

School Safety – Using a Comprehensive Formula for Success

AOCC 2018 Conference

**Hyatt Regency Columbus (downtown)
November 9, 2018**

Session 1:15– 2:45

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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

School Safety – Using a Comprehensive Formula for Success

Agenda

- I. Introduction
- II. School Safety 14 Point Self-Assessment and GWG Checklist
- II. An Overview of System School Safety Formula
- III. An Overview of Guidance System Components and Checklist:
 1. Behavior Management (extrinsic)
 2. Self-Talk/Self Pictures (intrinsic)
 3. Curriculum (student skills)
 4. Implementation (staff skills)
 5. Family Involvement
 6. Observation/Evaluation
- IV. An Overview of School Counseling Program Components and Life Lab Information
- V. Formula Applications and
- VI. Identify 3 ideas/resources to use as a beginning plan and determine ways of expanding the plan for prevention
- VII. Questions & Closing

Self-Assessment for School Safety – Prevention and Intervention

Check Yourself Out. See how many YES responses you have. The greater number of YES responses, the greater your level of pro-action and prevention.

- 1. Do you teach basic personal, emotional, behavioral, and social skills (PEBS) to all students K-12?**
- 2. Do your students learn the 21st Century Skill scaffolding developmentally, K-12.**
- 3. Does staff support, participate, and implement those skills taught?**
- 4. Do you include self-talk, self-picture, relaxation, brain integration, and sensory activities for all students?**

School Safety Assessment Continued

- 5. Do you have a positive behavior plan for all students?**
- 6. Does your staff participate in personal and professional growth plans?**
- 7. Do you include family involvement in the process?**
- 8. Do you have an inviting school climate plan?**
- 9. Do you evaluate and use diagnostic assessments to guide your student (PEBS) skill progress every year?**
- 10. Do you prioritize working with the Whole student?**
- 11. Do you avoid being focused on academics and testing to the detriment of empowering the whole student?**
- 12. Do you prioritize your professional time working with all students, staff, and families?**
- 13. Do you have a reasonable ratio of school ADM to professionals in your school district and school?**
- 14. Do you have an identified resource network for community connections and support?**

Check Yourself Out. The Classroom Group Guidance System Checklist is another way you can assess and evaluate your program for pro-action and prevention.

Both Checklists are found at www.allsucceed.com .

Classroom Group Guidance System Checklist

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
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- _____ 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"/>

**What Did You Discover
From Your
Self-Assessments?**

Overview of the System School Safety Formula

- Comprehensive School Counseling Program System – Program Components Are Interrelated and Interactive
- Guidance System is the Foundation of the School Counseling Program
- Crisis Plan

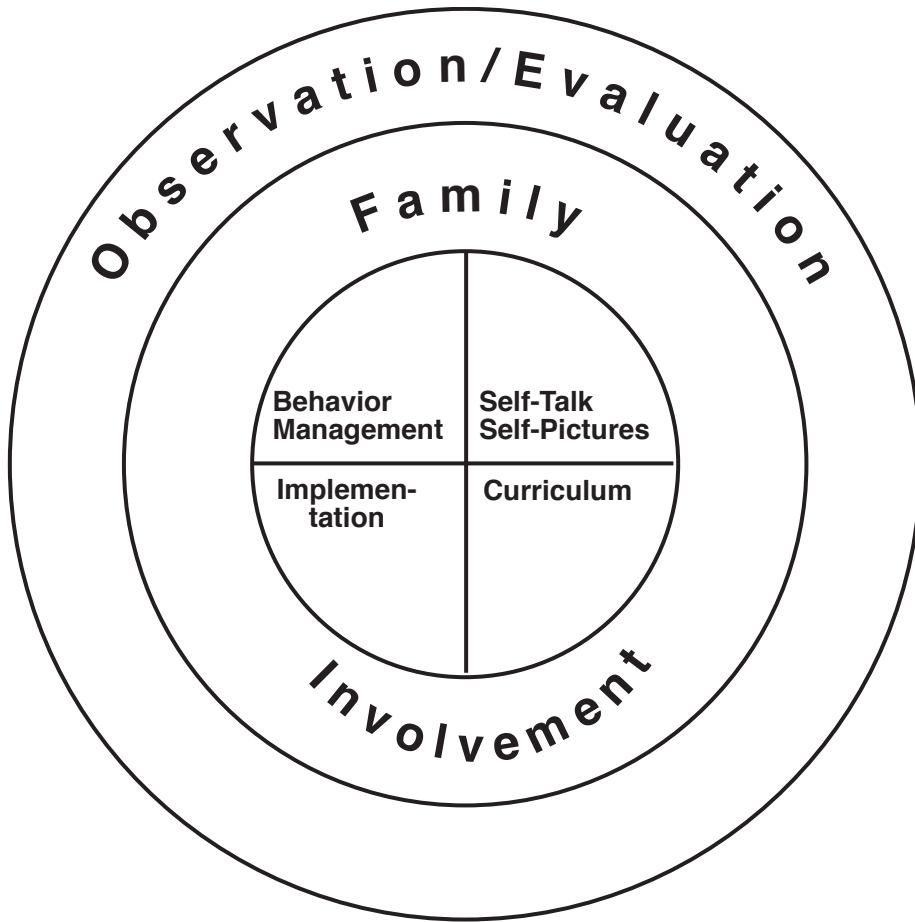
School Safety

Schools, families, and communities can break the cycle and help students develop their spirit, purpose, and potential when

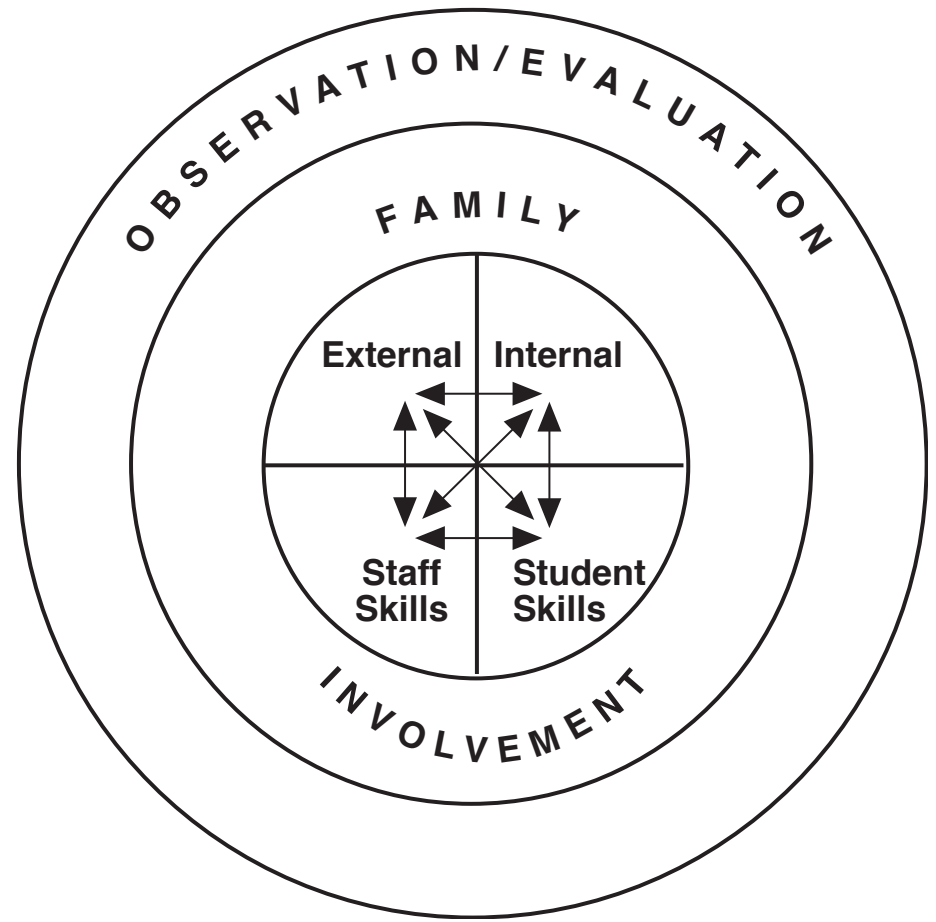
- they feel connected with the schooling process**
- they feel comfortable being in a classroom**
- student–teacher and student–student relationships are viewed as a major factor in student safety**
- students see peers as someone to help and not someone to “beat”**
- students have learned the personal, social, emotional, and behavioral skills needed to communicate and belong**

***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.

Overview of a 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 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	Curriculum		
Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Personal, Emotional, Behavioral, Social (PEBS) Essential Learning Domain	Academic Essential Learning Domain	Career 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 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 CANA ITS General Assessments Specific Assessments based on performance	Checklists CANA ITS General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance

Consultation • Collaboration • Coordination • Facilitation • Communication

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

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V. Family Involvement

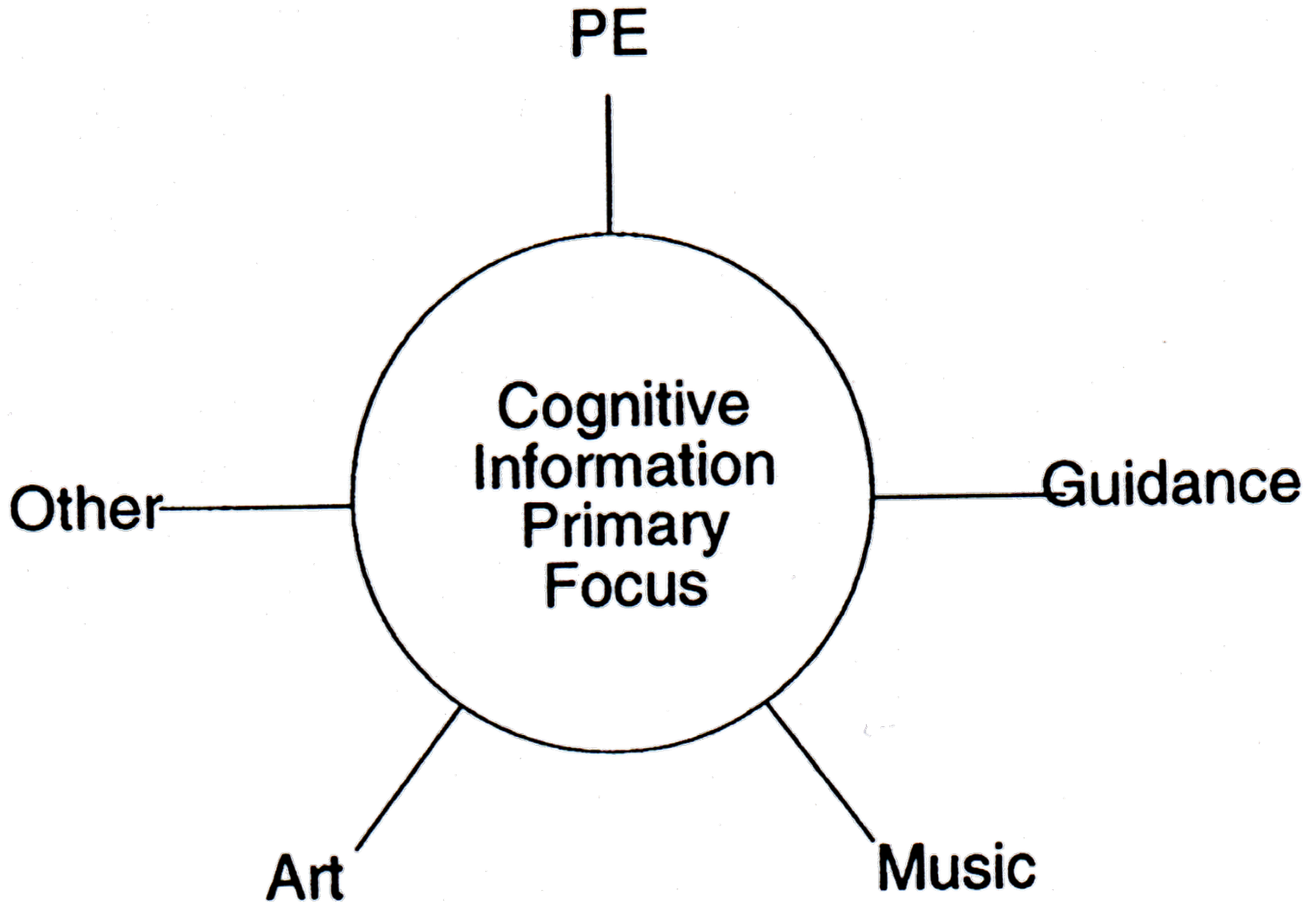
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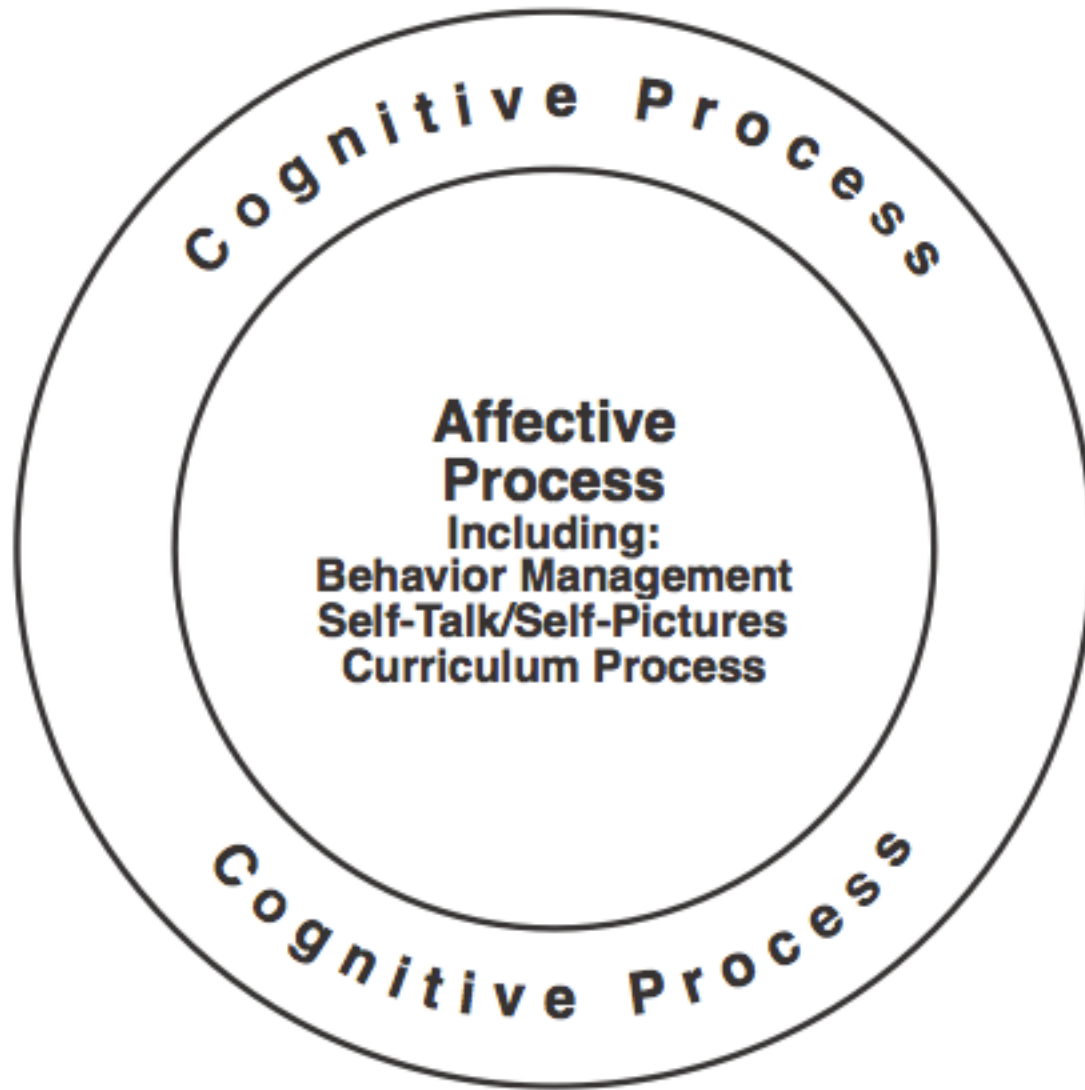
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The Traditional Classroom





Life Lab

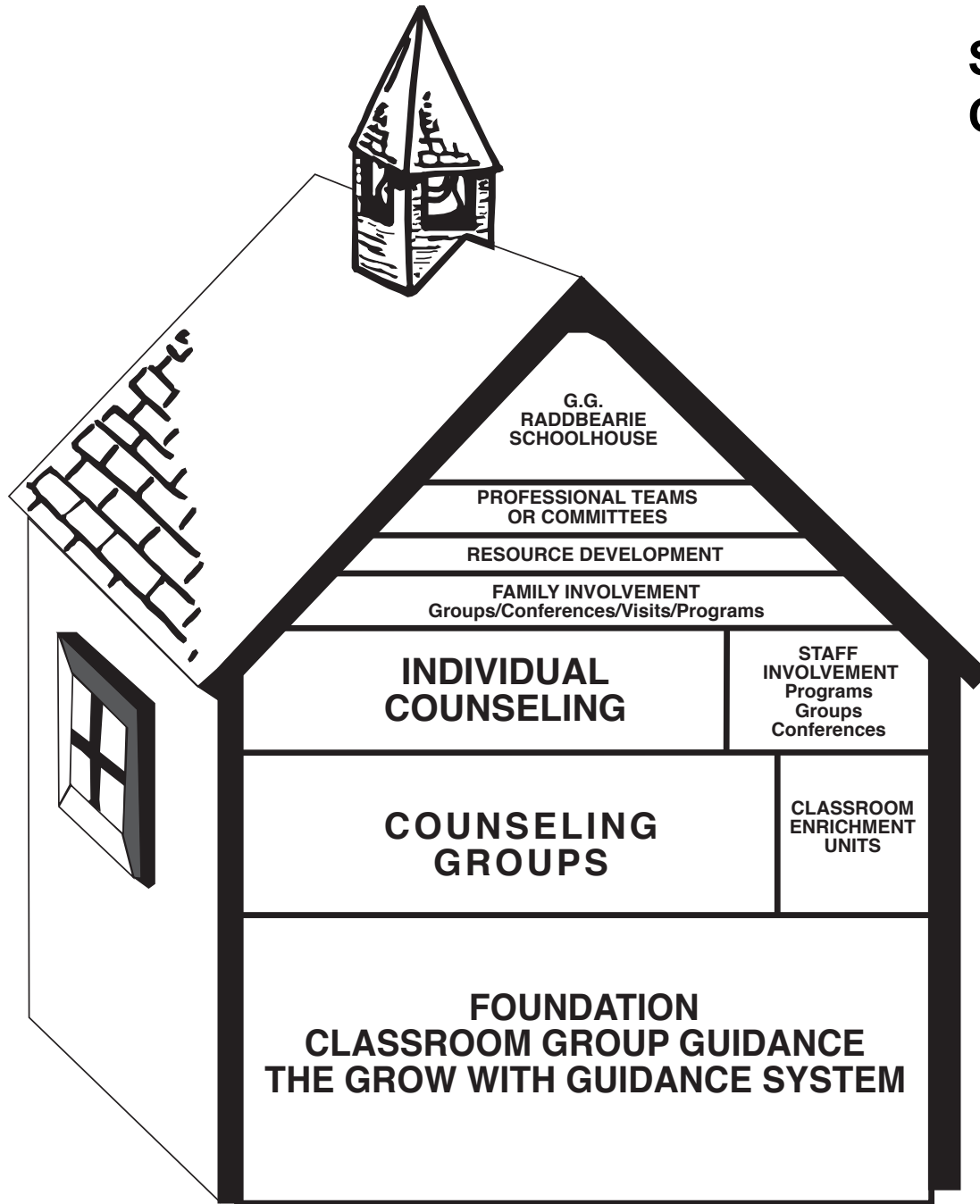
- A way of defining the classroom as a simulation in which students, pre-K-12 and beyond, learn, experience, and apply the essential skills needed for life; the comprehensive developmental guidance system creates a life lab in every classroom through which students develop a conscious and intentional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

STANDARDS AND BENCHMARK REFERENCE CHART
National School Counseling, National Career Development, and Grow With Guidance

Content Area	American School Counselor Association National Standards	National Career Development Guidelines	Grow With Guidance® System
Academic Standards and Indicators	<ol style="list-style-type: none"> 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. 2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. 3. Students will understand the relationship of academics to the world of work and to life at home and in the community. 	<p>ED1. Attain educational achievement and performance levels needed to reach your personal and career goals.</p> <p>ED2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</p>	<p>Students will:</p> <ol style="list-style-type: none"> F.1. identify and express personal learning needs, F.2. gain appreciation of individual learning styles and abilities, F.3. assess abilities and skills, F.4. be aware of ways their academic performance is determined by their choices, F.5. demonstrate responsibility for the group and project outcomes, and F.6. demonstrate an understanding of attitudes and behavior necessary for successful work experience.
Career Standards and Indicators	<ol style="list-style-type: none"> 4. Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions 5. Students will employ strategies to achieve future career success and satisfaction. 6. Students will understand the relationship between personal qualities, education and training, and the world of work. 	<p>CM1. Create and manage a career plan that meets your career goals.</p> <p>CM2. Use a process of decision-making as one component of career development.</p> <p>CM3. Use accurate, current and unbiased career information during career planning and management.</p> <p>CM4. Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.</p> <p>CM5. Integrate changing employment trends, societal needs and economic conditions into your career plans.</p>	<p>Students will:</p> <ol style="list-style-type: none"> G.1. understand career/employment possibilities, G.2. know where and how to find additional information about careers/employment, and G.3. describe the necessity and value of all types of careers/employment.
Personal/Social Standards and Indicators	<ol style="list-style-type: none"> 7. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. 8. Students will make decisions, set goals, and take necessary action to achieve goals. 9. Students will understand safety and survival skills. 	<p>PS1. Develop understanding of self to build and maintain a positive self-concept.</p> <p>PS2. Develop positive interpersonal skills including respect for diversity.</p> <p>PS3. Integrate growth and change into your career development.</p> <p>PS4. Balance personal, leisure, community, learner, family and work roles.</p>	<p>Students will:</p> <ol style="list-style-type: none"> A.1. identify and express characteristics that are special and unique about themselves, A.2. define and describe feelings related to a personal experience, A.3. describe conscious activities in relation to their personal feelings, A.4. identify personal needs and means to meet those needs, A.5. accept self and demonstrate a positive attitude toward self, A.6. demonstrate motivation towards all areas of growth, B.1. define and describe feelings in others related to specific experiences, B.2. recognize the needs of others and respond in a positive manner in awareness of others, B.3. appreciate the uniqueness and differences of people, B.4. demonstrate an awareness of the effects of their behavior on others, C.1. recognize and express limitations and needs, C.2. display behavior appropriate to the social setting, C.3. set and remain within behavioral limits and established values, D.1. identify and make choices from alternatives based upon awareness of consequences, D.2. demonstrate alternatives to the use of drugs, alcohol, and tobacco—describe alternative ways of coping with stressful situations, D.3. demonstrate the power of peer pressure upon the choices a person makes—demonstrate appropriate refusal skills to pressures from peers, D.4. cultivate an awareness of personal, societal, and family values and their impact on the decision-making process, E.1. give and accept validating statements, E.2. demonstrate group support for a concern or problem, E.3. name behaviors which may help or hinder group effort, and E.4. demonstrate effective listening skills.

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

Similarities With the Initiatives	Expansion of the Initiatives
<p>Developmental Framework</p> <p>Comprehensive</p> <p>Proactive</p> <p>Focus on learning</p> <p>Clearly defined</p> <p>Includes an accountability plan</p> <p>Educational Team in a school</p> <p>Includes Collaboration, Consultation, Coordination</p>	<p>Clear role of Facilitation and Communication</p> <p>Guidance system that is interactive, interrelated and interdependent</p> <p>Student-centered curriculum for all students</p> <p>Review and apply core skills yearly</p> <p>Curriculum built on a framework that spirals throughout system and program components</p> <p>Comprehensive observation, evaluation and accountability plan</p> <p>Multidimensional versus linear system design</p> <p>System based on extensive research and multidisciplinary theoretical base</p> <p>Life Lab included</p> <p>Diagnostic instruments, CANA, ITS, and Florida Key included</p> <p>Strong focus on advocacy with a positive focus</p> <p>Offers formulas for solutions to challenges</p> <p>Comprehensive self-concept process included</p> <p>Innovative role in school improvement and design</p> <p>Integrated change process</p> <p>Strong benefits for all students including at-risk, urban, those from every culture, and those resilient through challenges</p> <p>Positive focus on family and staff involvement</p> <p>High expectations for all within an inviting climate</p> <p>Infused invitational education theory and practice</p> <p>Integrated learning community with service learning applications</p>



Suggested Elementary Counselor Time Allocations

- I. Foundation: 40%
- II. Counseling Groups: 30%
- III. Individual Counseling: 10%
- IV. All Others: 20%

Suggested Middle/JR. High School Counselor Time Allocations

- I. Foundation: 35-30%
- II. Counseling Groups: 30-35%
- III. Individual Counseling: 10%
- IV. All Others: 25%

Suggested High School Counselor Time Allocations

- I. Foundation: 30-25%
- II. Counseling Groups: 30-35%
- III. Individual Counseling: 10%
- IV. All Others: 25-35%

APPLICATION QUESTIONS

1. What Is The Impact on Students of Implementing A Developmental School Counseling System and Program?
2. What Are Three Things You Can Do Now To Integrate Ideas Discussed Today?

- Additional Resources for Consideration That May Support Your Enrichment Programs for Students, Staff, and Families

International Alliance for Invitational Education IAIE

- The comprehensive systems formula for school safety prevention is integrated with the concepts of invitational education. The System includes two online surveys. The Invitational Teaching Survey and the Children's Affect Needs Assessment, both found in the Grow With Guidance Systems Manual. For more information and materials about IAIE visit their website at <http://www.invitationaleducation.net>.
- For additional information about the two online surveys visit <http://allsucceed.com/instrumentsreports/>

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A complete Research Report is available at
www.allsucceed.com and
<http://allsucceed.com/gwg-research-report.html>