ORIGINS DEVELOPMENTAL DESIGNS®

Advancing social, emotional, and academic growth in adolescents

> Built on developmental science > Based on research
> Implemented in 42 states and 7 countries > Used in rural, urban, and suburban schools

The *Developmental Designs* approach offers a teaching and learning framework that helps you hear and respond effectively to the needs of adolescents.

Students feel connected, empowered, and safe to take academic risks, so they engage more with each other and your curriculum.

Students actively construct their own understanding and meaning.

Schools become communities of problem-solving principals, teachers, and students. Rule-breaking becomes an occasion for helping students learn from their mistakes, fix the problems, return to learning and succeed.

What do *Developmental Designs* practices look like in a school?

During a *Developmental Designs* **advisory** meeting, students circle up to greet each other respectfully, share what's happening in their lives, engage in activities that teach important skills in a lively way, and reflect on experiences. Through cultural conversations, students build appreciation for diversity and take action for equity.

Class **routines and transitions** are modeled and rehearsed. The goal is the development of self-control and responsible independence.

Rules are **democratically developed** with students and upheld in a Social Contract.

Pathways to Self-control strategies equitably support students in re-establishing order, safety, and relationship if rules are broken.

Teachers use **language** that fosters reflection and intrinsic motivation in students.

Each class period has an opportunity for students to connect, to do meaningful work, and to **reflect** afterward.

Students ask and answer open-ended questions and help design and make **choices** in assignments. There is a balance between teacher-directed lessons and **independent** and group work.

Shifts learning to higher engagement for every student

The *Developmental Designs* approach brings everyday strategies for relationship building, social skill-building, safe community, cultural responsiveness, and intrinsic motivation to advisory, content area classes, and across the school, throughout the day.

CLASSROOM PRACTICES

Community-building Advisory

The Circle of Power and Respect (CPR) and Activity Plus (A+) are meeting structures for building community, social skills, and readiness for learning.

Goal Setting

Students declare a personal stake in school to anchor their learning in a meaningful commitment to growth.

Social Contract

Based on their personal goals, students design and sign an agreement that binds the community to common rules. Its requirements are modeled and practiced every day.

Modeling and Practicing

Social competencies are learned by seeing and doing. Nothing is assumed—all routines are practiced.

The Loop

Ongoing, varied reflective planning and assessments ensure continuous, conscious growth.

Empowering Language

Gesture, voice, and words combine to create a rigorous, respectful climate for building responsible independence.

Pathways to Self-control

When the Social Contract is broken, teachers have an array of strategies, such as various kinds of redirection, loss of privilege, take a break, and take a break out and back. Social skills grow without loss of dignity.

Collaborative Problem-solving

Students and teachers use conferencing, problem-solving meetings, conflict resolution, and other problem-solving structures to find positive solutions to chronic problems.

Power of Play

Play is designed to build community, enliven students, and restore their focus—more time truly on task.

Practices for Motivating Instruction

Student choice, bridging, structured interaction, and other practices help connect adolescent needs and the school curriculum, so that students are deeply engaged in learning.

7 GUIDING PRINCIPLES

The *Developmental Designs* approach is founded upon evidence-based principles that form the core of successful teaching and learning in the middle grades.

1. Knowing students' physical, emotional, social, and intellectual needs is as important as knowing the content that is taught.
2. People learn best by actively constructing their own understanding and meaning.
3. The greatest cognitive growth occurs when learning is leveraged by social interaction.
4. Goals are best achieved through the incremental mastery of tasks.
5. Social learning in a supportive community is as important to success as academic learning.
6. There is a set of personal/social skills that students need to learn and practice in order to be successful socially and academically: cooperation, assertion, responsibility, empathy, and self-control.
7. Trust among adults is a fundamental necessity for academic and social success.

The *Developmental Designs* approach was created by The Origins Program, a non-profit organization established in 1979.

Its mission is to promote an equitable and humane multicultural society through quality education for all.

Like to hear more?

Call us to discuss your school's needs and to learn the many ways that schools like yours get started with the *Developmental Designs* approach.

How are educators supported?

INTRODUCTORY WORKSHOPS (one-day)

No prerequisite

Getting Started with Developmental Designs Practices

A great overview for new faculty or those new to the approach! See how social and emotional learning can be integrated across the school day. Experience a *Developmental Designs* advisory meeting, signal for attention, modeling, and more.

Fundamentals for Support Staff

Gives paraprofessionals, aides, and the rest of a support staff the tools to interact with adolescents respectfully and effectively.

IN-DEPTH WORKSHOPS (week-long)

Developmental Designs 1

No prerequisite

Presents an approach to building community, empowering student independence, and creating and upholding clear expectations for learning well together.

Developmental Designs 2

Prerequisite: *Developmental Designs 1*

Builds on learning from *Developmental Designs 1* by guiding teachers to refine and orchestrate lessons that fully motivate students.

FOLLOW-UP WORKSHOPS (one-day)

Prerequisite: *Developmental Designs 1 (or 2)*

Establishing and Maintaining Effective Routines

Getting the Most from Your Advisory

Responding to Rule Breaking

Reviving Your Empowering Language **(½-day)**

FOLLOW-UP CLASSROOM & SCHOOL-WIDE CONSULTATION

E-coaching—gain valuable practice feedback with this personalized, economical method of coaching

Classroom coaching—improve classroom implementation, promote consistency among classrooms, and develop peer-support with this intensive training

Consulting for sustainability—create support structures, including school-wide community-building, discipline plans, and conferencing with families, to sustain reforms

Leadership training and consulting—develop *Developmental Designs* leadership school-wide for administrators and teachers

RESOURCES

Website—choose from hundreds of teaching ideas, activities, and articles to support implementation at **www.developmentaldesigns.org**

Blog—subscribe to receive weekly program support from *Developmental Designs* practitioners and facilitators

Publications—

> *The Advisory Book: Building a Community of Learners Grades 5-9* + Study Guide
> *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* + Leader's Guide
> *Classroom Discipline: Guiding Adolescents to Responsible Independence* + Study Guide
> *Tried and True Classroom Games and Greetings*
> *The Circle of Power and Respect Advisory Meeting DVD*
> *Modeling and Practicing Classroom Routines DVD*

THE ORIGINS PROGRAM

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