Developmental Audit

Manitoba Council for Exceptional Children

transforming assessment
Developmental Audits address two key questions:

What has happened to bring this young person to this point in his or her life?

Where should we go from here to foster healing, growth, and resilience?
Kids Diagnose Us
William C. Morse
Youth Give Their Opinions of Assessment

We resist intrusive questions that we find “irrelevant and demeaning.”

Focus on now and tomorrow rather than dwell in the painful past.

Find hope, even in the presence of problems.

Research by Sybil Artz, University of Victoria
Children’s emotional and behavioral problems result from transactions with the environment, facing stressful life events without adequate support.

Sroufe et al., 2005
“Symptoms” May Mean

- normal development
- coping with stress
- a pathological state

McClellan & Werry, 2000, para p. 26
The Ecology Of Childhood

Urie Bronfenbrenner
Response Ability Pathways

CONNECT to kids in need.

CLARIFY challenges.

RESTORE harmony.
Developmental Audit ➔ Transforming Assessment

Connections
Scan the child’s ecology: Identify sources of support or strain.

Challenges
Explore key events: Identify goals, coping style, private logic, potentials.

Solutions
LEVELS OF AUDITS

Rapid Action Plan
Restorative Action Plan
Risk Assessment Plan
Note to File of Eric Cardinal:

I saw Eric after he tearfully told the principal he wanted to quit school. I tried to be supportive but he said, “Native American kids don’t feel they belong in this White school.” I used the Circle of Courage art poster and asked Eric to grade our school. On Belonging he said, “In two years, hardly any teacher has ever smiled at me. I see them glancing at me in the hall, but I think they are afraid I am like my older brother who was expelled.” On Mastery he said he was “treading water” in math but the teacher’s explanations only confused him more. On Independence: “I have a job and help my parents with my school expenses.” On Generosity he said he often buys lunch for Leonard who sits with him at the “Indian table” in the cafeteria.
I suggested we could start with Mastery by asking Mrs. Feld, the resource teacher, to tutor him in math. Eric agreed. After our talk I asked Mrs. Feld and two other teachers to be alert for chances to engage in brief informal positive interactions to build a sense of Belonging.

Follow-up to file of Eric Cardinal:

Eric has been seeing the resource teacher for two weeks and joked that he is now “riding the waves” in math. His mood seems upbeat and outgoing and he wants to stay in school.

*RDK, Counselor*
LEVEL II
Restorative Action Plan
Connections

Developmental Audit Format

**Student:**
IDENTIFYING INFORMATION

**Data Sources:**
PERSONS CONTACTED, RECORDS, DIAGNOSTIC REPORTS, ETC.

**Presenting Problem:**
PURPOSE OF AUDIT

**Connections:**
ECOLOGICAL SCAN
Family:
Peers:
School:
Community:

**Key Developmental Events:**
LIFE SPAN SCAN

**Private Logic**
COPING PATTERNS

**Strengths and Interests:**
INVENTORY OF ASSETS

**Goals for Growth:**
DEVELOPING STRENGTHS AND SUPPORTS
Challenges

Developmental Audit Format

Student:
IDENTIFYING INFORMATION

Data Sources:
PERSONS CONTACTED, RECORDS, DIAGNOSTIC REPORTS, ETC.

Presenting Problem:
PURPOSE OF AUDIT

Connections:
ECOLOGICAL SCAN
Family:
Peers:
School:
Community:

Key Developmental Events:
LIFE SPAN SCAN

Private Logic
COPING PATTERNS

Strengths and Interests:
INVENTORY OF ASSETS

Goals for Growth:
DEVELOPING STRENGTHS AND SUPPORTS
Developmental Audit Format

**Student:**
IDENTIFYING INFORMATION

**Data Sources:**
PERSONS CONTACTED, RECORDS, DIAGNOSTIC REPORTS, ETC.

**Presenting Problem:**
PURPOSE OF AUDIT

**Connections:**
ECOLOGICAL SCAN
Family:
Peers:
School:
Community:

**Key Developmental Events:**
LIFE SPAN SCAN

**Private Logic**
COPING PATTERNS

**Strengths and Interests:**
INVENTORY OF ASSETS

**Goals for Growth:**
DEVELOP STRENGTHS AND SUPPORTS
Prosecutors want to try boy as adult

15-year-old murder suspect fired randomly, witness says

By MIKE TRAUTMANN
Argus Leader Staff

Prosecutors filed a motion Thursday to try as an adult the 15-year-old Sioux Falls boy charged in the shooting death of a high school classmate.

Also, a teen-ager who witnessed the Wednesday afternoon shooting said Thursday that he saw 15-year-old Mike Christopherson of 2300 Pepper Ridge Ave. pull a .38-caliber revolver from his shorts and fire twice through a patio door, mortally wounding one teen and injuring two others.

“He pulled out the gun,” said James Strum of Sioux Falls. “He said, ‘You want a piece of this? I’ll kill all you mother——-.’”

Michael Christopherson

On page 3A:

BEHIND THE DISPUTE:
Washington students say that the oncoming differences between those...
Life Altering Outcomes
You gave me a name instead of a number.

Michael to Boys Town Staff
Connections

Challenges

Solutions

Introduction
I don't think I need counseling.
TIT FOR TAT ~ MIRRORING CONFLICT

Emotions

Reactions

YOUTH REACTS
Pain-Based Behavior

Emotions

Reactions

ADULT REACTS
Pain-Based Discipline
Adversarial Encounter
distrust
youth believes the adult won’t care, understand, or be able to help
antagonism
youth and adult work at cross purposes, e.g., adult wants control and youth wants autonomy
alienation
reciprocal avoidance develops as the result of repeated conflict
Therapeutic Alliance

**trust**
youth believes the adult cares, understands, and can help

**cooperation**
youth and adult work together for mutual benefit, e.g., joining forces to solve a problem

**attachment**
reciprocal attraction develops as the result of working together
Connecting in Crisis
John Seita ~ Angry and Adult Wary
Dr. John Seita and Family
COPING STRATEGIES used by youth in adversarial encounters with adults:

- Fight
- Flight
- Fool
FIGHT

Hurt or be hurt
FLIGHT

Hide or be hurt
FOOL

Outsmart the enemy
Enlist Youth as Experts
ECOLOGICAL SCANS

Environments bring out certain behaviors so it is just as fruitful to study these ecologies as to probe the child.
CONNECTIONS

- Family
- School
- Peers
- Community

[Image of a person snowboarding at the center, with each circle connected to the snowboarder]
Middle School

**Family**
- Insecure Emotional Bond
- Inconsistent Discipline

**School**
- Conflict with Teachers
- Academic Failure

**Peers**
- Peers in Conflict
- Rejection

[Image of a boy]
Introduction

Connections

Challenges

Solutions
TIMELINES of challenging life events open a window into the world of a youth.
THE INSIDE KID

All behavior makes sense if we could but understand the meaning to the person performing it.

William C. Morse (1985, p. 69)
Private Logic

I AM...
OTHERS ARE...
THE WORLD IS...
THEFORE...

Alfred Adler
BAMMS Thinking Errors

**Blaming**
Others always try to start fights with me. I’m worthless and don’t deserve to live.

**Assuming the worst**
You can’t trust anybody, they lie to you. No matter how hard I try, I always fail.

**Minimizing & Mislabeling**
Everybody does it, what’s the big deal? So I slapped her around, she’s just a ho.

**Self-centered**
If I see something I like, then it’s mine. Why should I care? I take care of myself.

Youth Art © Circle of Courage
CONVERSATIONS TO CLARIFY
EXPLORING CHALLENGES

Can you help me understand…?

What do you like to do with your free time?

What is one difficulty – big or small – you are facing now that you are (age)?

If you could go back and start your life over again, what age would that be?

Some who wrote in your file don’t seem to really know you. Who knows you best?

Is there some teacher who you likes you and treats you fair? Could we talk with him/her?

Who is a friend of yours who might be willing to help us list your strengths?

Is there somebody younger who looks up to you? Who you help take care of?
Why do youth persist in self-defeating behavior?

Challenging events trigger Logic as well as Emotion leading to Action to obtain some Result with some payoff
**Challenge**
Is an event that produces stress.

**Logic**
Is an individual's unique way of thinking.

**Emotions**
Motivate behavior and prepare for action.

**Actions**
Are coping behavior directed to some goal.

**Results**
Are consequences or outcomes of behavior.
timeline
### CLEAR with guide questions

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>LOGIC</th>
<th>EMOTION</th>
<th>ACTION</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe something that is a problem for you right now.</td>
<td>What are you saying to yourself about this?</td>
<td>What happens after you do this?</td>
<td>What things do you do to cope? What actions do you take?</td>
<td>What happens after you do this?</td>
</tr>
<tr>
<td>someone confronting me</td>
<td>I don’t want to fight.</td>
<td>Suspension.</td>
<td>pushing</td>
<td>Suspension.</td>
</tr>
<tr>
<td></td>
<td>I want to hit you.</td>
<td></td>
<td>punching</td>
<td></td>
</tr>
<tr>
<td>What’s the deal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I Pushed People Away

I was trying to make people feel bad because I felt bad about myself. If anyone tried to help me, I wouldn’t accept their help.

You might think that people don’t want your help or don’t need you, like they are just cruel or coldhearted. It’s just that they are trying to hide their feelings. You don’t want to give up on people no matter who they are.
Traditional assessment chops kids up in pieces so that each profession can have its piece of the diagnostic pie.

Instead, we need an ecological diagnosis which studies the child in his or her life space responding to all kinds of vectors of influence.

William Morse, 2008, pp. 46, 50
DIAGNOSE: Where is the Circle Broken?

- Generosity
- Independence
- Mastery
- Belonging
## GROWTH PLAN

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>PROBLEMS</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attachment</strong></td>
<td><strong>Alienation</strong></td>
<td><strong>Belonging</strong></td>
</tr>
<tr>
<td>□ trust</td>
<td>□ distrust</td>
<td>a.</td>
</tr>
<tr>
<td>□ friendliness</td>
<td>□ withdrawal</td>
<td>b.</td>
</tr>
<tr>
<td>□ warmth</td>
<td>□ detachment</td>
<td></td>
</tr>
<tr>
<td>□ cooperation</td>
<td>□ antagonism</td>
<td></td>
</tr>
<tr>
<td>□ acceptance</td>
<td>□ rejection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Achievement</strong></th>
<th><strong>Incompetence</strong></th>
<th><strong>Mastery</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ talent</td>
<td>□ inadequacy</td>
<td>a.</td>
</tr>
<tr>
<td>□ concentration</td>
<td>□ disinterest</td>
<td>b.</td>
</tr>
<tr>
<td>□ comprehension</td>
<td>□ confusion</td>
<td></td>
</tr>
<tr>
<td>□ organization</td>
<td>□ chaos</td>
<td></td>
</tr>
<tr>
<td>□ coping</td>
<td>□ defeat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Autonomy</strong></th>
<th><strong>Irresponsibility</strong></th>
<th><strong>Independence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ responsibility</td>
<td>□ unreliability</td>
<td>a.</td>
</tr>
<tr>
<td>□ confidence</td>
<td>□ helplessness</td>
<td>b.</td>
</tr>
<tr>
<td>□ assertiveness</td>
<td>□ easily misled</td>
<td></td>
</tr>
<tr>
<td>□ self-control</td>
<td>□ recklessness</td>
<td></td>
</tr>
<tr>
<td>□ leadership</td>
<td>□ defiance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Altruism</strong></th>
<th><strong>Selfishness</strong></th>
<th><strong>Generosity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ respect</td>
<td>□ disrespect</td>
<td>a.</td>
</tr>
<tr>
<td>□ kindness</td>
<td>□ hostility</td>
<td>b.</td>
</tr>
<tr>
<td>□ empathy</td>
<td>□ indifference</td>
<td></td>
</tr>
<tr>
<td>□ forgiveness</td>
<td>□ revenge</td>
<td></td>
</tr>
<tr>
<td>□ purpose</td>
<td>□ emptiness</td>
<td></td>
</tr>
</tbody>
</table>
Nicole
Girl, 17, sent to penitentiary for torture, theft
Hi, what’s up? I hope this missive finds you in the best of health and in the purest of spirits as that is how I wish this letter to leave me.

Let’s see, to catch you up with what has happened in my life since I last heard from you. I have gotten my G.E.D. finally. I received my parole in December of 2001, but didn’t get released until May of 2002, because of my interstate state transfer back to Seattle. Unfortunately, I messed up my end and was brought back to this hell whole. I couldn’t stay off the dope. A lot of shit piled on top of me and I couldn’t handle it. I started using hardcore and wound up pushing away the people who could help me the most because I was ashamed of myself. I go back up for parole in the beginning of July. Six months never seemed so long before.
ENLISTING YOUTH IN PLANNING FOR GROWTH

What ideas do you have about how we might solve this problem?

We need your help to write a plan. You are the only expert on you.

You can look at the plan and suggest changes if we don’t agree.

Of people you know, who might offer support or encouragement?

What are your plans and dreams for ten years in the future?

What relationships would you like to mend or strengthen?

What are your goals for mastery and achievement?

What do you need to develop increasing independence?

In what ways can you contribute to others?