

THE GROW WITH GUIDANCE SYSTEM

MANUAL

TEACHING AND
COUNSELING
FOR TODAY'S
WORLD -

*An Innovative
Approach to
Education that
Develops Students'
Spirit, Purpose,
and Potential*

Tommie R. Radd, Ph.D.



**THE
GROW WITH
GUIDANCE SYSTEM**

SYSTEM MANUAL

TEACHING AND COUNSELING

FOR TODAY'S WORLD

PRE-K-12 & BEYOND

**An innovative approach to education that develops
students' spirit, purpose, and potential**

By Tommie R. Radd, Ph.D.



© 2007 by Grow With Guidance®

1075 Arcaro Ct.

Gahanna, OH 43230

800/377/1514 FAX:614/775-9077

gwg@allsucceed.com

www.allsucceed.com

Third edition (eBook) 2014

ISBN #978-1-878317-59-8

ALL RIGHTS RESERVED: The material within this book is protected by copyright. With some exceptions (listed below in the PERMISSION TO REPRODUCE), this book may not be reproduced or transmitted in whole or in part in any form by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher. There is to be no audio recordings made of the material within the protection of this copyright.

PERMISSION TO REPRODUCE: The purchaser may reproduce activity pages and forms free and without special permission only for a particular group or class. Any reproduction of the material protected by this copyright for colleagues, an entire school, system, or commercial use is strictly prohibited with no exceptions.

PUBLISHER'S NOTE: This publication as a whole is sold with the understanding that the publisher is not engaged in rendering psychological or other professional services. Where expert assistance or counseling is needed, the services of a competent professional should be sought. Care has been taken to confirm the accuracy of the information presented within this material and to describe practices that are generally accepted. However, the persons involved in creating this material are not responsible in any way for errors or omissions or for any consequences from application or misuse of the information in this book and make no warranty, express or implied, with respect to the contents of this publication. At the time of this publication (2014), all facts and figures cited are the most current available. If errors are found, please contact Grow With Guidance®.

Publications by Grow With Guidance®

The following lists the most recent books available through Grow With Guidance®. The first edition of the Grow With Guidance® System was published in 1985, followed by the second edition in 1993 and 1996. ***Getting From Here to There ...Education for the New Millennium***, published in 2000, was the first discussion book that provided an overview of the system framework. In addition, the tested and proven system is discussed in numerous professional publications. As of 2014, the entire System is now available in digital e-book formats.

Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition*** Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-58-2

Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-61-2

Radd, T. R. (2007). ***The Grow With Guidance® System Manual Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-53-7 (1-878317-53-9)

Radd, T. R. (2014). ***The Grow With Guidance® System Manual Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-59-9

Radd, T. R. (2007). ***The Grow With Guidance® System Primary Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-54-4 (1-878317-54-7)

Radd, T. R. (2014). ***The Grow With Guidance® System Primary Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-60-5

Radd, T. R. (2007). ***The Grow With Guidance® System Intermediate Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-55-1 (1-878317-55-5)

Radd, T. R. (2014). ***The Grow With Guidance® System Intermediate Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-62-9

Radd, T. R. (2007). ***The Grow With Guidance® System Middle School Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-56-8 (1-878317-56-3)

Radd, T. R. (2014). ***The Grow With Guidance® System Middle School Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-63-6

Radd, T. R. (2007). ***The Grow With Guidance® System High School Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-57-5 (1-878317-57-1)

Radd, T. R. (2014). ***The Grow With Guidance® System High School Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-64-3

Radd, T. R. (2007). ***The Grow With Guidance® System Fun Game Second Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-49-0 (1-878317-49-0)

Radd, T. R. (2014). ***The Grow With Guidance® System Fun Game Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-67-9

Radd, T. R. (2007). ***The Grow With Guidance® System Music: G.G. Raddbearie Sings***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-47-4

Radd, T. R. (2014). ***The Grow With Guidance® System Music: G.G. Raddbearie Sings, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-68-4

Radd, T. R. (2006). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. I. Second Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-50-4

Radd, T. R. (2014). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. I Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-65-0

Radd, T. R. (2006). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. II. Second Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-51-2

Radd, T. R. (2014). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. II. Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-66-7

Radd, T. R. (2006). ***The History, Development, and Research of the Educational Systems Model: The Grow With Guidance® System***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-52-0 (1-878317-52-0)

Radd, T. R. (2003). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond***. Omaha, Nebraska: Grow With Guidance. ISBN: 1-878317-48-2

Radd, T. R. (2003). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vols. I & II***. Omaha, Nebraska: Grow With Guidance. ISBN: 1-878317-45-8, 1-878317-46-6.



TABLE OF CONTENTS

THE GROW WITH GUIDANCE® SYSTEM / 1

Introduction-----3

The Grow With Guidance® System Manual -----3

 Introduction -----3

 Overview of the Grow With Guidance® System -----4

 Challenges -----5

 Manual Organization -----6

 Contact Us -----6

SECTION ONE / 7

THE GROW WITH GUIDANCE® SYSTEM ORGANIZATIONAL FRAMEWORK

Chapter 1 / 9

Building a Vital Learning Community that Unfolds and Evolves

The System Mission and Vision Within the School Learning Community----- 10

System Philosophy ----- 10

Use of an Advisory Committee with Student Representation ----- 11

Infusion of Service Learning and Community Involvement ----- 12

Integrating Cooperation, Collaboration, Communication, Consultation,
 Coordination, and Facilitation ----- 13

The System - A Collaborative Team Approach ----- 14

System Use of Language and Terms ----- 14

System Use of Developmental Levels ----- 15

Child Development – Meeting Students Where They Are ----- 15

Gesell Developmental Overview----- 16

The Role of Standards, Benchmarks, Indicators, and Performance
 Observation/Evaluation ----- 17

The Research-Based History of System Success ----- 17

Chapter Transition----- 18



Chapter 2 / 19
Essential Elements 1, 2, and 3 – Ingredients For Success

Five Essential Elements ----- 19

Essential Element 1: Healthy Self-Concept Development ----- 20

Self-Concept Series and Weave ----- 21

Using the Self-Concept Series with Students ----- 22

Impact of Interactions ----- 24

Essential Element 2: The Importance of Personal, Social, Emotional, and Behavioral Skill Development----- 25

Obstacles to Skill Development ----- 26

Skills Central to the Learning Process ----- 28

Essential Element 3: Strategies to Promote Academic Success ----- 29

Multiple Intelligence Understanding ----- 29

Higher Ordered Thinking ----- 30

Learning Styles ----- 30

Brain Research ----- 31

Cognitive Skills ----- 31

Self-Assessment for Growth ----- 32

Collaborative Endeavor----- 33

Chapter Transition----- 34

Chapter 3 / 35
Essential Elements 4 and 5 – Ingredients For Success

Essential Element 4: Ways People Learn and Change ----- 35

Experience ----- 35

Awareness ----- 36

Skills ----- 37

Practice ----- 38

Patience to Support the Process ----- 38

The Change Process ----- 40

The Constant in All Is the Affective Base ----- 41

Essential Element 5: The Role of School Climate - Creating an Inviting Climate and Culture ----- 42

Safe Climate ----- 43



Supportive Climate ----- 44
 Democratic Climate----- 45
 Inviting Climate ----- 46
 Integrating and Infusing Invitational Education Concepts ----- 47
 Chapter Transition----- 48

SECTION TWO / 49
THE GROW WITH GUIDANCE® SYSTEM
SCHOOL-WIDE INTEGRATION

Chapter 4 / 51

A Systems Approach to Maximize Potential: The Model and Framework

Systems Approach Defined ----- 51
 The Educational Systems Model ----- 51
 The Grow With Guidance® System Overview ----- 53
 A Systems Approach ----- 54
 Framework of General Guidelines and Standards, Benchmarks, Indicators,
 and Performance Observation/Evaluation ----- 60
 General Guidelines for System Implementation ----- 60
 General Guideline. ----- 60
 Group Expectation ----- 60
 Performance Requested ----- 60
 School District Guideline ----- 60
 Performance Requested ----- 60
 System Standards, Benchmarks, Indicators, and Performance Evaluation ----- 61
 Overview ----- 61
 Definitions ----- 62
 Behavior Management Component ----- 63
 Self-Talk/Self-Pictures Component ----- 64
 Curriculum Component ----- 66
 Staff Implementation Skills Component ----- 71
 Family Involvement Component ----- 75
 System Components ----- 79
 Behavior Management Component (External Environment) ----- 79
 The Self-Talk/Self-Pictures Component (Internal Environment) ----- 81



Implementation Skills Component (Staff Skills) ----- 83

Diagnostic Assessment ----- 84

 Definition of the Invitational Teaching Survey (ITS) ----- 84

Curriculum Component (Student Skills) ----- 86

 System Core Skills in the Essential Learning Domains (ELD) ----- 87

 Diagnostic Assessments ----- 88

 Definition of the Children’s Affect Needs Assessment (CANA) ----- 88

 The Florida Key ----- 89

 Computer Scoring and Report Service for The CANA and ITS ----- 89

The Curriculum Component Process and Curriculum Procedures Format ----- 90

Grow With Guidance® System Standard and Activity Process ----- 91

Grow With Guidance® System Activity Procedures Format ----- 93

Creative Activity Format Implementation ----- 93

 Cooperative Groups ----- 93

 Self-Concept Weave Incorporation ----- 93

 Incorporation of Service Learning ----- 93

 Incorporation of Puppets ----- 93

 Incorporation of Art ----- 93

 Incorporation of Music ----- 93

 Incorporation of Technology ----- 94

 The Future U Now (F.U.N.) Game ----- 94

The Grow With Guidance® System Flow Chart ----- 95

The Grow With Guidance® System Levels Chart ----- 96

System Scope and Sequence Spiral ----- 97

Family Involvement Component ----- 98

System Observation/Evaluation ----- 100

Cooperation, Collaboration, Communication, Consultation, Coordination,
and Facilitation ----- 100

A Collaborative Team Approach ----- 100

System Level Organization and System Checklist ----- 100

Skill Development via System Integration – An Example ----- 101

The Beginning Question ----- 101

Chapter Transition ----- 102

Classroom Group Guidance System Checklist ----- 103-104

**Chapter 5 / 105****The Life Lab: A Multidimensional Learning Approach**

| | |
|---|-----|
| Life Lab Definition | 105 |
| Creating System Life Labs for Student Success | 105 |
| The Traditional Classroom | 106 |
| Real Classroom | 108 |
| The Classroom and School as Life Lab | 111 |
| Strategies to Promote Academic Success | 112 |
| Best Practices | 112 |
| Example of Life Application | 112 |
| Academic Benefits | 113 |
| Chapter Transition..... | 114 |

Chapter 6 / 115**An Innovative Approach to Guidance and Counseling:
The Schoolhouse Model**

| | |
|--|-----|
| Overview | 115 |
| Multicultural, Gender, Global and Peer Involvement Awareness | 117 |
| Cooperation, Collaboration, Communication, Consultation, Coordination, and Facilitation | 117 |
| A Collaborative Team Approach..... | 118 |
| Advocacy Is Key for All Students | 118 |
| The Framework of Standards, Benchmarks, Indicators, and Performance Observation/Evaluation..... | 118 |
| Guidance and Counseling Program System | 119 |
| Organization of Program Components | 119 |
| The Foundation/Developmental Guidance System and Life Lab | 120 |
| Counseling Groups | 122 |
| Small Group Referral Form | 123 |
| Individual Counseling | 124 |
| Adult Counseling Referral Forms | 124 |
| Student Counseling Referral Form | 125 |
| Teacher Input Form | 125 |
| Pre-Counseling Information Form | 125 |



Quadrant Information Form----- 125

Individual Counseling Running Record Form ----- 125

Student Reflection Forms ----- 125

Format for Counseling Groups and Individual Counseling ----- 126

Format Explanation ----- 126

 Phase I - Relationship Building ----- 129

 Phase II - Relationship Building and Information Gathering ----- 130

 Phase III - Theory Integration and Problem-Solving ----- 130

 Phase IV - Evaluation and Phase-Out ----- 131

Group Time Appropriated in Format ----- 131

Other Guidance and Counseling Program Components ----- 132

Resource Development ----- 132

Classroom Enrichment Units ----- 132

Classroom Enrichment Units Spiral Chart----- 133

Enrichment Program – Counseling Referral Form ----- 134

Study Skills Information Form ----- 134

Staff Involvement ----- 134

Staff Needs Assessment Form----- 134

Family Involvement ----- 135

Family Survey ----- 135

Professional Teams and Committees ----- 135

Importance of Program Observation, Evaluation, and Accountability ----- 145

Developing the Guidance and Counseling Program ----- 135

Organizational Forms to Begin and End the School Year ----- 137

Weekly/Monthly Log ----- 137

Guidance and Counseling Evaluation Report ----- 137

File Folder Organizer ----- 137

Individual Counseling Annual Follow-up Form ----- 137

General Program Handout ----- 138

Schoolhouse Checklist ----- 138

The Integration and Connection between Guidance and Counseling ----- 138

Other Initiatives ----- 138

Similarities and Differences between the Educational Systems and
 Schoolhouse Models and the Other Initiatives ----- 140

Forty Developmental Assets ----- 141

Whole Equals More Than the Sum of Its Parts ----- 141



| | |
|--|---------|
| Chapter Transition----- | 141 |
| Small Group Counseling Referral Form ----- | 142 |
| Individual Counseling Referral ----- | 143 |
| Student Referral ----- | 144 |
| Student Referral ----- | 145 |
| Guidance Program Student Request Forms----- | 146 |
| Teacher Input Form ----- | 147-148 |
| Precounseling Information Form----- | 149-151 |
| Quadrant Information ----- | 152 |
| Individual Counseling Running Record ----- | 153 |
| Student Reflection Form, I am a Person Who . . . ----- | 154-155 |
| Student Reflection Form, A Look at Me----- | 156 |
| Student Reflection Form, Self Inventory ----- | 158 |
| Enrichment Program – Counseling Referral Form ----- | 159 |
| Study Habits Checklist ----- | 160 |
| Grow With Guidance® Staff Needs Assessment----- | 161 |
| Family Survey ----- | 162-163 |
| Guidance Program Log Report ----- | 164 |
| Guidance and Counseling Evaluation Report ----- | 165 |
| Individual Counseling Follow-up ----- | 166 |
| The Building Blocks for a Solid School----- | 167 |
| Guidance and Counseling Program ----- | 167 |
| Schoolhouse Checklist ----- | 168-169 |

Chapter 7/ 171

Performance Observation/Evaluation Process

| | |
|---|-----|
| Grow With Guidance® System and Guidance Counseling Program----- | 171 |
| Overview ----- | 171 |
| Balance of Qualitative and Quantitative Assessment----- | 172 |
| Organization of Qualitative and Quantitative Assessment ----- | 173 |
| Information Regarding the CANA, ITS, and Florida Key ----- | 174 |
| The Self-Concept Series Questionnaire ----- | 175 |
| Student Observation/Evaluation Instruments ----- | 175 |
| Staff Observation/Evaluation Instruments ----- | 175 |
| Family Observation/Evaluation Instruments----- | 176 |



District Observation/Evaluation Instrument ----- 177

The Grow With Guidance® System Checklist ----- 177

The Role of Standards, Benchmarks, Indicators, and Performance
 Observation/ Evaluation ----- 177

Overview of the Grow With Guidance® System Research ----- 177

Computer Scoring and Report Service ----- 178

Guidance and Counseling Program Performance Observation/ Evaluation ----- 178

Observation/Evaluation for the Guidance and Counseling Program
 and Each Program Component ----- 179

The Role of Standards, Benchmarks, Indicators, and Performance
 Observation/Evaluation ----- 179

The Guidance and Counseling Program Schoolhouse Checklist ----- 179

Program and Program Component Evaluations and Tally Forms ----- 179

Program Observation/Evaluation Process ----- 180

Combined Observation/Evaluation of System and Program ----- 180

Annual Report and Presentation ----- 181

Accountability Plan ----- 182

Keep It Simple and Consistent ----- 182

Chapter Transition ----- 182

Instructions ----- 183

Example Tally Form ----- 183

System Implementation Support Instrument ----- 184

System Implementation Support Tally Form ----- 185

Student General Self-Report Evaluation ----- 186

Student General Self-Report Evaluation Tally Form ----- 187

Student Specific Behavior Management/Self-Talk/Self-Pictures Performance
 Observation/Evaluation Instrument ----- 188

Student Specific Behavior Management/Self-Talk/Self-Pictures Observation
 Instruments Tally Form ----- 189

Student Specific Curriculum Performance Observation/Evaluation
 Instrument ----- 190-192

Student Specific Level Tally Form ----- 193-194

Staff Specific Observation of Student Level ----- 195-196

Family Specific Observation of Student Level ----- 197-198

Self-Concept Series/Weave Questionnaire ----- 199

Self-Concept Series/Weave Evaluation Tally Form ----- 200



Staff General Self-Report Evaluation ----- 201

Staff General Self-Report Evaluation Tally Form ----- 202

Staff Specific Behavior Management/Self-Talk/Self-Pictures Performance
Observation/Evaluation Instrument ----- 203

Staff Specific Behavior Management/Self-Talk/Self-Pictures Observation
Instruments Tally Form ----- 204

Staff Specific Implementation Skills Performance Observation/
Evaluation Instrument ----- 205-206

Staff Specific Tally Form ----- 207

Family General Self-Report Evaluation ----- 208

Family General Self-Report Evaluation Tally Form ----- 209

Family Involvement Specific Performance Observation/Evaluation Instrument - 210-211

Family Involvement Specific Performance Observation/Evaluation Tally Form ----- 212

Classroom Group Guidance System Checklist ----- 213-214

Schoolhouse Checklist ----- 215-216

Sample Report An Elementary Guidance Program ----- 217-219

Program Evaluation ----- 217

Classroom Enrichments Units ----- 220

Classroom Enrichment Units Tally Form ----- 221

SECTION THREE / 223
THE GROW WITH GUIDANCE® SYSTEM
COMPREHENSIVE SYSTEM PROCESS FOR
IMPLEMENTATION AND CHANGE

Chapter 8 / 225
Formulas for Success

Overview ----- 225

Solution Formulas ----- 226

Information Needed for All General, Skill Building, and Behavioral Solutions ----- 226

Solutions for General Challenges ----- 228

Examples of General Solutions: ----- 228

Academic Achievement and Academic Success ----- 228

Invitational Education ----- 230

Student Skill Development Solutions ----- 231



Examples of Skill-Building Solutions: ----- 232

 School-to-Career ----- 232

 Loss Management: Handling Grief ----- 234

 Anger Management ----- 236

Base Formula for Self-Destructive Behaviors ----- 239

 Example of a Self-Destructive Behavior Solution: ----- 240

 Chemical Dependency ----- 240

Base Formula for Destructive Behaviors Toward Others ----- 242

 Example of a Destructive Behavior Toward Others Solution: ----- 243

 Bullying Behavior ----- 243

Chapter Transition ----- 245

Chapter 9 / 247
Implementation and Change

Overview ----- 247

 Connecting Student Learning to Implementation and Change ----- 248

The Educational Guidance System Implementation Process ----- 248

 The System Checklist ----- 249

 The 3- to 5-Year Plan ----- 249

 Beginning of a Possible 3- to 5-year Plan ----- 249

 A Slow, Steady, and Interactive Implementation Process ----- 251

The Guidance and Counseling Program Implementation Process ----- 252

 The Schoolhouse Checklist ----- 252

 The 3- to 5-Year Plan ----- 252

 Beginning of a Possible 3- to 5-Year Plan ----- 253

The Invitational Education Implementation Process ----- 256

 The 3- to 5-Year Plan ----- 256

 Beginning of a Possible 3- to 5-Year Plan ----- 258

 The Role of Invitational Leadership ----- 258

The Change Process ----- 259

 Natural Change ----- 259

 Models for Change ----- 259

 The Transtheoretical Model of Intentional Change ----- 259

 The System ----- 260

 Learning and Change Process ----- 260



| | |
|---|-----|
| Managing and Organizing Change----- | 260 |
| The Six Variables Needed for Complex Organizational Change ----- | 261 |
| The Invitational Education Helix for Change ----- | 262 |
| Evaluation Stage Added to the Helix ----- | 263 |
| Dynamic Change Model 1 Chart----- | 265 |
| Integrated Change Process Models ----- | 265 |
| Dynamic Change Model 1 ----- | 265 |
| Dynamic Change Model 2 ----- | 267 |
| Design Model Chart ----- | 268 |
| The Place of the Comprehensive System in the Restructuring of Education ----- | 269 |
| The Dynamic Design Model Overview----- | 269 |
| The Comprehensive Systems Process Overview ----- | 269 |
| The Curriculum Process----- | 269 |
| Technology ----- | 270 |
| Observation/Evaluation ----- | 270 |
| School ----- | 271 |
| Family ----- | 271 |
| Community ----- | 271 |
| Summary ----- | 271 |
| Section Transition ----- | 271 |

SECTION FOUR / 273

INSTRUMENTS

The Children’s Affect Needs Assessment

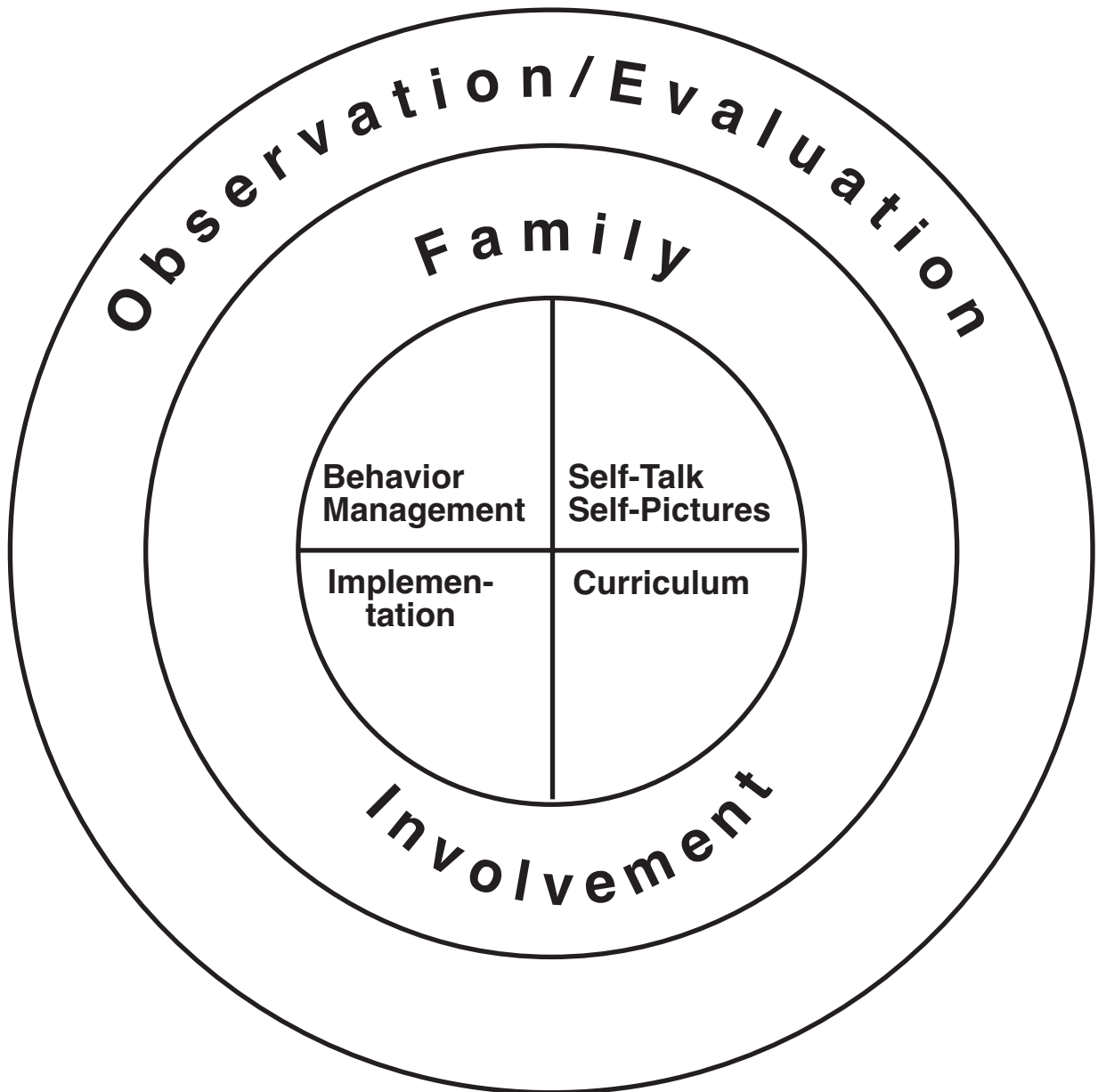
The Invitational Teaching Survey

The Florida Key

| | |
|--|---------|
| The Children’s Affect Needs Assessment----- | 275-326 |
| The Invitational Teaching Survey----- | 327-376 |
| Invitational Teaching Survey (Dr. Amos - Adult)----- | 377-399 |
| The Florida Key ----- | 401-433 |



Grow With Guidance® System





As professional educators, a constant challenge is to assess and unconditionally accept the present while simultaneously energizing, supporting, developing, believing, and seeing an optimum vision of the future within every student.

—Tommie R. Radd, Ph.D.

Introduction

THE GROW WITH GUIDANCE[®] SYSTEM MANUAL

INTRODUCTION

Welcome to the Grow With Guidance[®] System Manual, a guide to implementing an innovative systems approach to education that develops students' spirit, purpose, and potential. The System Manual includes information about the Grow With Guidance[®] System and guidance and counseling program, as well as ways to integrate the system in schools, homes, and communities. You'll find detailed system formulas and implementation strategies as well as performance observation and evaluation instruments. In addition, needed assessments, surveys, and evaluation forms recommended to support system performance and accountability are provided.

The Grow With Guidance[®] System Manual expands the information found in the book, *Teaching and Counseling for Today's World, Pre-K–12 and Beyond*. The *Teaching and Counseling* book offers a short overview of the system's framework with models and formulas outlining plans to address twenty-four areas of concern we face in education and as a society. This book is excellent for use with interested school district professionals and discussion groups before and during Grow With Guidance[®] System implementation. The System Manual includes detailed information needed to implement this comprehensive, pre-K–12 system in classrooms and throughout school districts and communities.

Grow With Guidance[®] System research information is available in a companion report, *The History, Development, and Research of the Educational Systems Model: The Grow With Guidance[®] System*. It extensively documents more than three decades of research results, which substantiate the benefits of implementing the system.



A positive school experience is critical for long-term academic and life success of all students. Students benefit in every domain—academic, personal, emotional, social, and behavioral—when their school experience is based on the Grow With Guidance® System model. System experiences present an opportunity for students to adjust to school and feel comfortable, optimistic, and successful, while developing essential skills in all domains.

OVERVIEW OF THE GROW WITH GUIDANCE® SYSTEM

The Grow With Guidance® System is a developmental, performance-based guidance system for use in classrooms, school buildings, school districts, and communities. A system is made of connected components linked together to become a whole. The Grow With Guidance® System includes six interactive components—behavior management, self-talk/self-pictures, staff implementation skills, student curriculum skills, family involvement, and observation/evaluation—that are explained in detail in the manual’s Chapter 4.

The Grow With Guidance® System is a system because of the relationships, interrelationships, and dynamics between and among the individual components. Portions of each component are implemented annually in order to create inviting classroom environments and experiences and to develop important student and staff skills. Appropriate information and skill building is offered to family members and the community. Everyone and everything count in the system process.

The overall plan is built on and integrates the essential elements of self-concept development; personal, emotional, behavioral, and social skill development; and an expanded vision of academic and life success. Educators put this model in motion by creating a climate that is democratic, supportive, safe, and inviting and by providing experiences that support learning and change.

The same components are present in the primary through high school levels of the Grow With Guidance® System so that a congruent scope and sequence spiral is created pre-K–12 if desired. Staff and family members are involved in each component to encourage congruence between families and schools and to support optimal student growth. Community involvement and support are included as appropriate.



CHALLENGES

The Grow With Guidance® System is essential for fostering students' developmental growth and addressing students' challenges. It is important to acknowledge those challenges because they impact students' futures if not addressed. All challenges—societal, specific to students, or a combination of the two—require that students be equipped with a comprehensive set of skills to overcome them.

The System Manual and Teaching and Counseling for Today's World, Pre-K–12 and Beyond discuss ten general challenges for students and society that determine our present and future world. They are: self-concept development, academic achievement and academic success, school improvement and redesign, technology development and application, gender equality, multicultural sensitivity and understanding, sexual orientation sensitivity and understanding, sexual harassment, sensitivity to and understanding of persons with disabilities, and the successful implementation of invitational education.

Separately, there are many challenges specific to student skill development. Six of high priority are also discussed in the System Manual and Teaching and Counseling book, including emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education, and school-to-career. These skill areas need to be addressed to maximize students' chances for life success.

In addition, students face many behavioral challenges that require attention. For discussion in the System Manual and Teaching and Counseling book, I selected those that are among the most frequent, long-term, and difficult. Self-destructive behavior challenges discussed are chemical dependency, student sexuality, eating disorders, and suicide. Destructive behaviors toward others that are covered include school violence (and an ineffective approach to school safety), abusive behavior, and bullying behavior. Also, both books discuss the destructive behavior challenges toward others we all face that result from the increasing risk of global terrorism and other trauma.

In all, these twenty-four challenges are a short list of the many issues that require skilled students, families, and citizens with a solid core of personal, emotional, behavioral, social, and academic skills. The Grow With Guidance® System model provides the framework, information, experiences, and processes needed to address these challenges in an intentional



and comprehensive way. The five essential elements needed to realistically meet these challenges are integrated into the system's organizational framework and explained in the System Manual in Chapters 2 and 3.

The manual's Chapter 8, "Formulas for Success," gives an overview of select formulas from each type of challenge plus adds two new formulas on loss and anger management. Section Four, "Solutions for Student Success," in *Teaching and Counseling for Today's World* provides a proactive, congruent plan with short formulas to help meet all twenty-four of the challenges listed above.

MANUAL ORGANIZATION

The Grow With Guidance® System Manual is organized into four sections and nine chapters. All supporting information available for duplication is found in the same section, either next to the discussion or at the end of each section or chapter. The quantitative instruments are discussed throughout various sections of the manual. Those instruments are included for comprehensive system implementation and found in Section Four.

CONTACT US

We are here to support your success in your work with students, families, and communities. Our intention is to work with you to provide information, training, and materials. Please visit us at www.allsucceed.com or contact us via e-mail at gwg@allsucceed.com. Let us know if we can answer questions or clarify anything written in this or any other Grow With Guidance® book.



THE GROW WITH GUIDANCE® SYSTEM OVERVIEW

A developmental guidance system includes six interactive components: behavior management, self-talk/self-pictures, staff implementation skills, student curriculum skills, family involvement, and observation/evaluation. Each component includes the self-concept series and the self-concept series weave (the self-concept integration process) discussed earlier in Chapter 2. The system is the foundation for the prevention of factors that contribute to students who are at risk. It is also the basis for the development of the skills needed to address and prevent the challenges discussed in the Introduction.

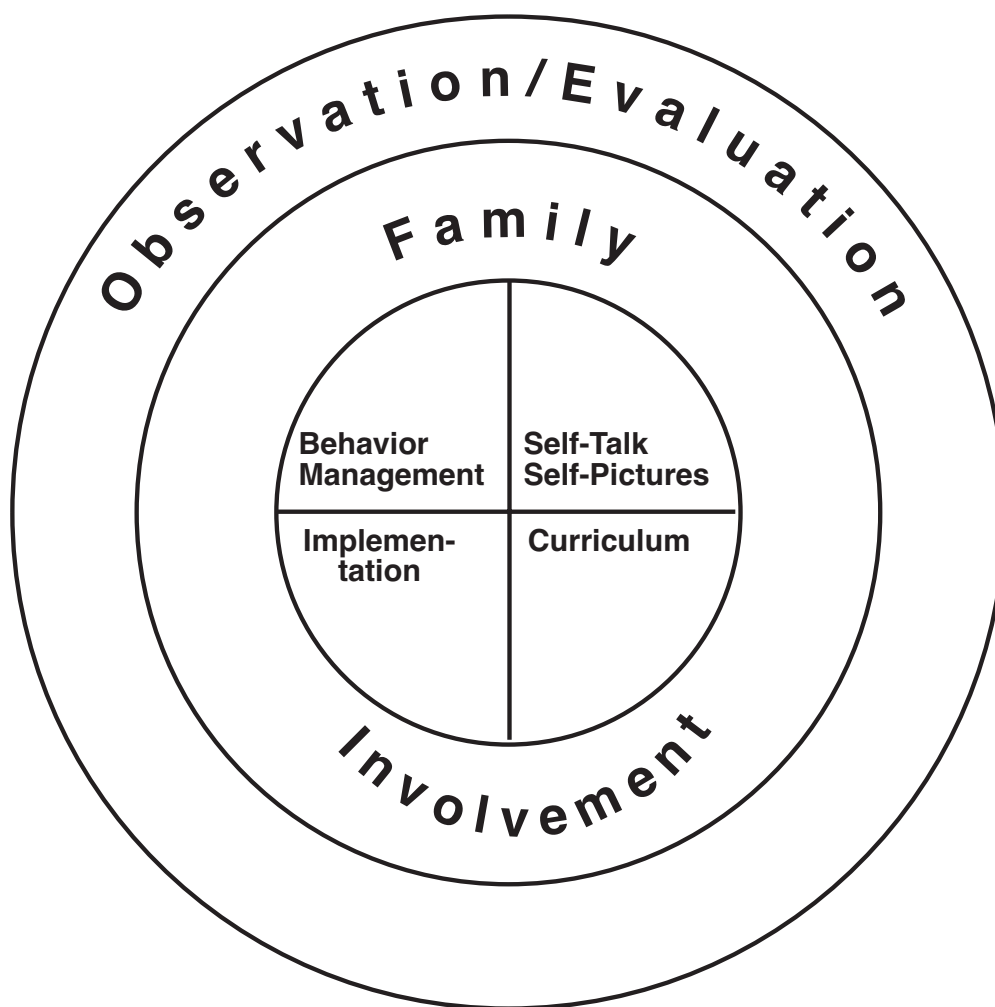


Figure 4.1 A comprehensive, developmental guidance system for classrooms and schools with the necessary components for success. Each component is implemented slowly and simultaneously with a 3- to 5-year plan until all system components are in place.



A SYSTEMS APPROACH

A system is made of connected components linked together to become a whole. A developmental guidance system incorporates an interactive plan for behavior, self-talk/self-pictures, and curriculum with staff skills and family involvement (see Figure 4.1 and Figure 4.2). Consistent implementation of behavior, self-talk/self-pictures, and curriculum combined with staff skills and family involvement creates a foundation and environment for positive results. These system components are included because the success of each component is affected and determined by the others.

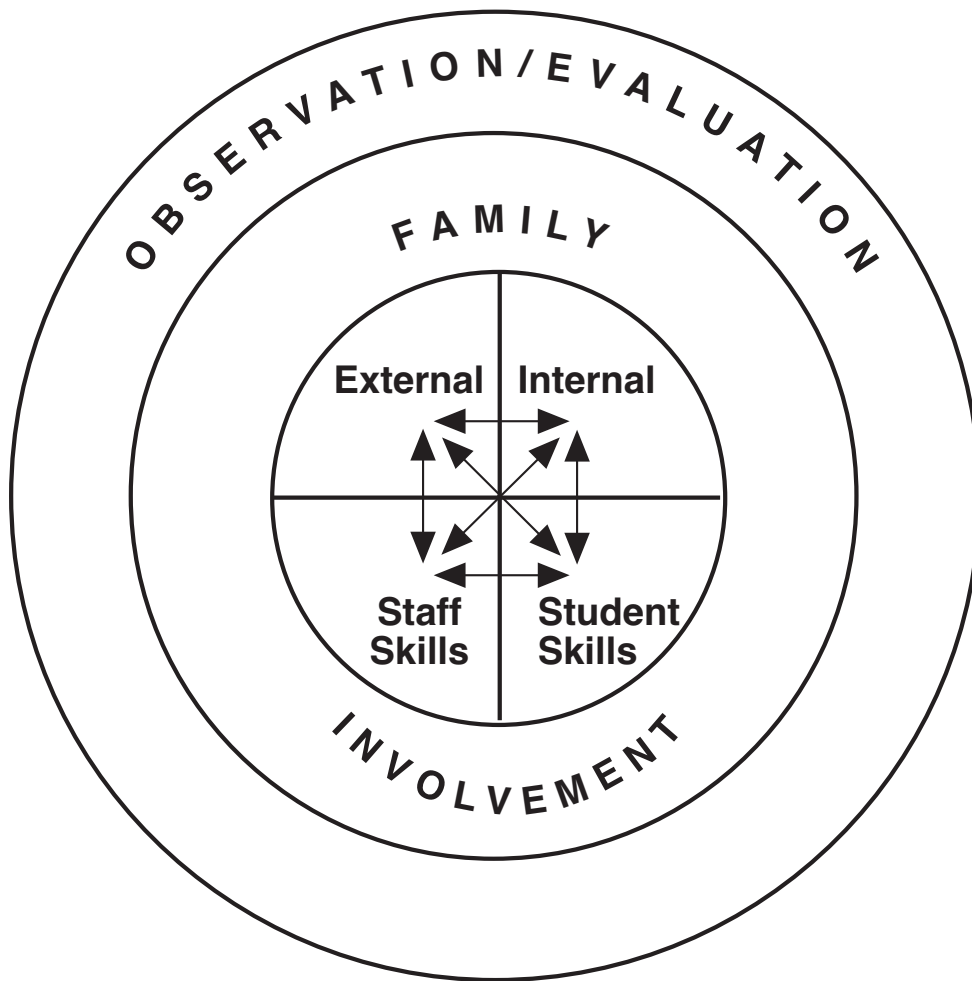


Figure 4.2 The interactive, interrelated, and interdependent movement between system components.



CLASSROOM GROUP GUIDANCE SYSTEM CHECKLIST

Incorporate portions of each plan annually until all are integrated and maintained in the classroom.

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 Six 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 CLASSROOM AND SCHOOL AS LIFE LAB

Once the guidance system is implemented into the classroom, that classroom becomes a life lab that provides a conscious and intentional plan for students to learn. This multidimensional experience prepares students in every domain and provides a safe and inviting environment for their journey.

The combination of the system in every classroom with the scope and sequence spiral discussed in Chapter 4 and shown in Figure 5.4, creates an integrated school experience. The classrooms connect in this multidimensional manner to become a comprehensive, developmental life lab for all students. Students can become life-long learners in every domain due to the foundation in skills that are real to them.

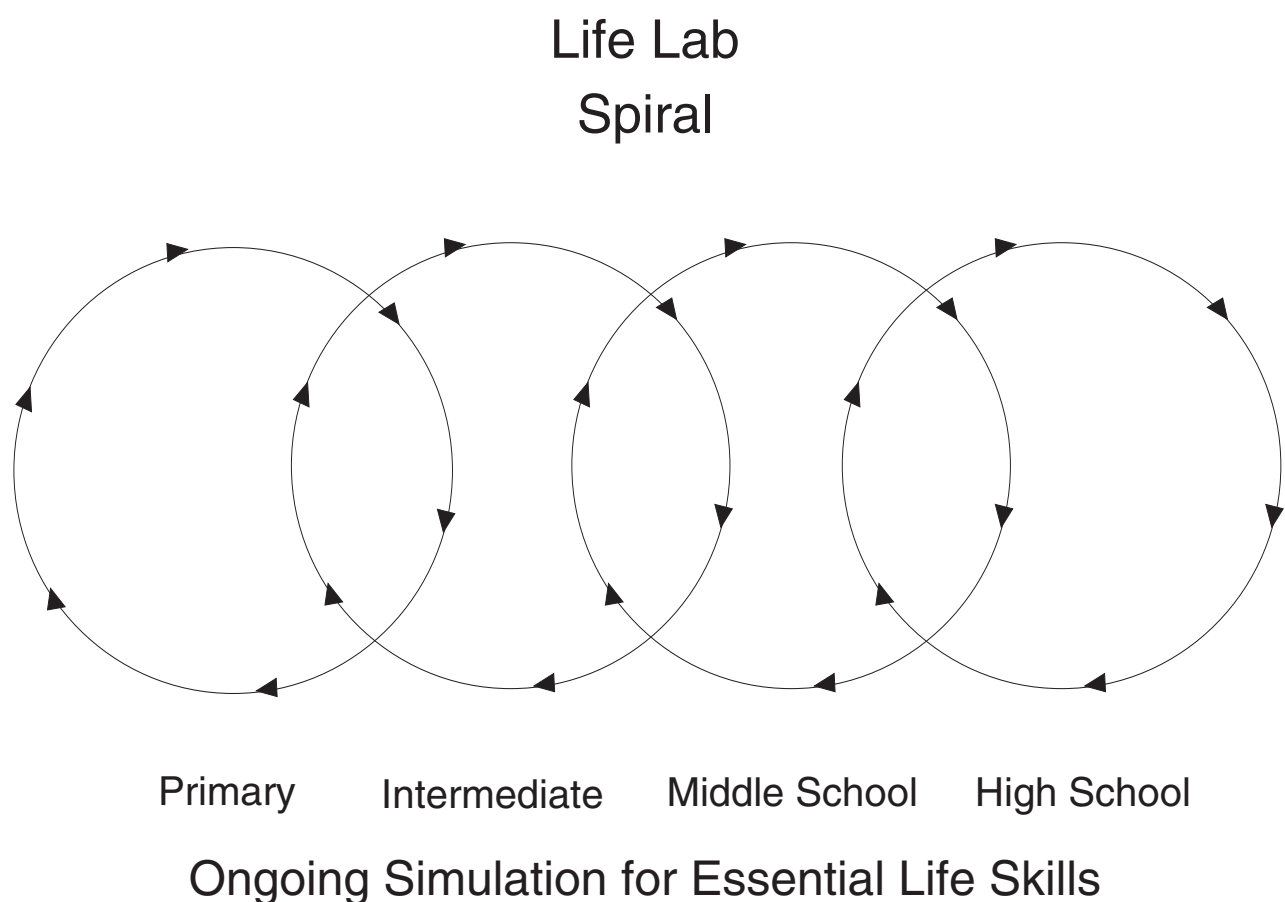


Figure 5.4



Table 6.4

| Content Area | American School Counselor Association National Standards | National Career Development Guidelines | Grow With Guidance® System |
|--|---|---|---|
| Academic Standards and Indicators | 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. | ED1. Attain educational achievement and performance levels needed to reach your personal and career goals. ED2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | Students will: 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 | 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. | CM1. Create and manage a career plan that meets your career goals. CM2. Use a process of decision-making as one component of career development. CM3. Use accurate, current and unbiased career information during career planning and management. CM4. Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment. CM5. Integrate changing employment trends, societal needs and economic conditions into your career plans. | Students will: 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 | 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. | PS1. Develop understanding of self to build and maintain a positive self-concept. PS2. Develop positive interpersonal skills including respect for diversity. PS3. Integrate growth and change into your career development. PS4. Balance personal, leisure, community, learner, family and work roles. | Students will: 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. |



the educational systems model and the schoolhouse model. Table 6.4 shows the overview comparison of the system with the ASCA model, and the National Career Development Guidelines. Program language for some initiatives such as Guidance Curriculum, Response Services, Individual Planning, and System Support are included and expanded within the schoolhouse model.

SIMILARITIES AND DIFFERENCES BETWEEN THE EDUCATIONAL SYSTEMS AND SCHOOLHOUSE MODELS AND THE OTHER INITIATIVES

Table 6.5 lists ways that the educational systems model is congruent with and expanded beyond the four initiatives—the American School Counseling Association (ASCA) model, Educational Trust, Career Programs, and many state models.

Table 6.5

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