
Child Development Is the Foundation of Education

Fay E. Brown and Joanne N. Corbin

The School Development Program (SDP) is based on the holistic premise of six pathways as a foundation for successful learning and healthy development. This framework helps educators and parents to understand their students and themselves better, and encourages everyone in the school to create a healthier climate while working toward greater academic success. The highly successful training activities presented here will help schools use the pathways framework to address student, adult, and community issues.

MEETING THE NEEDS OF EVERY CHILD

Schools currently operate in an “accountability era” in which the major focus appears to be the improvement of test scores. Within the context of this myopic focus, the student often gets lost. While it is important to increase test scores, there also needs to be a focus on two far more important objectives: developing a comprehensive understanding of what needs to be done in the best interests of every child, and then making the deliberate effort to meet the needs of every child effectively.

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In this chapter, we reinforce an argument that has been articulated for many years by James P. Comer, M.D. That is, we must focus our attention on every child in a holistic manner if we are going to plan effectively to meet that child's needs. If the goal of parents and educators is to help all children develop to become the best that they are capable of becoming, then knowledge of how children grow, develop, and learn is pivotal to the plan of ensuring that they do become their best. To that end, in this chapter we provide specific information about the six developmental pathways (physical, cognitive, psychological, language, social, and ethical) that form the foundation of the SDP model. We also provide recommendations and examples of how to use the developmental pathways framework as a tool for ensuring the holistic development of children and adolescents.

THE SIX DEVELOPMENTAL PATHWAYS

In most schools and classrooms the curriculum is driven by the need to make students proficient in their intellectual or cognitive skills. In addition, based on the belief that language mediates cognitive development, the improvement of students' language skills is a priority. Unfortunately, there has not been enough of an effort to assist students in their development in other areas. More specifically, attention must be given to students to ensure their development along each of the six critical pathways.

Physical Pathway

Promoting children's and adolescents' development along the physical pathway means providing opportunities that help them increase their capacity for the healthy functioning of all the systems in the body. This encompasses physical health, nutrition, and responsible decision making, particularly regarding adolescent sexual conduct and use of drugs and alcohol.

Teachers and other school staff need to find creative and meaningful ways to support the physical needs of students, particularly those in schools that are eliminating recess and extracurricular activities. The opportunity to release pent-up energy in structured and supervised ways can decrease physical acting out behaviors and help students return to their classroom work with more focus.

Cognitive Pathway

Promoting children's and adolescents' development along the cognitive pathway means helping them increase their capacity to think for themselves, to plan strategically and effectively, to solve problems in different contexts, to set goals for themselves, and to work with focused attention to accomplish those goals. Development along this pathway also includes the ability to recognize when one's own resources are not sufficient to carry out a task and when to ask for and receive help.

An effective teacher has an understanding of how children learn, and employs techniques that can enhance children's ability to gain specific academic knowledge. For example, we encountered a fifth-grade teacher who determined at the beginning of the school year that most of the students in the class did not know their multiplication tables. Although the curriculum for the year started with the multiplication of

fractions, this teacher knew that without having achieved the prerequisite cognitive task of understanding basic multiplication, it would be impossible for students to understand the concept of multiplication of fractions. The teacher began with teaching the multiplication tables, and three months later had built a foundation on which to teach the multiplication of fractions. By contrast, the teacher's colleagues, who had merely followed the curriculum, found that their students who had not mastered basic multiplication experienced significant conceptualization difficulties.

Psychological Pathway

Promoting children's and adolescents' development along the psychological pathway means helping them increase their capacity for self-acceptance and self-confidence during the ongoing process of identity formation. This includes feelings of adequacy, efficacy, and competence. When a student feels competent in completing a task or solving a problem, this feeling may propel that student into an action often expressed as strong academic performance. Conversely, if a student feels a lack of competence or has feelings of inferiority (Erikson, 1963, p. 188), these feelings can serve as demotivating forces on the learning process, and can result in weak academic performance. A focus on the psychological pathway also includes training children and adolescents to manage their emotions in socially accepted ways. Children and adolescents have to be taught that, along life's path, everyone gets angry at some point but that feeling angry is not the problem; rather, it is one's actions that may become problematic. Therefore children and adolescents need to be taught coping mechanisms and problem-solving skills.

Sometimes, what makes students lose confidence or become upset is not apparent to others around the student, including the adults. The establishment of a safe classroom climate is essential for fostering a well-developed sense of confidence. Some classes have rules that students may not laugh at or tease one another. Some classes have safe areas or time-out areas; students who need a few minutes to regroup can go there and then reenter the activity without bringing attention to themselves. It is only in safe classrooms that students feel that they can take risks as they learn.

Language Pathway

Promoting children's and adolescents' development along the language pathway means helping them increase their capacity for receptive and expressive language in a variety of contexts. For students to become successful and productive in our diverse society, there is an increasing need for both oral and written language fluency.

Language is a part of everything that occurs within the school. This includes the tone of the spoken word, phrasing that appears on signs in the classrooms or halls, public address system announcements, rules about talking or not talking in the cafeteria, and greetings at the beginning of the school day. The congruency of the primary language of the school and the languages of the homes from which students come, and the level of vocabulary used with students impact their linguistic progress. To ensure students' mastery of language, teachers must not assume that all students have the same background regarding language exposure or experience; they must deliberately teach and model language and communication skills

appropriate for the school environment, and enhancing to the overall development of the language pathway.

Social Pathway

Promoting children's and adolescents' development along the social pathway means providing opportunities that help them increase their capacity to build healthy relationships across the range of human diversity. This includes the ability to interact with those who may be different from themselves, and the ability to demonstrate empathy toward others. Adults need to model the appropriate social behaviors that they wish to see in children.

Social interactions within schools send important messages about how to treat individuals. When staff members walk by one another without acknowledgment, a powerful message is sent to the students about how to behave toward others. Appropriate and positive messages among the school constituents are exhibited by audience behavior during assemblies. These social interchanges indicate whether or not there is an appropriate climate of respect, emotional safety, and sense of inclusion or exclusion. Climate permeates the whole school.

One school within the SDP network began to develop classroom as well as schoolwide codes of behavior. Initially, this effort addressed such physical behavior as fighting. In subsequent years it expanded to include verbal conflicts such as name-calling and malicious teasing. This is only one of many examples of the overlap among the developmental pathways; in this instance both the language pathway and the social pathway were addressed.

Ethical Pathway

Promoting children's and adolescents' development along the ethical pathway means providing opportunities to help them increase their capacity for behaving with justice and fairness toward themselves and others. This includes helping them to understand the importance of the integrity and respect for self and others. As with the other pathways, students—especially young students—benefit from having appropriate adult role models.

Encouraging students to participate in designing the classroom codes for verbal and nonverbal behavior allows them to apply the ethical pathway to their everyday lives. Some students who have not had experience with this type of responsibility may require more guidance from adults. Students who are involved in the creation of these guiding principles for the classroom experience a greater sense of ownership and responsibility for their behavior, as well as responsibility for the well-being of their classmates. This practice mirrors the use of the guiding principles (no-fault, consensus, and collaboration) by adults on the SDP teams.

RATIONALE FOR THE PATHWAYS FRAMEWORK

Children will naturally grow and develop unless biological or environmental factors impede their growth. The quality of development can be undermined if the adults

around these children are not deliberate and intentional in their efforts to support it. The pathways framework organizes and governs that support in a meaningful and effective way that will ensure positive outcomes for students.

A development perspective

- maintains the focus of the adults on children
- extends the principle of no-fault problem solving to the relationships with children
- provides a framework for adults to consider children's behavior in a larger context, offering the "big picture" of each child versus a myopic judgment
- enables adults to develop and implement strategies that promote the health and positive self-esteem of students—individually and collectively

USING THE PATHWAYS FRAMEWORK TO ADDRESS STUDENT ISSUES

As members of the SDP national staff, we work in schools throughout the country. Walking through a school can tell us a lot about the school's climate, academic focus, openness to the community, and attitude toward the students and adults within the school. We see some students change classes in an orderly and directed manner; elsewhere we see students run and crash into lockers or push their way down flights of stairs. We see classrooms where students sleep on desks during a class, and those in which students engage with the teacher about a particular topic. We have students or teachers come up to us and ask whether we are the new teacher or a substitute teacher. Those in a different school ask if they can help us or if they can show us to the main office. We hear teachers and administrators yell at students in ways that would be classified as verbal assault or abuse. We experience other teachers and administrators finding a quiet place to talk with a student who has violated a code of conduct. Some hallways are clean, while a walk-through in others exposes trash. These snapshots of some everyday school experiences serve as examples of how a school's focus can have a strong impact on student and staff morale, on teachers' and students' expectations, and on the broader learning environment.

Training Activity 4.1: Using the pathways to identify student issues and behaviors at your school

At a recent SDP 102 Leadership Academy, we asked training groups to engage in an activity. This activity may be completed by everyone, including school administrators, teachers, parents, administrative assistants, custodial staff, cafeteria staff, security staff, library media specialists, school nurse, school social worker, school psychologist, and student council. The activity begins with the following questions:

1. Given your various roles, what are the issues/behaviors within your classroom and school context that impact student achievement and overall development?

The following is an example of a combined response from various groups:

Attendance (student and staff), tardiness, mobility rate, poverty, neighborhood crime (prostitution, gangs, violence), medical issues such as diabetes and asthma, abuse/neglect, incarceration of family members, uneducated parents, overcrowded classrooms, homelessness (no access to phone), foster homes, language barrier, lack of T.L.C., lack of appropriate social services, transience, drugs, inadequate resources, lack of parental involvement, lack of trust, conflict among students, low expectations, poor teacher-student relationships, teacher burnout, and teacher shortage.

2. How would you respond to that question in your school? You may respond as an individual, as a grade-level team member, as a member of the School Planning and Management Team, as a member of the Student and Staff Support Team, or in whatever capacity you work in your school.

Based on the reasons we articulated for the use of a developmental perspective, this activity is intended to help adults think about and talk about students' behavior and issues in a decidedly descriptive manner. That is, it is intended (1) to help adults examine students' issues and behaviors in a no-fault way, and (2) to encourage them to consider how those issues and behaviors may impact students' learning and development.

There are two other parts to this activity:

3. Use the pathways framework to categorize those issues and behaviors.
4. Keeping in mind the strengths and weaknesses of your classroom, school, and district, what are the most practical solutions for addressing those behaviors to ensure students' learning and development?

By requesting schools to categorize students' issues and behaviors within the pathways framework, we encourage the use of the pathways as an evaluative tool. When students exhibit certain behaviors or present certain issues that adults consider to be inappropriate or detrimental to their learning and development, their nonverbal communication is meaningful. There are reasons why students behave in particular ways. For example, students may sleep in classes because of something physical, cognitive, or psychological. From a physical perspective, it could be a symptom of insufficient rest at night or dehydration. From a cognitive perspective, it could be the result of boredom with the particular task. Psychologically, sleeping could be a defense mechanism that students use to disguise their feelings of inadequacy if they are not performing on a par with their classmates or consider themselves to be inferior to those classmates. They may also crave some attention from the teacher and realize that falling asleep will bring them the attention they seek.

Categorizing those behaviors within the pathways framework forces us to think of a number of possibilities for students' presenting issues. This strategy prevents the adults from jumping to conclusions too quickly, and sometimes, erroneously. In other words, by examining those behaviors through a developmental lens, the adults get a more accurate picture of children. They are then better equipped to implement developmentally appropriate and relevant measures to address those behaviors.

Once the particular behaviors have been categorized within the pathways framework, teams find it more manageable to consider strategies that when applied, will be in the best interests of children. The message is not that the pathways are separate and should be handled as such. Quite the contrary: The pathways are all interconnected and interrelated. By paying attention to each one when evaluating student behavior, we increase the possibility that the adults will consider the needs of the “whole child,” and we maximize the student’s chances of receiving comprehensive and appropriate services.

Additional Examples of Using the Pathways Framework

For many teachers, keeping up with the everyday challenges and expectations in the classroom and the school environment is sufficient and, at times, overwhelming. Initially, teachers are presented with the notion of using the pathways framework to guide student planning, instruction, evaluation, and their interaction with students. Teachers typically respond, “This is too much,” or, “We don’t have enough time in a school day to take on any additional responsibilities.” The pathways framework is not intended to make teachers do more work. It is to advocate that some of them work differently. Once they realize that in some ways they have been using the framework unintentionally and intuitively, they find that it becomes a beneficial tool and provides an enjoyable manner in which to work. One way to start is by categorizing everything that you are currently doing according to the pathways. At the school level, this categorization will help teachers create a common language among themselves, a common language with students, and also a common language with parents.

Training Activity 4.2: Using the pathways for curriculum, instruction, and classroom management

As a team, brainstorm strategies that may be implemented to demonstrate the use of the pathways framework in instruction and other classroom practices. Consider the following sample of responses from participants at our different academies:

Physical

- Properly maintain the building to ensure a safe environment.
- Partner with health care agency in the community.
- Vary seating arrangements in the classroom.
- Allow frequent opportunities for movement.
- Allow in-class “snack time” and encourage healthy eating habits.
- Provide water breaks.
- Be flexible regarding bathroom breaks.
- Use class meetings to teach responsible decision making regarding smoking, alcohol and drug use, and sexual behaviors.

- Invite the school nurse into the classroom to discuss issues regarding dental and personal hygiene, and to screen for sight, hearing, and speech problems.
- Provide training for parents regarding proper nutrition.
- Institute programs such as "Coats for Kids," especially for homeless students.

Cognitive

- Use hands-on tools that give children the resources to solve problems and figure out answers for themselves.
- Facilitate brainstorming sessions to spark ideas and establish cooperative groups to promote the exchange of ideas.
- Encourage journal writing/creative writing.
- Encourage appropriate Internet searches.
- Assign book reports/research projects.
- Encourage students' use of their imagination, especially in writing narratives.
- Give students the opportunity for self-monitoring and self-peer evaluation.
- Use open-ended student-created rubrics.
- Use open-ended/inquiry-type questions to examine cause/effect, predictions, synthesis, application, analysis, and evaluation.
- Use manipulatives.

Psychological

- Provide conflict resolution/peer mediation.
- Designate a "cool off" chair.
- Encourage journaling to express feelings.
- Conduct class meetings to establish an environment in which students feel safe to express their feelings.
- Institute sharing circles.
- Design a reward/reinforcement system to promote academic achievement and positive behaviors.
- Accommodate individual student "special time" with the teacher.
- Know students' names and personal information about them.
- Clarify classroom responsibilities that establish every student as an important stakeholder in the classroom.
- Give students roles to play that allow them to feel a sense of ownership, belonging, and pride.
- Recognize the special gifts and talents in every child.

Language

- Use comfortable topics (comfort zone) to encourage students to express themselves.
- Introduce Readers' Theater, that is, do familiar plays or stories and allow students to present them the way they want to.
- Conduct small group meetings.
- Expose students to different genres.
- Encourage shared stories.

- Require oral presentations.
- Apply appropriate critique procedures.
- Encourage role playing.
- Conduct listening skill activities.
- Institute Drop Everything and Read (DEAR).
- Create a situation with an intended goal, for example
 - library situation—establish a conducive conversational tone such as whispering
 - mock job interviews—discuss strengths and weaknesses at the end
 - mock trial—debate different points of view
 - speeches—teach effective public speaking skills such as appropriate eye contact, articulation, poise, and delivery
 - videotape students giving speeches—allow students to view themselves and each other and offer constructive feedback

Social

- Conduct gender-based meetings.
- Encourage role playing/drama productions.
- Implement a buddy system: lower grades teaming with upper grades.
- Organize a pen pals project.
- Institute a community project, for example, a leaf-collection project for the elderly.
- Conduct relationship-building activities to establish trust and respect.
- Arrange classroom seating in circle format: each voice heard, all faces seen.
- Introduce a multicultural day.
- Build cultural relevance into lesson plans.
- Utilize conflict resolution/peer mediation.
- Encourage cooperative learning.
- Institute cooperative games, for example, “center time” to teach sharing and cooperation.
- Provide character education with monthly theme.
- Identify classroom managers or helpers.
- Encourage participation in student organizations and clubs.

Ethical

- Help students to understand consensus decision making and no-fault problem solving.
- Role-play proper behavior.
- Involve students in the process of developing classroom rules and consequences.
- Institute diversity grouping.
- Allow student expression without fear of ridicule.
- Create a multicultural curriculum.
- Provide character education.
- Use the curriculum to bring to the students’ attention examples of right and wrong behavior or choices.
- Use literature for examples of good versus evil.

- Teach respect and understanding through discussions of differences among people.
- Encourage students to consider the perspective of others.
- Talk about your own experiences.
- Be a role model.

What were your insights as you completed this activity? Did you find that you and your colleagues have been implementing strategies that promote students' development along each of the six pathways? Like some of the responses shared above, did you find that many of your activities can be categorized under more than one pathway? If you answered in the affirmative to the latter question, you have just substantiated the fact that the pathways are not separate and discreet, but are interdependent and interrelated.

WRITING LESSON PLANS USING THE PATHWAYS FRAMEWORK

Teachers have found it beneficial to write their lesson plans using the framework of the pathways. They have found that this strategy highlights strengths and weaknesses in their lessons. For example, a majority of the activities in their lesson plans provide support for students' learning and development along the cognitive and language pathways. Because their students sometimes work in groups, they may be providing support for the social pathway. They often find that there is a need to build in more activities to provide support for students' learning and development along the physical, ethical, and psychological pathways.

Training Activity 4.3: Aligning your lesson plans with the pathways

How does your own plan measure up in terms of the pathways framework? Using your own lesson plan and the pathways worksheet (Figure 4.1), please complete the following task:

1. Identify the pathways that are evident in your lesson plan.
2. Are you satisfied with your findings?
3. If there is evidence that certain pathways are not being supported or promoted through the execution of your plan, modify your plan to reflect most or all of the pathways. You may consider completing this task with members of your grade-level team. If you write weekly lesson plans, you may find that all six pathways may not be given attention every day and every week. If, however, you see a pattern in which over an entire month you are not able to identify specific strategies or activities aimed at promoting certain pathways (e.g., the ethical or psychological), then modify your plan to incorporate activities to support those pathways. Remember that the aim is to enhance student development along all six pathways.

Figure 4.1 Worksheet for aligning lesson plans with the six developmental pathways

Lesson Plan: Content Area/ Strategies/ Activities	Developmental Pathway					
	Physical	Cognitive	Psychological	Language	Social	Ethical

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USING THE PATHWAYS FRAMEWORK TO ADDRESS ADULT ISSUES

The pathways framework is not intended for use only with children. It has also proven to be an excellent tool to help adults evaluate and plan for the self and others. Consider completing the following activity.

Training Activity 4.4: Using the pathways to assess your own well-being and interactions with students

Keeping in mind that a healthy adult is more capable of helping to develop healthy children, use the pathways framework to examine yourself in the following manner:

1. Reflect on yourself within the past month.
2. Rate your well-being along the six pathways.
3. What were some of the factors that contributed positively to your state of being?
4. What, if any, were some of the negative contributing factors?
5. What impact did your state of being (negative or positive) have on your interaction with others—particularly children?
6. Using the pathways framework, design a monthly plan for yourself that ensures or at least promotes optimal health along each of the six pathways.

At first, you may not feel comfortable about completing this activity. It is often easier to deal with external issues rather than those that are internal and personal. Furthermore, as educators we tend to be so busy teaching and taking care of everything and everyone else, that it becomes difficult to take time for self-reflection and planning to ensure our own holistic health. Thus we encourage you to take the time to complete this activity.

This activity is designed to help us become more cognizant of ourselves. The activity helps us become more intentional and deliberate about planning strategies to promote and ensure our well-being in a holistic manner. If, as adults, we are more in tune with ourselves, more aware of the changes that we undergo daily, more aware of the things that make us happy and those that make us sad, then there is a greater possibility that we will be kinder to ourselves and to others—particularly the children with whom we interact every day. Berk (1991) reminds us that our behavior is not simply a response to the actions of others, but that it is also a manifestation of our inner psychological states (p. 265). The more in tune we are with ourselves, the more likely it will be that we will engage appropriate coping strategies. And, in turn, the less likely it will be that we will offend others or impede the learning and development of our students.

USING THE PATHWAYS FRAMEWORK TO CREATE A CULTURE FOR THE SCHOOL COMMUNITY

At this point, it seems pertinent to reiterate that we are operating in a test-driven society in which the emphasis is on raising the test scores for individual students, thus increasing the academic status and ranking of individual schools. The concept of holistic development of students may seem foreign to individual and collective policy writers. To advocate educating children from a developmental perspective seems, literally, to be going against the grain of the expected, the accepted, and the norm. Therefore, if schools expect to make an important and lasting contribution to the lives of the students placed in their care, they have to make a concerted effort to permeate the entire school community with developmental knowledge and the use of a developmental framework.

The School Planning and Management Team

A pivotal place to start this effort is with the School Planning and Management Team (SPMT). The SPMT is the central decision-making body in the school (see McLaughlin, Ennis, & Hernández, 2004). It is the body that writes and monitors the Comprehensive School Plan (Maholmes, 2004) and sanctions the different programs that are implemented throughout the school.

The programs that are implemented in our schools have a decided impact on the culture of the school. To permeate the school's culture with a developmental understanding—and, in particular, with the use of the pathways framework—we should make a concerted effort to use this framework as a barometer to assess the relevance of our programs. The following question is at the heart of making program implementation decisions: Are these programs student focused, and, as such, will they be in the best interests of our students?

Assess each program that you are implementing or are planning to implement: Examine the program by creating a grid that helps you look at the populations being served and the pathways being addressed. In particular, if a program is truly going to meet the needs of students, it should address the students' development along most, if not all, of the six pathways. Some programs tend to address the cognitive, language, and perhaps the social, without much attention to the physical, ethical, and psychological. Figure 4.2 will help you identify the strengths and gaps in your current programs in terms of their potential to support students' development along all six pathways. If using this chart helps you to recognize gaps, then implement a plan to modify that program. Sometimes only slight modifications are needed to accomplish this task.

The Student and Staff Support Team

Decisions made by the Student and Staff Support Team (SSST) about individual students or groups of students can impede or promote students' learning and development. Generally, when a student has been referred to the SSST, it is because the student is perceived to need help to deal with "inappropriate, acting out behaviors" or to sort out other behaviors that have been deemed challenging or problematic to

Figure 4.2 Student-focused planning form

Program	Populations Served			Developmental Pathways Addressed					
	Grade	Gender	Special Characteristics	Physical	Cognitive	Psychological	Language	Social	Ethical

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a teacher, a parent, or other adult. It is critical for the SSST to have all the relevant information about that student at the time of referral so that it can make a decision in the best interests of the child. The pathways framework proves very beneficial in gathering relevant information and in making a meaningful and fair decision. Several years ago, the members of the Prince George's County Comer Network developed a form that has proven invaluable to members of many SSSTs. With the permission of that office, the form appears here as Figure 4.3. SSSTs that do not have a similar tool may use this form when making decisions.

The top section of the form requires some specific information about the individual student (e.g., date of birth, attendance history, and health condition). The bottom portion requires information from the referring individual about the student within the framework of the six pathways. This form makes a powerful contribution to the creation and promotion of a developmentally oriented culture in the school community. It enables the referring individual to look at the student through a developmental lens. That individual must provide information about the student in terms of the student's strengths and needs along each of the relevant pathways. In addition, the referring individual must describe any interventions that have been tried with the student in terms of the pathways. Discussion notes are expected to be made within the parameters of the pathways. Through the integration of the referral and the pathways framework, the members of the SSST "meet" that student from a developmental perspective. SSST members evaluate the student using a developmental lens, and make decisions about that student that are developmentally appropriate as a result of that focus.

The SSST is so named because it is expected to provide support to the staff as well as to the students. The team helps different staff members become aware of and use the pathways framework in their various interactions with students. Creating a school culture that promotes students' learning and development requires all staff members to become cognizant of the pathways—and to use the pathways framework. One of the possible outcomes of such a culture—and one that seems to be most important to many policymakers—will be high student achievement. Dr. Comer constantly reminds us that students who develop well, learn well.

The Parent Team

One of the hallmarks of an effective school is the level of parent involvement. One of the three teams advocated within the SDP model for a high-functioning school is the Parent Team (PT). If the culture of the school is to be permeated by developmental understanding, parents and other caregivers must be a critical part of this effort. There needs to be a common language between the school and the home regarding the utilization of the pathways framework in all aspects of children's learning and development. The school, therefore, has a responsibility to educate parents and other caregivers about the importance of knowing children along these six pathways, and of the benefits of interacting with them from a developmental perspective. Parents should endeavor to

- use the pathways framework and language to share information with the school about their child's needs and concerns
- make a commitment to support the school's focus on the six pathways within the home and community
- ask the school staff to be explicit about how parents can support their efforts

Figure 4.3 Student and Staff Support Team student referral

Sample Referral Form for Student and Staff Support Team

Student: _____ Grade: _____ DOB: _____ Student # _____ Gender _____
 Parent/Guardian/Surrogate: _____ Phone # (Work) _____ Phone # (Home) _____
 Address: _____ Special Education? Y/N _____ Specify/Comment _____
 Health Condition? Y/N _____ Specify/Comment _____
 Medications? Y/N _____ Specify/Comment _____
 Major Areas of Concerns: _____
 Date of Referral: _____ 504 Plan? Y/N ESOL? Y/N Discipline Referrals? Y/N Days Present _____
 Referral Source: _____ (name/title) _____ Days Absent _____

Developmental Pathways (Describe behaviors reflective of these pathways)	Describe Strengths	Describe Needs	Describe Current Interventions	Discussion Notes
Physical				
Cognitive				
Psychological				
Language				
Social				
Ethical				

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- with other members of the Parent Team, develop strategies that parents can use to support each other as they collectively and individually support the children along the pathways, for example
 - make sure the child gets sufficient rest each night (physical pathway)
 - use nonjudgmental language in discussions with and when disciplining the child (psychological and language pathways)
 - encourage their child to complete homework each evening, and initiate conversations with the child about what is learned each day in school (cognitive and language pathways)
 - make sure their actions are consistent with the message they want to convey about appropriate behaviors (social and ethical pathways)

When that common language is developed between home and school, and when common values are practiced and advocated by these two institutions, then the benefits can be substantial, particularly for the students. Dr. Comer (1988) captured this argument in his early writings:

A child whose development meshes with the mainstream values encountered at school will be prepared to achieve at the level of his or her ability. In addition, the meshing of home and school fosters further development: when a child's social skills are considered appropriate by the teacher, they elicit positive reactions. A bond develops between the child and the teacher, who can now join in supporting the overall development of the child. (p. 45)

WORKING TOGETHER TO ENSURE THAT ALL CHILDREN DEVELOP TO THEIR FULL POTENTIAL

What is it that adults really want for children? Do they just want to raise or to teach "brains on sticks" who are extremely proficient performing at high levels on all achievement tests—and lack the ethical and social skills that demonstrate their humanity? Do they want to raise and to teach children who are well-adjusted—physically, cognitively, linguistically, ethically, socially, and psychologically—and who grow up to be adults who are positive, contributing members of society? If the latter is the preference, then the adults must make a deliberate effort to provide the needed and appropriate support to ensure children's learning, growth, and overall development. Quality development does not happen just by chance: It is continuously promoted through specific actions of adults. The activities and suggestions outlined in this chapter are not intended to be exhaustive. They are just the starting point. Everyone in a child's life contributes either positively or negatively to the child's development. This means that the school alone can't accomplish the job successfully; the home alone can't accomplish the job successfully; community-based services alone can't accomplish the job successfully. Successful learning and development depend on the ability of those institutions to share a common language, and work together collaboratively, to ensure that all children develop to their full potential and become productive and contributing citizens of the world.

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For information on the School Planning and Management Team, see “The School Planning and Management Team: The Engine That Drives the School,” Chapter 3 in *Transforming School Leadership and Management to Support Student Learning and Development: The Field Guide to Comer Schools in Action* in this series.

For information on the Student and Staff Support Team, see “The Student and Staff Support Team and the Coordination of Student Services,” Chapter 11 in *Transforming School Leadership and Management to Support Student Learning and Development: The Field Guide to Comer Schools in Action* in this series.

For information on parent involvement, see “Families as Partners,” Chapter 10 in *Transforming School Leadership and Management to Support Student Learning and Development: The Field Guide to Comer Schools in Action* in this series.

For information on the Comprehensive School Plan, see “Designing the Comprehensive School Plan,” Chapter 6 in *Transforming School Leadership and Management to Support Student Learning and Development: The Field Guide to Comer Schools in Action* in this series.

For a discussion of the application of the pathways in classrooms, see “Comer-in-the-Classroom,” Chapter 6 in *Dynamic Instructional Leadership to Support Student Learning and Development: The Field Guide to Comer Schools in Action* in this series.