

CHARDON REMEMBERED!

The tragedy that spread through the airwaves about the shooting in Chardon left me numb and filled with sadness. I was raised in Northeastern Ohio, not too far from this site. Seeing such school violence, abuse, and death in my back yard, reminded me that all of our students are at risk. **It is important to remember the critical part we play.** No program or approach can claim to be the answer to this problem, but based on my research and experience, I am convinced there is a great deal more that can and needs to be done.

Meeting this challenge needs to be more than a crisis plan, crisis counseling, and memorial services. They are essential, but not enough to realistically meet this issue head-on. I am convinced that we need to focus on what Grow With Guidance offers now more than ever.

Teaching and Counseling for Today's World and the Grow With Guidance System Manual offer over 24 formulas to address dynamics at play in the layers of this crisis including:

1. General Challenges
2. Student Skill Development
3. Student Self-Destructive Behaviors
4. Student Destructive Behaviors Toward Others

The foundation of each formula includes the Grow With Guidance System. This System focuses on teaching and developing the personal, emotional, behavioral, and social skills (PEBS) in an inviting environment with positive relationships. When a comprehensive, developmental guidance system is in place, we are proactive in laying the components necessary for prevention while establishing our ability to respond and not just react when a tragedy occurs.

Check Yourself Out. See how many YES responses you have. The greater number or 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. Does staff support, participate, and implement those skills taught?
3. Do you include self-talk, self-picture, relaxation, brain integration, and sensory activities for all students?
4. Do you have a positive behavior plan for all students?
5. Does your staff participate in personal and professional growth plans?
6. Do you include family involvement in the process?
7. Do you have an inviting school climate plan?
8. Do you evaluate and use diagnostic assessments to guide your student (PEBS) skill progress every year?
9. Do you prioritize working with the Whole student?
10. Do you avoid being focused on academics and testing to the detriment of empowering the whole student?

Check Yourself Out. The Classroom Group Guidance System Checklist is another way you can assess and evaluate your program for pro-action and prevention. This Checklist is found at www.allsucceed.com with the **Chadron Remembered** information.

REMEMBER:

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.

—Tommy R. Radd, PhD

Reference:

Teaching and Counseling for Today's World

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Teaching and Counseling for Today's World
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complete and submit the CONTACT US form at www.allsucceed.com
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