What is the Developmental Approach?

	Developmental Approach	Behavioural/Learning Approach
Philosophy (theoretical premise)	Based on theories by Piaget, Vygotsky, Erikson, Rousseau, and Neufeld "children's instincts are hard-wired, genetically based, neurologically endowed, but can optimize through development". Over time, maturation will occur naturally, at each its own pace; however, it requires the support of the 'right' conditions to unfold. The adult's job is to become a facilitator to Nature's plan.	Based on theories by Skinner, Pavlov, Watson, and Bandura "behavior can be explained in terms of conditioning, without appeal to thoughts or feelings, and that some mental conditions are best treated by altering behavior patterns. Human behaviour is learned and therefore can be unlearned. Children are born with a blank slate, and it is the adult's job to mold them and make them 'fit' for society".
Objective	Supporting the child by proving the 'right' conditions (warmth, safety, belonging, structure, predictability, etc.) to help them grow, and honouring the rhythm at which they unfold their human potential.	Shaping or modifying the child's problem behaviour, through conditioning and reinforcement, or by the consistency of the lesson, in order to effect change.
Focus	Focusing on the child's response to the conditions provided and adapting accordingly. Aiming ultimately towards the child's internal satiation, intrinsic motivation, personal growth, and a sense of agency.	Focusing on the child's compliance through teaching the expected behaviours, or by providing external incentives to reinforce desired behaviour.
Elements to consider	1. child's profile, maturity level, and background 2. contribution of the adults involved 3. impact of the physical/social environment, and context.	Child's behavioural profile and skill set.
Common practices	Embodying a strong yet caring adult posture, cultivating relationship, establishing a safe and structured environment, and setting up opportunities for expression and experimentation.	Direct teaching or reinforcement strategies (rewards and consequences), behaviour tracking system, behaviour management tools (chart, token system, contract).
Methods	Adult modeling, emotional release and co-regulation, emotional expressive activities (stories, role-playing, art, music, play).	Practicing expected behaviours, social skills groups, SEL lesson plans.
Context and timing	Working around the incidents, focusing on prevention, applying the principle of child availability (stress response), readiness, and maturity.	Intervening in the incident, applying principle of immediacy.
Planning and analysis	Addressing the issues at the root, focusing on qualitative data (observable patterns, risk and protective factors, case studies to provide insight).	Addressing the child's behaviour, focusing on quantitative data (tracking sheets, S.M.A.R.T. goals).
Signs of to success	Child trusting and receptive towards the adults.	Child acquiring the right skills and applying them properly.
When it's not working	Backing off from the situation until better understanding of the root of the behaviour. Aiming not to do harm.	Working harder and more consistently, upping the ante if needed.
What the adult needs to be successful	1. desire to better understand the 'why' before the 'how' (what's behind the behaviour) 2. further insight to evoke the right intuition (what we see will inform us on what to do) 3. ability to adapt when things aren't working.	More skills and know-how to intervene when faced with challenging behaviour ('what to do when').