

About the Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

DSC's Programs Develop Skills and Community

Programs for use in classrooms

Caring School Community™ • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Making Meaning® • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Being a Writer™ • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



**DEVELOPMENTAL
STUDIES CENTER™**

Nonprofit. Research Based. Mission Driven. Since 1980.

Youth Outcome Measures for *AfterSchool KidzLit*[™] Evaluation

Sense of Efficacy as a Reader

I'm very good at reading.

Reading is hard for me. [R]

I have trouble figuring out lots of the words when I read. [R]

I can read even hard books if I really try.

Reading is easy for me.

I'm not a very good reader. [R]

Response scale: 1 = disagree a lot, 5 = agree a lot

Enjoyment of Reading

Reading is fun.

I like to read.

I would be happy if I never had to read. [R]

I don't like reading. [R]

I enjoy reading good stories.

Reading is one of my favorite things to do.

Response scale: 1 = disagree a lot, 5 = agree a lot

Enjoyment of Read-Alouds

I like it when an adult reads books or stories aloud to us.

I get bored when an adult reads books or stories aloud to us. [R]

Response scale: 1 = disagree a lot, 5 = agree a lot

Amount of Self-Chosen Reading

Not including homework, how often do you read books outside of school that you picked yourself?

Response scale: 1 =never, 5 =every day

Not including homework, about how many books have you read in the last month?

Response scale: 1 =none, 5 =more than 10

Not including homework, about how much time have you spent reading in the past week?

Response scale: 1 =none, 5 =more than 3 hours

Concern for Others

People should work out their own problems by themselves. [R]

I care about my family and my friends; other people can take care of themselves. [R]

Problems in other parts of the world are no concern of mine. [R]

When I hear about people who are sad or lonely, I want to do something to help.

Most people who ask for help are just being lazy. [R]

When I see someone having a problem, I want to help.

I should just take care of myself and let others take care of themselves. [R]

Everybody has enough problems of their own without worrying about other people's problems. [R]

A student has enough schoolwork to do without worrying about other students' work. [R]

People should look after themselves and not try to solve other people's problems. [R]

Response scale: 1 = disagree a lot, 5 = agree a lot.

Positive Behavior

In the past month. . .

I helped someone who was hurt.

I cheered up someone who was feeling sad.

I helped someone who was being picked on.

I helped someone who fell down.

I got help for someone who was hurt.

I shared my lunch with someone who didn't have any.

I helped an older person.

I stopped someone from hurting another child.

I stopped someone from hurting an animal.

Response scale: 1 = never, 4 = many times.