Adolescent Development: The Key Focus in School Reform

Social, emotional, and cultural development is as critical to learning as language, cognitive, and physical development.

(Rogoff, 2007)
Adolescent Development: The Key Focus to School Reform

“The key to improving student achievement... is to pay attention to child and adolescent development. If this factor is overlooked, new approaches to curriculum instruction and assessment will have little chance of succeeding.” (Comer, 2005)
The Developmental Designs Three Rings

Our students are achieving when they are connected to school, fulfilling learning goals, developing critical social and academic skills, and are eager and able to contribute to the world.
Purposes of the Advisory Meeting

• Establish trust
• Teach social skills
• Make school meaningful and pleasurable
• Prepare students to learn
Students Need to Learn and Practice these Personal/Social Skills to be Successful Socially and Academically

Cooperation, Communication

Assertion

Responsibility

Empathy, Engagement

Self-control
Adolescents long for independence. They’ll grab for it irresponsibly unless educators provide carefully orchestrated ways for adolescents to grow into it.” (Crawford, 2008)
Developmental Needs of Adolescents: Competence

“Young adolescents want to feel that they are good at doing things, that they can think, create, solve problems, and understand. They want to feel that they’ve got what it takes to succeed in life.”

(Crawford, 2008)
“Adolescents who feel as if their peers at school are supportive and caring tend to be interested in school and to pursue goals to be pro-social more often than those who do not.”

(Wentzel, Barry, Caldwell 2004, p. 202)
... some researchers see play as a central part of brain development, one important way to build complex, creative, flexible brains that will help them negotiate adulthood.”

(Marantz Henig, 2008)
If educators fail to provide fun in quick, healthy, and educational ways, adolescents will make their own fun, and it will often involve excess – going too far, being too loud, too physical, too emotional.
The more apathy or angst we feel, the more impaired is the brain’s cognitive efficiency. ... (Goleman 2006, p. 202)
Developmental Designs
Advisory Formats

Circle of Power and Respect (CPR)
1. Greeting
2. Sharing
3. Activity
4. Daily News

Activity Plus (A+)
1. Greeting
2. Activity
3. Reflection
Advisory is...

A structure for meeting adolescent needs and attaining social and academic goals by:

- Developing relationships
- Learning social skills
- Establishing a social contract
- Strengthening self-management
- Increasing engagement
CPR Advisory Format is Structured for Success

In just 15 to 30 minutes each morning, CPR addresses adolescent developmental needs in four steps:

1. Greeting
2. Sharing
3. Activity
4. Daily News
Developmental Designs Research Base

Four Adolescent Needs

• **Autonomy**—Crawford, 2008; Erikson, 1968; Larson, 2000; Rogers, 1963; Ryan & Deci, 2000; Sheldon, Ryan, & Reis, 1996

• **Competence**—Atkinson, 1964; Bandura, 1997; Crawford, 2008; Ryan & Deci, 2000; White, 1959.

• **Relationship**—Baumeister & Leary, 1995; Reis & Patrick, 1996; Ryan & Deci, 2000; Wentzel, Barry, & Caldwell, 2004

• **Fun**—Epstein, 1990; Fall, Holden, & Marquis, 2004; Glasser, 1998; Goleman, 2006; Marantz Henig, 2008.

Five Theories

CPR Advisory Additional Resources

Publications:


Sample chapters and clips available at [developmentaldesigns.org](http://developmentaldesigns.org).

Web Links:
• [http://ebytes.shorecrest.org/?q=md-10-12-2012](http://ebytes.shorecrest.org/?q=md-10-12-2012)
• [www.developmentaldesigns.org](http://www.developmentaldesigns.org)
• [www.youtube.com/watch?v=GxIKqlvcyB4](http://www.youtube.com/watch?v=GxIKqlvcyB4)