

THE GROW WITH GUIDANCE SYSTEM

PRIMARY
LEVEL

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**

PRIMARY LEVEL

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.



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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)

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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)

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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

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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

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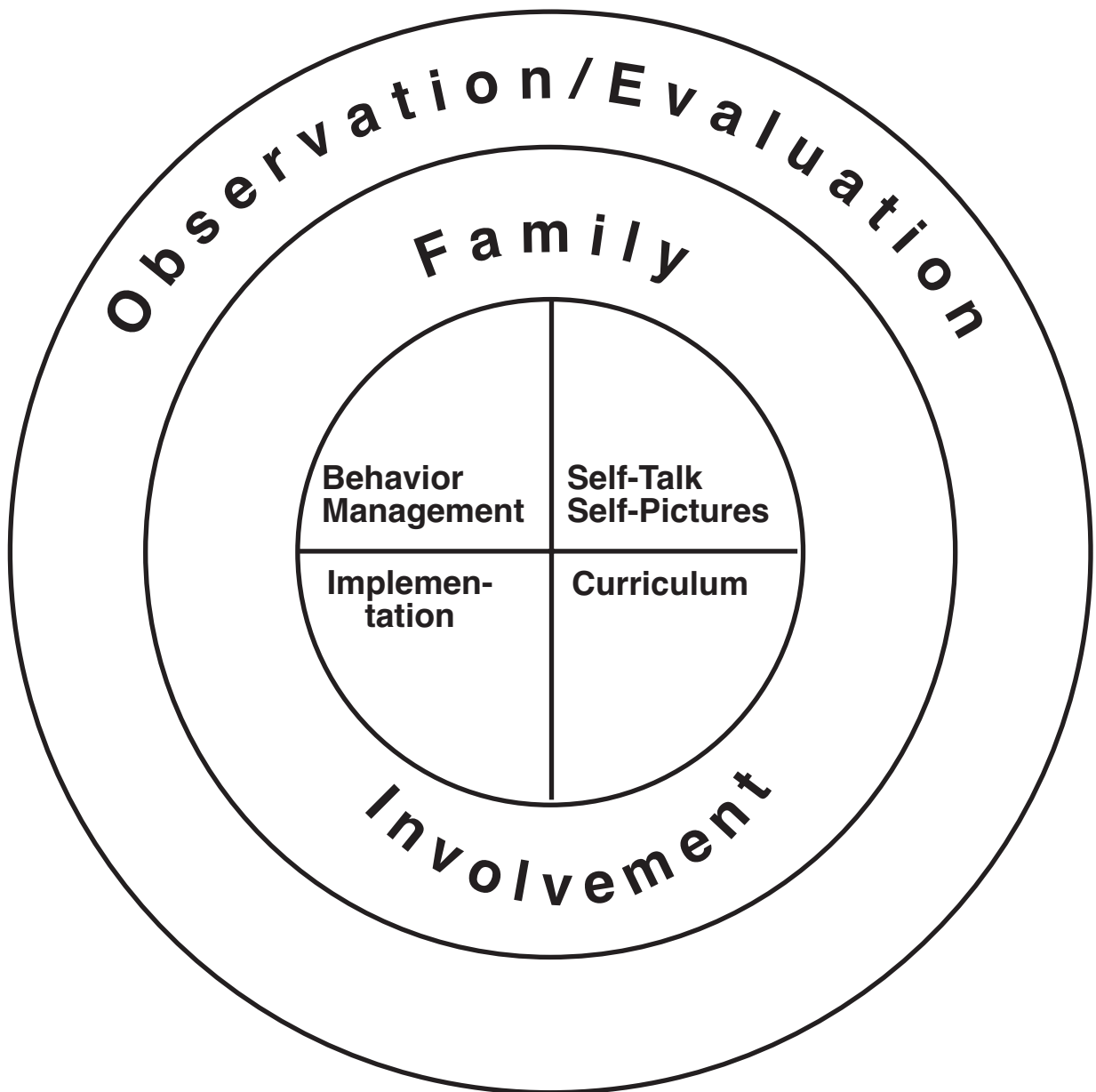
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Grow With Guidance® System





INTRODUCTION

THE PRIMARY LEVEL OF THE GROW WITH GUIDANCE® SYSTEM INCLUDES:

- ~ Overview Information ~ Behavior Management Component
- ~ Self-Talk/Self-Picture Component ~ Staff Implementation Skills Component
- ~ Student Curriculum Component ~ Family Involvement Component
- ~ Activity Skill Sheets, Charts, and Forms

Welcome to the Primary Level of the Grow With Guidance® System. The Primary Level contains all system component information needed to implement the developmental, comprehensive, performance-based Grow With Guidance® System for pre-kindergarten through second grade, or developmentally 4- to 8-year-old students. Future use of the words “systems” model and “the system” throughout the Primary Level refers to the Grow With Guidance® System.

The Primary Level includes information about all system components including behavior management, self-talk/self-pictures, implementation skills (staff skills), curriculum (student skills), and family involvement (shown in charts on pages 2 and 3). The system and each component require performance observation/evaluation discussed in detail in the *Grow With Guidance System® Manual*. The System Manual has needed assessments, surveys, and evaluation forms recommended to support system performance and accountability. Also, the manual includes a detailed explanation of each system component and the system overall.

The research report, *The History, Development, and Research of the Educational Systems Model: The Grow With Guidance® System* provides extensive documentation of over three decades of system research results. In addition, the book, *Teaching and Counseling for Today’s World, Pre-K–12 and Beyond*, offers a short overview of the system 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 system implementation.



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 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"/>

CORE – Self



SELF-TALK

INDICATOR

- F.1. Students will identify and express personal learning needs.**
A.4. Students will identify personal needs and means to meet those needs.
A.6. Students will demonstrate motivation toward all areas of growth.

PROCEDURE

REVIEW:

Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Discuss the skill practice of the previous activity.

REASON:

This activity will help you know how to talk to yourself so you will remember you are valuable and special and make helpful choices.

PRACTICE:

Ask the students to tell a time of the school day when they don't feel so special. "What are you thinking" and "How are you feeling?" [See **Self-Talk/Self-Picture Component** for additional information.]

Example: Student says "I can't do my paper." The following are techniques for turning negative thoughts into positive self-talk:

1. Ask students to touch the tops of their heads when the hurtful thoughts are occurring. They toss the thoughts out and use their other hands to place the helpful thoughts into their heads.
2. The facilitator or older learning buddy writes hurtful thoughts on paper. The students crumple the papers and throw them away. Replace the thoughts with helpful thoughts. The facilitator or older learning buddy writes the helpful thoughts and puts them on their desks. (colored writing markers are effective for this.)
3. Ask students to practice self-talk statements for their situations.

Ask students to practice self-talk statements with partners. This pair can become peer helpers with this process. Ask the students to role-play examples with the classroom group.

CONNECT:

Relate this activity to the Self-Concept Series. Remember to include feelings in this discussion. With the class, determine times and situations when the students can practice the skill that day and during the week.

ACTIVITY SKILL DEMONSTRATION

- F.1. & A.6.** Students demonstrate ability to write with assistance or say a self-talk statement.
A.4. Students identify helpful self-talk for specific situations.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.
2. Staff, student, family feedback.
3. Follow-up discussion.
4. Select items from the CANA.
5. Assess indicator progress.

RESOURCE: Tommie Radd, Ph.D., and Janet Fidler, M.S.

ACADEMIC



LEARNING AND FRIENDS

INDICATOR

F.4. Students will be aware of ways their academic performance is determined by their choices.

PROCEDURE

REVIEW:

Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Discuss the skill practice of the previous activity.

REASON:

This activity will help you with choices to do good work in school.

PRACTICE:

Read this situation to the classroom group:

Benny and Jim are classmates who like many of the same things. Benny always enjoys being with Jim. Jim is very smart, but he wears strange clothes such as plaid pants with striped shirts. The other students in class make fun of Jim and they want Benny to make fun of him, too. What could Benny do? How does this situation affect Benny's schoolwork?

Discuss the possibilities. Write the choices on the board. Do not make judgment of the choices. Ask each student to decide which idea is the most helpful. Ask students to role-play the situation and try out some of the choices.

CONNECT:

Relate this activity to the Self-Concept Series. Remember to include feelings in this discussion. With the class, determine times and situations when the students can practice the skill that day or during the week.

ACTIVITY SKILL DEMONSTRATION

F.4. Students will list choices for a given situation.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.
2. Staff, student, family feedback.
3. Follow-up discussion.
4. Select items from the CANA.
5. Assess indicator progress.

RESOURCE: Tommie Radd, Ph.D., and Janet Fidler, M.S.