom.

Lesson 5: *Decoding Severe Behavior Problems*. As participants practice decoding case material about students with severe behavior problems, they also consider the multi-dimensional roles, skills, and personal characteristics an adult must have to be effective with these students. Particular attention is given to those with thought disorders, passive aggression, and physical aggression.

MODULE FOUR. *Getting Started in Your Own Classroom*

This fourth module in the series on Developmental Therapy-Teaching (DTT) integrates fundamental concepts of developmental teaching with academic classroom applications, curriculum, and lesson plans. The five lessons focus on using developmental practices presented in the previous modules (assessment, decoding, behavior management, team roles, and teaching skills) to prepare lesson plans that address academic needs while being developmentally and emotionally suitable for individual students in a group setting.

Performance Objectives for Module Four

Successful completion of these five lessons prepares a teacher to plan individualized lessons and instruction for students from early childhood through high school using developmentally based social, emotional, and behavioral objectives integrated with standards-based academic goals.

There is a required final *Classroom Application Project* consisting of seven assignments for this module targeting an actual student in a participant's program. The participant does not submit these assignments to the university; however, the supervisor of each participant is asked to review and verify completion of the project in order to issue a final certificate of credits. For the selected student, not identified, this information is prepared:

- DTORF-R developmental assessment.
- Analysis of the student's emotional and developmental needs.
- Analysis of an applicable reading book.

- Lesson plan for a selected DTORF-R developmental objective.
- Lesson plan for selected developmental and academic objectives.
- Week-long unit plan designed around a motivating theme and containing both academic and developmentally appropriate learning experiences for that student.
- Self-rating of teaching skills using the DTRITS form appropriate to the selected student's development stage.

Lesson Content for Module Four

Lesson 1: *Putting it all Together for a Developmental Program*. This lesson integrates the foundation skills for thinking developmentally and teaching to developmental objectives based on a student's DTORF-R assessment results. It examines ways to integrate information about a student's behavior, developmental anxieties, unmet emotional needs, values, social role, and defense mechanisms into lesson plans.

Lesson 2: *Preparing Lesson to Address Academic Requirements and Needed Social-Emotional Competencies*. Participants learn to apply the DTT process of analyzing required academic content to match students' individual developmental and emotional needs, with an emphasis on reading and writing.

Lesson 3: *Motivating Learners With Emotionally Meaningful Lessons and Units*. Careful selection of content that taps these emotional dimensions can maximize both academic and social-emotional benefits of lessons.

Lesson 4: *Creative Experiences That Enhance Learning*. . Students use fantasy, symbols, and imagery to represent events, comprehend experiences, communicate with others, plan, create, and imagine. Rich in emotional meaning, symbols and their personal associations provide the means for addressing the destructive influence of developmental anxieties on learning.

This lesson examines ways to plan and structure lessons around central themes into units that resonate with students' interests, emotional concerns, and developmental stages. Activities with broad applications for fostering creative communication and thinking skills are covered, such as creative writing, visual arts, role play, drama, games, and special projects.

Lesson 5: *The Teaching Team*. The importance of team teaching is the focus of this last lesson. The roles and responsibilities of each team member are reviewed with an emphasis on applying this systematic, sequential way to teach students' needed competencies, step-by-step, through developmentally and emotionally appropriate curriculum practices.

