

Grow With Guidance®

Welcome to All Succeed when we Grow With Guidance!



 Menu

Staff Skills

What's Working in School Counseling In Ohio? Clinical – Educational Implications for Success

  [School Improvement and Redesign](#)

  Behavior Management, Curriculum, Evaluation, Family Involvement, Implementation, Observation, Self Pictures, Self Talk, Staff Skills, Student Skills

School Counseling Programs

What's Working in School Counseling In Ohio? Learn Clinical & Educational

Implications for Success

The impact of school counseling programs are significant, but often undocumented and under reported. This presentation explains how to organize school counseling programs based on priorities for greater results that benefit students both clinically and educationally. See the results of what one school counselor did last year to hit the issue head on with documented results for students when she used the [Grow With Guidance System](#). Visit our website and see the PPT Presentation and important information for your school.

[OCA-OCSA Presentation 11-2013 \[.pdf\]](#) 2.3 MB

What's Working in School Counseling In Ohio? Learn Clinical & Educational Implications for Success

AOCC 2013 Conference Hilton Columbus at Easton Town Center

November 7, 2013

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“ Personal, social, emotional and behavioral skills are the only constant in every

situation. The level of development of those skills determines if one will respond or react over time. !!!! – Tommie R. Radd, PhD

What's Working in School Counseling in Ohio?

Clinical and Educational Implications for Success.

The Agenda :

1. Introduction
2. Framework of Standards, Benchmarks, Indicators, Evaluation Used: CANA, ITS, Student Survey
3. An Overview of Guidance System Components and Assessment/Evaluation
4. System Components:
 1. Behavior Management (extrinsic)
 2. Self-Talk/Self Pictures (intrinsic)
 3. Curriculum (student skills)
 4. Implementation (staff skills)
 5. Family Involvement
 6. Observation/Evaluation
5. Guidance System Checklist and Place in the Classroom – Life Lab
6. Pre/Post Instrument Information/Results and Student Feedback
7. Educational and Clinical Implications
8. Questions & Closing

Content Area	American School Counselor Association National Standards	National Career Development Guidelines	Grow With Guidance® System
Student Standards and Indicators	<ul style="list-style-type: none"> 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and within the life span. 2. Students will cooperate and work with the academic program/counselor to choose from a wide range of educational opportunities options, including college. 3. Students will understand the relationship between academic studies, education and training, and the world of work and its role in life within the community. 	<ul style="list-style-type: none"> EC1: Acquire educational achievement and performance levels needed to meet postsecondary and career goals. EC2: Participate in ongoing, lifelong learning opportunities to enhance your skills to function effectively in a diverse and changing economy. 	<ul style="list-style-type: none"> 1.1. identify and express personal learning needs. 1.2. gain understanding of individual learning styles and abilities. 1.3. assess abilities and skills. 1.4. be aware of teacher/academic performance as determined by test choices. 1.5. demonstrate responsibility for the goals and opportunities. 1.6. demonstrate an understanding of attitudes and behaviors necessary for successful work experiences.
Teacher Standards and Indicators	<ul style="list-style-type: none"> 4. Students will encourage students to investigate the world of work in relationship to knowledge of self and to make informed career decisions. 5. Students will employ strategies to enhance future career success and satisfaction. 6. Students will understand the relationship between personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> CC1: Create and manage a career plan that meets your career goals. CC2: Assess progress of education/training/career components of career development. CC3: Use accurate, current and relevant career information during career planning/management. CC4: Identify vocational, occupational and general employment skills to enter a career, career transition or to advance your employment. CC5: Analyze changing employment needs, career needs and economic conditions to improve career plans. 	<ul style="list-style-type: none"> 2.1. understand career/employment possibilities. 2.2. assess values and how to find additional information about career/employment, and 2.3. determine the necessity and value of all types of career/employment.
Personalized Student and Activities	<ul style="list-style-type: none"> 3. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect all Americans. 4. Students will make decisions, set goals, and take responsibility for their actions. 5. Students will understand safety and personal skills. 	<ul style="list-style-type: none"> FE1: Develop understanding of self to level and function a positive self-concept. FE2: Develop positive interpersonal relationships respecting diversity. FE3: Manage growth and change into your career development. FE4: Demonstrate personal, social, community, learning and work roles. 	<ul style="list-style-type: none"> 3.1. identify and express characteristics that are special and unique about themselves. 3.2. define and describe feelings related to a personal experience. 3.3. describe common values, attitudes & theoretical beliefs. 3.4. identify personal needs and wants in real-life situations. 3.5. assess self and demonstrate constructive behavior. 3.6. demonstrate involvement towards growth. 3.7. define and describe feelings in others related to specific experiences. 3.8. recognize the needs of others and respond in a sensitive manner in classroom settings. 3.9. demonstrate the uniqueness and differences of people. 3.10. demonstrate an awareness of the effects of their behavior on others. 3.11. recognize and express emotions appropriately. 3.12. display behavior appropriate to the social setting. 3.13. set and verbalize behavioral goals and educational goals. 3.14. identify and make choices from alternatives based upon assessment of consequences. 3.15. demonstrate awareness of the social, legal, and behavioral consequences of choices. 3.16. demonstrate the power of participation upon the success a person makes/demonstrates appropriate verbal skills to produce feedback. 3.17. define and describe personal, social, and family roles and their impact on the development of people. 3.18. give and receive verbal compliments. 3.19. demonstrate group support for activities or problems. 3.20. name behaviors which may help or hinder group effort and demonstrate effective learning skills.

How do standards, benchmarks, indicators, and performance observation/evaluation strategies become the foundation of a performance-based system?

The standards, benchmarks, indicators, and performance observation/evaluation strategies provide the framework for developmental feedback and evidence. This framework is the base for accountability. After the framework is established, clarity of purpose can be communicated to all populations in the schooling process.

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

Similarities With the Initiatives	Expansion of the Initiatives
<ul style="list-style-type: none"> Developmental Framework Comprehensive Proactive Focus on learning Clearly defined Includes an accountability plan Educational Team in a school Includes Collaboration, Consultation, Coordination 	<ul style="list-style-type: none"> 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 Influenced invitational education theory and practice Integrated learning community with service learning applications

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)	Academic	Career	Essential Learning Domains
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: Other Assessments Indicators - Performance Evaluation Benchmark: Self-Care Indicators - Performance Evaluation Benchmark: Decision-Making Problem-Solving Indicators - Performance Evaluation Benchmark: Group/Cooperation Indicators - Performance Evaluation	Benchmark: Self Indicators - Performance Evaluation Benchmark: Other Assessments Indicators - Performance Evaluation Benchmark: Self-Care Indicators - Performance Evaluation Benchmark: Decision-Making Problem-Solving Indicators - Performance Evaluation Benchmark: Group/Cooperation Indicators - Performance Evaluation	Benchmark: Career Indicators - Performance Evaluation	Benchmark: Career Indicators - Performance Evaluation Personal, Emotional, Behavioral, Social and Academic Skills needed for career development
Performance Observation/Evaluation Strategies							
Checklists General Assessments Specific Assessments based on performance	Checklists General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance Input about student	Checklists General Assessments Specific Assessments based on performance Input about child	Checklists Care ITS General Assessments Specific Assessments based on performance	Checklists Care ITS General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance

Overview of a School Counseling Programs Guidance System

- Behavior Management – Extrinsic – what we say and do
- Self-Talk & Self-Pictures – Intrinsic – what we say and believe with what we think and feel
- Curriculum – Student Skills
- Implementation – Staff Skills
- Family Involvement – Family Skills
- Observation/Evaluation

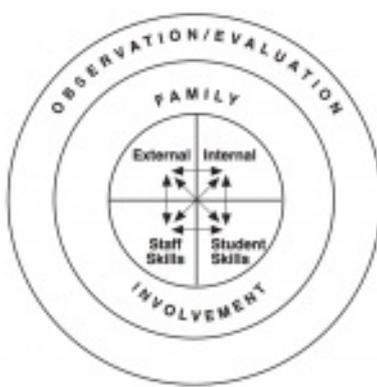
System Components Implemented

- Congruent
- Systemic – identify all components of the System or whole and understand the relationship between components
- Slowly and simultaneously
- 3-5 year process
- The Whole is larger than the sum of the parts

“ The whole is equal to more than the sum of its parts. —Tommy R. Radd, Ph.D.



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

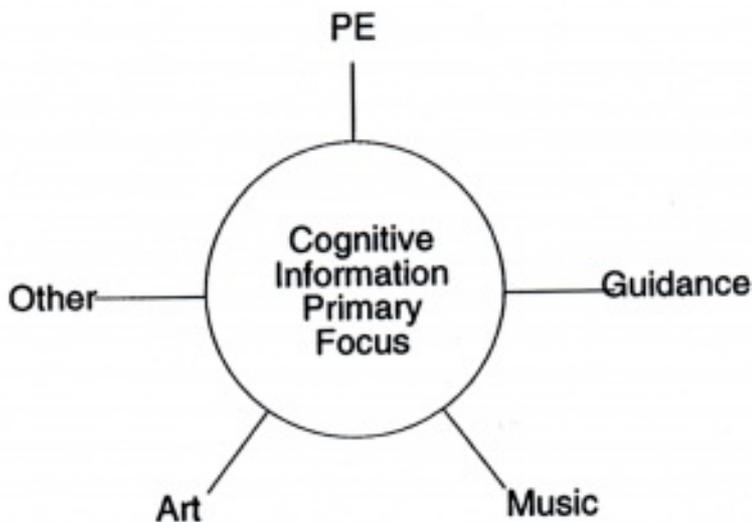


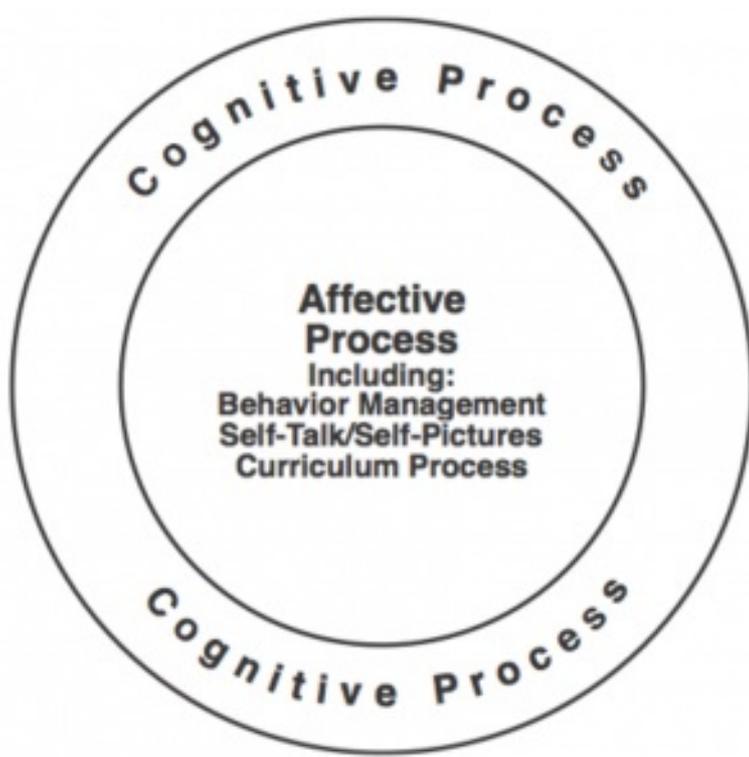
The interactive, interrelated, and interdependent movement between system components.

Classroom Group Guidance System Checklist

- | <p>I. Positive Behavior Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Share Standards, Benchmarks, and Indicators <input type="checkbox"/> 2. Self-Concept Survey/Weave as it relates to Behavior <input type="checkbox"/> 3. First 50+ Class Meetings <input type="checkbox"/> 4. Class Responsibilities and Guidelines <input type="checkbox"/> 5. Problem Solving – "They" vs. "You" <input type="checkbox"/> 6. Effective Behavior Interactions <input type="checkbox"/> 7. Problem Ownership <input type="checkbox"/> 8. Cooperative Strategies <input type="checkbox"/> 9. Conflicts <input type="checkbox"/> 10. Peer Group Work <input type="checkbox"/> 11. The Five Cs to Managing Conflict <input type="checkbox"/> 12. Performance Observation/Evaluation <input type="checkbox"/> 13. Increase Component Implementation Annually <p>II. Self-Talk/Self-Pictures Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Share Standards, Benchmarks, and Indicators <input type="checkbox"/> 2. Self-Concept Survey/Weave as it relates to Self-Talk/Self-Pictures <input type="checkbox"/> 3. Activity Process General Self-Talk <input type="checkbox"/> 4. Activity Process Specific Self-Talk <input type="checkbox"/> 5. Activity Process General Self-Pictures <input type="checkbox"/> 6. Activity Process Specific Self-Pictures <input type="checkbox"/> 7. Inappropriate Possession <input type="checkbox"/> 8. Performance Observation/Evaluation <input type="checkbox"/> 9. Increase Component Implementation Annually <p>III. Curriculum Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Share Standards, Benchmarks, and Indicators <input type="checkbox"/> 2. Self-Concept Survey/Weave as it relates to Student Skills <input type="checkbox"/> 3. Begin Core Activities <input type="checkbox"/> 4. CMAA (Children's Attitudinal Needs Assessment) Administered <input type="checkbox"/> 5. ITS (Instructional Teaching Survey) Administered <input type="checkbox"/> 6. Florida Key Administered <input type="checkbox"/> 7. CMAA Pre Report <input type="checkbox"/> 8. ITS Pre Report <input type="checkbox"/> 9. Florida Key Pre Report <input type="checkbox"/> 10. Begin Activities <input type="checkbox"/> 11. Format Implemented for all activities <input type="checkbox"/> 12. Performance Observation/Evaluation <input type="checkbox"/> 13. Post-CMAA, Post ITS, and Post Florida Key Tests Administered <input type="checkbox"/> 14. CMAA, ITS, and Florida Key Post Reports <input type="checkbox"/> 15. Report summary written including all year end Performance Observation/Evaluation information <input type="checkbox"/> 16. Increase Component Implementation Annually | <p>IV. Staff Implementation Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Share Standards, Benchmarks, and Indicators <input type="checkbox"/> 2. Self-Concept Survey/Weave as it relates to Staff <input type="checkbox"/> 3. Overview of the System <input type="checkbox"/> 4. Overview of Behavior Management Component <input type="checkbox"/> 5. Overview of Self-Talk/Self-Pictures Component <input type="checkbox"/> 6. Overview of Staff Implementation Skills <input type="checkbox"/> 7. Overview of Curriculum Component <input type="checkbox"/> 8. Conduct Staff Needs Assessment <input type="checkbox"/> 9. Prioritize Staff Skills <input type="checkbox"/> 10. Encouragement Strategies <input type="checkbox"/> 11. Prioritize Group Techniques <input type="checkbox"/> 12. Prioritize Other Needs Based on the ITS and Needs Assessment <input type="checkbox"/> 13. Performance Observation/Evaluation <input type="checkbox"/> 14. Increase Component Implementation Annually <p>V. Family Involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Share Standards, Benchmarks, and Indicators <input type="checkbox"/> 2. Self-Concept Survey/Weave as it relates to Families <input type="checkbox"/> 3. Overview of the System <input type="checkbox"/> 4. Overview of Behavior Management Component <input type="checkbox"/> 5. Overview of Self-Talk/Self-Pictures Component <input type="checkbox"/> 6. Overview of Staff Implementation Skills <input type="checkbox"/> 7. Overview of Student Curriculum Skills Component <input type="checkbox"/> 8. Conduct Family Needs Assessment <input type="checkbox"/> 9. Prioritize Skills from Behavior Management Component <input type="checkbox"/> 10. Prioritize Skills from Self-Talk/Self-Pictures Component <input type="checkbox"/> 11. Prioritize Skills from Staff Implementation Skills <input type="checkbox"/> 12. Prioritize Skills from Curriculum Core and Other Skills <input type="checkbox"/> 13. Performance Observation/Evaluation <input type="checkbox"/> 14. Increase Component Implementation Annually <p>VI. Developed a 3- to 5-year plan in the components for simultaneous, slow implementation.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>1. Behavior Management</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2. Self-Talk/Self-Pictures</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3. Curriculum</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4. Implementation Skills</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5. Family Involvement</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p><i>It is recommended that all system information be included for accuracy when possible.</i></p> | | 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"/> |
|--|--|--------------------------|-----|----|------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| | Yes | No | | | | | | | | | | | | | | | | | |
| 1. Behavior Management | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 2. Self-Talk/Self-Pictures | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 3. Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 4. Implementation Skills | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 5. Family Involvement | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |

The Traditional Classroom





Life Lab

A way of defining the classroom as a simulation in which students, pre-K-12 and beyond, learn, experience, and apply the essential skills needed for life; the comprehensive developmental guidance system creates a life lab in every classroom through which students develop a conscious and intentional frame of reference that can be applied throughout life.

Assessments Used

1. Children's Affect Needs Assessment (CANA) Pre/Post (self, other awareness, self control, decision making/problem solving, group cooperation)
2. Invitational Teaching Survey (ITS) Pre/Post (personally inviting – commitment, consideration, professionally inviting – coordination, proficiency, expectation)
3. Student Survey– Qualitative Post (Grow With Guidance System Manual page 186) Sixty-seven students from the program completed evaluations
NOTE: Most "NO" responses stated that they knew the skill already

Children's Affect Needs Assessment (CANA)

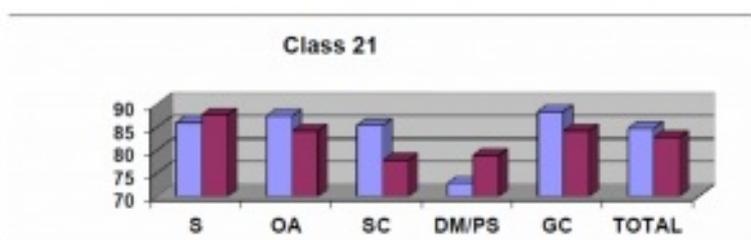
A 42-question diagnostic curriculum assessment taken by students that provides student input into their classroom guidance curriculum activity

selection; a diagnostic tool to involve students and create a sense of student ownership for guidance skill implementation and change (Note: ownership occurs when students “own” a problem and admit, recognize, and acknowledge personal needs and challenges that support assuming responsibility and commitment for change); assessment questions asked in the five essential learning strands of the curriculum of [The Grow With Guidance® System](#); one way to observe and evaluate change at the end of the school year through pre-post assessment; the student curriculum assessment included in [The Grow With Guidance® System](#).

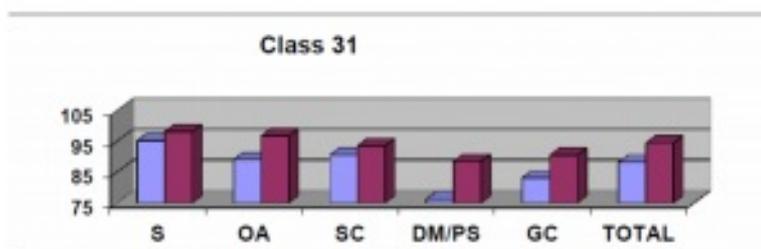
Invitational Teaching Survey (ITS)

A 43-question diagnostic class climate assessment, taken by students, which gives student input about their classroom experience and whether they have a feeling of being “invited”; a diagnostic tool to involve students and get their input on ways to improve climate and school relationships; one indicator of ways to support staff growth experiences and plans; one way to observe and evaluate change at the end of a school year through pre-post assessment; the school climate assessment included in [The Grow With Guidance® System](#).

Grade 2 Pre/Post CANA

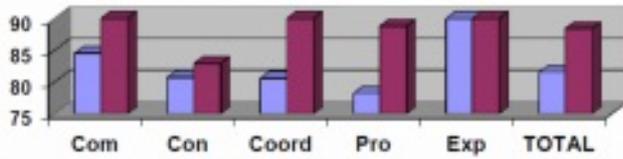


Grade 3 Pre/Post CANA



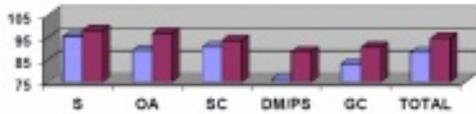
Grade 3 Pre/Post ITS

Class 31

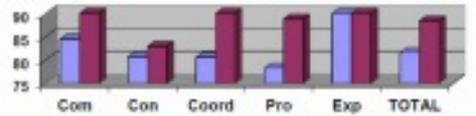


Grade 3 Pre/Post Comparison

Class 31

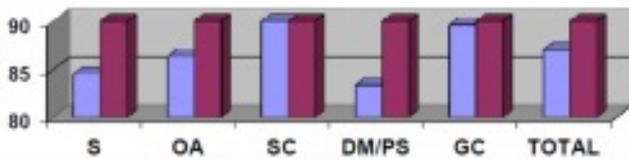


Class 31



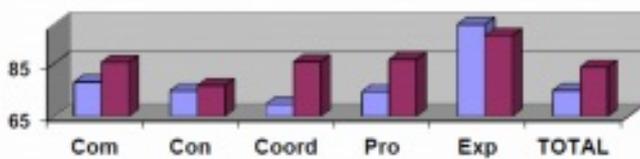
Grade 4 Pre/Post CANA

Class 41

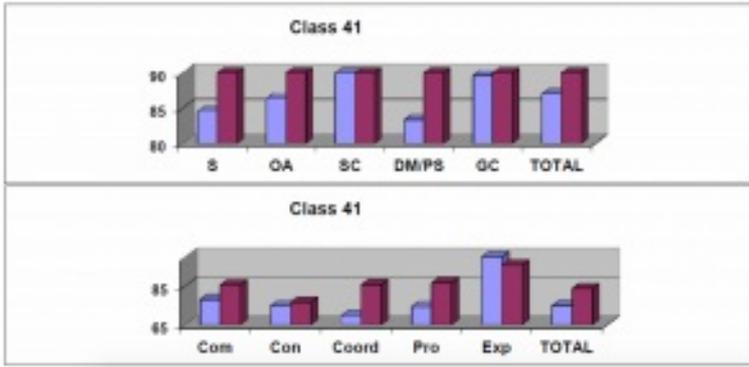


Grade 4 Pre/Post ITS

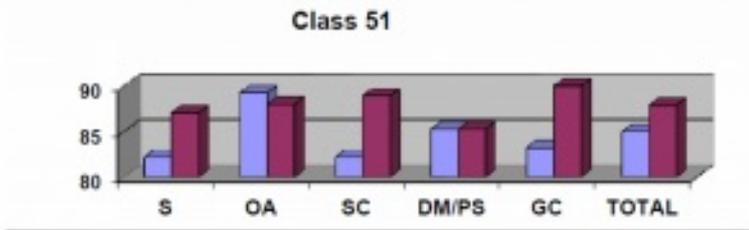
Class 41



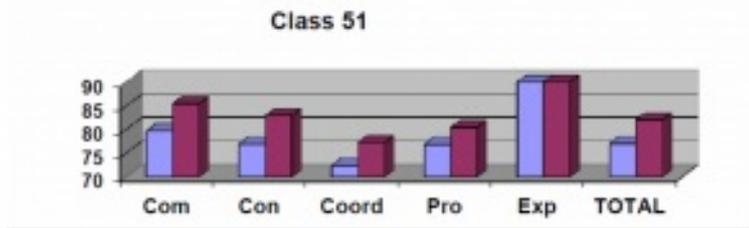
Grade 4 Pre/Post Comparison



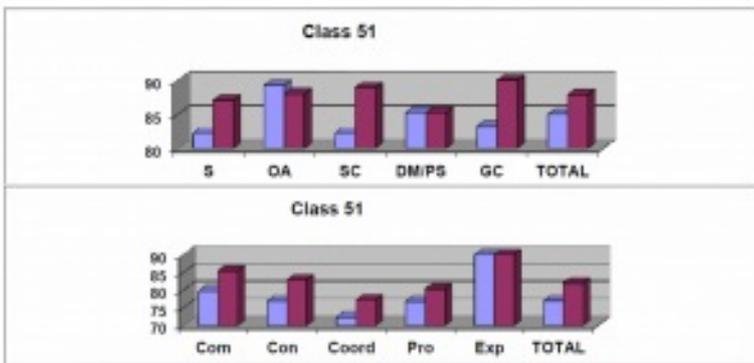
Grade 5 Pre/Post CANA



Grade 5 Pre/Post ITS



Grade 5 Pre/Post Comparison



Student Feedback

GWG Student Self-Reflection Summary

1. **Have the GWG activities helped you?** 100% yes Examples of feedback: People are nice to me and they like me; I liked it when Mrs. Overstreet came in and taught us. {MANY SAID}; I liked Grow With Guidance {MANY SAID}; I like I statements; I use self-talk. {MANY SAID}; I try to think before I say things. {MANY SAID}; Now we work in groups and help each other; Student _is nice to me now. She plays with me at recess.; Mrs._ tells us not to leave anyone out; They don't call each other names or anything now; If somebody drops something somebody might help them pick it up.; My teacher calls on me; "I only see 1 student who does not (respect others) hardly ever."
2. **Do you feel better about yourself?** 93% (63 yes/ 4 no) Examples of feedback: I feel happy more. {MANY SAID}; I say how I feel; People like me; I want to be different; I don't want to be the same as everybody.; Because I do good in math; Because people never come up and ask me to play.; Because my friends are mean to me on the bus.; I am comfortable in my class.; "I'm not scared to ask questions anymore because I'm only a kid so far.;" Because today a 5th grader was being mean to a kindergartener and I didn't know what to do.
3. **Do you feel better about learning?** 88% (59 yes/ 8 no) Examples of feedback: Learning is fun; I already liked to learn.; Like when we do games I don't have fun sometimes.; I don't like homework; I just want to play my video games.; It is important for me to learn so I can reach my goals.; Because teacher _ takes his/her time to help me.; Because sometimes we do things in groups; Now we work in groups and help each other.
4. **Do you get along better with others?** 91% (61 yes/ 5 no) Examples of feedback: I got along with people before the same; I use selftalk before I make people mad. {MANY SAID}; I tell them good things and they tell me good things back.; They play with me and give me hugs.; Because I am kind to them like we are supposed to be.; They let me play with them at recess.; People share with me.; People are nice to me and they like me.; Student _is nice to me. She lets me sit by her on the bus.; We let each other use our stuff and I have friends.; People boss me around too much.; Student _ is mean to almost everyone all the time.; Sometimes they are mean and sometimes they are not.; Student _ is mean to me if I don't play a game right.; "They like my friend and don't want to have anything to do with me only her and they are mean to me.;" "Some people still don't let me play at recess and are only kind when they want something.;" They still boss me around and make fun of me.;" I just want people to have manners and ask people to do something.; Some people are still mean behind other people's back.
5. **Can you handle problems better?** 91% (61 yes/ 5 no) Examples of feedback: .I use self-talk before I do things to handle problems.; I think about how they feel first; I handled problems before the same except I

didn't think about it so much; I think about how they would feel first; I don't just do the first thing I think.

6. **Do you get along better with your teacher?** 55% (37 yes /30 no)
Examples of feedback: I always like my teacher; I get along with all my teachers.; My teacher does things we can't do; My teacher should do self talk before he/she yells so much.; All the teachers like kids; My teacher knows that I like: Baseball, Football, Video games; I know they care but they have lots of kids; A lot of students are nice to the teachers because the teachers are nice to them.; Because teacher _ takes his/her time to help me.; Because I don't ever get a classroom job.; Because he is the one helping you so you can succeed.; No one talks back to her anymore.; Because teachers work hard; Because they let us do fun things.; Because they let us play games.; I have a great teacher! ; "Some people still whine or talk mad at the teacher, but not as much as they used to."; Some people lie to the teachers.; If I'm proud of a paper, I put it in a bin and (s)he will hang it up.; Because sometimes we are slow and (s)he gets mad.; Because sometimes kids get checkmarks and (s)he is not happy.; (One student wrote the same thing and added, "and he blows his top!")

Implications – Educational and Clinical

1. Students/professionals develop their foundation skills frame of reference in the personal, emotional, behavioral and social domains (PEBS)
2. Students develop foundation skills needed to apply to areas of challenge such as bullying, academic achievement, career, etc.
3. Behavioral and skill framework to determine those students with clinical needs from those students with behavioral issues.
4. Prevention skills needed to keep students safe so they can respond and not react to life challenges in a positive way.
5. School/classroom climate more inviting and consistent between the walk and talk expected for positive relationships- supports educators with self-concept theory and perceptual psychology framework.
6. Core Skills needed in all areas of growth over the lifespan in the stands of self, other awareness, self-control, decision making/problem solving, group cooperation, academic and career.
7. Relationships improved and empowered between Teacher – Student, Student-Student and Professional-Professional.
8. Positive attitudes about personal growth, a willingness to use strategies needed to confront issues across the life span and an openness to mental health.

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A complete Research Report is available [here](#).

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This presentation explains how to organize school counseling programs, prioritizing greater results that benefit students both clinically and educationally.

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Destructive Behaviors Toward Others – School Safety

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School Improvement and Redesign

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Self-Destructive Behavior – Chemical Dependency

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