
GROW WITH GUIDANCE RESEARCH REPORT SUMMARY

The overview of research findings from *The History, Development and Research of the Educational Systems Model: The Grow With Guidance System* follows:

PL-OH – 1979-1989

1. Students demonstrated growth over a ten-year period of system implementation. Total scores on the CANA included the subscales of self, other awareness, self-control, decision-making/problem-solving, and group cooperation. Student positive growth trends were consistent in the three elementary schools in spite of very different school challenges.
2. Students demonstrated consistency and/or growth over a ten-year period. This occurred at a time when many research reports in the area of self-concept and student attitudes found students disliked school as they got older and demonstrated fewer skills in the personal, social, behavioral, and emotional areas. Consistency and/or growth in the areas of personal, social, behavioral, and emotional skills demonstrated the guidance system's effectiveness and efficiency.
3. District results include all seven elementary schools and the 7th grade middle school results. District 7th grade middle school student results show trends for the retention and maintenance of student skill growth as a result of system implementation.
4. The qualitative assessments for all students indicate between 95%-99% of students report the system helping them. (Radd, 2006)

Dissertation Research – 1987-1988

1. The system has a proven positive effect on student self-concept-as-learner that is critical to students' academic performance and school behavior.
2. The system has a proven positive effect on the self-control of students.
3. Students using the system feel better about their learning.
4. Teachers who use the system are perceived and reported by students as utilizing greater invitational teaching practices, which affect class climate and environment.
5. Teachers using the system in an intensified manner report feeling better about themselves and their teaching. They have made changes to their teaching approach and report better teacher-student interaction. (Radd, 2006)

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HS-NE – 1991-1992

1. Research to determine the effectiveness of a guidance curriculum approach compared to a guidance system indicated at least a 5% growth with the experimental groups in all five strands of the CANA.
2. Qualitative data analysis indicated a 20% increase in positive affective responses in each of the six questions posed to the experimental group as compared to the control group. a) Students reported significant improvements in their learning; b) Students reported significant improvements in their relationships with each other and c) their relationships with teachers. d) Activity experiences were significantly helpful and e) indicated improvement in feelings toward self and f) their ability to solve problems.
3. Students and staff experienced increased and improved skills as the guidance system was implemented.
4. Student personal, social, emotional and behavioral skills improved and more intermediate students perceived their teachers as “always” using personally and professionally inviting practices. This suggests that as a guidance system is implemented, the process creates an inviting environment and supports teacher growth. (Radd, 2006)

WS-NE – 1995-1998

1. Positive results have been found on the Otis-Lennon Assessment and The Children's Affect Needs Assessment as well as on qualitative questions that support Invitational Teaching Survey results after using the Grow With Guidance® Systems model in all the elementary schools.
2. School district professionals anticipated a possible decline in their outstanding history of academic achievement. The guidance systems model was the only systematic change in the district that impacted all classrooms. The Otis-Lennon AAC scores indicate that the guidance systems model begun as the core of the district's classrooms resulted in increased academic achievement for students in spite of a decrease of socio-economic factors in the Omaha area (Fidler, 1999)

WS-NE – 1991-2005

WS-NE conducted longitudinal research from 1991 through 2005. Two of these research reports have already been discussed (1991-1992 & 1995-1998). The district continues to administer the CANA and qualitative assessments annually. Pre-test results are used to determine curriculum experiences for students and post-test results factored in as one indicator of progress and future priorities.

1. School district reports document that the Grow With Guidance® System is the foundation of the district initiatives for Academic Achievement, Discipline, Character Education, Safe and Drug Free Schools, and their award-winning School-to-Career program.
2. The HS Elementary School, the site of the 1991-1992 research, received the International Alliance for Invitational Education Inviting School Award in 2004.
3. District annual evaluation reports document the significant role the Grow With Guidance® System and the counseling program plays in the school district. (Radd, 2006)

1990-1991 CB-IA - Research instruments, the CANA, Florida Key, and the ITS, were used in one research study. The CANA assesses student growth in the areas of self, other awareness, self-control, decision-making/problem-solving, and group cooperation. The Florida Key assesses self-concept-as-learner, and the ITS assesses teacher's inviting practices. All results demonstrated significant and statistically significant findings on all three instruments. (Radd, 2006)

1994-1995 CE-VT - The Children's Affect Needs Assessment (CANA) was administered pre-post in all classrooms, grades 1 through 5. Teachers received a report of the results as well as a report of the statistically significant changes which resulted according to the CANA. Those results indicated that of the five curriculum areas addressed through the program, self-awareness, decision-making/problem-solving, awareness of others, group cooperation and self-control, there was, overall, positive growth experienced by the student population. Also, there was significant positive growth in the areas of decision-making/problem-solving, other awareness and group cooperation. The Grow with Guidance® System was a successful "next step" in the school restructuring efforts. It was well suited for school needs and provided a method of evaluating the changes, thereby supporting restructuring efforts. (Radd, 2006)

1996-1998 AS-NE - Instruments used include the CANA and ITS. The CANA results demonstrated growth over the two years of the research. Gains on district totals and all but two grade level totals were reported. The ITS results demonstrated growth over the two years and mixed gains on the grade level and district totals. Qualitative results of student responses reported in the areas of self-concept and identified indicators demonstrated consistent student growth from 1996 to 2001. (Radd, 2006)

1999-2000 NC-NE - Results on the CANA for three elementary schools showed growth in all areas and statistically significant gains in two of the three schools. (Radd, 2006)

1998 UP-MI - Research to determine the impact of class meetings on student growth was conducted. Class meetings are one of the recommended approaches included in the Behavior

Management Component of the Grow With Guidance® System. Class meetings and student activity experiences were combined with positive results reported. The CANA was administered with significant gains. (Radd, 2006)

2002-03 HT-OH - CANA gains were made in three of the five subscales and the assessment total in this one-year research project. (Radd, 2006)

2002-03 PM-OH - Gains were made in two of the five CANA subscales and the assessment total. This school has worked with the developmental system for many years, which may be one reason for the high student scores in both the pre- and post-test information. This is one school that continued a developmental system since 1982-1983 when they were one of the schools in the PL-OH longitudinal ten-year research. Building total scores showed a 15% difference from the scores 20 years before. (Radd, 2006)

2003-2005 LS NE - The CANA was administered to grade 2, grade 4, and grade 5 students. Gains were made in both years at all grade levels. The CANA reported student growth in the areas of self, other awareness, self-control, and group cooperation. The ITS was given in 2004-2005 to all fifth and sixth grade students. Students in the four classrooms reported growth on the building scores in the personally inviting subtotal and the total. One classroom of fifth graders reported small decreases in the subtotal of professionally inviting and total scores, but scores on the pre- and post- were high and well within positive limits. (Radd, 2006)

1998-2005 - Graduate Student Research - The CANA results gathered to date demonstrate the effectiveness of the application of a student-centered educational guidance systems model. Eighty-three classrooms were used for elementary system implementation. Of those classrooms, 79 classrooms have shown improvement in one to all essential learning strands; four classrooms have no improvements indicated. Gains were made in 95% of all classrooms that received an educational guidance system from the 39 graduate practicum students. Of those 95% of all classrooms that made gains, 66% indicated statistically significant positive gains. (Radd, 2006)

International - Korea 2000 (research conducted by Dr. Sook Lee) - The results of the study support the positive effects of a comprehensive developmental guidance program in multicultural perspectives. Comprehensive approach is developmental, sequential, and integral. It assists students in acquiring and using life-long learning skills. Among the various programs provided, The Grow With Guidance® System is well designed and includes the core for student development based on self-concept development, which facilitates students' development, guidance, and character education.

The system implementation on Korean elementary school students provides the data that implies the importance of the role of program and educational services to students through collaborative work. It showed the significant impact on enhancing students' self-concept and behavior management including cognitive, social, physical, and emotional growth. It also indicates that collaborative work with teacher, parent, and student does strengthen all aspects of students' development as well as character development.

Especially, the Grow With Guidance® System offers the importance of integrating the guidance program within the elementary school program throughout the grades, which helps teach and cultivate character traits, disposition, or attitudes in students.

Note: CANA reliability showed the Cronbach Alpha as .86 in Korea and .87 in the USA. This shows the instrument as reliable when used in different cultures. (Radd, 2006)

International - Hong Kong 1995-1997 (research conducted by Dr. Peter Wong) - The summary of comments (about 200 questionnaires including school heads and teachers) from the pilot schools that had joined the System pilot for one year (1996-1997) follows:

1. Comment of the pupils participating in the Grow With Guidance® Scheme
 - a. They liked to attend the class for GWG and always ask when will they have class again.
 - b. Pupils are very involved and participated actively in the activities, they would think diligently in the class and this performance of pupils can be seen in other classes as well during this period.
 - c. There are increased communication between teachers and pupils. Teachers found they know more about their pupils and pupils found themselves much easier to talk to their teachers.
 - d. Pupils are more able to control themselves and through the learning of the declaration of self they learn responsibilities and with the slight help from the teachers they could keep the discipline in the school.
 - e. Individual pupils who are not so bright academically could express their opinions freely and get recognition from the teachers which has help to establish their self-esteem and this has help them to improve academically.
2. Comments from teachers participating in the Grow With Guidance® Scheme
 - a. Teachers have a more positive belief towards teaching their pupils such as seeing those pupils whom are less bright are more willing to participate in the GWG class which has positive message sent back to the teachers concerned.
 - b. Teachers are more willing and active to learn ways to communicate with their pupils such as the I-message, etc.

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- c. Teachers are able to put in to practice the concept they teach in class and apply them to daily interactions among their peers.
 3. Change in the school atmosphere as a result of the Grow With Guidance® Scheme
 - a. More group cooperation is seen and less complaints from pupils.
 - b. Pupils are more able to respect others such as more polite, greet each other and more attentive in class, etc.
 - c. Teachers are more receptive to pupils especially about their differences.
 - d. Pupils are not just rated by their grades alone.
 4. Change in school policies as a result of the Grow With Guidance® Scheme
 - a. Schools are more able to have a clear objective towards guidance and counseling.
 - b. Schools are more able to integrate different subjects across the curriculum such as moral civic education etc. to formulate the class for the GWG.
 - c. Schools are more able to mobilize resources in the community in the development of guidance work in the school.
 5. Some of the limitations that are collected for the pilot schools:
 - a. Time - The guidance lesson has to compete with the time of other classes.
 - b. Teaching materials - Additional materials need to be developed to meet the desired outcomes for students.
 - c. Professional Support - The support was adequate for the first year of the pilot. It has been difficult to maintain the needed level of support.
 6. Teacher Education and Support. In order to implement a Whole School Approach and expand on the positive feedback from the pilot program using the concepts of the Grow With Guidance® System, teachers need preparation and support. The Hong Kong Institute of Education is working with the Hong Kong Department of Education to provide experiences and courses in teacher education and for practicing teachers. These courses and experiences will better prepare educators to implement the Whole School Approach. (Radd, 2006)

Conclusion

Research implications are that the guidance system may be integral for prevention of destructive behaviors, the development of important skills needed for student academic achievement and progress and life success. The model addresses the necessary:

1. staff support and development needed for effective teaching and relationships.
2. student, staff, and family skill building in all domains.
3. inviting climate needed for growth and change.
4. dynamic and multi-dimensional change process for transformation.

5. skills and processes needed for student involvement, reflection, and practices that produce the best opportunity for achievement and value-added progress.
6. life lab for ongoing application of the knowledge, skills, attitudes, and dispositions over time.

The importance of designing education programs based on a development guidance system foundation and incorporating that system as the base of a proactive systematic guidance and counseling program has been documented. This systems model design is integral for increasing program accountability and student performance. Consistency and/or growth in the areas of personal, social, emotional, behavioral and academic skills demonstrate the guidance system's effectiveness and efficiency.

The system creates "life labs" that support student skill development in personal, social, behavioral, emotional, and academic standards, benchmarks, and indicators. This development is essential for healthy self-development, character qualities, teaching essential social, personal, emotional, behavioral, and academic skills, and prevention of destructive behaviors toward self and others. Also, the Grow With Guidance® System is a process that can create an inviting climate needed for learning and the foundation for improved academic achievement and progress.

These are the trends indicated from this overview of research. Expanded research information is available in the 35-year research report, *The History, Development, and Research of the Educational Systems Model: The Grow With Guidance® System*. (Radd, 2006). The research results are encouraging. Given the many challenges that still exist for our students and school programs as we move further into the 21st Century, implementing a guidance system model as outlined in this paper may present new possibilities for improving and/or eliminating many of those challenges. In addition, the dynamic system implementation process supports the change and transformation needed to bring possibilities and improvements into sustained best practice and results.

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