

THE GROW WITH GUIDANCE SYSTEM

MIDDLE 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.



**THE
GROW WITH
GUIDANCE SYSTEM
MIDDLE 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)

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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)

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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)

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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

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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

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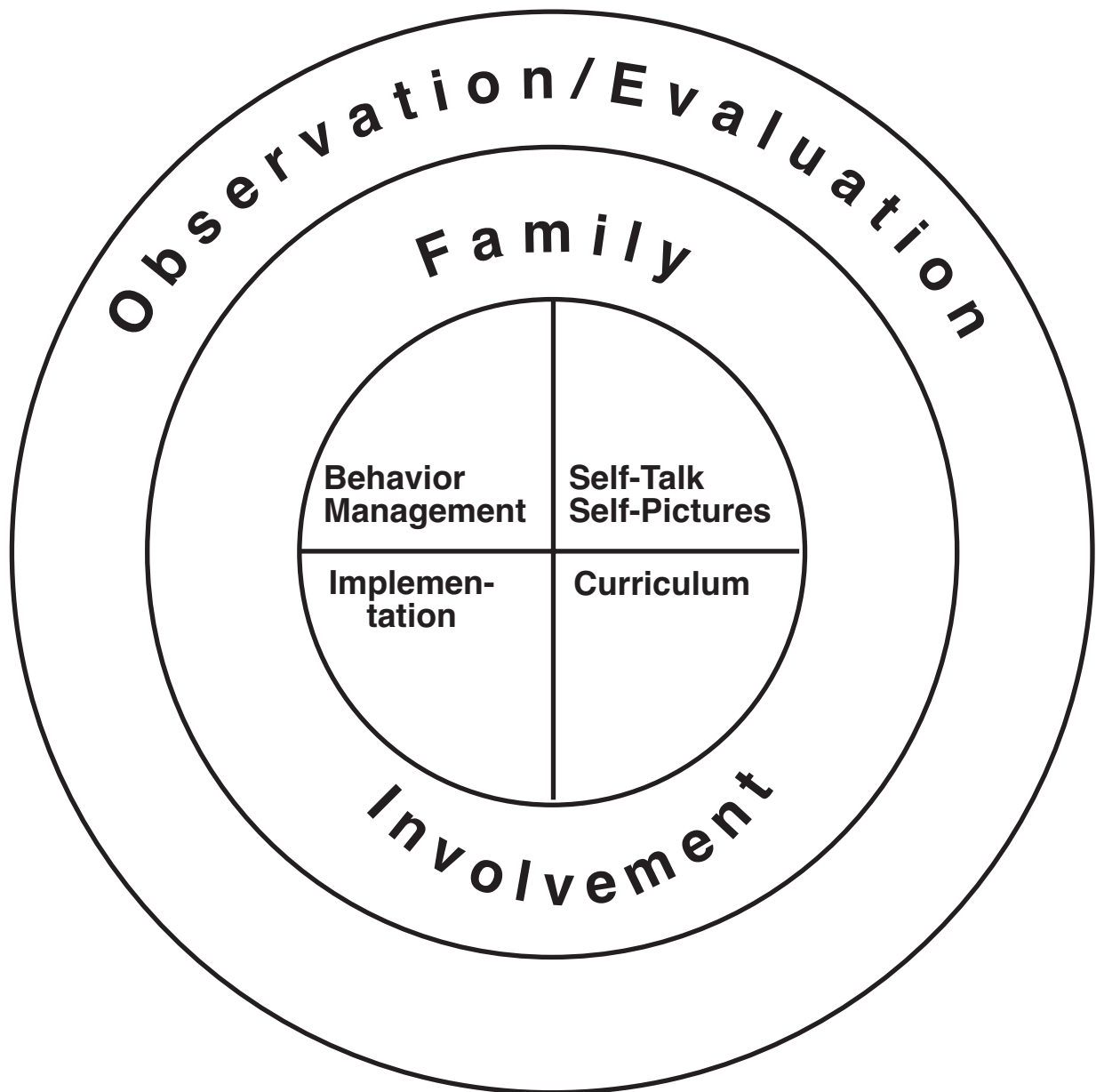
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Grow With Guidance® System





INTRODUCTION

THE MIDDLE 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 Middle School Level of the Grow With Guidance® System. The Middle School Level contains all system component information needed to implement the developmental, comprehensive, performance-based Grow With Guidance® System for sixth through eighth grade, or developmentally 11- to 14-year-old students. Future use of the words “systems” model and “the system” throughout the Middle School Level refers to the Grow With Guidance® System.

The Middle 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 the 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.



CLASSROOM GROUP GUIDANCE SYSTEM CHECKLIST

Incorporate portions of each plan annually until all are integrated and maintained in the classroom.

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
- _____ 4. Overview of Behavior Management Component
- _____ 5. Overview of Self-Talk/Self-Pictures Component
- _____ 6. Overview of Staff Implementation Skills
- _____ 7. Overview of Student Curriculum Skills Component
- _____ 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"/> |

CORE – Self



SELF-TALK

INDICATOR

A.4. Students will identify personal needs and means to meet those needs.

F.1. Students will identify and express personal learning needs.

A.6. Students will demonstrate motivation toward all areas of growth.

PROCEDURE

REVIEW:

Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Add information that students do not recall. Discuss the skill practice of the previous activity.

REASON:

This activity will help you learn how to use positive thinking to make helpful choices.

PRACTICE:

Tell a time of the school day when you don't feel so smart. What are you thinking and how are you feeling? (See **Self-Talk/Self-Picture Component** for additional information.)

Example: Student says, "I can't do math." The following are techniques for turning negative thoughts into positive self-talk:

1. Ask students when the hurtful thought is occurring.
2. Ask students to write hurtful thoughts on paper. Crumple the paper and throw the paper away. Replace the thoughts with helpful thoughts. Ask the students to write the thoughts and put them in their notebooks.
3. Ask students to write and practice self-talk statements for their situations.

In small groups, ask the students to share their desired self-talk and determine ways of helping each other. All students choose what and when they will share.

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

A.4. & 6. Students demonstrate ability to write or say a self-talk statement.

F.1. Students will identify an academic weakness and formulate a self-talk statement relating to it.

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: Tommie Radd, Ph.D., and Janet Fidler, M.S.

ACADEMIC**WHAT DO YOU KNOW ABOUT YOURSELF?****A****INDICATOR**

- F.3. Students will assess abilities and skills.**
C.1. Students will recognize and express limitations and needs.

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:

This activity will help you see the benefits of self-control.

PRACTICE:

Duplicate and distribute the **What Do You Know About Yourself** activity sheet. Instruct the students to complete the open-ended sentences in no less than two sentences. Encourage them to expand on each statement and describe specific incidences and feelings.

In small groups, ask the students to discuss:

1. How do you think your responses would have been a year ago? Five years ago?
2. How do you think you might answer five years from now? Why?

Ask the groups to share information with the classroom group.

Collect papers, save and repeat the activity later in the year. Compare the responses.

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

- F.3. Students will name things they do best or enjoy most and things they seek to improve.**
C.1. Students will assess their skills in self-control.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.
2. Staff, student, family feedback.
3. Follow-up discussion.
4. Select items from the CANA.
5. Assess indicator progress.

RESOURCE: Tommie Radd, Ph.D., and Becky Brightman, M.Ed.



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: Student - Indicators - Performance Evaluation | Benchmark: Staff - Indicators - Performance Evaluation | Benchmark: Family - Indicators - Performance Evaluation | Benchmark: Self - Indicators - Performance Evaluation | Benchmark: Self - Indicators - Performance Evaluation | Benchmark: Career - Indicators - Performance Evaluation |
| Benchmark: Staff - Indicators - Performance Evaluation | Benchmark: Staff - Indicators - Performance Evaluation | Use information from other indicators | Use information from other indicators | Benchmark: Other Awareness - Indicators - Performance Evaluation | Benchmark: Other Awareness - Indicators - Performance Evaluation | Personal, Emotional, Behavioral, Social and Academic Skills needed for career development |
| | | | | Benchmark: Self-Control - Indicators - Performance Evaluation | Benchmark: Self-Control - Indicators - Performance Evaluation | |
| | | | | Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation | Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation | |
| | | | | Benchmark: Group Cooperation - Indicators - Performance Evaluation | Benchmark: Group Cooperation - Indicators - Performance Evaluation | |
| 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 | 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