

## Scenario Analysis: Developmental Relationships

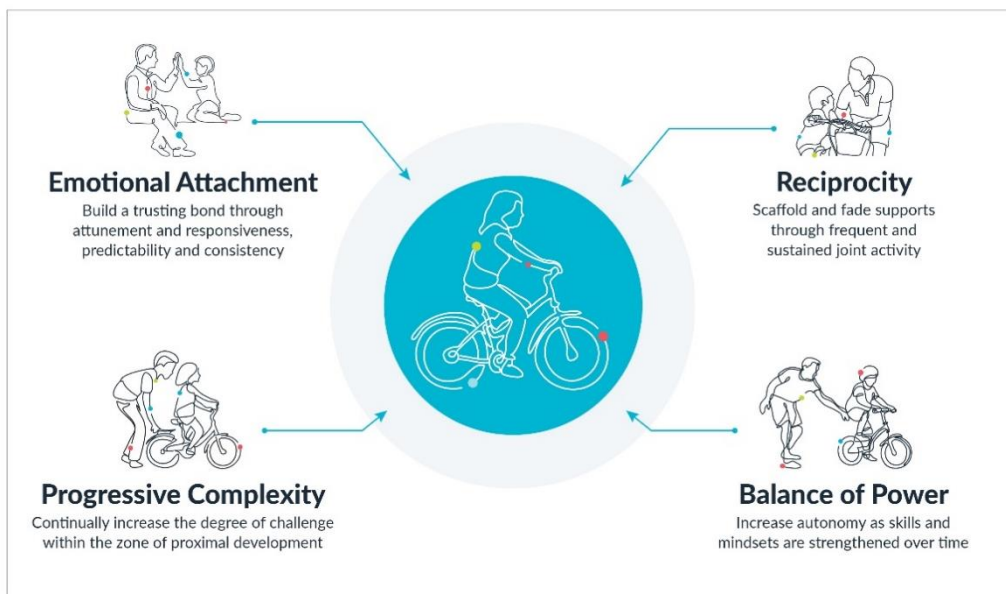
### PURPOSE

Use this exercise to analyze how the characteristics of developmental relationships can build trust in common school scenarios.

### DIRECTIONS:

Read the following scenarios and identify opportunities to strengthen developmental relationships.

### Characteristics of Developmental Relationships



Adapted from Li & Julian (2012)

### Sample Scenario Analysis

Scenario	Developmental Relationship Supports
During morning arrival, students enter, sit in their assigned seat, organize their materials for the day and can select one of the two provided free-write prompts to respond to.	This morning routine provides predictability and gives students a small choice to start the day. However, it does not include any of the relational aspects of starting the day in a social setting. Developmental relationships could be supported through personal greetings and some individualized check-ins. The teacher may consider adding to the variety of morning assignments by having discussion cards/ prompts for students to engage with at their table groups, as they settle into the day.
During a closing circle, students share an accomplishment or area of growth from the week.	This activity allows for students to share a personal experience that is important to them. It can give the teacher a better understanding of what students take pride in and what constitutes individual feelings of success. Developmental relationships can be strengthened as the teacher follows up on what is shared, fades supports as students master skills, and provides access to increasingly complex tasks and matched supports.

## Scenario Analysis

Scenario	Developmental Relationship Supports
<p>Kim often finishes her work early and starts having social conversations with her friends that are still working.</p>	
<p>Sebastian is picked up from class once a week by the speech therapist. He is embarrassed and often resists the transition and disengages from the session.</p>	
<p>Mr. Rubio often “cold calls” on students in class. Michael consistently responds with, “I don’t care” when he is called on.</p>	
<p>Ms. Stacie holds 10 minutes every Friday for one student to share an “All About Me” poster with the class. Some students complete this assignment with fervor, while others choose to “pass.”</p>	
<p>Add your own:</p>	
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