

What's the Role of Self-Concept in School Climate and Career Readiness? Learn the Answer and a Process for Success

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If you have additional questions:`

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The self-concept a person develops becomes the guiding light to show him and others the way he sees himself. All people need to understand that they are worth working for, growing for, and developing their spirit, purpose and potential for. – Tommie R. Radd, PhD

What's the Role of Self-Concept in School Climate and Career Readiness?

Agenda

- I. Introduction
- II. The Overview of ASCA Standards, NCDA Crosswalk, and School Counseling Program
- III. An Overview of the Guidance System and System Components
- IV. The Heart of the Real Classroom, Life Lab, and Career Readiness Discussed
- V. The Role of Self-Concept and the Self-Concept Energizer
- VI. The Self-Concept Series and Weave
- VII. Ways of using the SCS in the Guidance System and School Counseling Program
- VIII. The Impact of the Self-Concept Process on Climate and Career Readiness
- IX. Participant Brainstorm for Implementation of SCS.
- X. Questions & Closing

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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"> 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. 2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. 3. Students will understand the relationship of academics to the world of work and to life at home and in the community. 	<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"> F.1. identify and express personal learning needs, F.2. gain appreciation of individual learning styles and abilities, F.3. assess abilities and skills, F.4. be aware of ways their academic performance is determined by their choices, F.5. demonstrate responsibility for the group and project outcomes, and F.6. demonstrate an understanding of attitudes and behavior necessary for successful work experience.
Career Standards and Indicators	<ol style="list-style-type: none"> 4. Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions 5. Students will employ strategies to achieve future career success and satisfaction. 6. Students will understand the relationship between personal qualities, education and training, and the world of work. 	<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"> G.1. understand career/employment possibilities, G.2. know where and how to find additional information about careers/employment, and G.3. describe the necessity and value of all types of careers/employment.
Personal/Social Standards and Indicators	<ol style="list-style-type: none"> 7. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. 8. Students will make decisions, set goals, and take necessary action to achieve goals. 9. Students will understand safety and survival skills. 	<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"> A.1. identify and express characteristics that are special and unique about themselves, A.2. define and describe feelings related to a personal experience, A.3. describe conscious activities in relation to their personal feelings, A.4. identify personal needs and means to meet those needs, A.5. accept self and demonstrate a positive attitude toward self, A.6. demonstrate motivation towards all areas of growth, B.1. define and describe feelings in others related to specific experiences, B.2. recognize the needs of others and respond in a positive manner in awareness of others, B.3. appreciate the uniqueness and differences of people, B.4. demonstrate an awareness of the effects of their behavior on others, C.1. recognize and express limitations and needs, C.2. display behavior appropriate to the social setting, C.3. set and remain within behavioral limits and established values, D.1. identify and make choices from alternatives based upon awareness of consequences, D.2. demonstrate alternatives to the use of drugs, alcohol, and tobacco—describe alternative ways of coping with stressful situations, D.3. demonstrate the power of peer pressure upon the choices a person makes—demonstrate appropriate refusal skills to pressures from peers, D.4. cultivate an awareness of personal, societal, and family values and their impact on the decision-making process, E.1. give and accept validating statements, E.2. demonstrate group support for a concern or problem, E.3. name behaviors which may help or hinder group effort, and E.4. demonstrate effective listening skills.

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

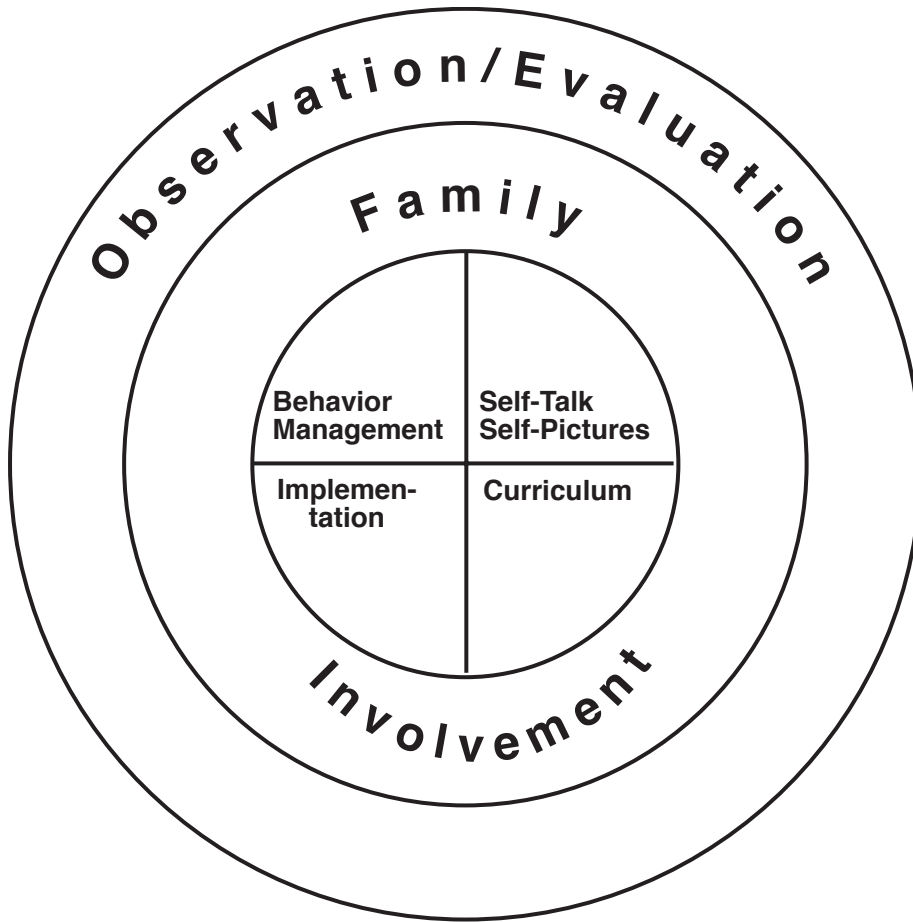
Similarities With the Initiatives	Expansion of the Initiatives
<p>Developmental Framework</p> <p>Comprehensive</p> <p>Proactive</p> <p>Focus on learning</p> <p>Clearly defined</p> <p>Includes an accountability plan</p> <p>Educational Team in a school</p> <p>Includes Collaboration, Consultation, Coordination</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

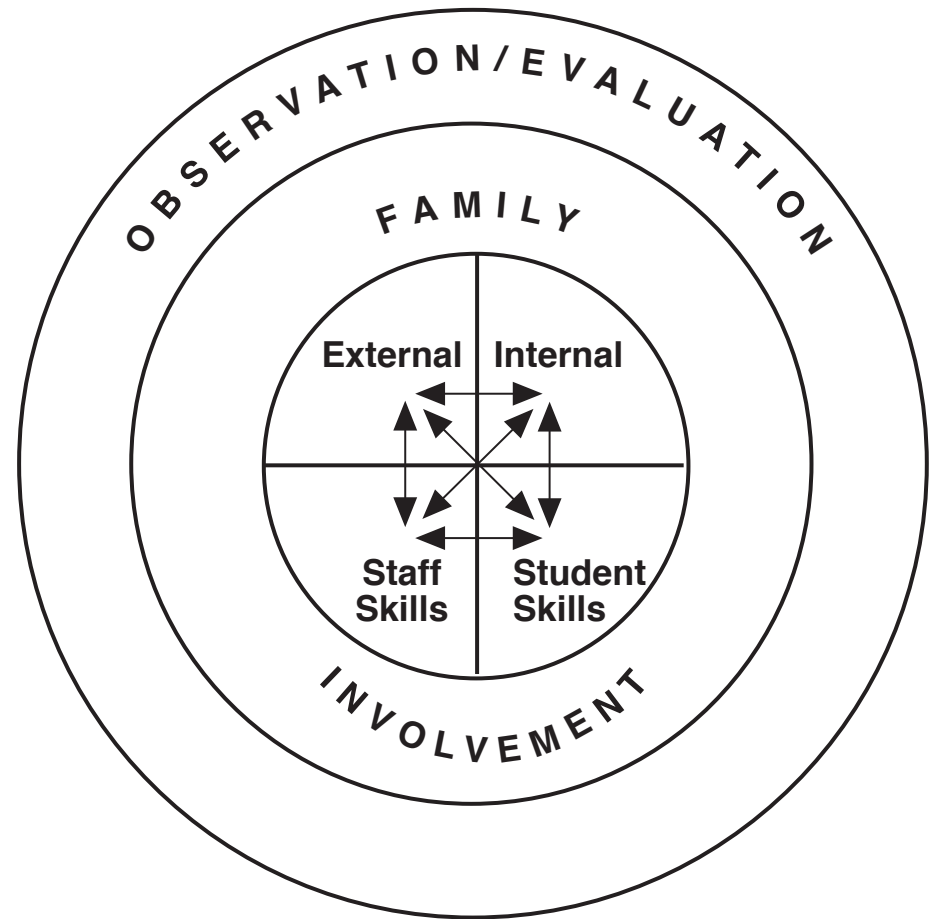
Core Skills for All Components and Essential Learning Domain Standards (ELD)						
System Components						
Behavior Management	Self-Talk/ Self Pictures	Implementation Skills	Family	Curriculum		
Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Personal, Emotional, Behavioral, Social (PEBS) Essential Learning Domain	Academic Essential Learning Domain	Career Essential Learning Domain
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
Performance Observation/Evaluation Strategies						
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



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.

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.

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

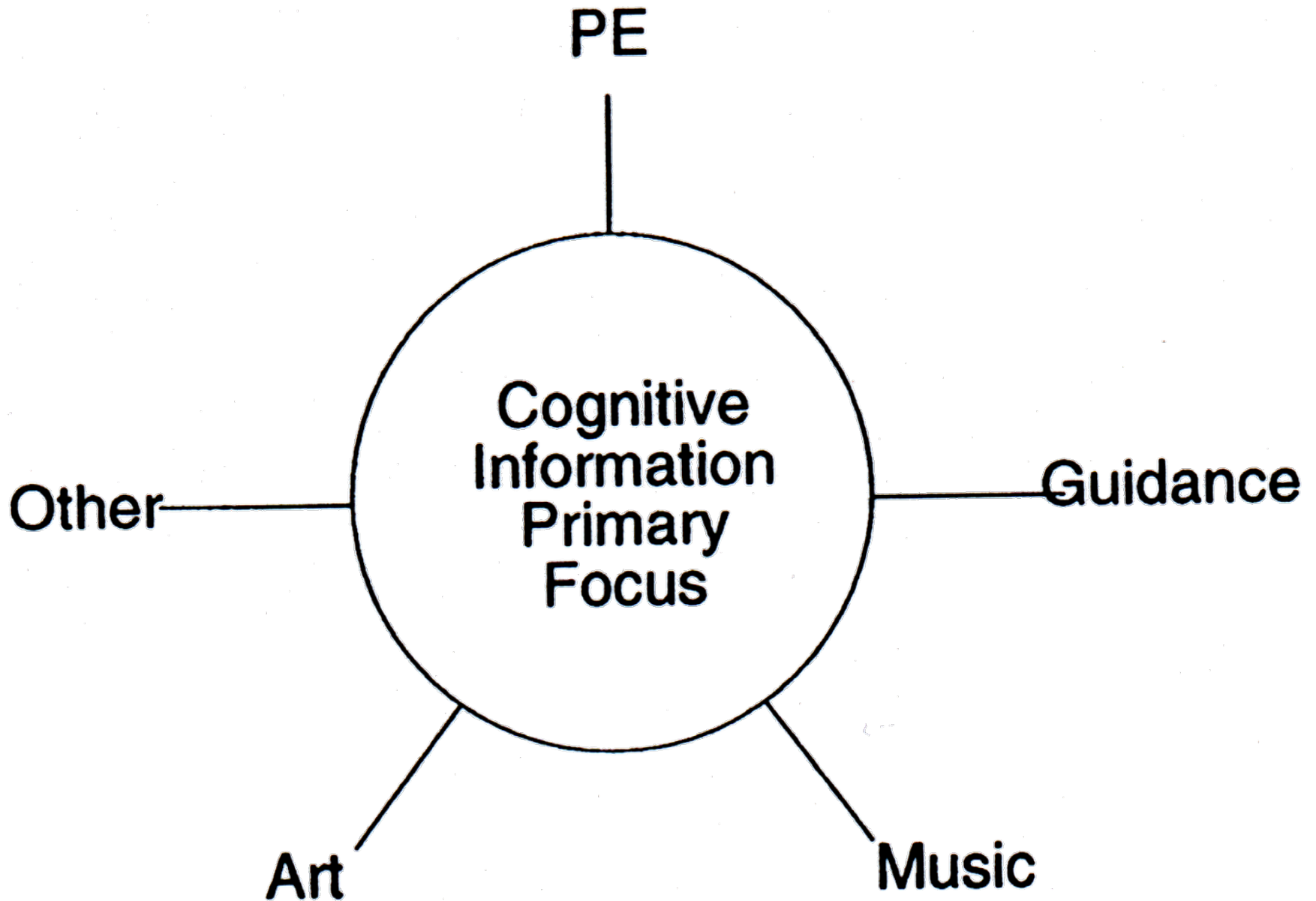
- _____ 1. Share Standards, Benchmarks, and Indicators
- _____ 2. Self-Concept Series/Weave as it relates to Families
- _____ 3. Overview of the System
- _____ 4. Overview of Behavior Management Component
- _____ 5. Overview of Self-Talk/Self-Pictures Component
- _____ 6. Overview of Staff Implementation 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.

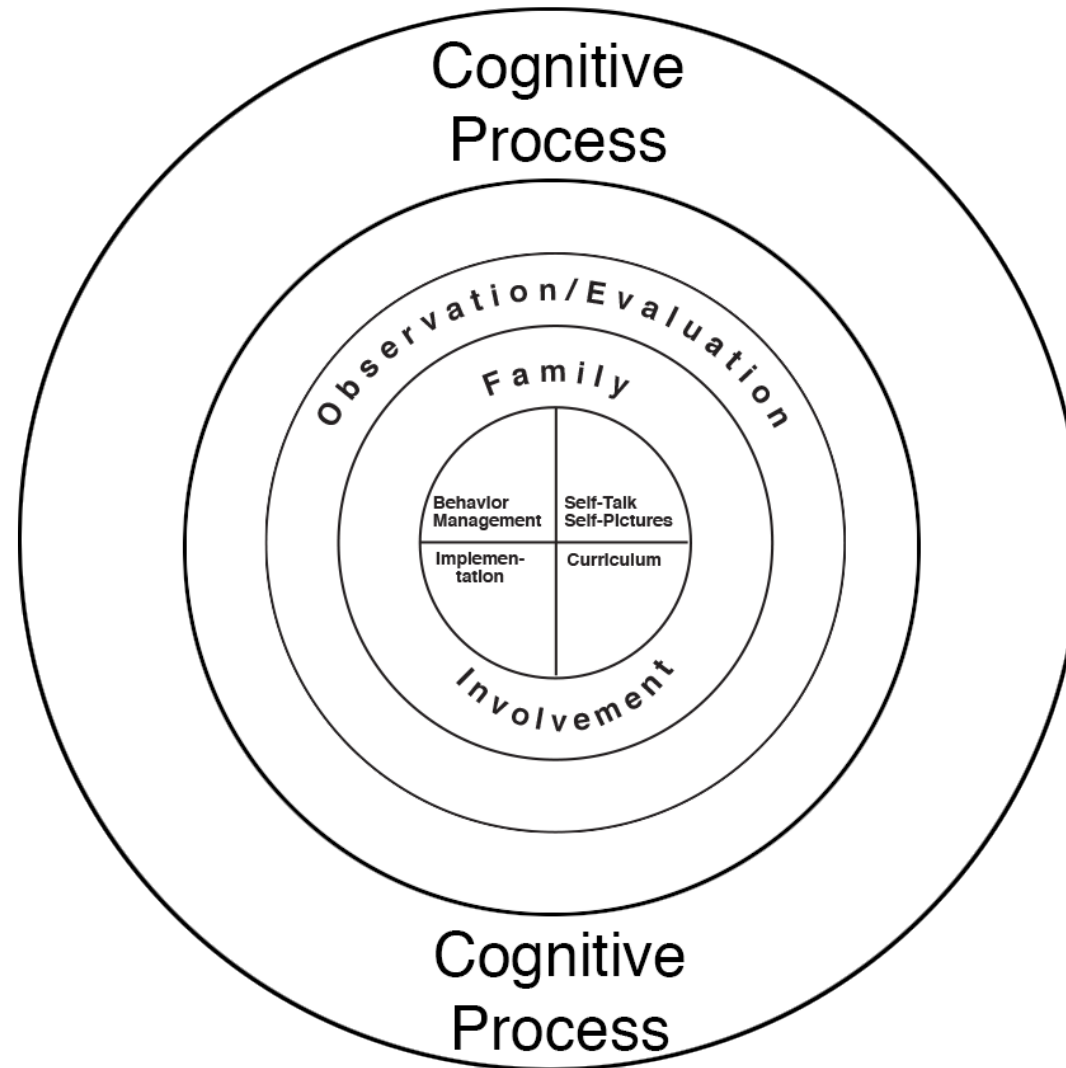
VI. Developed a 3- to 5-year plan in the components for simultaneous, slow implementation.

	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

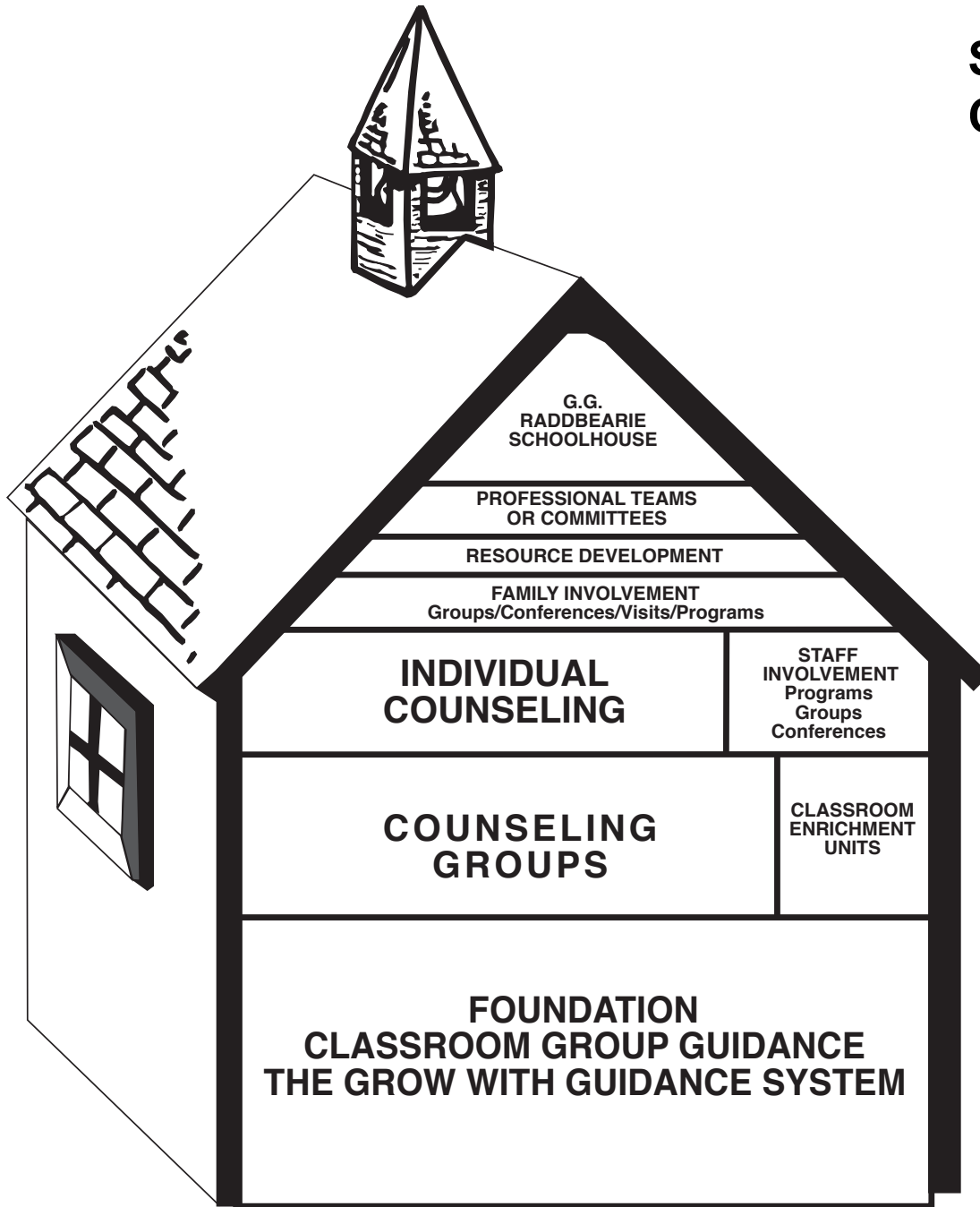


The Real Classroom



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.



Suggested Elementary Counselor Time Allocations

- I. Foundation: 40%
- II. Counseling Groups: 30%
- III. Individual Counseling: 10%
- IV. All Others: 20%

Suggested Middle/JR. High School Counselor Time Allocations

- I. Foundation: 35-30%
- II. Counseling Groups: 30-35%
- III. Individual Counseling: 10%
- IV. All Others: 25%

Suggested High School Counselor Time Allocations

- I. Foundation: 30-25%
- II. Counseling Groups: 30-35%
- III. Individual Counseling: 10%
- IV. All Others: 25-35%

Self-Concept Series Energizer

- Hi. My name is _____
- I am valuable because there is no one else like me in the world.
- One thing about me is

Self-Concept Series

1. All are special and valuable no matter what they think, say, do, or feel. **TRUTH**
2. All show they are remembering that all are valuable by making helpful vs. hurtful choices toward self and others.
BEHAVIOR
3. I am responsible. **ACCOUNTABILITY**

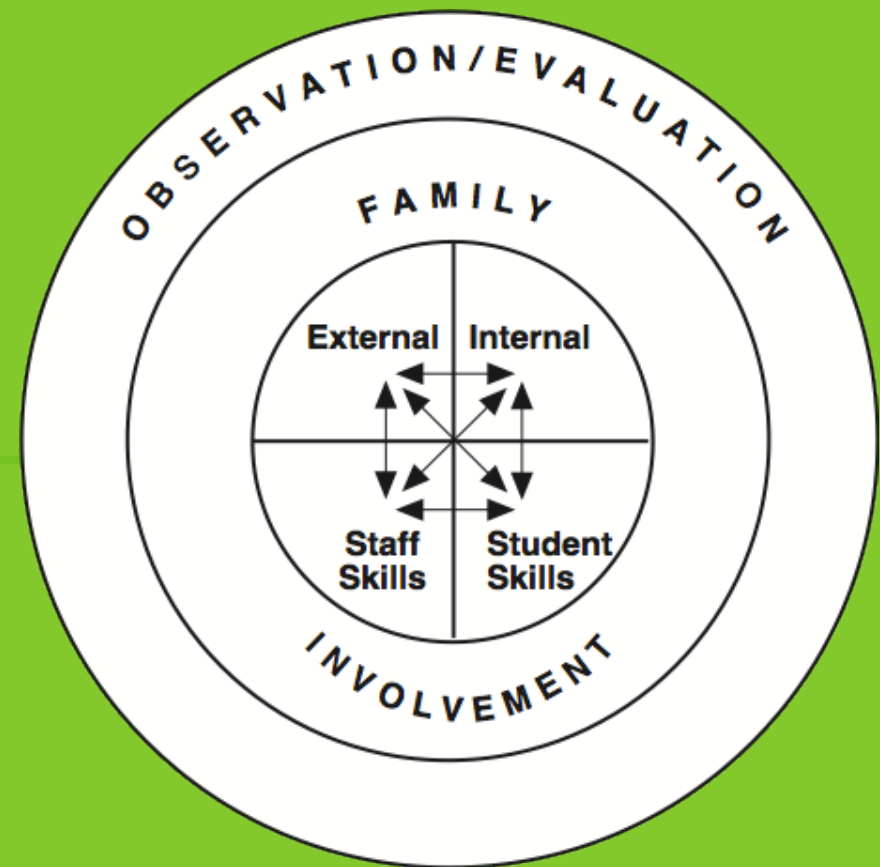
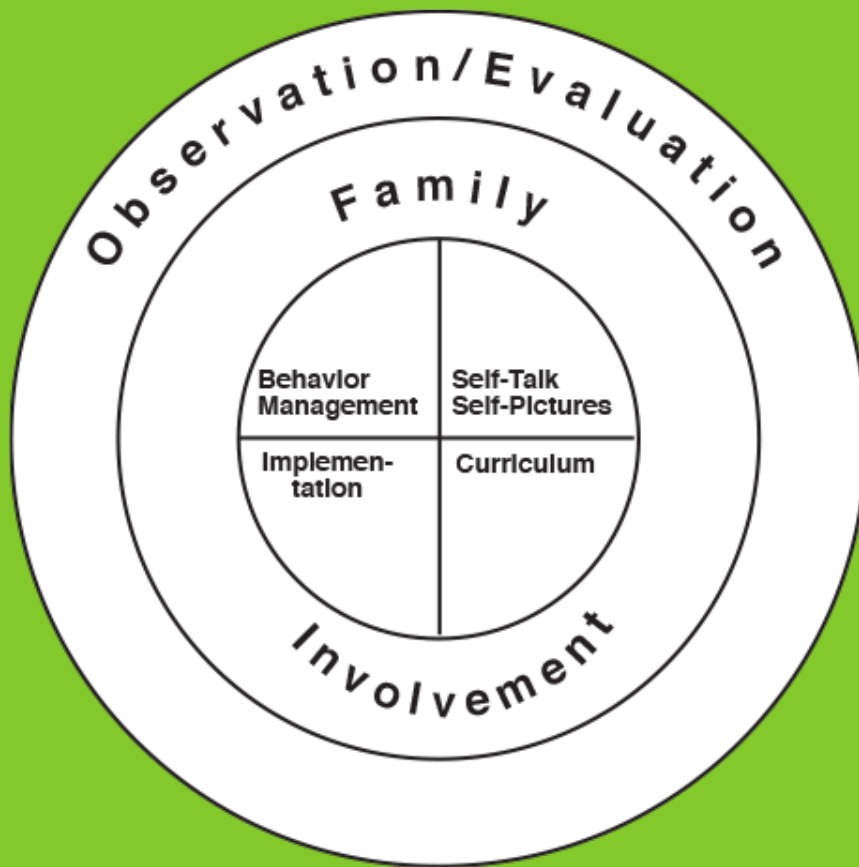
Also included in Counseling Children, 11th Edition by Henderson and Thompson, Chapter 6

Weave

- **Use of Language - help & hurt in place of: good, bad, should, right, wrong, ought, must**
- Relate to behaviors as you see them
- Reframe language into helpful and hurtful
- Integrate into music

Inviting Yourself With Self Talk and Self Pictures

	Self-Concept Series Self-Talk	Self-Concept Series Self-Pictures
Step 1	"I am important and special."	A self-picture that could accompany this Step 1 statement is of a time or place that reminds the person of one's personal worth just for being a unique person. It could be a picture of the person sitting peacefully, etc. Each person can choose a picture, which can be changed as desired.
Step 2	"I help myself."	A self-picture that could accompany this Step 2 statement is of a time or situation that represents a person helping him or herself. It could be an image of the person smiling in the mirror, acting in a helpful way, etc. Each person can choose a picture, which can be changed as desired.
Step 3	"I am responsible for me."	A self-picture that could accompany the Step 3 statement is of a time or situation that represents a person being responsible and accountable for his or her actions. It could be the person following through on an assignment, apologizing for a mistake, etc. Each person can choose a picture, which can be changed as desired.



Get Started – Start Now

- List 3 ways you can begin the SCS-Weave in your program and school.
- Explain ways that addition supports an inviting climate and career readiness.

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**A complete Research Report is available at
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