

***What's Working in School Counseling in Ohio?  
Clinical and Educational Implications for Success***

**AOCC 2013 Conference  
Hilton Columbus at Easton Town Center**

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*If you have additional questions:*

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***Personal, social, emotional and behavioral skills are the only constant in every situation. The level of development of those skills determines if one will respond or react over time.***

**– Tommie R. Radd, PhD**

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### **Agenda**

- I. Introduction
- II. Framework of Standards, Benchmarks, Indicators, Evaluation Used: CANA, ITS, Student Survey
- III. An Overview of Guidance System Components and Assessment/Evaluation
- IV. System Components:
  1. Behavior Management (extrinsic)
  2. Self-Talk/Self Pictures (intrinsic)
  3. Curriculum (student skills)
  4. Implementation (staff skills)
  5. Family Involvement
  6. Observation/Evaluation
- V. Guidance System Checklist and Place in the Classroom – Life Lab
- VI. Pre/Post Instrument Information/Results and Student Feedback
- VII. Educational and Clinical Implications
- VIII. Questions & Closing

*If you have additional questions:ˆ*

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**STANDARDS AND BENCHMARK REFERENCE CHART**  
**National School Counseling, National Career Development, and Grow With Guidance**

Content Area	American School Counselor Association National Standards	National Career Development Guidelines	Grow With Guidance® System
Academic Standards and Indicators	<ol style="list-style-type: none"> <li>1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> <li>2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</li> <li>3. Students will understand the relationship of academics to the world of work and to life at home and in the community.</li> </ol>	<p>ED1. Attain educational achievement and performance levels needed to reach your personal and career goals.</p> <p>ED2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>F.1. identify and express personal learning needs,</li> <li>F.2. gain appreciation of individual learning styles and abilities,</li> <li>F.3. assess abilities and skills,</li> <li>F.4. be aware of ways their academic performance is determined by their choices,</li> <li>F.5. demonstrate responsibility for the group and project outcomes, and</li> <li>F.6. demonstrate an understanding of attitudes and behavior necessary for successful work experience.</li> </ol>
Career Standards and Indicators	<ol style="list-style-type: none"> <li>4. Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions</li> <li>5. Students will employ strategies to achieve future career success and satisfaction.</li> <li>6. Students will understand the relationship between personal qualities, education and training, and the world of work.</li> </ol>	<p>CM1. Create and manage a career plan that meets your career goals.</p> <p>CM2. Use a process of decision-making as one component of career development.</p> <p>CM3. Use accurate, current and unbiased career information during career planning and management.</p> <p>CM4. Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.</p> <p>CM5. Integrate changing employment trends, societal needs and economic conditions into your career plans.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>G.1. understand career/employment possibilities,</li> <li>G.2. know where and how to find additional information about careers/employment, and</li> <li>G.3. describe the necessity and value of all types of careers/employment.</li> </ol>
Personal/Social Standards and Indicators	<ol style="list-style-type: none"> <li>7. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</li> <li>8. Students will make decisions, set goals, and take necessary action to achieve goals.</li> <li>9. Students will understand safety and survival skills.</li> </ol>	<p>PS1. Develop understanding of self to build and maintain a positive self-concept.</p> <p>PS2. Develop positive interpersonal skills including respect for diversity.</p> <p>PS3. Integrate growth and change into your career development.</p> <p>PS4. Balance personal, leisure, community, learner, family and work roles.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>A.1. identify and express characteristics that are special and unique about themselves,</li> <li>A.2. define and describe feelings related to a personal experience,</li> <li>A.3. describe conscious activities in relation to their personal feelings,</li> <li>A.4. identify personal needs and means to meet those needs,</li> <li>A.5. accept self and demonstrate a positive attitude toward self,</li> <li>A.6. demonstrate motivation towards all areas of growth,</li> <li>B.1. define and describe feelings in others related to specific experiences,</li> <li>B.2. recognize the needs of others and respond in a positive manner in awareness of others,</li> <li>B.3. appreciate the uniqueness and differences of people,</li> <li>B.4. demonstrate an awareness of the effects of their behavior on others,</li> <li>C.1. recognize and express limitations and needs,</li> <li>C.2. display behavior appropriate to the social setting,</li> <li>C.3. set and remain within behavioral limits and established values,</li> <li>D.1. identify and make choices from alternatives based upon awareness of consequences,</li> <li>D.2. demonstrate alternatives to the use of drugs, alcohol, and tobacco—describe alternative ways of coping with stressful situations,</li> <li>D.3. demonstrate the power of peer pressure upon the choices a person makes—demonstrate appropriate refusal skills to pressures from peers,</li> <li>D.4. cultivate an awareness of personal, societal, and family values and their impact on the decision-making process,</li> <li>E.1. give and accept validating statements,</li> <li>E.2. demonstrate group support for a concern or problem,</li> <li>E.3. name behaviors which may help or hinder group effort, and</li> <li>E.4. demonstrate effective listening skills.</li> </ol>

**How do standards, benchmarks, indicators, and performance observation/evaluation strategies become the foundation of a performance-based system?**

The standards, benchmarks, indicators, and performance observation/evaluation strategies provide the framework for developmental feedback and evidence. This framework is the base for accountability. After the framework is established, clarity of purpose can be communicated to all populations in the schooling process.

## Similarities and Differences between the Educational Systems and Schoolhouse Models and the Other Initiatives

Similarities With the Initiatives	Expansion of the Initiatives
<p>Developmental Framework</p> <p>Comprehensive</p> <p>Proactive</p> <p>Focus on learning</p> <p>Clearly defined</p> <p>Includes an accountability plan</p> <p>Educational Team in a school</p> <p>Includes Collaboration, Consultation, Coordination</p>	<p>Clear role of Facilitation and Communication</p> <p>Guidance system that is interactive, interrelated and interdependent</p> <p>Student-centered curriculum for all students</p> <p>Review and apply core skills yearly</p> <p>Curriculum built on a framework that spirals throughout system and program components</p> <p>Comprehensive observation, evaluation and accountability plan</p> <p>Multidimensional versus linear system design</p> <p>System based on extensive research and multidisciplinary theoretical base</p> <p>Life Lab included</p> <p>Diagnostic instruments, CANA, ITS, and Florida Key included</p> <p>Strong focus on advocacy with a positive focus</p> <p>Offers formulas for solutions to challenges</p> <p>Comprehensive self-concept process included</p> <p>Innovative role in school improvement and design</p> <p>Integrated change process</p> <p>Strong benefits for all students including at-risk, urban, those from every culture, and those resilient through challenges</p> <p>Positive focus on family and staff involvement</p> <p>High expectations for all within an inviting climate</p> <p>Infused invitational education theory and practice</p> <p>Integrated learning community with service learning applications</p>

# The Grow With Guidance® System

<b>Core Skills for All Components and Essential Learning Domain Standards (ELD)</b>						
<b>System Components</b>						
<b>Behavior Management</b>	<b>Self-Talk/ Self Pictures</b>	<b>Implementation Skills</b>	<b>Family</b>	<b>Curriculum</b>		
<b>Essential Learning Domain</b>	<b>Essential Learning Domain</b>	<b>Essential Learning Domain</b>	<b>Essential Learning Domain</b>	<b>Personal, Emotional, Behavioral, Social (PEBS) Essential Learning Domain</b>	<b>Academic Essential Learning Domain</b>	<b>Career Essential Learning Domain</b>
Benchmark: Student - Indicators - Performance Evaluation  Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Student - Indicators - Performance Evaluation  Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Staff - Indicators - Performance Evaluation  Use information from other indicators	Benchmark: Family - Indicators - Performance Evaluation  Use information from other indicators	Benchmark: Self - Indicators - Performance Evaluation  Benchmark: Other Awareness - Indicators - Performance Evaluation  Benchmark: Self-Control - Indicators - Performance Evaluation  Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation  Benchmark: Group Cooperation - Indicators - Performance Evaluation	Benchmark: Self - Indicators - Performance Evaluation  Benchmark: Other Awareness - Indicators - Performance Evaluation  Benchmark: Self-Control - Indicators - Performance Evaluation  Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation  Benchmark: Group Cooperation - Indicators - Performance Evaluation	Benchmark: Career - Indicators - Performance Evaluation  Personal, Emotional, Behavioral, Social and Academic Skills needed for career development
<b>Performance Observation/Evaluation Strategies</b>						
Checklists General Assessments Specific Assessments based on performance	Checklists General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance Input about student	Checklists General Assessments Specific Assessments based on performance Input about child	Checklists CANA ITS General Assessments Specific Assessments based on performance	Checklists CANA ITS General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance

Consultation • Collaboration • Coordination • Facilitation • Communication

Interactive • Interrelated • Interdependent System  
Foundation for: Classroom and School Life Lab • Counseling Program School House • ALL Growth and Prevention Formulas

# Overview of a Guidance System

- Behavior Management - Extrinsic - what we say and do
- Self-Talk & Self-Pictures - Intrinsic - what we say and believe with what we think and feel
- Curriculum - Student Skills
- Implementation - Staff Skills
- Family Involvement - Family Skills
- Observation/Evaluation

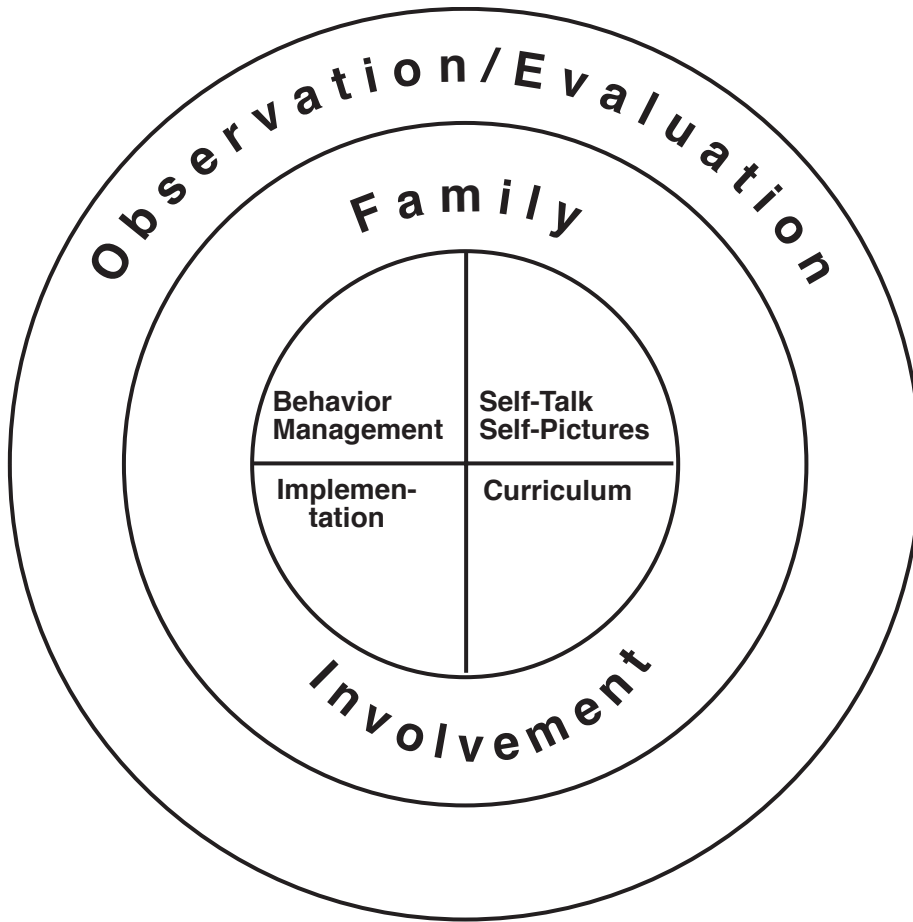
# System Components Implemented

- Congruent
- Systemic - identify all components of the System or whole and understand the relationship between components
- Slowly and simultaneously
- 3-5 year process
- The Whole is larger than the sum of the parts

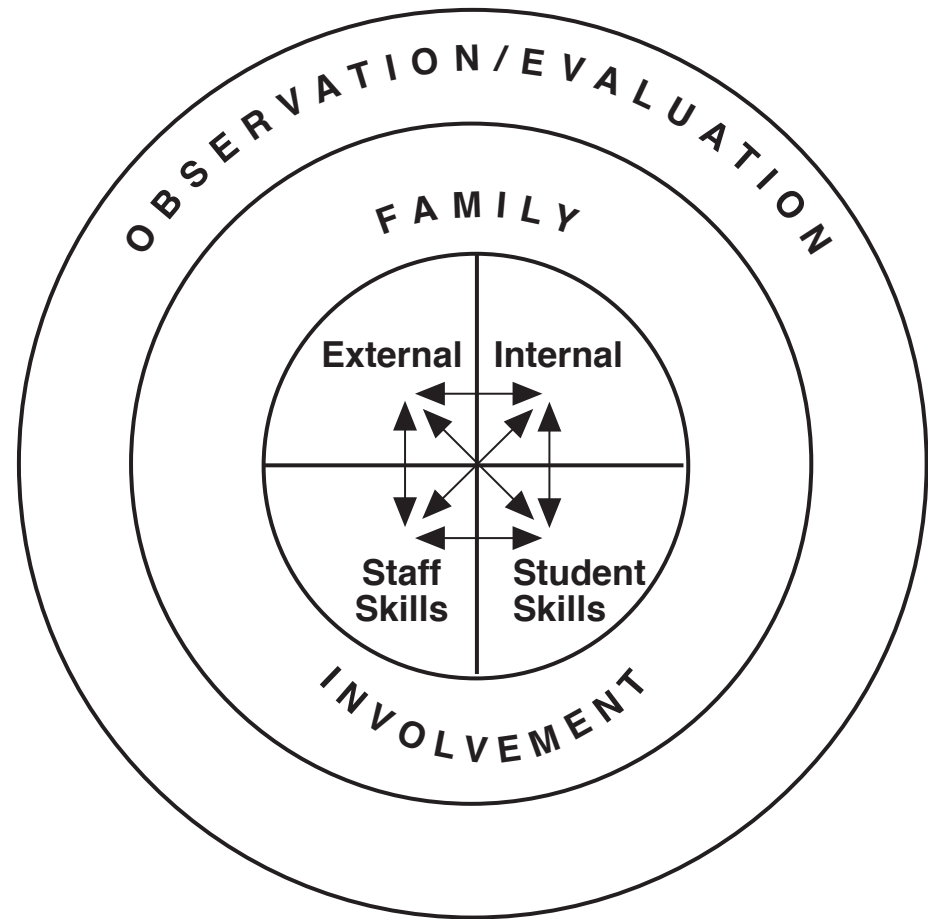


***The whole is equal to more than the  
sum of its parts.***

—Tommy R. Radd, Ph.D.



**A comprehensive, developmental guidance system for classrooms and schools with the necessary components for success. Each component is implemented slowly and simultaneously with a 3- to 5-year plan until all system components are in place.**



**The interactive, interrelated, and interdependent movement between system components.**

# Classroom Group Guidance System Checklist

## I. Positive Behavior Plan

- \_\_\_\_\_ 1. Share Standards, Benchmarks, and Indicators
- \_\_\_\_\_ 2. Self-Concept Series/Weave as it relates to Behavior
- \_\_\_\_\_ 3. Five Star Class Meetings
- \_\_\_\_\_ 4. Class Responsibilities and Guidelines
- \_\_\_\_\_ 5. Problem-Solving—"Help" vs. "Hurt"
- \_\_\_\_\_ 6. Effective Behavior Interactions
- \_\_\_\_\_ 7. Problem Ownership
- \_\_\_\_\_ 8. Cooperative Strategies
- \_\_\_\_\_ 9. Contracts
- \_\_\_\_\_ 10. Peer Group Work
- \_\_\_\_\_ 11. The Five C's for Managing Conflict
- \_\_\_\_\_ 12. Performance Observation/Evaluation
- \_\_\_\_\_ 13. Increase Component Implementation Annually

## II. Self-Talk/Self-Pictures Plan

- \_\_\_\_\_ 1. Share Standards, Benchmarks, and Indicators
- \_\_\_\_\_ 2. Self-Concept Series/Weave as it relates to Self-Talk/Self-Pictures
- \_\_\_\_\_ 3. Activity Process General Self-Talk
- \_\_\_\_\_ 4. Activity Process Specific Self-Talk
- \_\_\_\_\_ 5. Activity Process General Self-Pictures
- \_\_\_\_\_ 6. Activity Process Specific Self-Pictures
- \_\_\_\_\_ 7. Incorporate Relaxation
- \_\_\_\_\_ 8. Performance Observation/Evaluation
- \_\_\_\_\_ 9. Increase Component Implementation Annually

## III. Curriculum Plan

- \_\_\_\_\_ 1. Share Standards, Benchmarks, and Indicators
- \_\_\_\_\_ 2. Self-Concept Series/Weave as it relates to Student Skills
- \_\_\_\_\_ 3. Begin Core Activities
- \_\_\_\_\_ 4. CANA (Children's Affect Needs Assessment) Administered
- \_\_\_\_\_ 5. ITS (Invitational Teaching Survey) Administered
- \_\_\_\_\_ 6. Florida Key Administered
- \_\_\_\_\_ 7. CANA Pre Report
- \_\_\_\_\_ 8. ITS Pre Report
- \_\_\_\_\_ 9. Florida Key Pre Report
- \_\_\_\_\_ 10. Select Activities
- \_\_\_\_\_ 11. Format Implemented for all Activities
- \_\_\_\_\_ 12. Performance Observation/Evaluation
- \_\_\_\_\_ 13. Post CANA, Post ITS, and Post Florida Key Tests Administered
- \_\_\_\_\_ 14. CANA, ITS, and Florida Key Post Reports
- \_\_\_\_\_ 15. Report summary written including all year-end Performance Observation/Evaluation information.
- \_\_\_\_\_ 16. Increase Component Implementation Annually

## IV. Staff Implementation Skills

- \_\_\_\_\_ 1. Share Standards, Benchmarks, and Indicators
- \_\_\_\_\_ 2. Self-Concept Series/Weave as it relates to Staff
- \_\_\_\_\_ 3. Overview of the System
- \_\_\_\_\_ 4. Overview of Behavior Management Component
- \_\_\_\_\_ 5. Overview of Self-Talk/Self-Pictures Component
- \_\_\_\_\_ 6. Overview of Staff Implementation Skills
- \_\_\_\_\_ 7. Overview of Curriculum Component
- \_\_\_\_\_ 8. Conduct Staff Needs Assessment
- \_\_\_\_\_ 9. Prioritize Staff Skills
- \_\_\_\_\_ 10. Encouragement Strategies
- \_\_\_\_\_ 11. Prioritize Group Techniques
- \_\_\_\_\_ 12. Prioritize Other Needs Based on the ITS and Needs Assessment
- \_\_\_\_\_ 13. Performance Observation/Evaluation
- \_\_\_\_\_ 14. Increase Component Implementation Annually

## V. Family Involvement

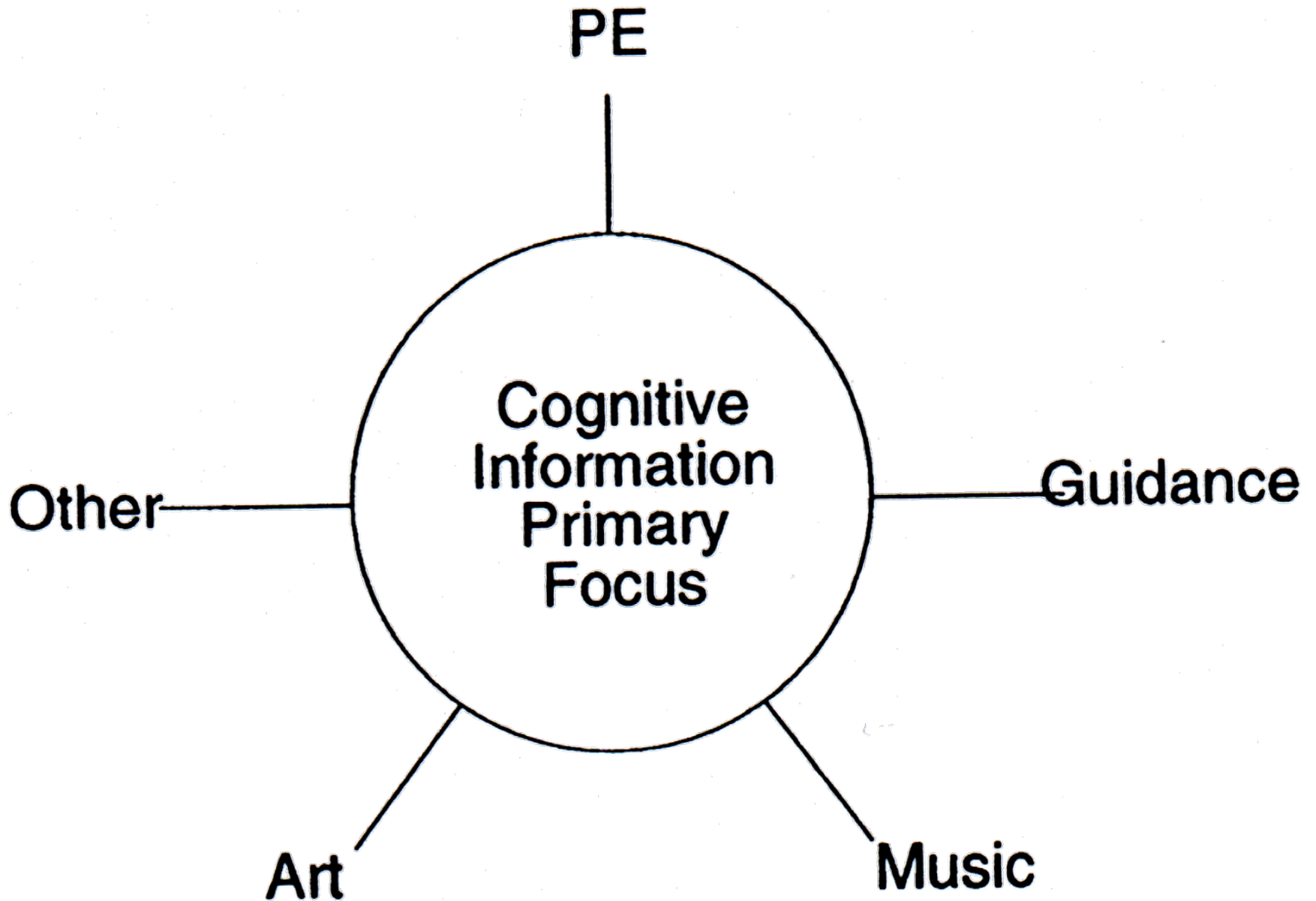
- \_\_\_\_\_ 1. Share Standards, Benchmarks, and Indicators
- \_\_\_\_\_ 2. Self-Concept Series/Weave as it relates to Families
- \_\_\_\_\_ 3. Overview of the System
- \_\_\_\_\_ 4. Overview of Behavior Management Component
- \_\_\_\_\_ 5. Overview of Self-Talk/Self-Pictures Component
- \_\_\_\_\_ 6. Overview of Staff Implementation Skills
- \_\_\_\_\_ 7. Overview of Student Curriculum Skills Component
- \_\_\_\_\_ 8. Conduct Family Needs Assessment
- \_\_\_\_\_ 9. Prioritize Skills from Behavior Management Component
- \_\_\_\_\_ 10. Prioritize Skills from Self-Talk/Self-Pictures Component
- \_\_\_\_\_ 11. Prioritize Skills from Staff Implementation Skills
- \_\_\_\_\_ 12. Prioritize Skills from Curriculum Core and Other Skills
- \_\_\_\_\_ 13. Performance Observation/Evaluation
- \_\_\_\_\_ 14. Increase Component Implementation Annually

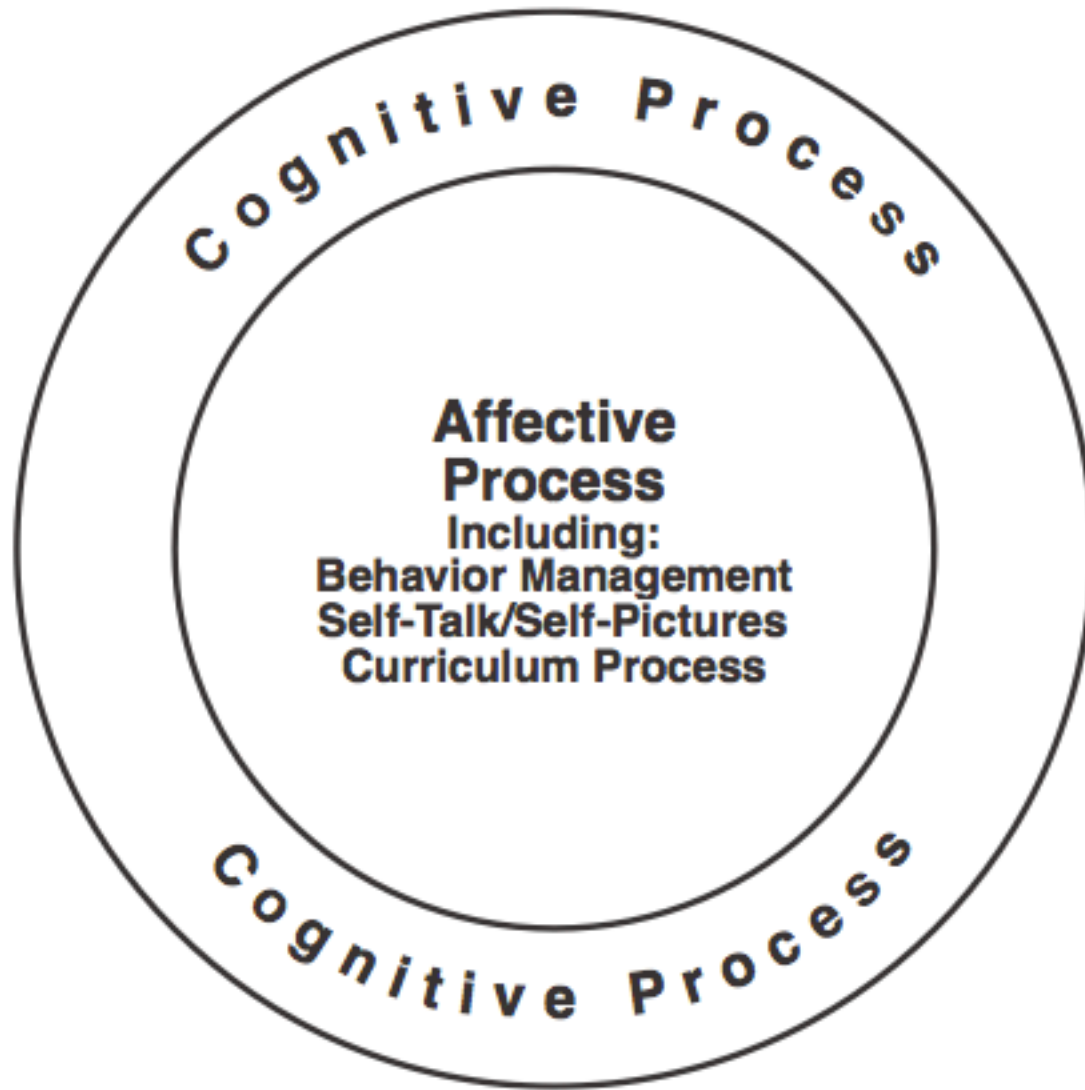
It is recommended that all system information be included for families when possible.

## VI. Developed a 3- to 5-year plan in the components for simultaneous, slow implementation.

	Yes	No
1. Behavior Management	<input type="checkbox"/>	<input type="checkbox"/>
2. Self-Talk/Self-Pictures	<input type="checkbox"/>	<input type="checkbox"/>
3. Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
4. Implementation Skills	<input type="checkbox"/>	<input type="checkbox"/>
5. Family Involvement	<input type="checkbox"/>	<input type="checkbox"/>

# The Traditional Classroom





# Life Lab

- A way of defining the classroom as a simulation in which students, pre-K-12 and beyond, learn, experience, and apply the essential skills needed for life; the comprehensive developmental guidance system creates a life lab in every classroom through which students develop a conscious and intentional frame of reference that can be applied throughout life.

# Assessments Used

1. **CANA Pre/Post** (self, other awareness, self-control, decision making/problem solving, group cooperation)

2. **ITS Pre/Post** (personally inviting – commitment, consideration, professionally inviting – coordination, proficiency, expectation)

3. **Student Survey– Qualitative Post**  
(GWG System Manual page 186)

**Sixty-seven students from the program completed evaluations NOTE: Most “NO” responses stated that they knew the skill already**

## Children's Affect Needs Assessment (CANA)

A 42-question diagnostic curriculum assessment taken by students that provides student input into their classroom guidance curriculum activity selection; a diagnostic tool to involve students and create a sense of student ownership for guidance skill implementation and change (Note: ownership occurs when students “own” a problem and admit, recognize, and acknowledge personal needs and challenges that support assuming responsibility and commitment for change); assessment questions asked in the five essential learning strands of the curriculum of *The Grow With Guidance<sup>®</sup> System*; one way to observe and evaluate change at the end of the school year through pre-post assessment; the student curriculum assessment included in *The Grow With Guidance<sup>®</sup> System*.

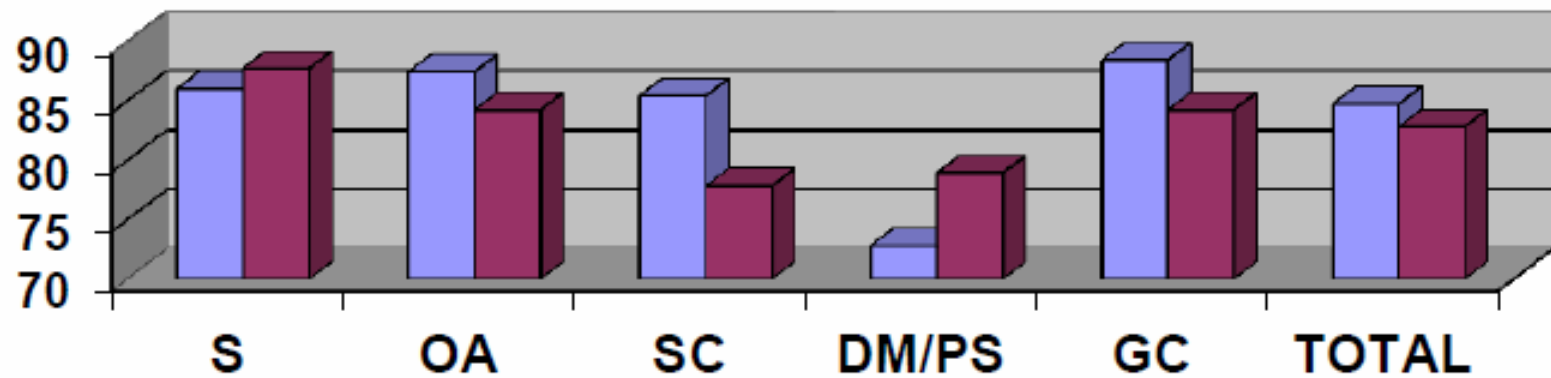


## Invitational Teaching Survey (ITS)

A 43-question diagnostic class climate assessment, taken by students, which gives student input about their classroom experience and whether they have a feeling of being “invited”; a diagnostic tool to involve students and get their input on ways to improve climate and school relationships; one indicator of ways to support staff growth experiences and plans; one way to observe and evaluate change at the end of a school year through pre-post assessment; the school climate assessment included in *The Grow With Guidance<sup>®</sup> System*.

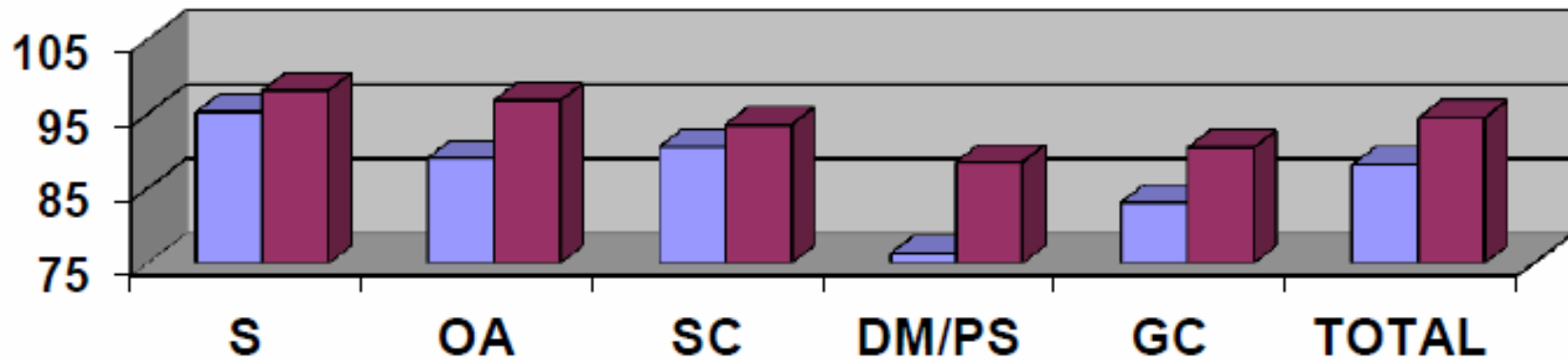
# Grade 2 Pre/Post CANA

**Class 21**



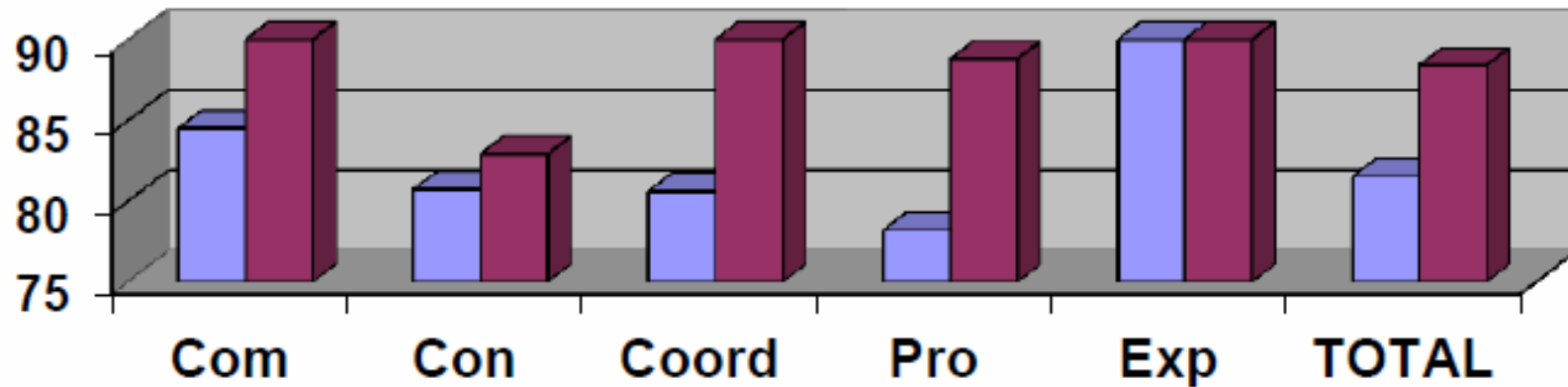
# Grade 3 Pre/Post CANA

**Class 31**



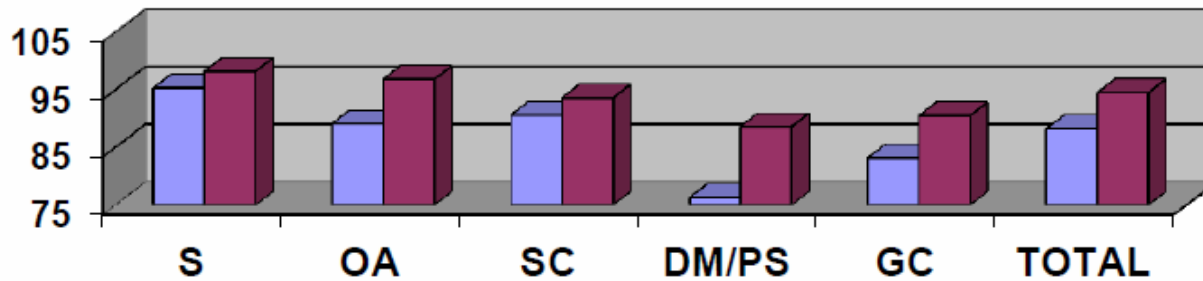
# Grade 3 Pre/Post ITS

**Class 31**

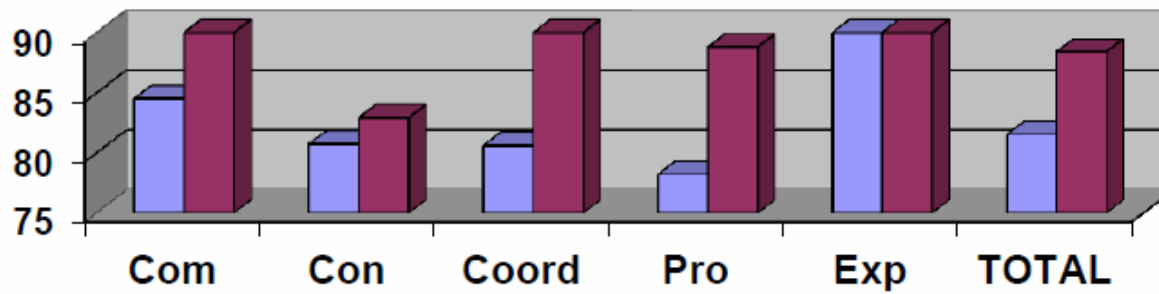


# Grade 3 Pre/Post Comparison

Class 31

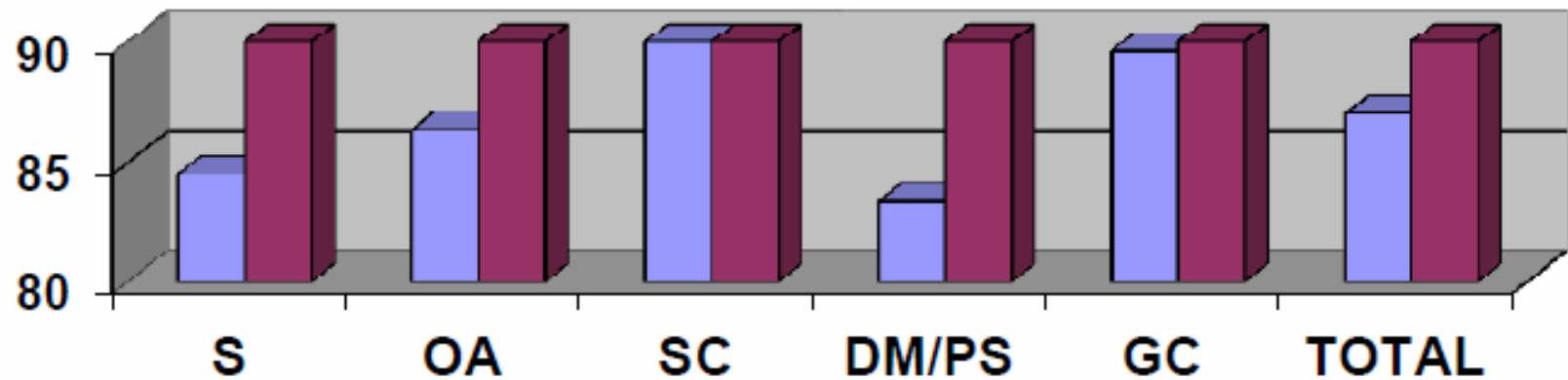


Class 31



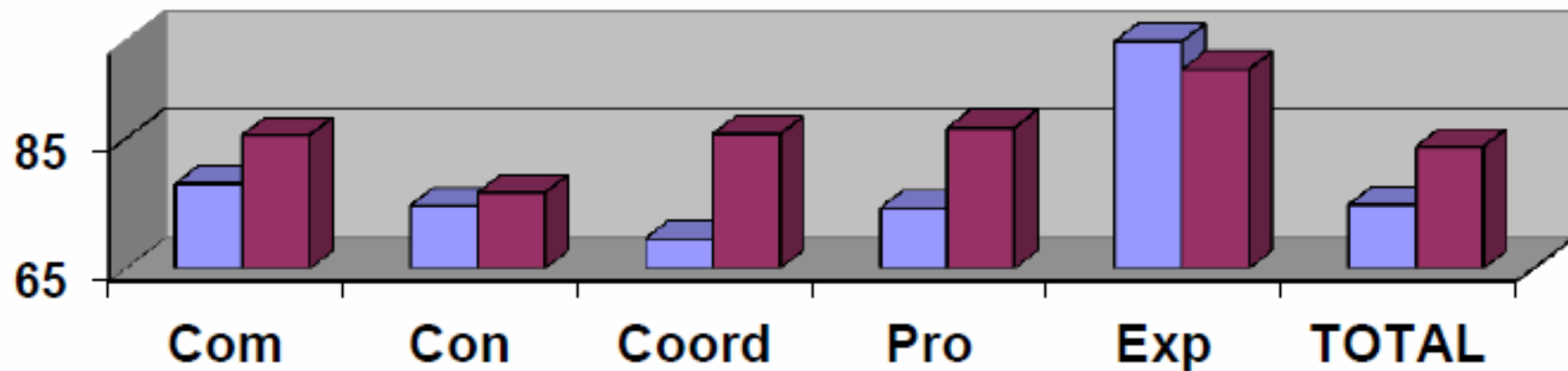
# Grade 4 Pre/Post CANA

**Class 41**



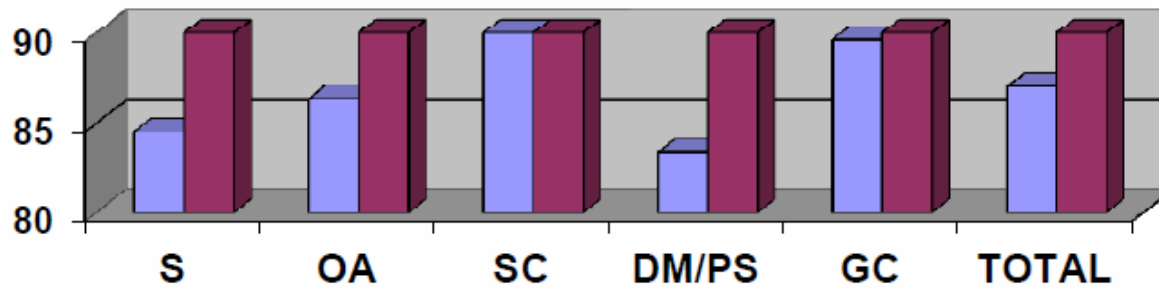
# Grade 4 Pre/Post ITS

**Class 41**

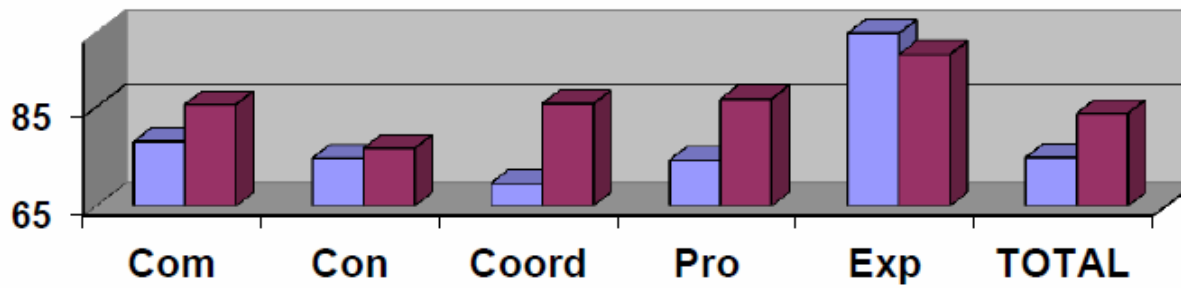


# Grade 4 Pre/Post Comparison

Class 41



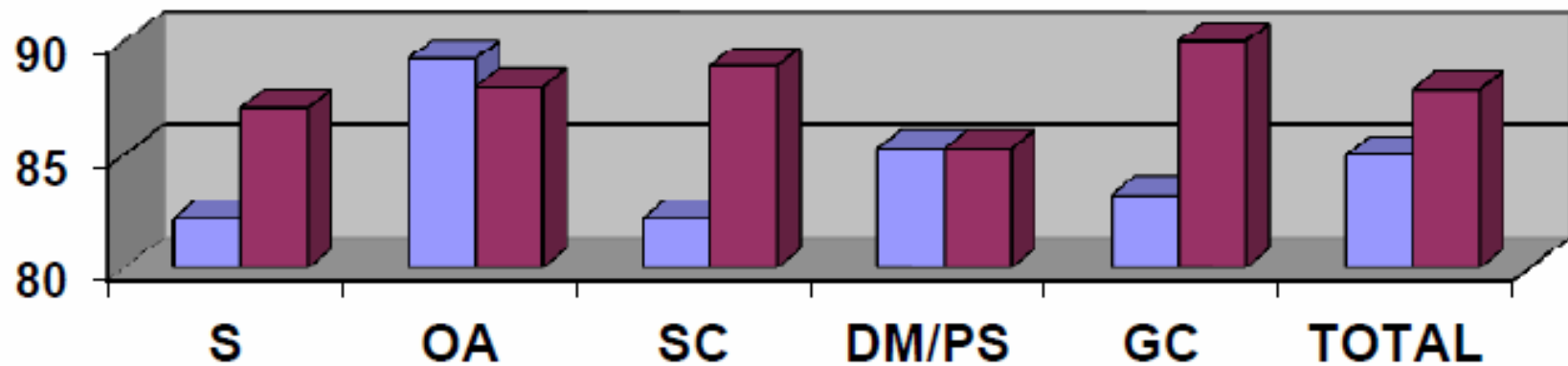
Class 41





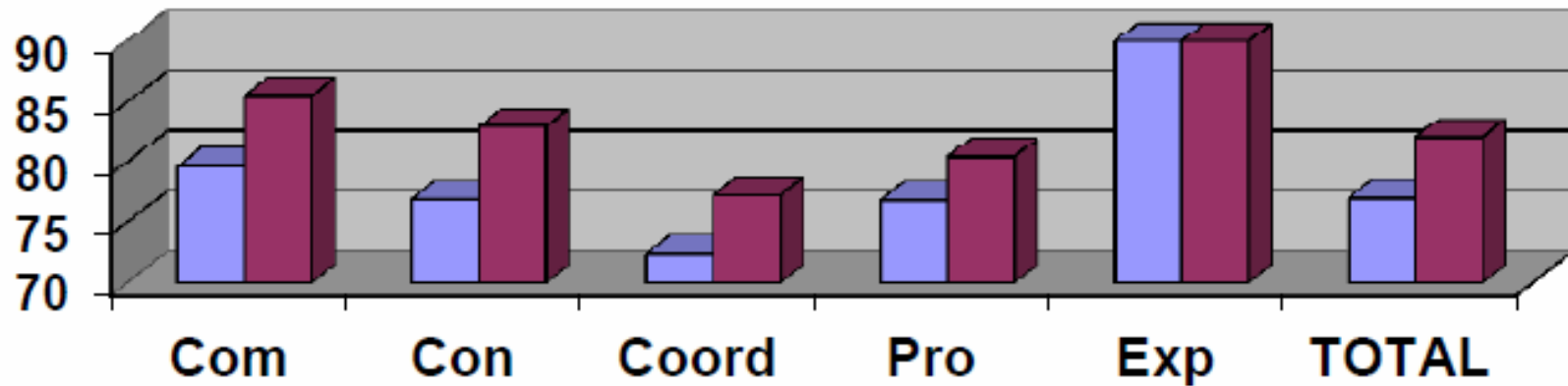
# Grade 5 Pre/Post CANA

**Class 51**



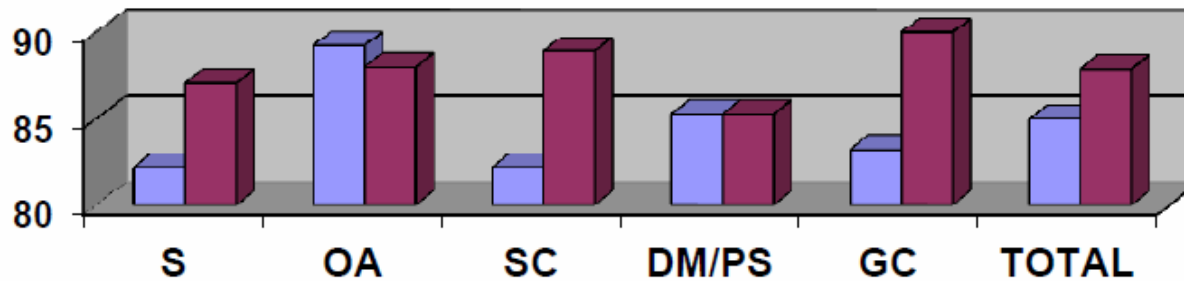
# Grade 5 Pre/Post ITS

**Class 51**

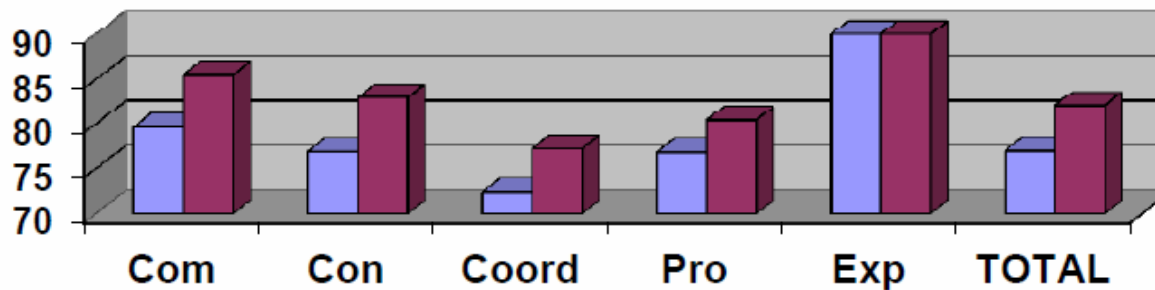


# Grade 5 Pre/Post Comparison

Class 51



Class 51



# **Student Feedback**

## **GWG Student Self-Reflection Summary**

### **1. Have the GWG activities helped you? 100% yes**

Examples of feedback: People are nice to me and they like me; I liked it when Mrs. Overstreet came in and taught us. {MANY SAID}; I liked Grow With Guidance {MANY SAID}; I like I statements; I use self-talk. {MANY SAID}; I try to think before I say things. {MANY SAID}; Now we work in groups and help each other; Student \_is nice to me now. She plays with me at recess.; Mrs.\_ tells us not to leave anyone out; They don't call each other names or anything now; If somebody drops something somebody might help them pick it up.; My teacher calls on me; "I only see 1 student who does not (respect others) hardly ever."

# **Student Feedback**

## **GWG Student Self-Reflection Summary**

### **2. Do you feel better about yourself? 93% (63 yes/ 4 no)**

Examples of feedback: I feel happy more. {MANY SAID}; I say how I feel; People like me; I want to be different; I don't want to be the same as everybody.; Because I do good in math; Because people never come up and ask me to play.; Because my friends are mean to me on the bus.; I am comfortable in my class.; "I'm not scared to ask questions anymore because I'm only a kid so far."; Because today a 5<sup>th</sup> grader was being mean to a kindergartener and I didn't know what to do.

### **3. Do you feel better about learning? 88% ( 59 yes/ 8 no)**

Examples of feedback: Learning is fun; I already liked to learn.; Like when we do games I don't have fun sometimes.; I don't like homework; I just want to play my video games.; It is important for me to learn so I can reach my goals.; Because teacher \_ takes his/her time to help me.; Because sometimes we do things in groups; Now we work in groups and help each other.

# Student Feedback

## GWG Student Self-Reflection Summary

### **4. Do you get along better with others? 91% (61 yes/ 5 no)**

Examples of feedback: I got along with people before the same; I use self-talk before I make people mad. {MANY SAID}; I tell them good things and they tell me good things back.; They play with me and give me hugs.; Because I am kind to them like we are supposed to be.; They let me play with them at recess.; People share with me.; People are nice to me and they like me.; Student \_ is nice to me. She lets me sit by her on the bus.; We let each other use our stuff and I have friends.; People boss me around too much.; Student \_ is mean to almost everyone all the time.; Sometimes they are mean and sometimes they are not.; Student \_ is mean to me if I don't play a game right.; "They like my friend and don't want to have anything to do with me only her and they are mean to me."; "Some people still don't let me play at recess and are only kind when they want something.; They still boss me around and make fun of me."; I just want people to have manners and ask people to do something.; Some people are still mean behind other people's back.

# **Student Feedback**

## **GWG Student Self-Reflection Summary**

### **5. Can you handle problems better? 91% (61 yes/ 5 no)**

Examples of feedback: .I use self-talk before I do things to handle problems.; I think about how they feel first; I handled problems before the same except I didn't think about it so much; I think about how they would feel first; I don't just do the first thing I think.

### **6. Do you get along better with your teacher? 55% (37 yes /30 no)**

Examples of feedback: I always like my teacher; I get along with all my teachers.; My teacher does things we can't do; My teacher should do self talk before he/she yells so much.; All the teachers like kids; My teacher knows that I like: Baseball, Football, Video games; I know they care but they have lots of kids; A lot of students are nice to the teachers because the teachers are nice to them.; Because teacher \_ takes his/her time to help me.; Because I don't ever get a classroom job.; Because he is the one helping you so you can succeed.; No one talks back to her anymore.; Because teachers work hard; Because they let us do fun things.; Because they let us play games.; I have a great teacher! ; "Some people still whine or talk mad at the teacher, but not as much as they used to."; Some people lie to the teachers.; If I'm proud of a paper, I put it in a bin and (s)he will hang it up.; Because sometimes we are slow and (s)he gets mad.; Because sometimes kids get checkmarks and (s)he is not happy.; (One student wrote the same thing and added, "and he blows his top!")

# Implications – Educational and Clinical

1. Students/professionals develop their foundation skills frame of reference in the personal, emotional, behavioral and social domains (PEBS)
2. Students develop foundation skills needed to apply to areas of challenge such as bullying, academic achievement, career, etc.
3. Behavioral and skill framework to determine those students with clinical needs from those students with behavioral issues.
4. Prevention skills needed to keep students safe so they can respond and not react to life challenges in a positive way.
5. School/classroom climate more inviting and consistent between the walk and talk expected for positive relationships- supports educators with self-concept theory and perceptual psychology framework.
6. Core Skills needed in all areas of growth over the lifespan in the stands of self, other awareness, self-control, decision making/problem solving, group cooperation, academic and career.
7. Relationships improved and empowered between Teacher – Student, Student-Student and Professional-Professional.
8. Positive attitudes about personal growth, a willingness to use strategies needed to confront issues across the life span and an openness to mental health.



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