

Building Strong Self-Worth in All Elementary School Students Using Multi-Tiered System of Supports

Christine Suniti Bhat, PhD, LSC, LPC (bhatc@ohio.edu)

Tommie Radd, PhD, LPC (tradd@allsucceed.com)

Kristin Chamberlain, PhD, LSC, LPC (chamberlain@ohio.edu)

The Tommie Radd Professorship in School Counselor Education
Ohio University Counselor Education

Objectives

Objective 1

- Participants will receive an overview of research regarding the importance of building a secure sense of self-worth in elementary school students.

Objective 2

- Participants will learn the Self-Talk/Self-Picture System Component (Radd, 2021) from The Grow with Guidance Systems Model (2021) that aligns with the ASCA National Model (2019) as a comprehensive, developmental, and results-oriented framework for prevention and intervention in schools.

Objectives

Objective 3

- Participants will obtain interventions to build a strong sense of self-worth suitable for implementation at each tier in a Multitiered System of Supports (MTSS; ASCA, adopted 2008, revised 2014, 2018, 2021).

Objective 4

- Participants will actively engage in discussion on how to adapt interventions to build a secure self of self in students at Tiers 1, 2, and 3 so that results will permeate through the whole school community. Participants will receive information on how to measure the effectiveness of strategies, including how they might partner with Ohio University to implement the Grow with Guidance system and complete pre-and-post assessments.

Self

- SELF-WORTH – a sense of one's own innate value as a human being. Self-worth is the internal sense of being good enough and worthy of love and belonging from others.
- SELF-WORTH THEORY – An individual's main priority in life is to find self-acceptance (Covington & Beery, 1976).
- SELF-CONCEPT - Self-concept is the image we have of ourselves, both positive and negative attributes.
- UNCONDITIONAL SELF ACCEPTANCE (USA) proposed by Albert Ellis.
- A POSITIVE SELF-CONCEPT IS REFLECTED IN A HIGH SENSE OF SELF- WORTH.
- HEALTHY SELF-CONCEPT DEVELOPMENT is essential for student success (Radd, 2021).

Importance of Secure Sense of Self-Worth & Self-Concept during Elementary School

- Improved social cognition
 - Students with a secure self-concept are better at recognizing emotions (positive and neutral facial expressions) in others (Cordeiro et al., 2021).
- Students feel more confident about class participation (Lobos et al, 2019).
- Higher attendance rates (Lobos et al., 2019).
- Students experience a decrease in self-worth when transitioning to middle school (Onetti et al., 2019).

The Grow with Guidance (GWG) Systems Model (Radd, 2021)

- The GWG system is a developmental, performance-based system for use in schools
- The GWG system includes six interactive components:
 - **Self-Talk, Self Pictures**; Behavior Management; Implementation; Curriculum; Family Involvement; Observation/Evaluation
- The Self-Concept series and weave is present in each component to guide students to develop a strong secure self-concept.
- All activities engage the students in the process.
- Each activity builds on the previous activities, so it is a learning process that requires reviewing, connection, and practice.

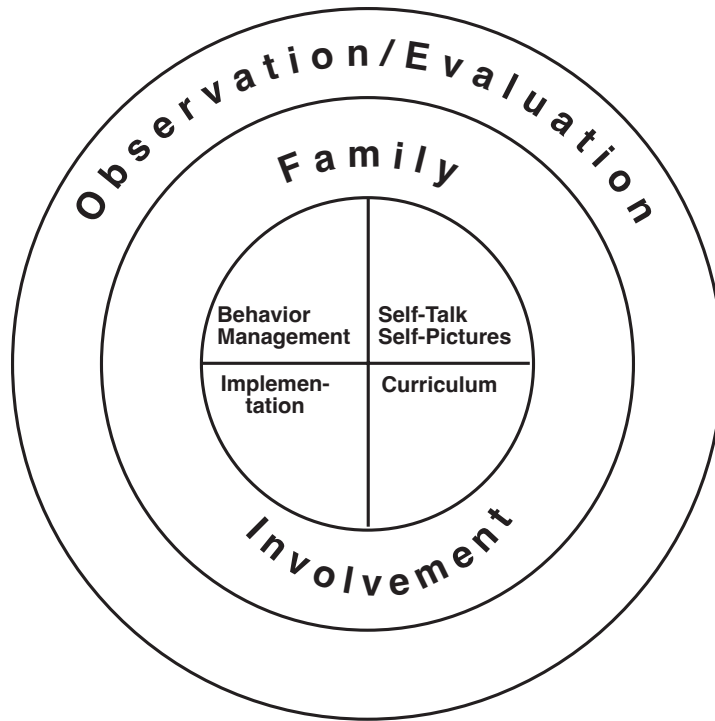
The Core of the Grow with Guidance System

- The Self-Concept series is one of the core concepts of the GWG System
- **Truth & Unconditional Acceptance:** All people are special and valuable because they are unique and different from one another.
- **Behavior:** This uniqueness comes with an inherent responsibility to help and not hurt self or others.
- **Accountability:** People are responsible for self monitoring which translates to them embracing their uniqueness and worth (Radd, 2021).

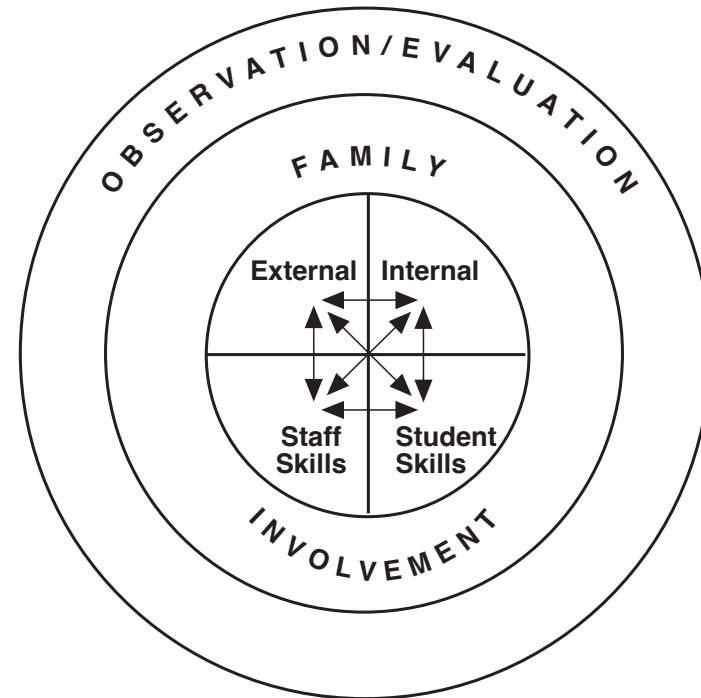
The Self-Concept Series in the GWG Model is Taught to All Students

- All are important and valuable no matter what they think, say, feel, and do.
- All show they are remembering their worth by making helpful choices toward themselves and others. They are responsible for helping, not hurting self and others.
- All are responsible for their choices. This accountability empowers all to make improvements because of their worth.

NOTE: Listen to podcast at <https://allsucceed.com/media/>



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. Bhat, Radd, & Chamberlain, AOCC, 2023



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

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

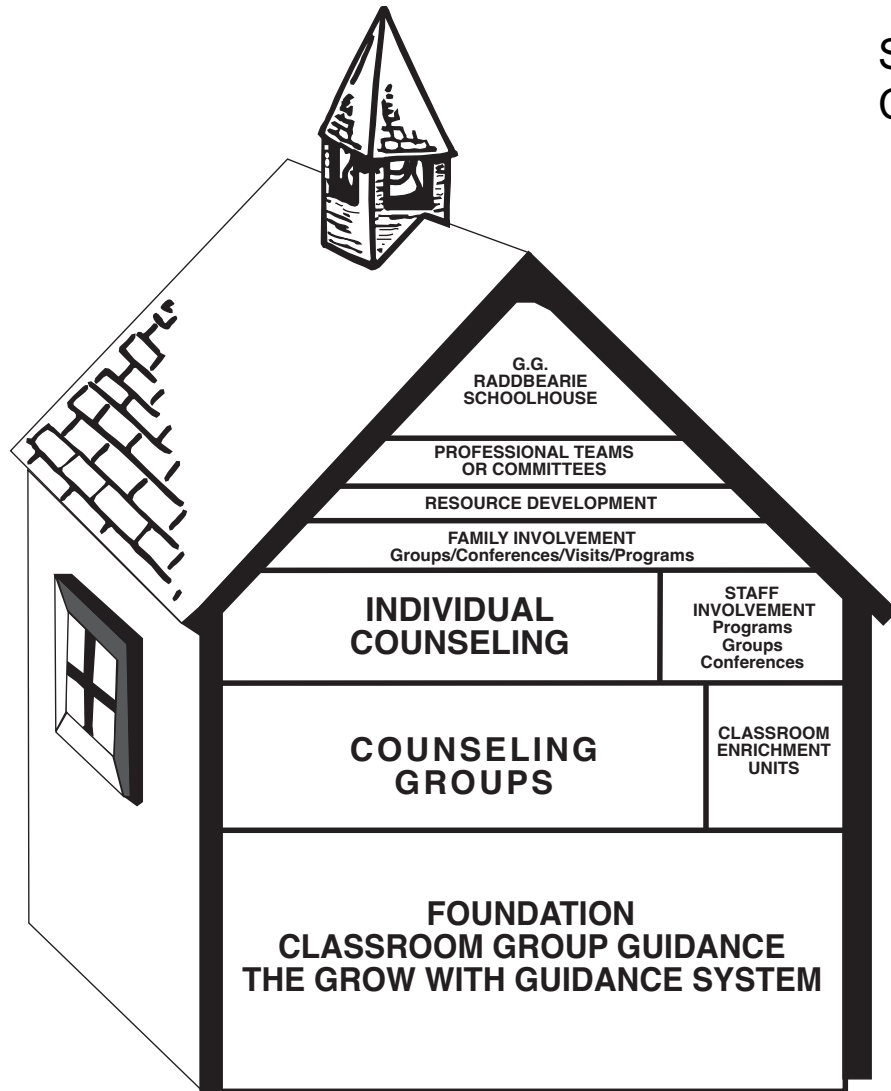
It is recommended that all system information be included for families when possible.

VI. Developed a 3- to 5-year plan in the components for simultaneous, slow implementation.

	Yes	No
1. Behavior Management	<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"/>

Bhat, Radd, & Chamberlain, AOCG 2014





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%

1-5%
INDIVIDUAL STUDENTS

Increased Individual, Family,
Staff Interventions

- Increased academic, personal, emotional, behavioral, social programming
- Increased targeted individual resources & counseling
- Assessments to target individual growth & determine options based on results & data

1-5%

5-10%

80-90%

School House

- Foundation
- Enrichment Programs
 - Staff involvement
 - Family involvement
 - Resource development
- Professional teams & committees
- Formulas
 - IAIE Formula
- Other Grow With Guidance formulas
- Academic Formulas
 - Project Child
- GWG with Academic Best Practices
- Assessments to focus programming for all students

5-10%
SOME STUDENTS
Small Groups & Individual
Counseling

- Targeted academic, personal, emotional, social, behavioral programming
 - Targeted resources
- Targeted family involvement
- Targeted staff involvement
 - Assessments to target student growth

80-90%
ALL STUDENTS
Grow With Guidance
System +
School House



Multitiered System of Supports (MTSS)

- School counselors align their work with MTSS by utilizing a school counseling program to promote positive changes in students' academics, career exploration, and behavior.
- Tier 1: Classroom instruction and schoolwide programming.
- Tier 2: Small group and individual sessions, collaboration with school personnel, parents, and community members.
- Tier 3: Indirect student support services through consultation and collaboration (ASCA 2021).

MTSS Level 1 Interventions to Address Self Worth and Self Concept from the GWG System Model

- Self-Talk/Self-Picture System Component (Radd, 2021)
- Students replace negative self-talk with positive self-talk through activities with their peers.
 - Students touch the tops of their heads when the hurtful thoughts are occurring, and then toss the thoughts out. They take their other hand and place thoughtful thoughts into their head.
 - They also practice positive self-talk statements with partners.

Self-Concept Series: Self-Talk and Self-Pictures

	Self-Concept Series Self-Talk	Self-Concept Series Self-Pictures
Step 1	"I am important and special."	A self-picture that could accompany this Step 1 statement is of a time or place that reminds the person of one's personal worth just for being a unique person. It could be a picture of the person sitting peacefully, etc. Each person can choose a picture, which can be changed as desired.
Step 2	"I help myself."	A self-picture that could accompany this Step 2 statement is of a time or situation that represents a person helping him or herself. It could be an image of the person smiling in the mirror, acting in a helpful way, etc. Each person can choose a picture, which can be changed as desired.
Step 3	"I am responsible for me."	A self-picture that could accompany the Step 3 statement is of a time or situation that represents a person being responsible and accountable for his or her actions. It could be the person following through on an assignment, apologizing for a mistake, etc. Each person can choose a picture, which can be changed as desired.

MTSS Level 1 Interventions to Address Self Worth and Self Concept from the GWG System Model

- Students replace negative self-pictures with positive ones through activities.
 - Students are asked to draw the negative pictures, then crumple them and throw them away. Then, they draw positive pictures to replace those negative ones.
 - Students keep these positive pictures at their desk to help them remember that they are unique and valued.

MTSS Level 1 and Level 2 Interventions to Address Self Worth and Self Concept from the GWG System Model

- My Personal Self Talk Self Picture Plan can be used with individuals or in small group counseling.
- The counselor leads individuals or small groups of students through exploring
 - General Self-Talk
 - Specific Self-Talk
 - Self-Picture Description
 - Remember to Use Self-Talk-Self-Pictures when
 - Remember to Relax when
 - Observe and Adjust

Available from <https://allsucceed.com/wp-content/uploads/2017/10/Page-72-of-INTERMEDIATE.pdf>

MTSS Level 1 and Level 2 Interventions to Address Self Worth and Self Concept from the GWG System Model

- Inside-Outside Self (page 186-188, GWG System, Primary Level)
- Students lie on the floor and have a classmate trace their outline.
- On the Outside Self, they draw, paint, or color themselves.
- On the Inside Self on the reverse of the sheet they draw pictures to represent their feelings or thoughts.
- Inside-Outside Self drawings are then shared with classmates in small groups.

MTSS Level 3 Interventions to Address Self Worth and Self Concept from the GWG System Model

- Student will define and describe feelings related to a personal experience.
 - The counselor engages the student to discuss feelings they experience at different times.
- Student will recognize feelings they have had on a difficult day.
 - The counselor will help the student recognize feelings they have had on a difficult day and help the student normalize the experience of having a challenging day.
- Student will identify and express characteristics that are special and unique about themselves.
 - The counselor leads the student through this activity to disrupt negative self talk/negative self image.

Small Groups Discussion: What interventions do you use to increase self worth in your students?

Partnering with the Dr. Tommie Radd Professorship in School Counselor Education

- School counselors interested in partnering with the Dr. Tommie Radd professorship in School Counselor Education should contact:
 - Dr. Christine Suniti Bhat (bhatc@ohio.edu)
 - Dr. Kristin Chamberlain (chamberlain@ohio.edu)
- GWG System Model materials provided at cost
- Aligned with the ASCA National Model
- Pre-post Assessment Instrument – the Childrens Affect and Needs Scale (CANA)
- CANA is available in paper and pencil format or on Qualtrics
- Free data analysis through the Dr. Tommie Radd Professorship in School Counselor Education

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