

THE GROW WITH GUIDANCE SYSTEM

INTERMEDIATE
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**

INTERMEDIATE 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 Intermediate Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-55-1 (1-878317-55-5)

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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

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

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TABLE OF CONTENTS

GROW WITH GUIDANCE® SYSTEM / 1

Core Skills for All Components and Essential Learning Domains (ELD) ----- 2 - 3

Grow With Guidance® Indicators Overview ----- 4 - 5

Introduction ----- 7

 The System Implementation Process ----- 8

 The Use of Developmental Levels ----- 8

System Core Skills and Concepts ----- 9

 The Self-Concept Series and Weave ----- 9

 System Core Skills in the Essential Learning Domains (ELD) ----- 10

 A Team Approach ----- 10

 The Use of Language and Terms ----- 11

 Peer Groups and Helpers ----- 12

 Intermediate Level System Activity Skill Sheets, Checklists, and Performance
 Observation/Evaluation Instruments ----- 12

 The Classroom Group Guidance Checklist ----- 12

 Integrating Invitational Education Concepts ----- 12

 Creating System Life Labs for Student Success ----- 13

Classroom Group Guidance System Checklist ----- 14 - 15

BEHAVIOR MANAGEMENT / 17

Core Skills for All Components and Essential Learning Domains (ELD) ----- 18

Behavior Management Component ----- 19

Overview ----- 19

The Behavior Management Plan ----- 20

 Standard, Benchmarks, Indicators, and Performance Observation/Evaluation ----- 20

 Characteristics of Inviting Discipline ----- 21

 The Self-Concept Series and Weave ----- 22

 Class Meetings and Classroom Responsibilities and Guidelines ----- 24

 Creating Five Star Class Meetings ----- 24

 Benefits of Class Meetings ----- 26

 Effective Behavior Interactions ----- 26

 The Decision-Making/Problem-Solving Model ----- 31

 Problem Ownership ----- 31



Contracts ----- 32

Peer Groups ----- 33

The Five C's for Managing Conflicts ----- 33

Additional Activities and Approaches ----- 34

Boundary Awareness ----- 34

Positive Telegram ----- 34

Tattling vs. Reporting ----- 35

Riddles About Me ----- 35

Self Collages ----- 35

"All About Me" or "Student of the Week" Bulletin Board ----- 35

On Center Stage ----- 35

Positive Statements Goal ----- 35

Sociometrics ----- 35

Behavior Rap ----- 36

Classroom Group Guidance System Checklist ----- 36

Behavior Management Component ----- 37 - 38

Characteristics of Invitational Discipline ----- 39

Five Star Class Meetings ----- 40

V.I.P. Contract ----- 41

Listening Reminder Sheet ----- 42

Teach a "No-Knock" Policy ----- 43

Positive Telegram Activity Sheet ----- 44

Positive Statements Goal Activity Sheet ----- 45

Sociometrics Activity Sheet ----- 46

Sociometrics Matrix ----- 47

Positive Interaction Feedback Forms ----- 48 - 49

SELF-TALK/SELF PICTURES / 51

Core Skills for All Components and Essential Learning Domains (ELD) ----- 52

Self-Talk/Self-Pictures Component ----- 53

Overview ----- 53

 The Theoretical Base ----- 54

The Self-Talk/Self-Pictures Plan ----- 55

 Standard, Benchmarks, Indicators, and Performance Observation/Evaluation ----- 56

 The Self-Concept Series and Weave ----- 56



Self-Talk Information ----- 58

Self-Talk Activities ----- 60

Self-Pictures Information ----- 61

Self-Pictures Activities ----- 62

 Hello, Me ----- 63

 Light Ray ----- 63

 Positive Energizer ----- 63

 Learning Brain ----- 63

 The Helpful Me ----- 64

Integrating Self-Talk/Self-Pictures Activities ----- 64

Incorporating Relaxation ----- 66

Relaxation Exercises ----- 66

 Breathe Countdown ----- 66

 Relaxation Command ----- 66

 Shower of Relaxation ----- 66

Other Activities and Approaches ----- 67

Self-Talk/Self-Pictures Component ----- 69 - 70

Determining the Merits of Self-Talk/Self-Pictures ----- 71

My Personal Self-Talk/Self Picture Plan ----- 72

Memory Bank ----- 73

Be It Exercise ----- 74

IMPLEMENTATION SKILLS / 75

Core Skills for All Components and Essential Learning Domains (ELD) ----- 76

Staff Implementation Skills Component ----- 77

Overview ----- 77

The Staff Implementation Skills Component Plan ----- 78

 Standard, Benchmarks, Indicators, and Performance

 Observation/Evaluation for Staff ----- 78

 Self-Concept Series and Weave ----- 78

 The Use of the Invitational Teaching Survey ----- 79

 Staff Needs Assessment ----- 80

 Staff Information ----- 80

 Disinviting and Inviting Behaviors and Interactions ----- 80

 Factors That Influence Lifestyle ----- 80

 The Child’s “Inner” Environment: Heredity ----- 81



The Climate of the Home: Family Atmosphere -----	81
What Is Important: Family Values -----	81
The Models of the Parents or Significant Adults -----	82
General Characteristics of Positions in the Family Constellation -----	82
The Interaction Between Members of the Family -----	82
Only Child: “A dwarf in a world of giants.” -----	82
First Child: “Born first and want to stay first.” -----	83
Second Child: “Born behind and tries hard to catch up.” -----	83
Youngest Child: “Born the baby, this person never wants to leave paradise -----	83
Middle Child of Three: “Tends to elbow self through life.” -----	84
Staff Skill Information -----	84
Core Skills -----	84
Communication Skills -----	84
“I” Messages -----	84
Intentional Listening -----	85
Reflective Listening -----	86
Encouragement -----	87
Encouragement vs. Praise Information and Guidelines -----	87
Reducing Student Competition -----	87
Instructional Strategies -----	88
Role Playing Guidelines -----	88
Facilitation Skills for Group Meetings -----	89
Facilitating Group Discussion -----	89
Facilitator Responses -----	89
Supporting Group Success -----	90
Self-Assessment -----	90
Implementation Process for the Staff Implementation Skills Component -----	91
Staff Implementation Skills Component -----	93 - 97
Grow With Guidance® Staff Needs Assessment -----	98
Disinviting and Inviting Behaviors and Interactions -----	99
Intentional Listening -----	100
Facilitation Skills for Group Meetings -----	101 - 102



FAMILY INVOLVEMENT / 103

Core Skills for All Components and Essential Learning Domains (ELD) ----- 104

Family Involvement Component ----- 105

Overview ----- 105

The Family Involvement Component Plan ----- 106

 Standard, Benchmarks, Indicators, and Performance

 Observation/Evaluation for Families ----- 106

 Self-Concept Series and Weave ----- 106

 Family Needs Assessment ----- 107

 Family Use of System Component Concepts and Strategies ----- 108

 Strategies For Greater Family Involvement ----- 108

Family Involvement Skills Component ----- 110 - 113

CURRICULUM COMPONENT / 115

Core Skills for All Components and Essential Learning Domains (ELD) ----- 116

The Curriculum Component Student Skills ----- 117

Overview ----- 117

The Curriculum Plan ----- 118

 Standard, Benchmarks, Indicators, and Performance

 Observation/Evaluation for Students ----- 118

 The Use of The Children’s Affect Needs Assessment (CANA) ----- 118

 Core Skills Including the Self-Concept Series ----- 119

 The Use of the Florida Key and Observation/Evaluation Instruments ----- 120

 Grow With Guidance® System Standard and Activity Process ----- 121

 The Curriculum Component Process ----- 122

 The Curriculum Procedures Format ----- 122

 Grow With Guidance® System Activity Procedures Format ----- 124

 Activity Time Schedule and Activity Log Form ----- 125

 Activity Scheduling Forms ----- 125

 Activity Environment ----- 125

 Cooperative Groups ----- 125

 Sensitivity for Family Groups ----- 126

 The Use of Literature and Other Resources ----- 126

 G.G. Raddbearie Sings ----- 126

 The Use of Puppets and G.G. Raddbearie ----- 127



The Future U Now (F.U.N.) Game ----- 127
 A F.U.N. Adventure for Student Growth ----- 127
 Activity Skill Sheets and Materials List ----- 127
 Curriculum Component ----- 129 - 133
 Activity Organization Chart & Log Form ----- 134 - 135
 Strand Percentage Tally Form ----- 135
 Counselor Classroom Guidance Group Schedule ----- 136
 Classroom Guidance Weekly Building Schedule ----- 137
 Grow With Guidance® Ongoing Family Observation Feedback Form ----- 138
 Activity Indicator Reference List ----- 139 - 145
 Materials List ----- 146 - 147

GROW WITH GUIDANCE® CURRICULUM ACTIVITIES

Core Activities

Core - Self

Truth - Self-Concept Series #1 ----- 149
 Behavior - Self-Concept Series #2 ----- 150
 Accountability - Self-Concept Series #3 ----- 151
 Building “I” Messages ----- 152
 Self-Talk ----- 153
 Self-Pictures ----- 154
 Learning Role-Playing ----- 155

Core - Other Awareness

Reflective Listening ----- 156
 Relating Feelings to Situations ----- 157

Core - Self-Control

“I” Message Request ----- 158
 “I” Message Plan ----- 159

Core - Decision-Making/Problem-Solving

Brainstorming ----- 160
 Problem-Solving Process ----- 164
 Learning Problem-Solving Skills ----- 166
 Consequences ----- 167

Core - Group Cooperation

CANA Discussion ----- 169
 Validating Classmates ----- 171



Open/Closed Responses	172
Self Activities	
My Name	173
Strengths	174
My Inside Feeling Meter	176
Life Challenges	178
Mask Myself	179
The Worry Bird Who Flies	180
Present and Future Me	182
Jumble Rumble	184
Using My Strengths	186
Short-Term Goal Setting	188
Self Bubbles	189
Who Would You Like to Be	191
Time Stops!	193
My Future	194
Other Awareness Activities	
More Than Meets the Word	195
Feeling Understanding	196
Keeping Your Word	197
Difficult Situations	198
Encouragement	199
Making Friends	200
Gift Giving	201
Mystery Person	202
Like, Unlike, Unique Interview	203
Take a Look . . . Everybody's Different	204
Bullying	206
Friendship	207
Wonderful Gifts	208
Self-Control Activities	
The Exchange Shop	210
Classroom Behavior Meter	212
People Builders	214
Need for Movement	218
Frustrating Situations	219

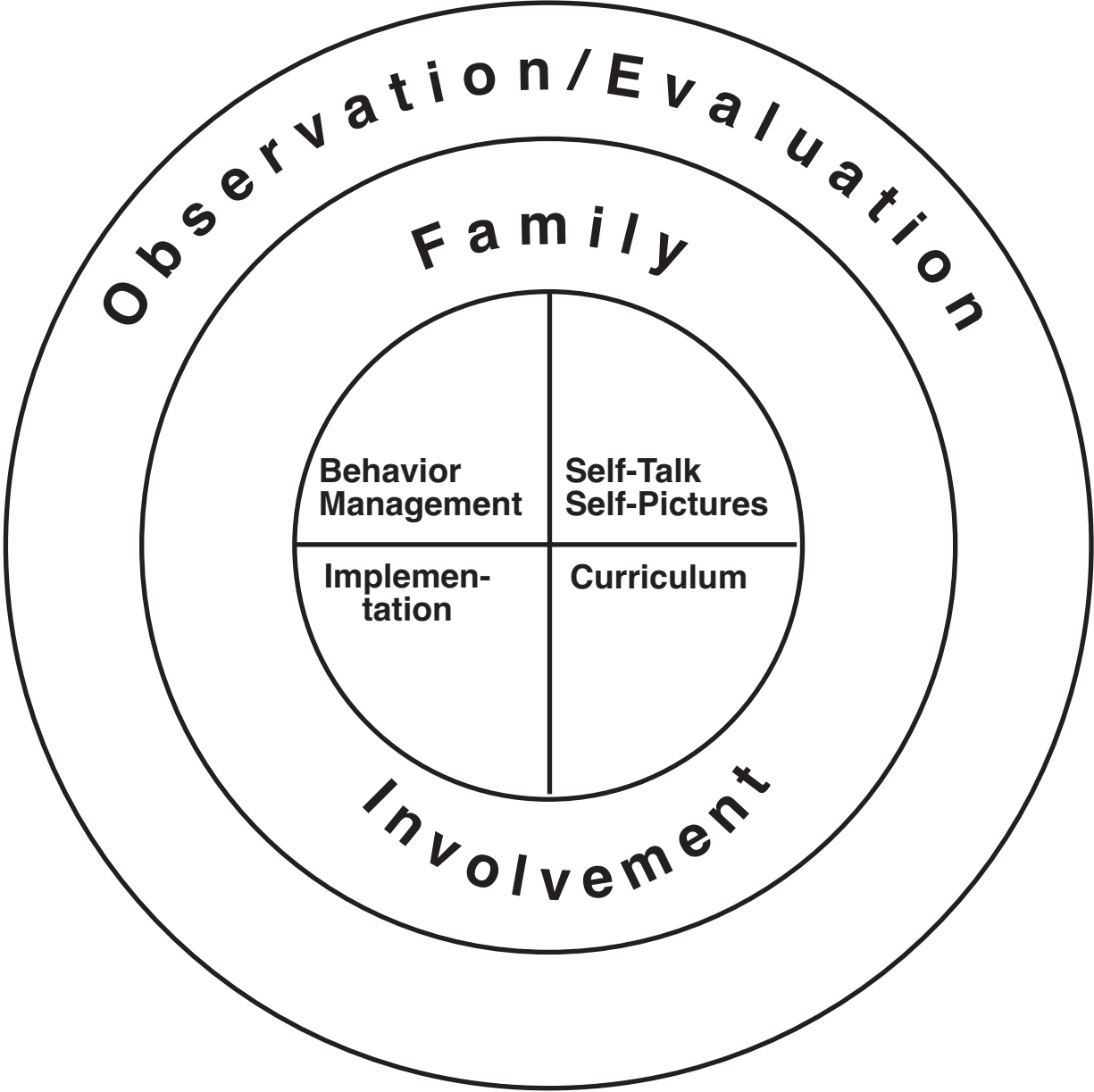


Steps to Self-Control	221
Story Starters	223
Anger Awareness	225
Decision-Making/Problem-Solving Activities	
Dear Friend	226
Inheritance Fantasy	227
Planning Ahead	228
Friendship Concerns	229
Peer Problems	230
Breath Deeply and Count to Ten	232
Brainstorming — Lifting Your Spirits	234
Handling a Stressful Situation	235
Andrea’s Choice	236
Peer Pressure	237
Foul Language	238
Problem Situations — Siblings	239
Nothing Lasts Longer Than A Happy Memory	240
Group Cooperation Activities	
Cooperation vs. Competition	241
Linking Up	243
Reaching Consensus	244
You Really Listened	245
Decision-Making (Alternatives)	246
Group Process	247
Friendship Flag	248
Toy Construction	249
Nonverbal Art	250
Group Togetherness	251
Listening Is Important	253
Effective Listening Card Game	254
Situation Role-Play	255
“Feelings Indicator”	257
Academic	
The Musical Self	259
What I Do Well	260
I Am Doing It!	261



I See You . . .	262
R _x Exercise	263
Rank Order	265
Demonstrating Respect	267
I'd Rather Be Me!	269
Magic Mirror	271
Following Directions	273
Nothing For a Day	274
Extremes	275
Cooperation Banner	276
TV Guide	277
Straw Structure	279
Hard Work Brings Success	280
Spotlight On Women	281
Qualities That Work	282
Career	
Special Abilities	283
Classifications and Characteristics	285
My Future	286
Employment Explosion	287
Career Exploration	288
Career Clusters	289
Gift Card Production	290
Trying on Roles	291

Grow With Guidance® System





INTRODUCTION

THE INTERMEDIATE 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 Intermediate Level of the Grow With Guidance® System. The Intermediate Level contains all system component information needed to implement the developmental, comprehensive, performance-based Grow With Guidance® System for third through fifth grade, or developmentally 8- to 11-year-old students. Future use of the words “systems” model and “the system” throughout the Intermediate Level refers to the Grow With Guidance® System.

The Intermediate 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****M****INDICATOR**

- A.4. Students will identify personal needs and means to meet those needs.**
F.1. Students will identify and express personal learning 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. Add information that students do not recall.

REASON:

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

PRACTICE:

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

Example: Student says, "I can't do math." The following are techniques for turning negative thoughts to positive self-talk:

1. Ask students to touch the tops of their heads. When the hurtful thought is occurring, they toss the thoughts out and use their other hands to place the helpful thoughts in their heads.
2. Ask students to write hurtful thoughts on paper. Crumple the papers and throw them away. Replace the thoughts with helpful thoughts. Ask the students to write the thoughts and put them on their desks. (Colored writing makers are effective for this.)
3. Ask students to write and practice self-talk statements for their situations. Students may form pairs to support their practice and provide feedback about their behavior.

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

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

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.

ACADEMIC**SPOTLIGHT ON WOMEN****INDICATOR**

F.6. Students will demonstrate an understanding of attitudes and behavior necessary for successful work experience.

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 understand that any person can be successful in his or her career choice.

PRACTICE:

Discuss with the class the various women in the present and in history who have contributed greatly.

Divide the class into groups. Ask each group to learn of as many women as possible in all areas of work: science, math, sports, politics, etc.

Ask each group to share its findings with the class. Posters can be made depicting student discoveries.

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.6. Students will research and report on famous women in science, sports, politics, math, etc.

PERFORMANCE EVALUATION STRATEGIES

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

RESOURCE: Tommie Radd, Ph.D.

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	Personal, Emotional, Behavioral, Social (PEBS) Essential Learning Domain	Curriculum	Career Essential Learning Domain
Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain
Benchmark: Student - Indicators - Performance Evaluation	Benchmark: Student - Indicators - Performance Evaluation	Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Family - Indicators - Performance Evaluation	Benchmark: Self - Indicators - Performance Evaluation	Benchmark: Self - Indicators - Performance Evaluation	Benchmark: Career - Indicators - Performance Evaluation
Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Staff - Indicators - Performance Evaluation	Use information from other indicators	Use information from other indicators	Benchmark: Other Awareness - Indicators - Performance Evaluation	Benchmark: Other Awareness - Indicators - Performance Evaluation	Personal, Emotional, Behavioral, Social and Academic Skills needed for career development
				Benchmark: Self-Control - Indicators - Performance Evaluation	Benchmark: Self-Control - Indicators - Performance Evaluation	
				Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation	Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation	
				Benchmark: Group Cooperation - Indicators - Performance Evaluation	Benchmark: Group Cooperation - Indicators - Performance Evaluation	
Performance Evaluation Strategies						
Checklists General Assessments Specific Assessments based on performance	Checklists General Assessments Specific Assessments based on performance	Checklists ITS-P&I General Assessments Specific Assessments based on performance	Checklists General Assessments Specific Assessments based on performance	Checklists CANA ITS-P&I General Assessments Specific Assessments based on performance	Checklists CANA ITS-P&I General Assessments Specific Assessments based on performance	Checklists ITS-P&I General Assessments Specific Assessments based on performance

Consultation • Collaboration • Coordination • Facilitation • Communication

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

Interactive • Interrelated • Interdependent System

