Preventing Heroin Addiction Among Youth Using a Comprehensive Systems Formula for Success

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Tommie Radd, PhD, LPC, NSCC, NBCC,CRC: Consultant
Doris Coy, PhD, LPCS, NCC, NCCC:: Consultant

Contact information for additional questions:
Dr. Radd, 614-607-1373; email: tradd@allsucceed.com; web site: www.allsucceed.com
Dr. Coy: email: doriscoyphd@gmail.com

__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

Preventing Heroin Addiction Among Youth Using a Comprehensive Systems Formula for Success

Agenda

I. Introduction
II. An Overview of System Chemical Dependency Formula
III. An Overview of School Counseling Program Components and Life Lab Information
IV. 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
V. Formula Applications and Enrichment Program Resources
VI. Identify 3 ideas/resources to use as a beginning plan and determine ways of expanding the plan for prevention
VII. Questions & Closing

The whole is equal to more than the sum of its parts.
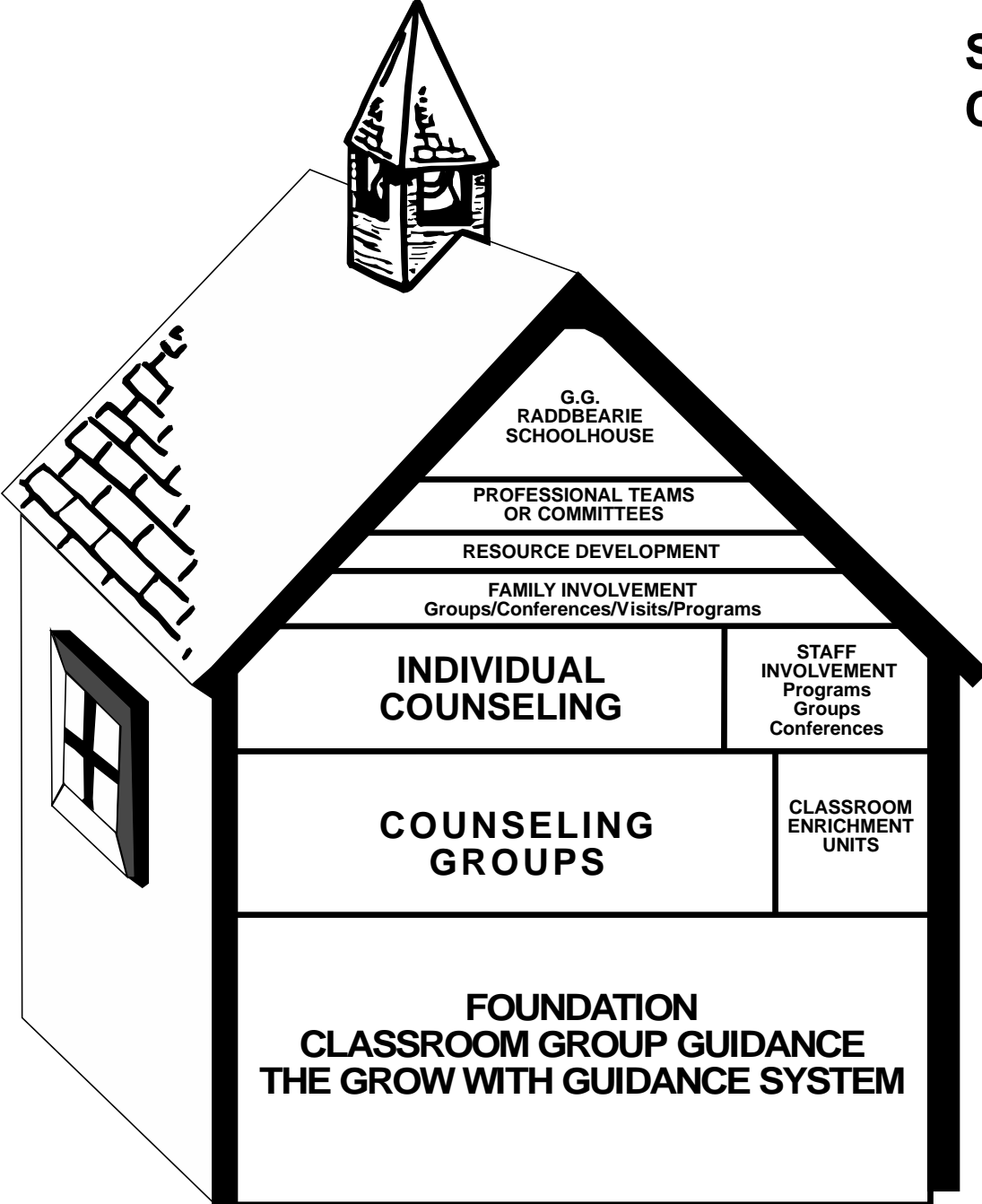
—Tommie R. Radd, Ph.D.

Chemical Dependency

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

- The education community and societal groups do not view drug-free school programs in isolation

- Schools have an environment in which students are expected to include everyone in activities and projects

- The educational community assesses and evaluates existing programs

- Educators place personal, social, emotional, and behavioral development at the heart of drug-free school programs

Overview of the System Chemical Dependency Formula

- Comprehensive School Counseling Program System – Program Components Are Interrelated and Interactive

- Guidance System is the Foundation of the School Counseling Program

- Crisis Plan

G.G. RADDBEARIE SCHOOLHOUSE

PROFESSIONAL TEAMS OR COMMITTEES

RESOURCE DEVELOPMENT

FAMILY INVOLVEMENT
Groups/Conferences/Visits/Programs

INDIVIDUAL COUNSELING

STAFF INVOLVEMENT
Programs
Groups
Conferences

COUNSELING GROUPS

CLASSROOM ENRICHMENT UNITS

FOUNDATION
CLASSROOM GROUP GUIDANCE
THE GROW WITH GUIDANCE SYSTEM
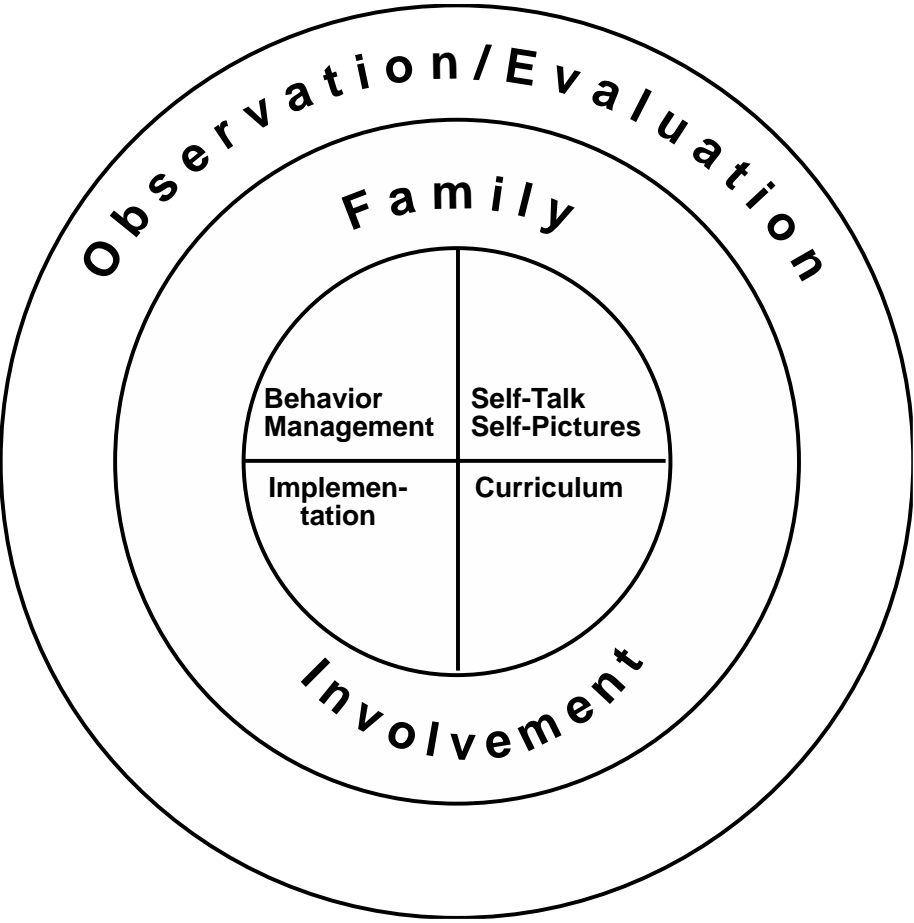
Suggested Elementary Counselor Time Allocations
I.   Foundation: 40%
II. Counseling Groups: 30%
III. Individual Counseling: 10%
IV. All Others: 20%

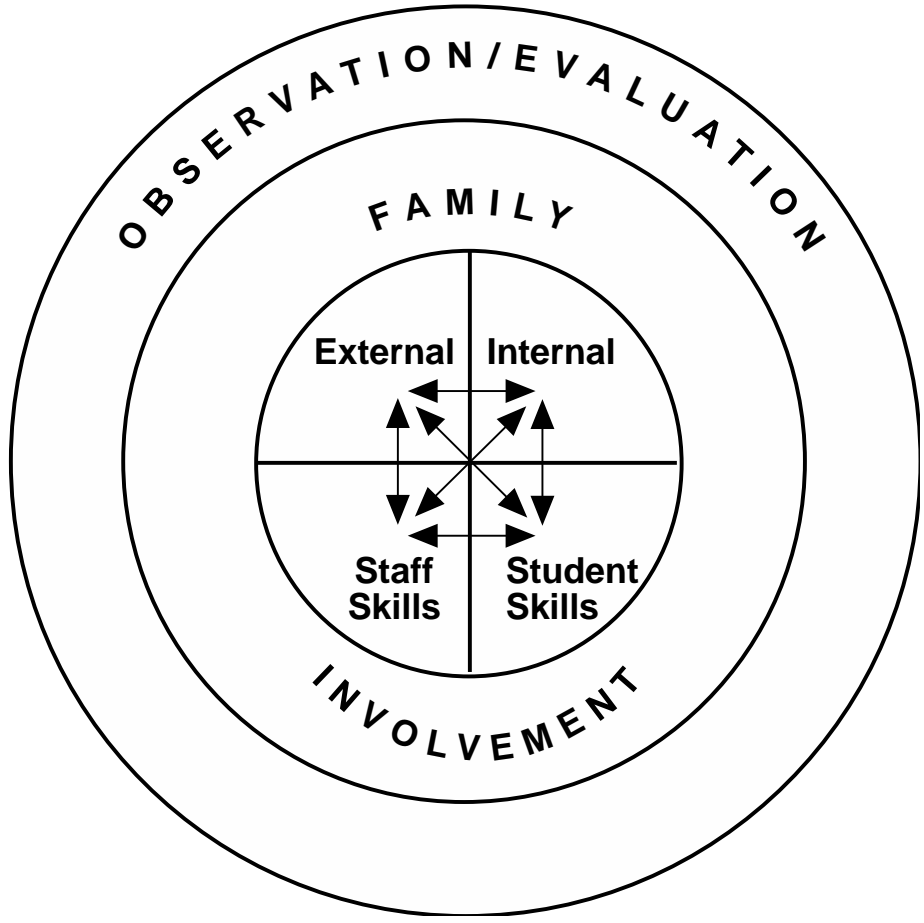**Suggested Middle/JR. High School Counselor Time Allocations**
I.   Foundation: 35-30%
II. Counseling Groups: 30-35%
III. Individual Counseling: 10%
IV. All Others: 25%

Suggested High School Counselor Time Allocations
I.   Foundation: 30-25%
II. Counseling Groups: 30-35%
III. Individual Counseling: 10%
IV. All Others: 25-35%

Left Diagram

Observation/Evaluation

Family

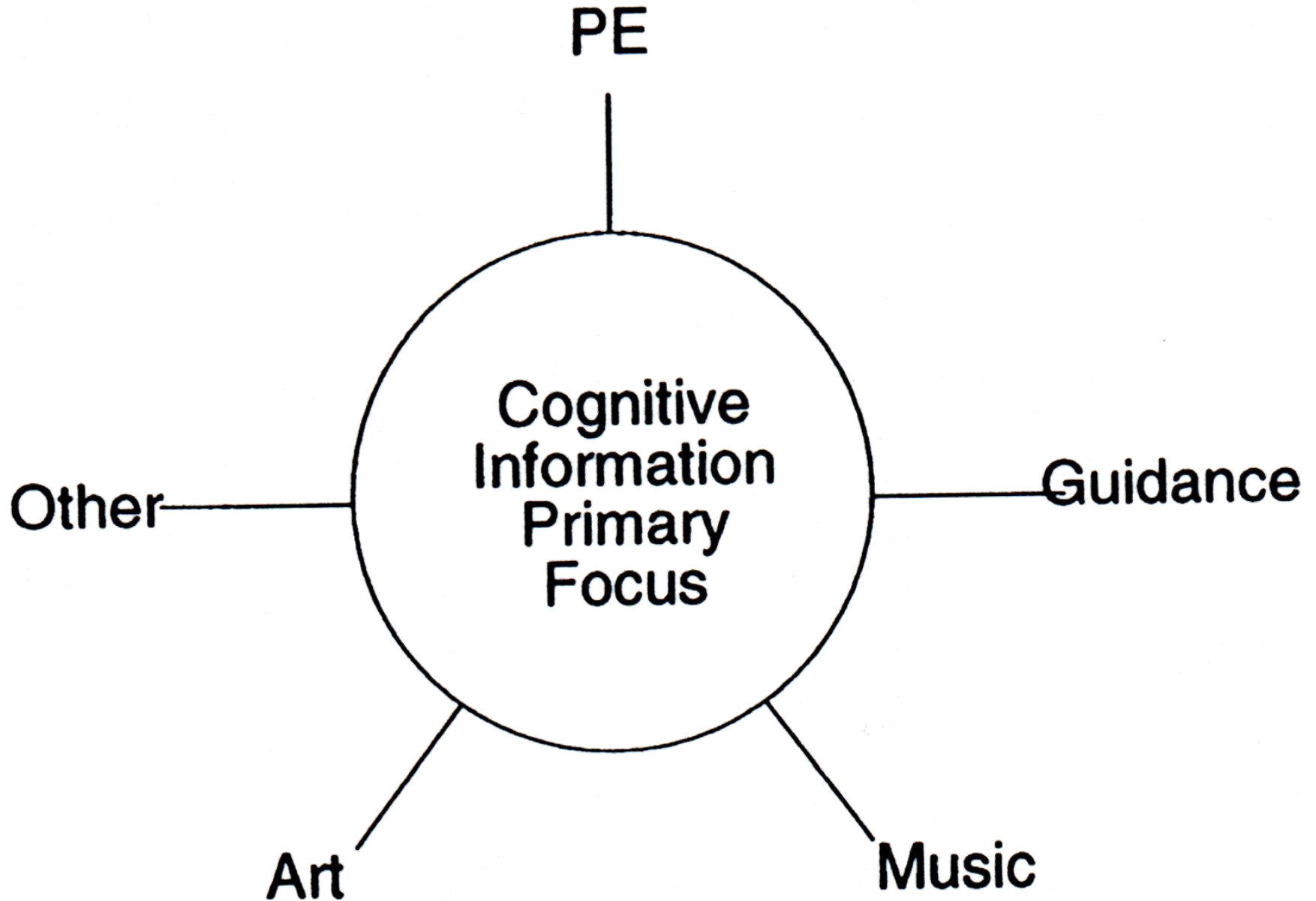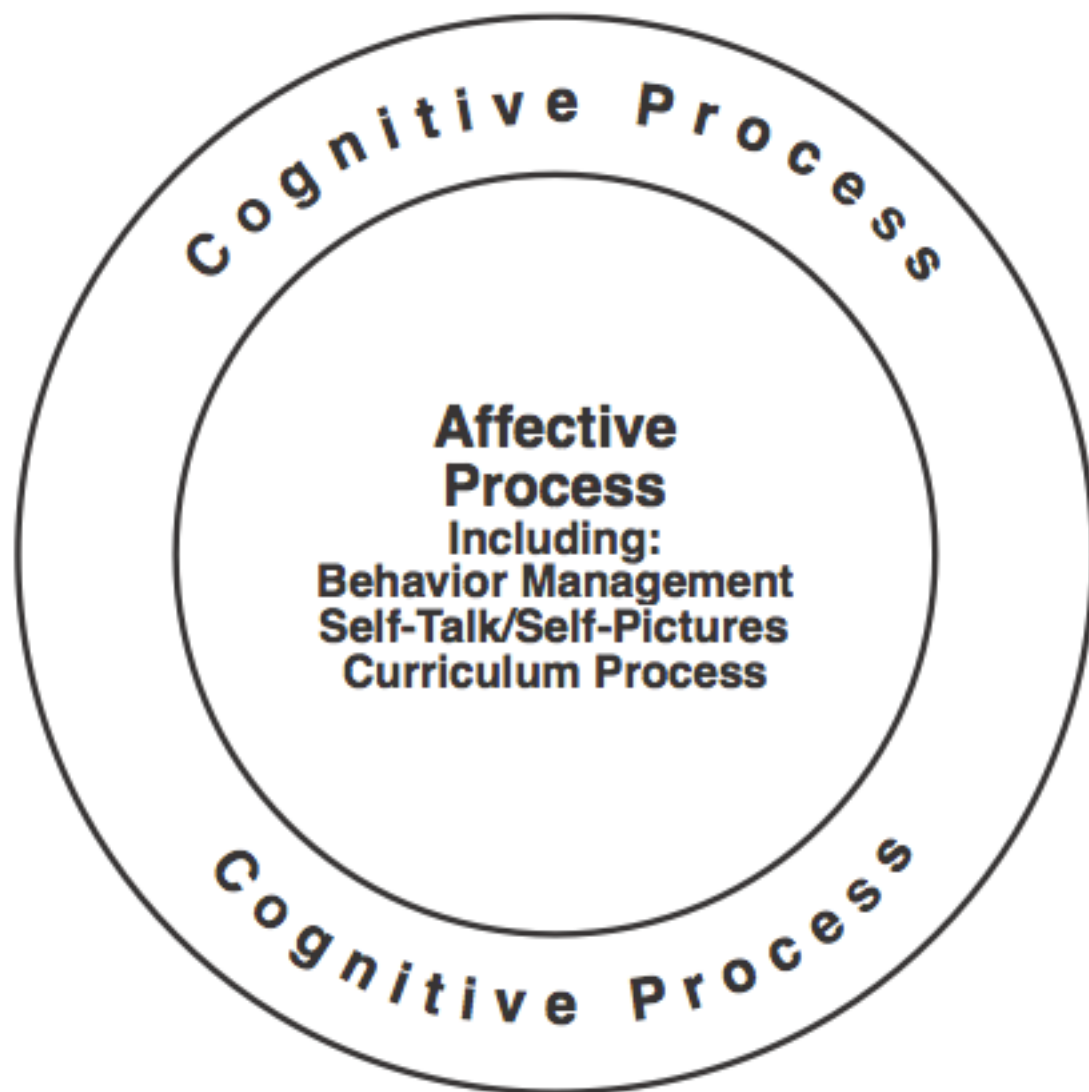|	
Behavior Management	Self-Talk Self-Pictures
Implementation	Curriculum

Involvement

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.

Right Diagram

OBSERVATION/EVALUATION

FAMILY

External	Internal
Staff Skills	Student Skills

INVOLVEMENT

The interactive, interrelated, and interdependent movement between system components.

The Traditional Classroom

PE

Other

Cognitive
Information
Primary
Focus

Guidance

Art

Music

Cognitive Process

Affective
Process
Including:
Behavior Management
Self-Talk/Self-Pictures
Curriculum Process

Cognitive Process

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.

The Grow With Guidance® System

Consultation • Collaboration • Coordination • Facilitation • Communication (left vertical label)

Core Skills for All Components and Essential Learning Domain Standards (ELD)

System Components

Behavior Management	Self-Talk/ Self Pictures	Implementation Skills	Family	Curriculum		
				Personal, Emotional, Behavioral, Social (PEBS)	Academic	Career
Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	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

Behavior Management	Self-Talk/ Self Pictures	Implementation Skills	Family	PEBS	Academic	Career
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

Interactive • Interrelated • Interdependent System

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

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

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
_____ 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	❏	❏
2. Self-Talk/Self-Pictures	❏	❏
3. Curriculum	❏	❏
4. Implementation Skills	❏	❏
5. Family Involvement	❏	❏

Content Area	American School Counselor Association National Standards	National Career Development Guidelines	Grow With Guidance® System
Academic Standards and Indicators	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.	ED1. Attain educational achievement and performance levels needed to reach your personal and career goals. ED2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.	Students will: 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	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.	CM1. Create and manage a career plan that meets your career goals. CM2. Use a process of decision-making as one component of career development. CM3. Use accurate, current and unbiased career information during career planning and management. CM4. Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment. CM5. Integrate changing employment trends, societal needs and economic conditions into your career plans.	Students will: 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	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.	PS1. Develop understanding of self to build and maintain a positive self-concept. PS2. Develop positive interpersonal skills including respect for diversity. PS3. Integrate growth and change into your career development. PS4. Balance personal, leisure, community, learner, family and work roles.	Students will: 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
Developmental Framework	Clear role of Facilitation and Communication
Comprehensive	Guidance system that is interactive, interrelated and interdependent
Proactive	Student-centered curriculum for all students
Focus on learning	Review and apply core skills yearly
Clearly defined	Curriculum built on a framework that spirals throughout system and program components
Includes an accountability plan	Comprehensive observation, evaluation and accountability plan
Educational Team in a school	Multidimensional versus linear system design
Includes Collaboration, Consultation, Coordination	System based on extensive research and multidisciplinary theoretical base
	Life Lab included
	Diagnostic instruments, CANA, ITS, and Florida Key included
	Strong focus on advocacy with a positive focus
	Offers formulas for solutions to challenges
	Comprehensive self-concept process included
	Innovative role in school improvement and design
	Integrated change process
	Strong benefits for all students including at-risk, urban, those from every culture, and those resilient through challenges
	Positive focus on family and staff involvement
	High expectations for all within an inviting climate
	Infused invitational education theory and practice
	Integrated learning community with service learning applications

Enrichment Programs – Student, Staff and Family Development Resources

Heroin Defined

- heroin

- A substance derived from the plant, poppy flower. Found in most regions of the world, and created in Southeast and Southwest Asia, Central America and the Mideast. Heroin comes in two forms, tar and china. Tar is usually made in Mexico, while the china (hence, "fine china") comes from the other sections of the world in many colors, shades, and cuts. There are many ways to use heroin, including intravenously- with a needle, smoking- using foil; "chasing the dragon", and snorting the substance. Many users each year overdose and die, relapse, get arrested, or stay addicted. Heroin is displayed to be a highly fashionable drug, but is not. Slang terms for heroin are: junk, dope, smack, shot, shit, h, etc.
The onset of a heroin "rush" from a needle is about 3-7 seconds, and lasts about 3 seconds.

- Heroin is horrible and deadly. Believe me, please. I know what I'm saying, don't think that it's cool.

- http://www.urbandictionary.com/define.php?term=heroin&defid=1840859

Addiction Information YouTube

- Articles/understanding-addiction

- Addiction is a brain disease with some at higher risk – family predisposition is one important factor to teach our communities.

Addiction Disease Info YouTube Begin at 3:12 minutes

- [Addiction Brain Disease Info and Treatment](#)
- Is addiction just a bad habit or a disease? The answer is – it's a disease. Dr. Phil and Pfizer Chief Medical Officer Freda Lewis-Hall, M.D. explain and discuss what to do if you or a loved one is facing addition.

Impact of Heroin Addiction on the Brain

- [A look inside the brain of a 29 year old drug user](#)

- This YouTube with Dr. Bradley Jabour, Neuroradiologist and Dr. Phil demonstrates the impact of addiction on the brain.

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

Behavioral Symptoms

- The more appalling behavioral symptoms of heroin addiction entail how a person treats others as well as how one treats his or herself. Heroin's effects in the brain essentially "fry" a person's emotions causing mood swings, angry outbursts and hostility towards others in general. Someone addicted to heroin will also tend to neglect personal hygiene and grooming practices and may not bathe or change his or her clothes for days on end.
- http://www.opiate.com/heroin/effects-of-heroin-on-the-body/
- http://www.opiate.com/the-most-appalling-symptoms-of-heroin-addiction-and-how-opioid-withdrawal-treatment-will-improve-your-life/

Brain Imaging Potential

- Recent studies suggest that imaging has the potential to help clinicians determine the most appropriate level of treatment for individual patients and monitor their progress toward recovery. [Paulus, Tapert, and Schuckit (2005)](#) performed functional MRI on a group of men entering treatment for methamphetamine addiction while they made decisions during a psychological test.

Effects of Treatment on the Brain

- Imaging researchers also have been documenting changes that appear to represent brain recovery in response to treatment. One group has applied MRS to evaluate the effects of methadone maintenance therapy on heroin-addicted individuals (Silveri et al., 2004). T

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2851068/

Brain and Behavioral Disorder

- Imaging studies, together with other research, overwhelmingly indicate that drug addiction must be viewed as both a disease of changed brain biology and a behavioral disorder.

- NCBI Imaging and Addiction Information

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2851068/

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- **Investigating Drug Abuse: Brain Imaging - YouTube**
- www.youtube.com/watch?v=DaifOWSKjdA
- Jun 25, 2014 ... The National Institute on Drug Abuse's (NIDA) **Dr**. Thomas Ross describes the use **of brain imaging** at the Neuroimaging Research ... NIH: **Brain Imaging** Reveals What Causes **Drug Addiction** in Humans - Duration: 22:59.

- **[Imaging the Addicted Human Brain](#)**
- www.ncbi.nlm.nih.gov/pmc/articles/PMC2851068/
- Modern **imaging** techniques enable researchers to observe **drug** actions and consequences as they occur and persist in the **brains of** abusing and **addicted**

- **[Ohio State psychologist says drug addicts are no...](#)**
- http://www.dispatch.com/content/stories/insight/2014/10/26/01-mind-control.html
- Oct 26, 2014 **... Dr**. **Brad** Lander, clinical director **of addiction** psychiatry at Ohio State ... Similarly, **scans** depicting overall **brain** activity show a significant drop .

- **HBO: Addiction: The Film: Centerpiece Film: Brain...**
- **http://www.hbo.com/addiction/thefilm/centerpiece/616_segment_5.html**
- Total Running Time: 6:15 min. The ability to look inside the **brain** through electronic **imaging** has yielded many advances in the study **of addiction**,

- **Drugs and the Brain | National Institute on Drug Abuse**

- https://www.drugabuse.gov/related-topics/drugs-brain

- The human **brain** is the most complex organ in the body—you need it to **drive** a car, to enjoy … functions and can **drive** the compulsive **drug** abuse that marks **addiction**. … New high-resolution, non-invasive **imaging** techniques

- [Opiate Addiction Information](#)

- This article by Addiction Therapy Services (ATS) explains how opiate addiction works.

- [Healthy Healing Nuitrition Information](#)

- This article discusses ways nutrition may help the brain heal from addiction.

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- http://healmindbody.com/services/addiction-recovery-program/

- The MindBody Medicine Center has an article that may be of interest: NTR: Addiction Recovery Using Intravenous NAD and Amino Acids

- http://www.sovhealth.com/addiction-treatment/nad-therapy-addiction-treatment/

- The Sovereign Health Group provides an informative article about NAD therapy and addiction treatment.

International Alliance
for Invitational Education IAIE

- The comprehensive systems formula for chemical dependency 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