

COUNSELORS | TEACHERS | ADMINISTRATORS | OTHER HELPING PROFESSIONALS

# TEACHING AND COUNSELING FOR TODAY'S WORLD

*2ND EDITION*



## PRE-K-12 AND BEYOND

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

TOMMIE R. RADD, PH.D.

# **TEACHING AND COUNSELING FOR TODAY'S WORLD 2ND EDITION**

## **PRE K-12 AND BEYOND**

**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.**



1075 Arcaro Ct.  
Gahanna, OH 43230  
1-800-377-1514  
Fax: (614) 775-9077  
gwg@allsucceed.com  
www.allsucceed.com

Second Edition 2014

ISBN-13 978-1-878317-58-2 (Paperback Edition)  
ISBN-13: 978-1-878317-61-2 (E-book Edition)

**ALL RIGHTS RESERVED:** The material within this book is protected by copyright. With some exceptions (listed below in the PERMISSION TO REPRODUCE), this book may not be reproduced or transmitted in whole or in part in any form by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher. There is to be no audio recordings made of the material within the protection of this copyright.

**PERMISSION TO REPRODUCE:** The purchaser may reproduce activity pages and forms free and without special permission only for a particular group or class. Any reproduction of the material protected by this copyright for colleagues, an entire school, system, or commercial use is strictly prohibited with no exceptions.

**PUBLISHER'S NOTE:** This publication as a whole is sold with the understanding that the publisher is not engaged in rendering psychological or other professional services. Where expert assistance or counseling is needed, the services of a competent professional should be sought. Care has been taken to confirm the accuracy of the information presented within this material and to describe practices that are generally accepted. However, the persons involved in creating this material are not responsible in any way for errors or omissions or for any consequences from application or misuse of the information in this book and make no warranty, express or implied, with respect to the contents of this publication. At the time of this publication (2014), all facts and figures cited are the most current available. If errors are found, please contact Grow With Guidance®.

**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.**

**PAGE INTENTIONALLY  
LEFT BLANK**

## **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.**

### **THE GROW WITH GUIDANCE TEAM MEMBERS**

**Doris Coy, Ph.D.**

**Linda Jefferson, MA.**

**Wanda Harewood-Jones, MS.**

**Lynn Kaszynski, Ph.D.**

**Billie Radd, Pham.D.**

**Matthew Liotine, Ph.D.**

**Monica Traytsman, Ph.D.**

**Rita Tinner, M.Ed.**

**Lundee Amos, Ed.D.**

**George Lesser, Consultant**

**Donna Miesbach, Consultant**

**Sophia Radd, Consultant**

**Margaret Kadish, Poet**

**Editorial consultant: Tracy Miller**

**Copy editor: Tracy Miller**

**Graphic Artist: Nguyen Nguyen**

**Computer technology: Nguyen Nguyen and Louise Parkert**

**PAGE INTENTIONALLY  
LEFT BLANK**

## TABLE OF CONTENTS

Introduction-----	1
Section and Chapter Overview-----	5

### SECTION ONE / 9

#### CHALLENGES IMPACTING EDUCATION AND STUDENT SUCCESS

##### Chapter 1 / 11

##### Beginning The Journey

The Trip-----	11
Are Solutions Possible?-----	12
Overview of General Challenges -----	14
Self-Concept Development -----	14
Academic Achievement and Academic Success -----	16
School Improvement and Redesign -----	18
Technology Development and Application -----	19
Gender Equality-----	20
Multicultural Sensitivity and Understanding-----	21
Sexual Orientation Sensitivity and Understanding-----	22
Sexual Harassment-----	24
Sensitivity to and Understanding of Persons with Disabilities-----	25
Invitational Education-----	26

##### Chapter 2 / 29

##### Missing The Mark

Challenge Areas of Student Skill Development-----	29
---	----



Emotional Intelligence-----	29
Social Skills -----	31
Conflict Resolution and Peer Mediation -----	32
Peace Education -----	33
Character Education-----	34
School-to-Career -----	35
Loss Management: Handling Grief -----	37
Anger Management -----	39

### **Chapter 3 / 41**

#### **Student Behavioral Challenges**

Self-Destructive Behaviors -----	41
Chemical Dependency -----	42
Student Sexuality-----	43
Eating Disorders -----	45
Suicide -----	47
Destructive Behaviors Toward Others -----	48
School Safety-----	49
Abusive Behavior-----	51
Bullying Behavior-----	53
Challenges for the Global Community-----	55
The Challenge for Education -----	57

### **SECTION TWO / 59**

#### **ESSENTIAL ELEMENTS FOR CONSIDERATION**

### **Chapter 4 / 61**

#### **Discovering Life Success**

Self-Concept Development-----	61
The Self-Concept Series -----	63

Using the Self-Concept Series with Students -----	64
Impact of Interactions -----	66
Characteristics of Healthy People -----	67
Skills Needed for Success-----	69

## **Chapter 5 / 71**

### **Uncovering The Hidden Curriculum**

Personal, Social, Emotional, and Behavioral Skills -----	71
--	----

## **Chapter 6 / 79**

### **Strategies to Promote Academic Success**

Multiple Intelligence Understanding -----	79
Higher Ordered Thinking -----	80
Learning Styles -----	81
Brain Research -----	82
Cognitive Skills -----	82
Self-Assessment for Growth -----	84
Collaborative Endeavor -----	84
Students Who Achieve Academic Success -----	85

## **Chapter 7 / 87**

### **Ways People Learn and Change**

Experience -----	87
Awareness -----	88
Skills -----	89
Practice -----	90
Patience to Support the Process -----	91
The Change Process -----	92
The Constant Is the Affective Base -----	94

**Chapter 8 / 97**  
**Understanding the Role of School Climate**

Safe Climate -----	99
Supportive Climate -----	101
Democratic Climate -----	102
Inviting Climate -----	103

**SECTION THREE / 107**  
**THE PLAN: A MODEL TO FOLLOW**

**Chapter 9 / 109**  
**A Systems Approach to Maximize Potential**

A Systems Approach -----	112
Behavior Management Component (External Environment) --	114
Self-Talk/Self-Pictures Component (Internal Environment) ----	115
Curriculum Component (Student Skills)-----	117
Implementation Skills Component (Staff Skills) -----	118
Family Involvement Component -----	120
System Observation/Evaluation-----	121
The 3- to 5-Year Plan -----	122

**Chapter 10 / 125**  
**An Innovative Approach to School Counseling**

Organization of Program Components -----	127
The Foundation/Developmental Guidance System-----	129
Counseling Groups -----	131
Individual Counseling-----	132
Other School Counseling Program Components -----	133
Resource Development-----	133

Classroom Enrichment Units -----	134
Staff Involvement -----	135
Family Involvement -----	135
Professional Teams or Committees -----	135
Importance of Program Observation, Evaluation, and Accountability -----	136
Developing the School Counseling Program -----	137

## **Chapter 11 / 139**

### **The Life Lab: A Multidimensional Learning Approach**

The Traditional Classroom -----	139
The Real Classroom -----	141

## **SECTION FOUR / 147**

### **SOLUTIONS FOR STUDENT SUCCESS**

## **Chapter 12 / 149**

### **Developing Spirit, Purpose, and Potential**

Overview of Solutions for Challenges -----	149
Information Needed for All Solutions -----	150
Solutions for General Challenges -----	153
Self-Concept Development -----	153
Academic Achievement and Academic Success -----	155
School Improvement and Redesign -----	157
Technology Development and Application -----	158
Gender Equality -----	160
Multicultural Sensitivity and Understanding -----	161
Sexual Orientation Sensitivity and Understanding -----	162
Sexual Harassment -----	164

Sensitivity to and Understanding of Persons with Disabilities .....	165
Invitational Education.....	166

### **Chapter 13 / 169**

#### **1 + 1 = 3**

Student Skill Development Solutions .....	169
Emotional Intelligence.....	170
Social Skills .....	172
Conflict Resolution and Peer Mediation .....	173
Peace Education .....	175
Character Education.....	177
School-to-Career .....	179
Loss Management: Handling Grief.....	181
Anger Management.....	184

### **Chapter 14 / 187**

#### **Empowering Students With Solutions**

Solutions for Self-Destructive Behaviors.....	188
Chemical Dependency .....	189
Student Sexuality.....	192
Eating Disorders .....	194
Suicide .....	197
Solutions for Destructive Behaviors Toward Others .....	199
School Safety.....	201
Abusive Behavior.....	203
Bullying Behavior .....	206
A Positive Response to Global Challenges: Pre-K–12 and Beyond.....	209
The Beginning .....	211

---

**A Closing Note / 213**
**Glossary of Terms / 215**

Affective-----	217
Affective Domain -----	217
Affective Skills-----	217
Behavior Management Component-----	217
Behavioral Skills -----	217
Character Education-----	217
Children’s Affect Needs Assessment (CANA)-----	217
Class Meetings-----	218
Congruence-----	218
Cooperative Learning -----	218
Curriculum Component -----	218
Decision Making/Problem Solving -----	218
Developmental Guidance System -----	219
Developmental Guidance Systems Model and Plan-----	219
Developmental Guidance Process-----	219
Ego-----	219
Emotional Intelligence-----	219
Emotional Skills -----	220
Essential Learning Strand-----	220
Facilitate -----	220
Facilitator -----	220
Group Cooperation-----	220
Holistic -----	220
Implementation Skills Component -----	220
Invitational Education-----	221
Invitational Teaching Survey (ITS) -----	221
Life Lab -----	221

Multicultural -----	221
Multidimensional-----	222
Multiple Intelligences -----	222
Observation/Evaluation -----	222
Other Awareness -----	222
Personal Skills -----	222
Purpose -----	222
Role Playing -----	223
School Counseling Program-----	223
School Counseling Schoolhouse Model-----	223
Self-Awareness -----	224
Self-Concept-----	224
Self-Concept Series -----	224
Self-Concept Series Weave -----	224
Self-Control -----	224
Self-Esteem-----	224
Self-Perception-----	224
Self-Talk/Self-Pictures Component -----	224
Self-Vision-----	225
Social Skills -----	225
Spirit -----	225
Systematic -----	225
Systemic -----	225
Systems Approach -----	225

### **Other Publications / 227**

# 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 first-hand 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.

**PAGE INTENTIONALLY  
LEFT BLANK**

## SECTION AND CHAPTER OVERVIEW

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.

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)

Radd, T. R. (2014). ***The Grow With Guidance® System Primary Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-60-5

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)

Radd, T. R. (2014). ***The Grow With Guidance® System Intermediate Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-62-9

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)

Radd, T. R. (2014). ***The Grow With Guidance® System Middle School Level Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-63-6

Radd, T. R. (2007). ***The Grow With Guidance® System High School Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-57-5 (1-878317-57-1)

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

Radd, T. R. (2014). ***The Grow With Guidance® System Music: G.G. Raddbearie Sings, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-68-4

Radd, T. R. (2006). ***The History, Development, and Research of the Educational Systems Model: The Grow With Guidance® System***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-52-0 (1-878317-52-0)

Radd, T. R. (2003). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond***. Omaha, Nebraska: Grow With Guidance. ISBN: 1-878317-48-2

Radd, T. R. (2003). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vols. I & II***. Omaha, Nebraska: Grow With Guidance. ISBN: 1-878317-45-8, 1-878317-46-6.

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

Radd, T. R. (2014). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. II. Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-66-7







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.



**Dr. Tommie R. Radd**

is a licensed professional counselor holding National Board Certifications and numerous counseling, teaching, and administrative licenses and certifications.

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

ISBN: 978-1-878317-58-2



9 781878 317582