

THE GROW WITH GUIDANCE SYSTEM

HIGH SCHOOL
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.



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GUIDANCE SYSTEM**

HIGH SCHOOL 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)

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

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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

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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.



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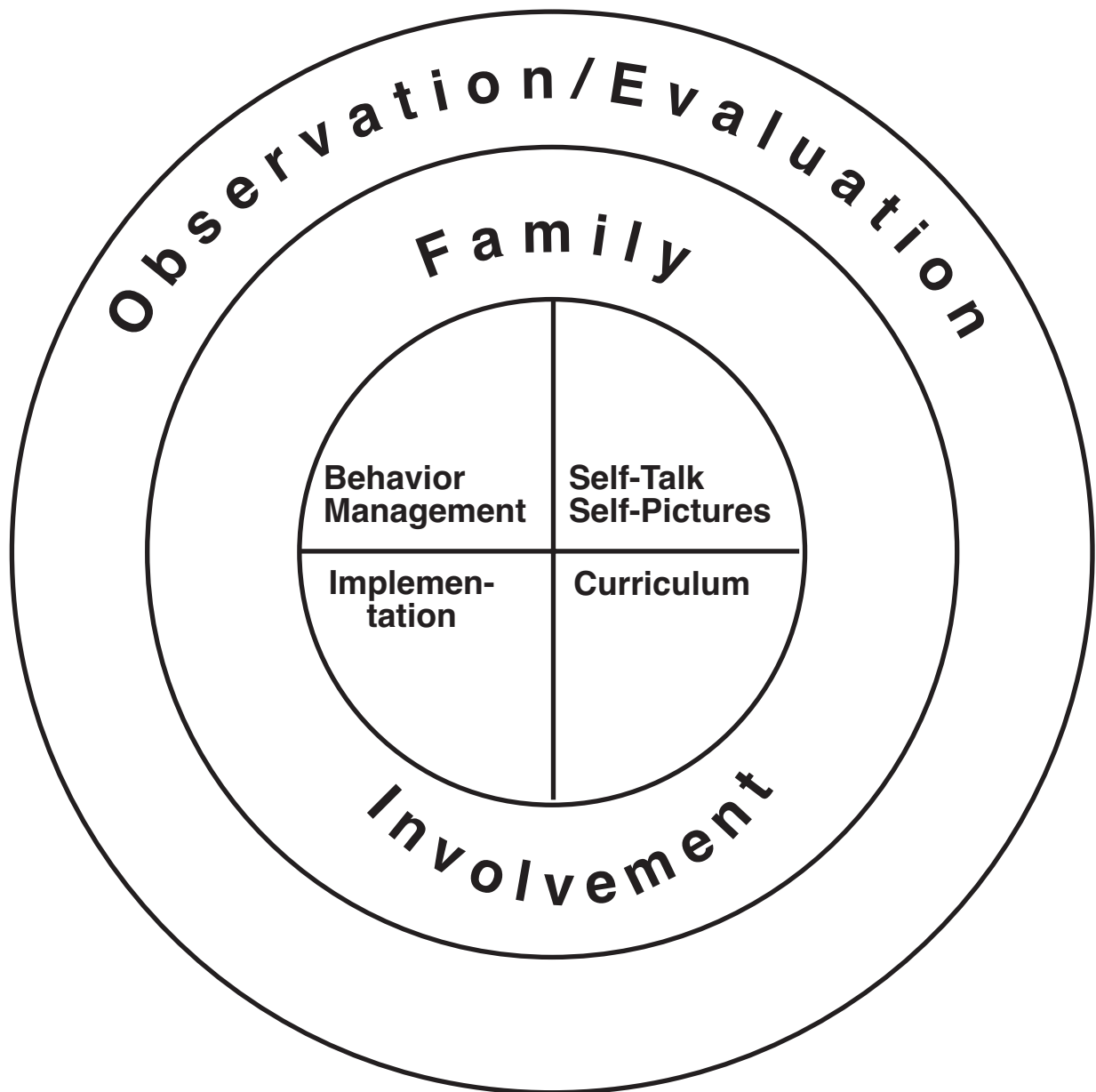
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Grow With Guidance® System





INTRODUCTION

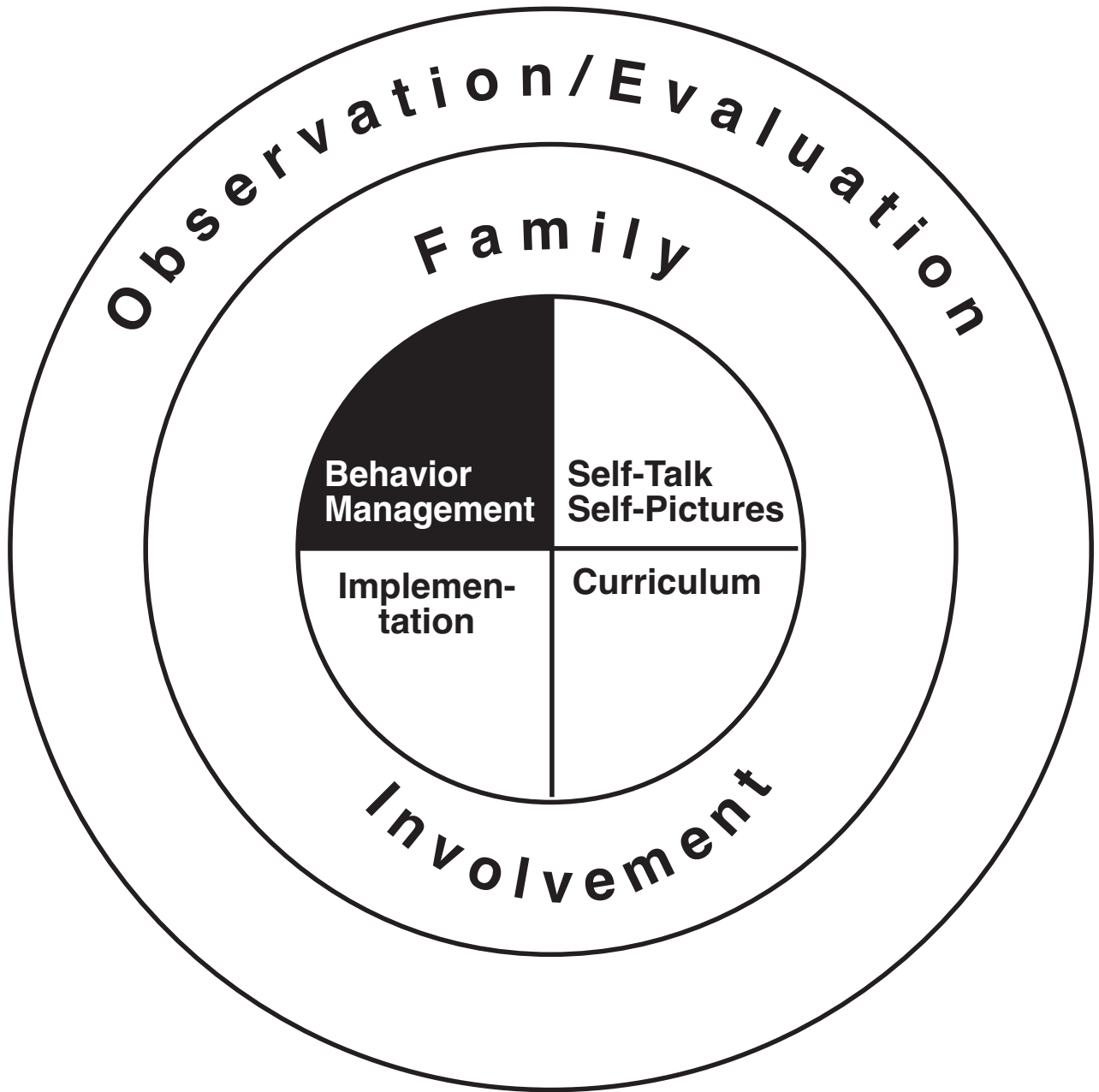
THE HIGH SCHOOL LEVEL OF THE GROW WITH GUIDANCE® SYSTEM INCLUDES:

- ~ 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 High School Level of the Grow With Guidance® System. The High School Level contains all system component information needed to implement the developmental, comprehensive, performance-based Grow With Guidance® System for ninth through twelfth grade, or developmentally 14- to 18-year-old students. Future use of the words “systems” model and “the system” throughout the High School Level refers to the Grow With Guidance® System.

The High School 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.





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 Academic Essential Learning Domain	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: 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 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 Input about student	Checklists General Assessments Specific Assessments based on performance Input about child	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

CORE – Self-Control

“I” MESSAGE PLAN

INDICATOR

C.3. Students will set and remain within behavioral limits and established values.

PROCEDURE

REVIEW:
Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Review the practice from the last activity.

REASON:
We know how to use "I" messages. When people choose to not do what we ask, it's important to communicate what our next steps will be.

PRACTICE:
In classroom group discussion, review “I” message format of:
I feel _____ when you _____ because _____.

Tie to the Self-Concept Series with the questions: “Whose behavior can you control?” “What happens if the person chooses not to do what you ask?” “What else could you do then?” Brainstorm possibilities and then determine if the possibilities are helpful vs. hurtful behavior.

Give students the additional line to “I” messages.
I feel _____ when you _____ because _____.
I plan to _____.

Ask students to practice this format in one of the following ways:

1. In a small group, build complete “I” messages for pertinent situations.
2. Ask partners to practice “I” messages for situations adding "I plan to _____."
3. Ask small groups to create and practice “I” messages for a variety of situations and add an "I" plan statement. Ask each group to share with the classroom group.

In the classroom group, process how it felt to give and receive “I” messages with a personal plan.

CONNECT:
Ask students to practice giving an "I" message plan before the end of the school day and report their experiences. 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 during the week.

ACTIVITY SKILL DEMONSTRATION

C.3. Students will demonstrate examples of the "I" Message Plan.

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: Janet Fidler, M.S.

GROUP COOPERATION

ARE YOU LISTENING?

INDICATOR

E.4. Students will demonstrate effective listening skills.

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:
Today you will learn what listening and being listened to looks and feels like.

PRACTICE:
Ask students to brainstorm behaviors they have noticed when people are listening to them (eye contact, head nodding, verbal encouragement, etc.). Also ask students to brainstorm behaviors they have observed when people are not really listening (look away, work on something else, change the subject, etc.).

When the lists are complete, please guide the students in a discussion using questions such as:

1. How does it feel when you can tell that a person is really listening to you?
2. How does it feel when a person pretends to listen to you, but obviously is not actually listening?
3. What might you do if someone is not listening to what you have to say?
4. Would you always choose that course of action, or would it depend on circumstances at the time? If so, what circumstances? What other choice(s) would you make?

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

E.4. Students will use encouraging signals when listening to others.

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: Rita Tinner, M.Ed.