

**Alignment of the Grow With Guidance System[®] with the ASCA
Mindsets/Behavior Standards**

Content Area	ASCA Mindsets and Behaviors for Student Success (ASCA, 2019)	Grow with Guidance System [®] Benchmarks and Indicators
<p>Personal Emotional Behavioral Social (PEBS)</p> <p>SELF</p>	<p>Students will:</p> <ul style="list-style-type: none"> - M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being (PEBS) - M 2. Self-confidence in ability to succeed (PEBS) - M 3. Sense of belonging in the school environment (PEBS) - B-LS 2. Demonstrate creativity (PEBS - Self) - B-SS 4. Demonstrate empathy (PEBS-S) - B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary (PEBS-S) - B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities (PEBS- S/DM) 	<p>Self-Indicators - Students will:</p> <ul style="list-style-type: none"> - 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 - ST/SP A.1. express and write helpful statements about self - ST/SP A.2. encourage self through helpful thoughts and evaluate their personal self-talk process - ST/SP A.3. develop helpful visions of potential development - ST/SP A.4. develop an action plan with a timeline to assist them in reaching <ul style="list-style-type: none"> - their vision and potential development - ST/SP A.5. encourage each other with helpful statements - ST/SP A.6. develop and apply relaxation strategies <p>ST/SP = Self Talk/Self Pictures</p>
<p>OTHER AWARENESS</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-SS 2. Create positive and supportive relationships with other students (PEBS-OA) - B-SS 3. Create relationships with adults that support success (PEBS-OA) 	<p>Other Awareness Indicators - Students will:</p> <ul style="list-style-type: none"> - 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

<p>SELF-CONTROL</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-SMS 1. Demonstrate ability to assume responsibility (PEBS – SC) - B-SMS 2. Demonstrate self-discipline and self-control (PEBS- SC) - B-SMS 7. Demonstrate effective coping skills when faced with a problem (PEBS – SC) - B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment (PEBS-SC) 	<p>Self-Control Indicators -</p> <p>Students will:</p> <ul style="list-style-type: none"> - 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
<p>DECISION-MAKING PROBLEM-SOLVING</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-SMS 3. Demonstrate ability to work independently (PEBS – DM) - B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards (PEBS – DM) - B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals (PEBS- DM) - B-SMS 8. Demonstrate the ability to balance school, home, and community activities (PEBS – DM) - B-SMS 9. Demonstrate personal safety skills (PEBS- DM) - B-SS 5. Demonstrate ethical decision making and social responsibility (PEBS-DM) - B-LS 1. Demonstrate critical-thinking skills to make informed decisions (PEBS - DM) - B-LS 5. Apply media and technology skills (Academic) - B-LS 6. Set high standards of quality (PEBS - DM) - B-LS 7. Identify long- and short-term academic, career and social/ emotional goals (PEBS - DM) - B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions (PEBS - DM) 	<p>Decision-Making/Problem-Solving Indicators –</p> <p>Students will:</p> <ul style="list-style-type: none"> - 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; students will describe alternative ways of coping with stressful situations. - D.3. demonstrate the power of peer pressure upon the choices a person makes; students will 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. - BM A.1. demonstrate an understanding of the purpose of behavior. - BM A.2. become responsible for behavioral choices through identification and acceptance of the consequences of their actions. - BM A.3. demonstrate positive behavior interactions. - BM A.4. encourage each other concerning behavioral improvements. - BM A.5. identify support resources available to them for problems.

<p>GROUP COOPERATION</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-SS 1. Use effective oral and written communication skills and listening skills (PEBS-GC) - B-SS 6. Use effective collaboration and cooperation skills (PEBS-GC) - B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams (PEBS-GC) 	<p>Group Cooperation Indicators - Students will:</p> <ul style="list-style-type: none"> - E.1. give and accept validating statements - E.2. demonstrate group support for a concern or problem - E.3. name behaviors that may help or hinder group effort - E.4. demonstrate effective listening skills
<p>ACADEMIC</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-LS 3. Use time-management, organizational and study skills (Academic) - B-LS 4. Apply self-motivation and self direction to learning (Academic) - B-LS 8. Actively engage in challenging Coursework (Academic) - B-SMS 6. Demonstrate ability to overcome barriers to learning (PEBS-Academic) 	<p>Academic Indicators - Students will:</p> <ul style="list-style-type: none"> - 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
<p>CAREER</p>	<p>Students will:</p> <ul style="list-style-type: none"> - B-LS 10. Participate in enrichment and extracurricular activities (Academic/Career) - M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success (Career) - M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes (Career) - M 6. Positive attitude toward work and learning (Career) 	<p>Career Indicators -: Students will:</p> <ul style="list-style-type: none"> - G.1. understand career/employment possibilities. - G.2. know where and how to find additional information about careers/employment. - G.3. describe the necessity and value of all types of careers/employment.