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

TOMMIE R. RADD, PH.D.
An innovative approach to education that develops students’ spirit, purpose, and potential.

A GUIDE FOR TEACHERS, COUNSELORS, ADMINISTRATORS, AND OTHER HELPING PROFESSIONALS

BY TOMMIE R. RADD, PH.D.
We need a vision of education that addresses the development of the whole student who can function, contribute, and succeed in today’s world.

—Tommie R. Radd, Ph.D.

DEDICATION

TO ALL CHILDREN

and their limitless possibilities for the present and future.

TO ALL EDUCATORS

and their great opportunities to transform education.

TO SOPHIA RADD, MY MOTHER

for her unwavering, selfless love, support, and belief in THE GROW WITH GUIDANCE® SYSTEM and her encouragement and love for me.
ACKNOWLEDGMENTS

This book has been written with the help and encouragement of many friends and colleagues. The Grow With Guidance Team has provided feedback, suggestions, and technical support during the writing process. My sincere thanks and appreciation for this dedicated and talented group of people.

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INTRODUCTION

The national and world issues we face require that today’s students become adults who can meet the steepest of challenges. In the more than 30 years I’ve worked in education and counseling, I have had the opportunity to witness firsthand what creates those kinds of students. Students need to understand how to achieve academic competence and be focused and productive. They need to believe they can accomplish a positive plan for their lives. Ultimately, students need to know who they are and what they can contribute both to themselves and the world through elementary school, high school, and beyond.

Students excel in these areas when they have a complete package of skills on which to draw. What comprises such a package? A solid base of academic knowledge and strong development of personal, social, emotional, and behavioral skills necessary for success in all areas of life. Having this skill set enables a student to develop his inner spirit (the intangible part of a person that influences disposition and outlook), purpose (awareness of one’s ability to make unique contributions), and potential (one’s understanding of life possibilities). Having all three leads students to believe they can achieve a desired goal—and to set goals that positively affect themselves and others. Educational experiences play an essential role in developing this vital inner core.

The purpose of this book is to present a new way of thinking about education that I believe can help schools better support
student success. It is written for all who are involved with schools, those who undergird our current system and those who will create the schools of tomorrow. The ideas contained are based on a combination of my own educational and multi-disciplinary research and practice; educational research conducted by others; and input from educators, parents, the business sector, public agencies, and other groups. I have not included specific citations and expanded research explanations because I intend the book as a discussion guide about educational change. In lieu of those, a Glossary of Terms clarifies the meaning of terms that may be unfamiliar (see page 215).

In these pages, we’ll explore current challenges in the educational system and key factors to consider in overcoming them. I also present the concepts behind my school counseling program, which comprehensively addresses the real needs of students and can help create the effective schools we seek. The innovative role of guidance systems within pre-K–12 settings has been excluded from every effort to reform, redesign, change, and improve education. Yet without the inclusion of such a system, change may continue to have a limited focus that does not ultimately produce tomorrow’s successful adults. My program provides a solution that integrates and exceeds The American School Counseling Association’s (ASCA) National Standards for School Counseling Programs and The ASCA National Model for School Counseling Programs.

In my work, I have been blessed to have the opportunity to visit schools and consult with educators throughout the United States and other countries. At every site and within every culture, I found a common understanding of the importance of education. People recognize that education is the foundation that gives all students the chance for a healthy and purposeful life. Education that builds on what works and changes what
does not is possible. What role do you play in the direction of our future schools?

Please take a short journey with me to learn a realistic approach for teaching and counseling in today’s world. Read on, stay open to new ideas, and reflect on your part in educational change.
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The best way to use this book is to read it in the order presented. Information from Section One is needed for Section Two and so on with Sections Three and Four. Once the book is read in order, it can be used as a reference book, revisiting those sections that deal with particular concerns.

Section One, Challenges Impacting Education and Student Success, discusses important issues affecting education and students. All challenges—societal, specific to students, or a combination of the two—require that students be equipped with expanded and additional skills for solutions.

Challenges discussed in Chapter 1 include those that are general to students and society. The chapter provides information about 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 invitational education.

Chapter 2 discusses challenges specific to student skill development: emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education, school-to-career, loss management: handling grief, and anger management. These areas need to be addressed to maximize students’ chances for life success.
Chapter 3 discusses student behavioral challenges. Students face many behavioral challenges that require attention; I selected those that are among the most frequent, long-term, and difficult. The self-destructive behavior challenges discussed are chemical dependency, student sexuality, eating disorders, and suicide. The destructive behaviors toward others discussed are school safety, abuse, and bullying.

Chapter 3 includes a discussion of challenges that result from the increasing risk of global terrorism and other trauma.

Section Two, Essential Elements for Consideration, identifies essential elements to consider so education professionals can meet the challenges discussed in Section One. Elements such as self-concept development, characteristics of healthy people, and skills needed for success are explored in Chapter 4. A unique self-concept process, the “self-concept series and weave” used to integrate positive self-concept into student life skills, is also explained.

The hidden curriculum and the importance of personal, social, emotional, and behavioral skills are discussed in Chapter 5. Chapter 6 follows with a discussion of the need for strategies to increase student success and an expanded vision of academic success. Students need to discover how they best learn academic information in addition to knowing which information to learn.

Chapter 7 explores the necessity of understanding how learning and change take place. The important role of school climate is discussed in Chapter 8.

Each of the essential elements discussed in Chapters 4 through 8 needs to be addressed and implemented in order to meet the challenges outlined in Section One.

Section Three, The Plan: A Model to Follow, outlines a solutions-oriented plan and model based on the essential
elements discussed in Section Two. The plan presented can help educators meet the challenges they face.

Chapter 9 discusses the model for the plan, a classroom group guidance system. The process for implementing the essential elements is included in the developmental guidance systems model. Chapter 10 discusses the model for a comprehensive, developmental school counseling program. Chapter 11 shows how the models integrate into classrooms and schools. The model outlined in Chapter 9, a guidance systems model, becomes the heart of the classroom as a life lab for student learning as discussed in Chapter 11. It also becomes the foundation of the school counseling program, which is discussed in Chapter 10.

Section Four, Solutions for Student Success, applies the plan and models from Section Three to solutions for the challenges discussed in Section One. Section Four provides specific strategies to use with each challenge. This provides a plan to help educators work smart with positive, improved results for students and society.

Chapter 12 discusses solutions for the general challenges of 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 invitational education.

Chapter 13 discusses solutions for student skill development—emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education, school-to-career, loss management: handling grief, and anger management.
Chapter 14 discusses solutions for student behavioral challenges. The self-destructive behavior solutions discussed address chemical dependency, student sexuality, eating disorders, and suicide. Also, solutions for student destructive behaviors toward others—school safety, abuse, and bullying—are discussed.

The final discussion includes information needed for a positive response to challenges in today’s world. Specifically, the requirements regarding the increased risk of terrorist attacks and other trauma are discussed.

Teaching and Counseling for Today’s World: Second Edition provides a proactive and congruent plan that integrates and exceeds the American School Counseling Association’s (ASCA) National Standards for School Counseling Programs and the ASCA National Model for School Counseling Programs. The ASCA national guidelines are recommended by ASCA for all school counseling programs. They are also the basis for many states’ plans for school counseling programs. The information in this book provides an implementation plan that meets and exceeds the suggested guidelines as outlined by ASCA.
Publications by
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.


Education expert Dr. Tommie R. Radd is redefining the way schools worldwide develop school counseling programs, giving students greater odds of achieving life success. Now, in her book, *Teaching and Counseling for Today’s World Second Edition*, Dr. Radd shares the basis of her work: the framework of a dynamic time tested guidance system shaped by more than 40 years of practice and research. This team-integrated approach brings teachers, counselors, and administrators together and helps students develop personal, social, emotional, and behavioral skills to overcome today’s biggest challenges. In this user-friendly guide, Dr. Radd explains her system, showing teachers how to:

- create inviting schools that foster maximum student success
- turn classrooms into life labs in which students learn and apply critical life skills
- address urgent issues such as school achievement and school violence with strategies that work
- put her plan to work in preparing students to meet the challenges of the 21st century

The innovative use of such a system in Pre-K-12 settings and beyond is what’s been missing from education reform. The methods presented in *Teaching and Counseling for Today’s World Second Edition* will enable educators to equip students with the skills they really need and may significantly change the way readers think about education.

For more than four decades, educational and counseling strategist Dr. Tommie R. Radd has been finding solutions to important issues confronting students, teachers, school counselors, and administrators. She lectures and consults for school districts and education departments around the world, designing innovative programs to best meet their needs. A former professor of counselor education at the University of Nebraska Omaha, Dr. Radd holds a doctorate in elementary education from the University of Akron. She is a licensed professional counselor holding National Board Certifications and numerous counseling, teaching, and administrative licenses and certifications.