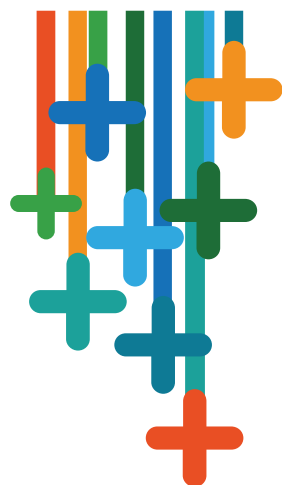




Guide to
SUCCESSING with
Positive Action

Carol Gerber Allred, Ph.D.



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Positive Action[®]

**Guide to Succeeding with
*Positive Action***

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INTRODUCTION to the Positive Action® Program

Welcome to the wonderful world of *Positive Action* where we celebrate learning and doing positive actions everywhere—in schools, families, and communities. We learn that by consistently turning negative actions into positive actions, we can bring joy and success into our lives every day.

Our history:

1973:	Originated as the brainchild of Carol Gerber Allred, Ph.D. while teaching high school English and psychology.
1977:	Development of the <i>Positive Action</i> program began.
1982:	Founded <i>Positive Action</i> Company
1983–Present:	Continued research and development to create the system of today.

For more than 36 years, over 16,000 schools, districts and community providers have successfully used *Positive Action*, nationally and internationally. More than five million students and thousands of families and communities have benefitted from the program. We at *Positive Action* are proud to know that we have positively touched people’s lives through the years and will continue to do so into the future, which we hope includes you.

All of the best research, development and implementation experience we have had during these past 36 years, we have put into this guide to benefit you as you implement the program. Keep this guide handy and refer to it often through all phases of implementation. It is full of useful information to ensure an effective, smooth implementation process.

After the following overview of the *Positive Action* System, this guide explains how to set the stage for success with the *Positive Action* program, covering how to plan, prepare, implement, and assess your own customized *Positive Action* program.

Additionally, we hope you will feel the spirit of the program. Positivity has enormous power to improve lives—it helps people empower their greatness, which, in turn, contributes to better schools, families, and communities—for a healthier and happier society.

As you develop your own expertise, discover new insights and recognize your own success stories, we invite you to share them with us so we can pass them along to inspire others.

Contact us at 800-345-2974 or info@positiveaction.net with your valued comments, questions, feedback and stories. Our program specialists are here to assist in any way to ensure an effective *Positive Action* experience. To learn more about the *Positive Action* program visit our website at www.positiveaction.net. Thank you!



The Positive Action® System

The *Positive Action* program is a whole system with a comprehensive set of integrated and interactive components. Program materials contained in toolkits are easy-to-use and serve the school, family, and community.

All the components coordinate around a universal theme, or philosophy, and they can stand alone, fit together seamlessly into any configuration, or work as a whole. These components work together as a powerful, coherent approach to affecting change in the whole school community and/or its parts. When used as stand-alone materials, they are able to target specific areas within the school, family, and community to provide further flexibility within the system.

Having a working knowledge of the *Positive Action* System as a comprehensive set of components is important to designing a customized *Positive Action* program that is appropriate for your short- and long-term needs and goals.

***Positive Action* Mission Statement**

The mission of the *Positive Action* System is to promote positive actions in individuals, schools, families, and communities, which empowers their greatness and creates a happy, healthy society.

Vision

To create a society that is positive, respectful, safe, and civil for everyone.

Values

We value:

- Understanding that self-worth comes from doing positive actions.
- Knowing that there is a positive way to do everything.
- Developing yourself physically, intellectually, socially and emotionally.
- Thinking before you act.
- Choosing positive behaviors over negative behaviors.
- Being responsible for your own behaviors.
- Treating others the way you like to be treated.
- Reinforcing positive behaviors in others whenever you see them.
- Respecting truth.
- Working towards a positive goal.
- Making positive contributions to the school, family and community.

The Positive Action[®] System

Philosophy:

You feel good about yourself when you do positive actions, and there is a positive way to do everything.

Develops a common language and shared goal.

Thoughts-Actions-Feelings

Circle Applies the Philosophy.



Whole Self: Skills or positive actions
Physical + Intellectual + Social + Emotional

Unit 1

Philosophy
& Circle

Unit 2

Physical
& Intellectual

Unit 3

SEL: Self-
Management

Unit 4

SEL:
Social Self

Unit 5

SEL:
Self-Honesty

Unit 6

SEL:
Self-Improvement

SCHOOL

CLASSROOM CURRICULUM

- PreK-12 Instructor's Kits
- Elementary Bullying Prevention Kit
- Elementary Drug Supplement Kit
- Secondary Drug Supplement Kit

CLIMATE PROGRAM

- Elementary Climate Development Kit
- Secondary Climate Development Kit

COUNSELOR'S PROGRAM

- Counselor's Kit
- Conflict Resolution Kit

FAMILY

- Family Kit
- Family Classes Kit
- Parenting Classes Kit

COMMUNITY

- Community Kit
- Counselor's Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit



WHAT is the Positive Action® Program?

THE PHILOSOPHY

The foundation of the entire *Positive Action* program is an intuitive two-part philosophy: Part 1—we feel good about ourselves when we do positive actions, and Part 2—there is a positive way to do everything.

This universal philosophy creates awareness and insights into human behavior that help us understand ourselves and live successful lives. All *Positive Action* materials incorporate this philosophy and provide provocative engagement that leads to positive intention and determination to find and empower our own greatness. The truths and wisdom of *Positive Action* guide us on a life path that leads to success and happiness for everyone.

Understanding the universality of *Positive Action* is key to knowing how the program applies to and is relevant for all children and youth, teachers, parents, and community members anywhere and at any time. It is a tried and true lifestyle.

Additionally, it is essential to realize that *Positive Action* is a self-development program. It teaches us on a personal level the critical knowledge that helps us understand ourselves so we can take control and learn how to be responsible for who we are and what we do. It is also a family-development and community development program. In other words, it develops a whole society, which has a common language and shared vision.

Philosophy—Part 1

We feel good about ourselves when we do positive actions.

When we recognize that good feelings about ourselves are produced when we do positive actions, we have learned an important key to understanding motivation—*intrinsic motivation*. Motivation is fundamental to everything we do and therefore, who we become. It is just as revealing to know that the opposite is also true. We do not feel good about ourselves when we do negative actions. This explains why regret and self-hate are so destructive to our well-being.

The visual representation of the first part of the philosophy is the Thoughts-Actions-Feelings about Self Circle, or “TAF” Circle:





This depiction of the TAF Circle enables us to visualize the first part of the philosophy. The TAF Circle depicts how thoughts (thoughts and emotions) lead to actions (behaviors) and actions lead to feelings about the self (self-worth), which lead to more thoughts. The feelings about ourselves depend on our thoughts and actions, which can be positive or negative.

The underlying theory of *Positive Action*, articulated through the Philosophy and Thoughts-Actions-Feelings about Self Circle, gives us insight into understanding ourselves in important ways. These insights are intuitive but *Positive Action* makes us aware of them consciously. When we know them at a conscious level, we can begin to change ourselves.

Insights into Self

Philosophy—Part 1

Philosophy and Thoughts-Actions-Feelings about Self Circle

Attitude/Thoughts

The “Thoughts” part of the Thoughts-Actions-Feeling about Self Circle—our thoughts and attitudes—sets the stage for how we will act and feel about ourselves, which then leads to more thoughts or attitudes, etc. The Circle can be positive or negative.

By being consciously aware of the role our thoughts and attitudes play in our actions and feelings about ourselves, we can intentionally determine to have positive thoughts or attitudes so that we act positively and receive positive feelings about ourselves, which will lead to attitudes that are more positive. This is how we change attitudes.

Behavior/Actions

The “Actions” part of the Thoughts-Actions-Feelings about Self Circle helps us recognize the need for an understanding of the complete behavior process, not just a focus on the behavior itself, which we see often in the handling of behavior issues.

The Circle shows us that we have a thought that precedes the action and a reaction to that behavior (the feeling). If we simply act without being aware of the connection between our thoughts and our actions, we might act in ways we will regret. We can prevent that regret by knowing that we should think carefully before we act.

We also need to acknowledge that our actions lead to feelings about ourselves that are deeply meaningful to us. Positive behavior leads to positive feelings of self-worth and negative behaviors to negative feelings. Those feelings lead to more thoughts and the Circle becomes self-reinforcing. Thus, we see that behavior is a whole process—thoughts, actions, feelings about self—and not just behavior in isolation. With this knowledge, we can effectively change our behavior for the better.

Intrinsic Motivation/Positive feelings

Intrinsic motivation is vital to our success because having positive feelings of self-worth is what motivates us the most. We can generate good feelings about ourselves by doing pos-



itive actions. When we do not choose positive actions, it is generally because we do not know what the appropriate ones would be, and the resulting bad feelings about ourselves are almost intolerable.

Intrinsic motivation is generally preferable to extrinsic motivation. We want people to do the right thing for the right reason not because they will receive a reward for doing it, which is extrinsic motivation. It is only effective as long as the rewards are in place and are desirable. Often when they are gone, the desired behavior stops.

Intrinsic motivation works well when we realize how critical it is to us to feel good about ourselves. This driving force can explain much about human behavior and help us to adopt intrinsic motivation for the betterment of ourselves. The strong need to feel good about ourselves is always with us.

Character Education

We note that the Thoughts-Actions-Feelings about Self Circle is not complete without a value sign—positive (good or right) or negative (bad or wrong). It is intuitive that if we operate in the positive circle we will have good character. If the circle is negative, our character will inevitably be bad. Good character is the backbone of a successful life and society. It benefits everyone to have a society composed of people with good character.

Cognitive Behavior Therapy

CBT is a popular approach to therapy and its circle looks similar to the Positive Action Thoughts-Actions-Feelings about Self Circle. The value signs—positive and negative—that are an essential part of the Positive Action circle, are not present in CBT. In addition, the Thoughts part of the circle includes a rich cognitive mix of thoughts and emotions like anger and worry. The Feelings-about-Self element of the Positive Action circle is referring to feelings of self-worth and not emotions. This distinction is important because it supports all of the insights above, which CBT does not address.

Philosophy—Part 2

There is a positive way to do everything.

It follows that when we understand that we feel good about ourselves when we do positive actions, we quickly realize that knowing what positive actions are and doing them is the key to positive feelings of self-worth, which are critical to our well-being.

While the Thoughts-Actions-Feelings about Self Circle depicts the first part of the philosophy, we feel good about ourselves when we do positive actions, six content units represent the second part of the philosophy, there is a positive way to do everything. These units, which organize the content of the *Positive Action* program, cover specific, key positive actions needed for the development of our whole self—physical, intellectual, social and emotional.

The six units underlie and are present in every manual within each toolkit across the entire



Positive Action system, creating a unifying framework. The Philosophy and Thoughts-Actions-Feelings Circle are covered in Unit 1 while Units 2–6 cover the positive actions for the whole self: physical, intellectual, social and emotional. This provides a common language and understanding throughout the entire system and develops a shared vision for everyone.

THE SIX UNIT CONCEPTS

Philosophy, Self-Concept and TAF Circle



Unit 1

Defining self-concept, why it is important and how to form it.

- Understanding the Philosophy
- Understanding the Thoughts-Actions-Feelings Circle
- Understanding the difference between positive and negative actions

Physical & Intellectual Positive Actions



Unit 2

Physical positive actions:

- Exercising
- Eating nutritiously
- Healthy sleep
- Good hygiene
- Avoiding harmful substances

Intellectual positive actions:

- Problem solving
- Thinking skills
- Making good decisions
- Value of good memory
- Motivation to learn

Managing Yourself Wisely (Self-Regulation)



Unit 3

Social/Emotional positive actions:

- Managing thoughts
- Managing actions
- Managing feelings
- Managing time

- Managing energy
- Managing money
- Managing possessions
- Managing talents

Getting Along with Others (Social Self)



Unit 4

Social/Emotional positive actions by treating others the way you want to be treated:

- Seeing the good in others
- Respecting others
- Saying nice things to others

- Empathy
- Fairness
- Kindness
- Cooperation
- Not bullying

Being Honest with Yourself and Others



Unit 5

Social/Emotional positive actions:

- Being in touch with reality
- Telling yourself the truth
- Telling others the truth
- Not blaming others

- Not making excuses
- Not rationalizing
- Knowing strengths and weaknesses
- Integrity

Continuous Self-Improvement



Unit 6

Social/Emotional positive actions:

- Setting physical goals
- Setting intellectual goals
- Setting social and emotional goals
- Believing in your potential

- Having courage to try
- Turning problems into opportunities
- Persistence and determination
- Broadening your horizons



Insights into Self

Philosophy—Part 2 Philosophy and Six Units

Positive Actions

Positive actions are behaviors that we universally sense are the right or good behaviors—they seem obvious to us when suggested—but if we are asked to name them they do not readily come to mind. We do not ordinarily carry a conscious, organized list in our minds of actions to take to better our physical, intellectual, social and emotional areas until we learn them in *Positive Action*. When we see them in *Positive Action*, they seem like good old common sense, which, unfortunately, is not that common sometimes.

The *Positive Action* program provides these specific positive actions for us to begin to learn systematically and consciously, enabling us to recognize other, related positive actions that are not directly taught but are generalized throughout the program.

Hope

When we hear there is a positive way to do everything it gives us hope. Too often when in a difficult spot, we feel we have little control over what is happening to us and we aren't sure how to deal with the situation. When we learn to deal with our circumstances in a positive manner, we feel hopeful instead of hopeless. A sense of hopelessness is too prevalent in our society, especially in our children and youth, but even among the adults.

Resilience

When we believe there is a positive way to do everything and act on it, we are demonstrating resilience. We believe there is a way to work it out and we keep trying until we find it.

Reactions

When faced with difficult situations that are beyond our control, it is important to remember that we can always choose how we react and it can still be positive. So even in the most distressing situations, we can improve them by being positive. Negative, bad, or wrong reactions cannot produce positive results.



TOOLS

Implementing *Positive Action* is easy and straightforward. Every toolkit contains a manual and a complete set of materials that guide and support the lessons and activities. These materials are engaging, uplifting, attractive, and colorful. All together, they create a positive, appealing, and motivating effect in schools, families, and communities.

SCHOOL



Grade 4 Kit

Pre-K–12 classroom kit for each teacher and 30 students. Scripted lessons take 15–20 minutes. *



Secondary Drug Supplement Kit

Drug Education Supplement Kits (Elementary and Secondary) to supplement the regular curriculum or stand alone.



Elementary Climate Development Kit

School/Site-Wide **Climate Development Kits** (Elementary and Secondary) for leaders to engage everyone in the school/site in developing a positive school/site climate.



Bullying Prevention Supplement Kit to supplement the regular curriculum or stand alone.



Counselor's Kit for counselors, therapists, social workers, school psychologists and others.



Conflict Resolution Supplement Kit to supplement the regular curriculum or stand alone.



FAMILY



Family Kit for families to use at home.



Family Classes Kit

Family and Parenting Classes Kits to teach families and parents how to use the Family Kit at home.

COMMUNITY



Community Kit to engage the community members and various community groups.

REFRESHER KITS



Grade 4 Instructor's Refresher Kit

Refresher Kits replace consumables for **all** toolkits.

All tools are complete, engaging, easy-to-use, and based on the same underlying content of the philosophy and the six units. They establish a common vocabulary and shared vision within the entire system.

Spanish language kits are available for K, Grades 1–4, Grades 7–8, Drug Prevention, Conflict Resolution and Family Kit.

Subscription Plans are available for K–8 in 3-, 5- and 7-year terms. A subscription plan features a Refresher Kit without a set of the student activity sheets. It includes the right to reproduce the student activity sheets for one classroom for the term of the subscription.

* *The curriculum aligns to Common Core and state standards and works for all tiers: Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), Positive Behavior Intervention Support (PBIS) and other versions of tiered learning.*



WHO

Positive Action works for **everyone**. Its universality means that all can benefit from learning positive actions for the whole self and knowing explicitly what negative actions are.

Whatever the goals and needs are, they take positive actions to accomplish them. Everyone, especially students, benefits from this systematic approach to prepare them for a life secure in the knowledge that they know what the positive ways to behave are and the negative manner not to behave.

Everyone needs the clarity that *Positive Action* provides to guide their thoughts and actions so they can anticipate how they will feel about themselves and regulate themselves. That is why *Positive Action* provides materials, which repeat the same positive actions, for everyone in schools, families and communities to align all members of society.


WHY

Positive Action® IS EVIDENCE-BASED

Research

The *Positive Action* program meets the highest levels of rigor for evidence of effectiveness. The new U.S. Department of Education Elementary and Secondary Education Act defines how it considers evidence-based programs. There are four levels, with the top two being the most rigorous. The top level is “Strong evidence”, which requires **one** RCT—*Positive Action* has **three**. The second level “Moderate” requires **one** quasi-experimental study and *Positive Action* has **three** here as well. Levels 3 and 4 are less demanding, however, *Positive Action* meets them too.

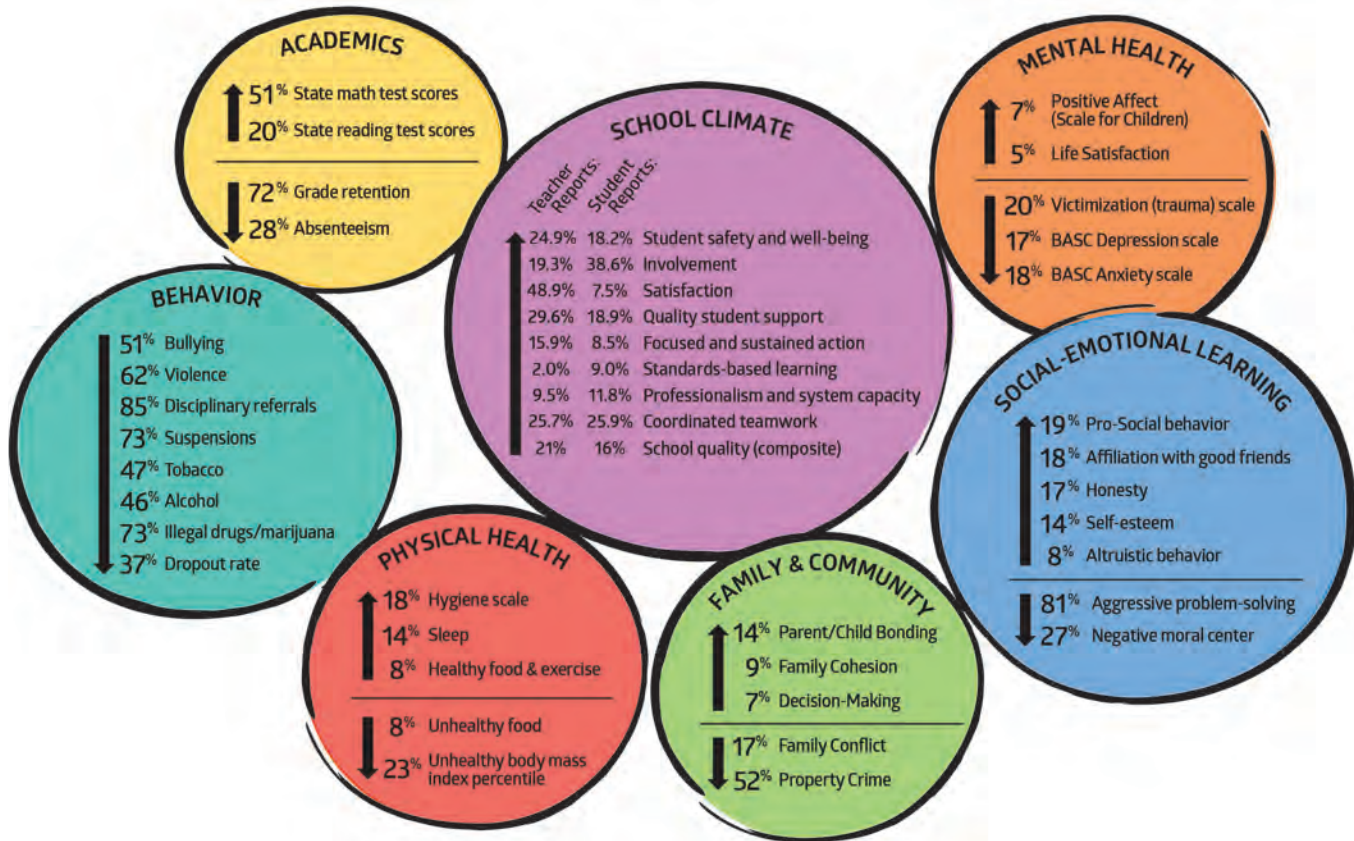
ESSA Levels of “Evidence-Based”	<i>Positive Action</i>
<p>1 “Strong evidence,” meaning supported by at least one randomized study (RCT);</p>	<p>✓ 3 Studies: RCT: Chicago RCT: Hawaii RCT: Southeastern State</p>
<p>2 “Moderate evidence,” meaning supported by at least one quasi-experimental study;</p>	<p>✓ 3 Studies: Quasi: Long-term Quasi: Nevada, Hawaii</p>





Positive Action well exceeds the requirements to qualify as an evidence-based program. The program achieves outcomes in numerous areas simultaneously: academics (math, reading and science), SEL, physical and mental health, character and behavior including reduction of many problem behaviors: discipline referrals, bullying, violence, substance use, dropping out, suspensions, and absenteeism.

Evaluation Outcomes



Reputable organizations distinguished *Positive Action* as evidence-based at the highest level of rigor.

When comparing evidence-based programs, it is helpful to refer to lists and registries created by respected institutions and organizations that have reviewed and rated an intervention programs' research.

- **Evidence for ESSA**—“strong” rating for math and reading—the only elementary program with outcomes in both areas.
- **What Works Clearinghouse**—top-rated for Improving Academics and Behavior
- **U.S. Department of Education**—1 of 4 programs approved for Whole-School Reform
- **CASE** (Council of Administrators of Special Education)—Effective for regular and special needs students
- **CASEL** (Collaborative for Academic Social and Emotional Learning)—SElect Program
- **University College Dublin**—Top-rated SEL program for improving academics



- **Blueprints—Certified Model** meeting the highest standards of evidence through independent review by the nation’s top scientists.
- **OJJDP** (Office of Juvenile Justice Delinquency Prevention) —**Effective Model Program**
- **National Dropout Prevention Center/Network—Model Program** with Strong Evidence
- **US OJP** (Office of Justice Programs)
- and many others

Positive Action® Is an Economic Advantage

It is cost-effective.

An analysis performed by the Washington State Institute for Public Policy (WSIPP) found that *Positive Action* provided the most benefits for the costs when compared to other programs. WSIPP is a nonpartisan research group that provides in-depth analysis to relevant policy questions.

Evaluators concluded that *Positive Action* can provide a cost-benefit ratio of \$32.36 (benefits: \$32,156, costs: \$1,025), which means for every **\$1.00** spent implementing *Positive Action*, local and state governments can save at least **\$32.00** in other services that would otherwise be dispensed in a reactionary form. It is a return on investment (ROI).

The theoretical ROI for implementing *Positive Action*, based on this ratio, is 2,700%. The report also concluded that implementing *Positive Action* has a **95% chance of the benefits exceeding the cost**, which was the highest rating of all the programs reviewed, educational and non-educational.^{1,2}

¹ <http://www.wsipp.wa.gov/BenefitCost?topicId=9>

² <http://www.wsipp.wa.gov/BenefitCost/Program/538>

WHERE

Implement *Positive Action* **everywhere** in schools, families and communities to create a more positive environment. Schools use it in classrooms and school-wide as well as in Tier 2 and 3 settings. They also use it for alternative schools, afterschool and summer school.

Families use it at home and many schools and other groups hold the family classes in places such as mental health agencies and other community centers, and law enforcement and judicial venues.

Community groups use it for recreation departments, detention centers, correctional institutions, mental health centers and judicial programs. Other community groups use *Positive Action* as appropriate to their organizational purpose, such as businesses, media, faith-based groups, the medical and health community and many others suggested in the Community Kit.



WHEN

Implement *Positive Action* **anytime** in schools, families, and communities to achieve multiple goals. Schools using the program throughout the school year in their classrooms can start their day off with fifteen- to twenty-minute lessons two to four times a week, or any time that is more convenient. Schools using the program school-wide can use it throughout the day, every day. They also use it for targeted periods appropriate to the need.

Families use it at home and coordinate it with the school program seven times throughout the year or time it to meet other targeted purposes as the need arises, which is usually associated with Tier 2 and 3 needs.

The community uses it periodically, community-wide, while groups within the community use it depending on its purpose and the duration of that goal.

HOW

1. Obtain and fill out the worksheets in the *Positive Action Implementation Packet*.

These forms help you plan and prepare to implement Your Own *Positive Action* Program and assess it. They are easy to use and help you to have a complete, detailed approach to implementing successfully.

2. Manage Funds.

Manage your ongoing accounting activities so they are current, accurate and transparent. Efficient funds management assures that these issues do not interfere with program implementation.

3. Order Materials and Services.

Order toolkits and any other materials you need to begin and as implementation proceeds. Have all materials at the site as needed to kick off the program and fill in any gaps identified as you go along. Reorder refresher kits for the following year to replace the consumable items.

4. Schedule your *Positive Action Training/PD/Consultation Workshops*.

Orientation Training Workshop

The interactive, hands-on Orientation Training Workshop instructs trainees on program concepts and implementation:

- ♦ **The content** that forms the foundation of the whole system: The philosophy and the Thoughts-Actions-Feelings about Self Circle as well as the specific positive actions for the whole self or the physical, intellectual, social and emotional areas, which are contained in the six units.



- ♦ **The tools:** How to use the Pre-K–12 curricula (with supplemental curricula for bullying, drug, and conflict resolution), site-wide climate development, counseling, family/parenting, and community engagement programs.
- ♦ The implementation approach: how to plan, prepare, implement and assess for implementing with fidelity.
- ♦ The research studies, outcomes, and their relevance.
- ♦ The organizations and agencies that have reviewed the evidence of effectiveness and recognized *Positive Action* as a program with the highest level of evidence of effectiveness.

Ongoing Training Workshop

The Ongoing Training Workshop builds on the Orientation Workshop by briefly reviewing the key points of the program, emphasizing the implementation process by utilizing faculty to become experts and coaches on the six main parts of the program: philosophy, TAF Circle, classroom curriculum, school climate, family, and community programs. This builds ownership and expertise among those who deliver the program and increases fidelity of implementation.

Mid-Year Training Workshop

This workshop emphasizes program implementation with the use of videos and/or observations to identify needed remediation and reinforce excellence. It also provides group discussion on the progress of the program and suggestions for improvement.

End-of Year Training Workshop

This workshop wraps up the year by reviewing the strengths and weakness of the implementation according to observed changes and any data available. With this in mind, it also reviews the plan created for the next year and reviews the preparation level for a successful implementation of the program.

Train the Trainer Workshop

This workshop is a highly interactive and effective hands-on experience that combines the Orientation Training, this *Guide to Succeeding with Positive Action* booklet, and the Implementation Packet. Participants learn the program and how to train others, with time for practice and teach-back on what they have learned.

Professional Development

This workshop trains participants to recognize the universality of the program and raise awareness of the *Positive Action* concepts working for them professionally and personally. The program works as well for them as it does the students since the concepts are so universal.

In Conclusion

Positive Action is a comprehensive, flexible program that works. A system whose components mix and match while encouraging customization and innovation. Its philosophy applies to all and appeals to our commonsense, which makes it easy to unify everyone around doing positive actions. Positive actions, instead of negative, are the key to solving all problems and promoting health and happiness. This program works for everyone!

Summary of the *Guide to Succeeding with Positive Action*[®]

The key to getting the desired outcomes from *Positive Action*, an evidence-based program, is to implement it with fidelity. This guide booklet and accompanying worksheets will help you do that.

Following this introduction there are three parts—Program, Classroom, and Climate. They will help you to:

1. Create and customize Your Own *Positive Action* Program based on your specific goals and needs.
2. Implement the classroom curriculum.
3. Implement the school climate program.

Within those parts are four goals—Plan, Prepare, Implement, and Assess. Each of these goals outline the steps to take by addressing the Who, What, Why, Where, When, and How in order to help you implement *Positive Action* in an ideal fashion.

The *Positive Action* Implementation Packet and Supporting Information packet contain the complementary worksheets needed to assist you in detailed planning and preparing so you can implement with fidelity.

GOAL 1—PLAN a customized *Positive Action* program by addressing your specific needs and goals so that it becomes **Your Own *Positive Action* Program**.

To begin, complete the *Positive Action* Goal 1 Implementation Planner worksheet found in the Implementation Packet. It asks you to answer Who, What, Why, Where, When, and How you will implement the program. By responding to these queries appropriately, you will design the program right for your application. The Implementation Planner worksheet will become the foundation for the other three goals.

GOAL 2—PREPARE for the implementation of the *Positive Action* Program you created by completing the Goal 2 worksheets in the Implementation Packet based on the Implementation Planner.

GOAL 3—IMPLEMENT Your Own *Positive Action* Program for which you prepared the Goal 2 worksheets according to the Implementation Planner worksheet.

The *Positive Action* Coordinator and program participants implement Your Own *Positive Action* Program as planned in Goal 1 and prepared in Goal 2. Then:

- Implement the calendar, which has a schedule of the dates for implementation of the lessons and other program activities, as well as the training, professional development and consultation.
 - Conduct the three-onsite trainings/professional development one-day workshops: Orientation—Hands-on with materials; Mid-Year—Videos and observations of teachers teaching with discussion; and End-of-Year—Review of year and planning for next year.
 - Conduct three hours of webinar training for areas needing more support.
 - Conduct the consultation between Project Manager and Positive Action Coordinator on the status of unit implementation of lessons by teachers for each of the program’s six units.
 - Conduct the assessment activities:
 - Collect the data from each of the unit survey reports for the program’s six units completed by the teachers delivering lessons.
 - Consultation between Project Manager and Positive Action Coordinator on steps needed to improve the fidelity of implementation and progress on other assessment goals.
 - Collect any other data identified in the Assessment Plan.
 - Write final report and submit it.

Goal 4—ASSESS the program implementation by completing an Assessment Plan.

The *Positive Action* Coordinator and assessment team plan, prepare, and implement the Assessment Plan. They collect and analyze the data; write and submit the report to the appropriate people. The Assessment Plan would include four to seven goals to improve outcomes such as academics (reading and math), SEL, behavior, absenteeism and monitoring the fidelity of implementation.

PART One: PROGRAM

Goal 1: PLAN the Implementation of Your Own *Positive Action* Program

In order to begin planning for Your Own *Positive Action* program, familiarize yourself with the *Positive Action* System and its multiple, independent, but integrated components by:

- Exploring the *Positive Action* website (www.positiveaction.net)
- Calling us at 800-32974 or 208-733-1328
- Emailing us at info@positiveaction.net for assistance.

We also encourage you to contact our helpful program consultants for assistance in creating a customized program that meets your specific needs and goals. By choosing the appropriate components from the *Positive Action* System, you can be sure you have designed a program that is just right for you—Your Own *Positive Action* Program. Program consultants at *Positive Action* can provide you with personal guidance on how best to plan your program by:

- Having one-on-one phone conversations
- Conducting group consultations via conference calls
- Providing short informational webinars
- Holding on-site visit
- Providing you with the **Implementation Packet** and **Supporting Information packet** which contain handy worksheets to assist you in planning, preparing, implementing and assessing Your *Positive Action* Program.

Once you receive your Implementation Packet and Supporting Information packet from a *Positive Action* consultant, begin planning by filling in the information on the **Goal 1 Implementation Planner**:

This Implementation Planner worksheet assists you with the preliminary **planning** of Your Own *Positive Action* Program. It asks you to think about the Who, What, Why, Where, When and How of your plan.

The Implementation Planner contains the following points:

WHO

Administration, Staff and Students

- Who administers the program and what are their roles?
- Who delivers the program and what are their roles?
- Who supports the program and what are their roles?
- Who receives the program and what are their roles?

Training/Professional Development

- Who schedules the program training/PD?
- Who conducts the program training/PD?
- Who attends the program training/PD?

Logistics

- Who orders the program materials?
- Who receives the program materials?
- Who delivers the program materials to the users?
- Who does the bookkeeping?

WHAT

Review and determine which components from the *Positive Action System* are appropriate for you and the appropriate quantities of each component. Keep in mind your goals, needs, budgets and other considerations as you do so.

- PreK–12 curriculum Instructors' Kits
- Curriculum supplements:
 - Elementary Drug Education Kit and
 - Secondary Drug Education Kit
 - Elementary Bullying Prevention Kit,
 - Conflict Resolution Kit
- Elementary Climate Development Kit
- Secondary Climate Development Kit
- Counselor's Kit
- Family Kit
- Family Classes Kit
- Parenting Classes Kit
- Community Kit

WHY

- Why implement *Positive Action*—what are your goals and objectives and how will you measure them?
- Why inherent challenges and barriers could impede implementation of *Positive Action*.

WHERE

- Where to locate the program: specific site(s) and rooms(s).
- Where to deliver the *Positive Action* materials: specific site(s) and room(s).

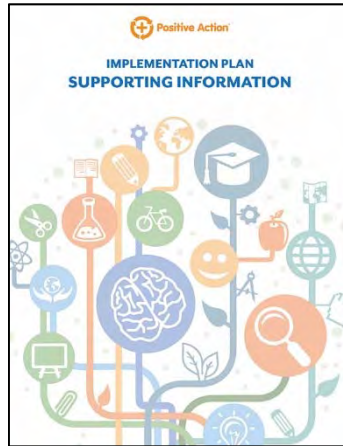
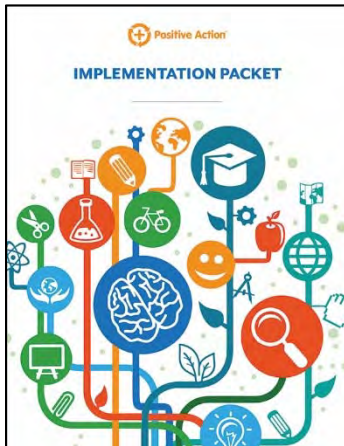
WHEN

- When to order and receive the program materials.
- When to schedule and hold the program's training.
- When to implement the program (specific years).
- When to begin/kick-off the program (date) and when to conclude/wrap-up (date).
- When to deliver the lessons, climate activities, family classes and community events as scheduled on your Implementation Calendar that you will create, based on your school's/site's calendar.
- When during the day (i.e., morning, 9:00–9:20 am, afternoon, 2:00–2:40 pm), will you deliver the lessons or activities.

HOW

To implement Your Own *Positive Action* Program, obtain the Implementation Packet and Supporting Information packet and fill out the Goal 1 Implementation Planner which will be your foundation for the remaining three goals (Prepare, Implement, and Assess). Continue to consult this guide throughout your implementation.

1. Obtain the *Positive Action* Implementation Packet and Supporting Information packet.



These packets provide all the worksheets and examples you will need to prepare for implementation of Your Own *Positive Action* Program.

2. Manage Funds

This goal anticipates the process for handling the funds in an accurate, transparent and current manner to avoid any interruptions or interferences in your implementation.

3. Order Materials and Services

Ordering the materials and services that you will need for Your Own *Positive Action* Program is a critical part of the planning process. By providing this information on the Implementation Planner worksheet, you will be able to clarify what components are appropriate for Your Own *Positive Action* Program. We have provided a sample budget for your reference in the Supporting Information packet.

As you plan to order, observe below how the kits are constructed and how you will want to order to fit your need.

- **PreK–12 Curriculum:** Each has a manual, posters, and other materials. One kit per teacher according to their grade level.
- **Curriculum Supplements:** Elementary Drug Education Kit, Secondary Drug Education Kit, Elementary Bullying Prevention Kit, and Conflict Resolution Kit—each has a manual, posters, and other materials. One kit per teacher according to their purpose.
- **Elementary Climate Development Kit** and **Secondary Climate Development Kit:** One kit per school/site according to its level. If you have a K–8 school, you need one of each. The **Elementary Climate Development Kit** has a manual, posters, and other materials:
 - Six smaller, white Teacher’s Materials boxes with materials for teachers to use in the classroom. Order an extra box per teacher for any teachers more than six.
 - Twenty-one Support Staff Handbooks. Order an extra Support Staff Handbook for any support staff you have over 21.
 - Three Parent Handbooks. Order extra Parent Handbooks for as many parents as possible.
 - Five Implementation Planning Envelopes for the *Positive Action* Committee.

- **Secondary Climate Development Kit** has a manual, posters, and other materials:
 - 500 PALs (Positive Action LeaderS) Cards are included in each kit box, providing one to each student. Order more as needed.
 - Ten Secondary Climate Implementation & Committee Handbooks
 - Counselor's Kit: One/counselor-type person (social workers, school psychologists, psychologists, therapists, etc.)
- **Family Kit** has a manual, posters, and other materials. One per family.
- **Family Classes Kit (includes 10 Family Kits)** has four manuals (Parents, Adolescents, Children, and Wrap-Up), posters, and other materials. Order a Family Classes Multi-Refresher Kit (includes 10 Family Kits) for each additional 10 families attending Family Classes.
- **Parenting Classes Kit (includes 10 Family Kits)** has a manual, posters, and other materials. Order a Parenting Classes Multi-Refresher Kit (includes 10 Family Kits) for each additional 10 families (parents) attending Parenting Classes.
- **Community Kit:** One per community

4. Training

- Review your training options as listed in the *Positive Action* System Introduction at the beginning of this booklet under How, and determine what fits your needs the best.
- Plan your Training/PD session(s).
- Review the Training Planner included in the *Positive Action* Implementation Packet. Provide as much information as possible to enable your program consultant to begin to plan your appropriate training.

Goal 2: PREPARE the Implementation of Your *Positive Action* Program

WHAT

Goal 1—Plan: Implementation Planner. Prepare by using the information you entered on your Implementation Planner found in the Implementation Packet.

Goal 1-Plan: Implementation Planner

WHO

Coordinator Name: _____ Title: _____
 Organization: _____ Phone: _____ Email: _____
 Number of teachers: _____ Number of students: _____ Number of sites: _____

IMPLEMENTATION

ADMINISTRATIVE, STAFF, AND STUDENT
 Will you participate in the program and address these roles?
 Will you have the program or address these roles?
 Will you support the program and address these roles?
 Will you have the program and address these roles?

TEACHING PROFESSIONAL DEVELOPMENT
 Will you address the program training PDE?
 Will you address the program training PDE?
 Will you address the program training PDE?

LOGISTICS
 Will you address the program training PDE?
 Will you address the program training PDE?
 Will you address the program training PDE?

WHAT

Design your Positive Action program to fit your needs and goals, preferably with the assistance of a Positive Action Regional Coordinator, by selecting the assessment appropriate for your Curriculum:

PK-2 K 1 2 3 4 5 6 7 8 HS/HSI HS/HSI HS/HSI HS/HSI HS/HSI HS/HSI

Elementary Reading Intervention Kit _____ Secondary Reading Intervention Kit _____
 Elementary Math Intervention Kit _____ Secondary Math Intervention Kit _____
 Elementary Career Development Kit _____ Secondary Career Development Kit _____
 Career Skills Kit _____ Family Check-Up _____ Parent & Classroom Kit _____ Prevention & Classroom Kit _____
 Community Kit _____

WHY

Why implement Positive Action in your school district?

Why implement that target and address each of the implementation strategies?

WHERE

Where to deliver the program: use the blank(s) provided.
 Where to deliver the Positive Action activities, specify site(s) and room(s): _____

WHEN

When to initiate or deliver the program (on-site): _____
 When to launch and hold the program's training: _____
 When to use the program (on-site): _____
 When to integrate with the program (on-site) and when to reach full implementation (on-site): _____
 When to deliver the program, identify activities, family, school and community partners in school district's Positive Action Collaborative Plan that you will create based on your school's Collaborative Plan(s): _____

When during the day? e.g., morning 9:00-9:30 am or afternoon 2:00-2:45 pm (will deliver the lesson on-site): _____

HOW

To determine how to implement Your Positive Action Program, combine your responses from the Who, What, Where, When, and How and the strategies chosen in the previous section with Positive Action specific implementation training and a validated Positive Action Plan. The result will become your own customized program or Your Positive Action Program.

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WHO

Goal 2—Prepare: Team Members. Identify your *Positive Action* team members on this worksheet found in the Supporting Information Packet.

Goal 2-Prepare: Team Members

Principal _____
 Assistant Principal _____
 Positive Action Coordinator _____
 Clinical Development Specialist _____
 Head Curriculum Coach _____
 Additional Coaches _____
 Family/Parent Liaison _____
 Community Liaison _____
 Data Manager _____
 Committee Members _____
 Other: _____

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WHY

Goal 2—Prepare: Assessment Planner. Prepare to implement your assessment plan using the Assessment Planner found in the Implementation Packet. Prepare the assessments you have chosen to implement.

Goal 2-Prepare: Assessment Planner

YEAR: _____ IMPLEMENTATION _____

School Name: _____ Date: _____
 Coordinator: _____ Principal: _____

IMPLEMENTING WITH FIDELITY

GOAL 1
 Measurement: _____
 Target Outcome: _____
 Action Outcome: _____
 Change (select box 1 or page 2) from the disposition menu, then enter a number in the blank(s): _____

ASSESSING PROGRESS

GOAL 2
 Measurement: _____
 Target Outcome: _____
 Action Outcome: _____
 Change (select box 1 or page 2) from the disposition menu, then enter a number in the blank(s): _____

OUTCOME ASSESSMENT

GOAL 3
 Measurement: _____
 Target Outcome: _____
 Action Outcome: _____
 Change (select box 1 or page 2) from the disposition menu, then enter a number in the blank(s): _____

GOAL 4
 Measurement: _____
 Target Outcome: _____
 Action Outcome: _____
 Change (select box 1 or page 2) from the disposition menu, then enter a number in the blank(s): _____

GOAL 5
 Measurement: _____
 Target Outcome: _____
 Action Outcome: _____
 Change (select box 1 or page 2) from the disposition menu, then enter a number in the blank(s): _____

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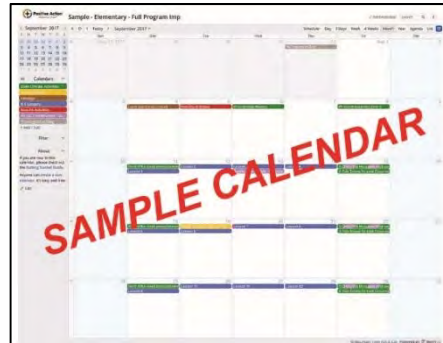
- Outcomes:
 - Student Pre- and post-tests
 - Survey for Pre-K–2
 - Survey for Grades 3–12
 - Teacher survey – Post – for Implementation/Outcomes
- Implementation and Fidelity Monitoring Surveys
 - Teacher Unit Implementation Reports
- Progress Monitoring Checklist
 - Implementation Checklist
 - Implementation Plan Notes
 - Observation tools

WHERE

Goal 1—Plan: Implementation Planner. Use the information you entered on your Implementation Planner.

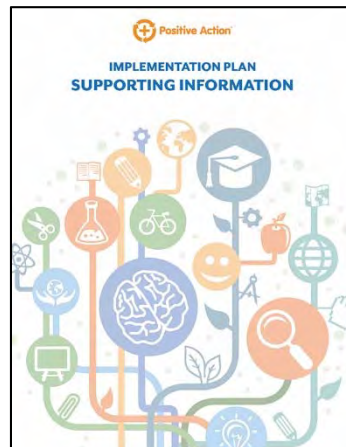
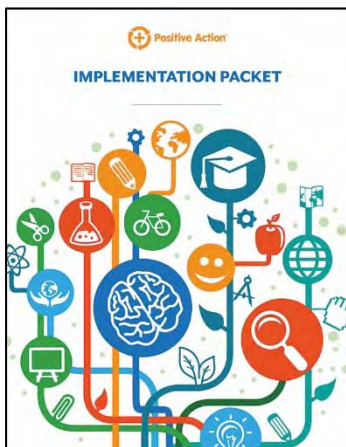
WHEN

Goal 2—Prepare: Implementation Calendar. Prepare your schedule of *Positive Action* activities by creating your *Positive Action* Implementation Calendar using the information in the Implementation Packet and the sample calendars in the Supporting Information packet.



HOW

1. Implementation Packets. Prepare the implementation of Your Own *Positive Action* Program by completing the worksheets and using the examples provided in both implementation packets.



Goal 3: IMPLEMENT your *Positive Action* Program

WHO

Everyone carries out the implementation of Your Own *Positive Action* Program according to their job descriptions on the Goal 1 Implementation Planner.

WHAT

Carry out the implementation of Your Own *Positive Action* Program as customized by you.

WHY

Carry out the implementation and conduct the assessment activities to ensure achievement of the Assessment Plan goals and solve problem situations.

WHERE

Carry out the implementation of Your Own *Positive Action* Program in all the identified sites.

WHEN

Carry out the implementation of Your Own *Positive Action* Program on the kick-off day indicated on your Implementation Calendar and continue until the last date on your calendar.

HOW

- 1. Obtain the *Positive Action* Implementation Packets.** Implement Your Own *Positive Action* Program with the help of the information you prepared on the implementation packet worksheets.
- 2. Manage Funds.** Manage your ongoing accounting activities so they are current and accurate.
- 3. Order Materials and Services.** Order toolkits and any other materials needed as implementation proceeds.
- 4. Training.** Implement the training and professional development you have prepared for in Your Own *Positive Action* Program.

Goal 4: ASSESS Your *Positive Action* Program

WHO

- Who will distribute the assessment?
- Who will conduct the assessment?
- Who will receive the assessment report?

WHAT

The final assessment report.

WHY

Find whether the goals and objectives were met.

WHERE

Conduct the assessment at the designated location.

WHEN

The date of submission of the assessment report.

HOW

1. Conduct assessment
2. Collect Data
3. Analyze Data
4. Write Report
5. Submit Report

PART Two: CLASSROOM

Goal 1: PLAN to Implement *Positive Action* Lessons in the Classroom

WHO

- Teachers who will be delivering the lessons
- Leaders who will be providing support to teachers who deliver the lessons

WHAT

- Each teacher receives an appropriate Instructor's Kit for his or her classroom.
- Each teacher receives an Implementation Calendar.
- Leaders and teachers plan for implementation of surveys appropriate to the Assessment Plan.

WHY

To successfully achieve the goals of your *Positive Action* Assessment Plan.

WHERE

Plan to teach and reinforce positive actions in the classroom and all common areas.

WHEN

Plan your classroom activities to include the *Positive Action* curriculum according to your *Positive Action* Implementation Calendar.

HOW

- 1. Plan according to your *Positive Action* Implementation Packet.**
- 2. Manage Funds.** Confirm with fiscal department that accounting is up to date.
- 3. Ordering Materials & Services.** Leaders and teachers plan to confirm the order for classroom kits. Refer to the *Positive Action* program you created using the Implementation Planner.
- 4. Training.** Confirm that the training, professional development and consulting workshops are scheduled according to your Implementation Calendar.

Goal 2: PREPARE to Implement *Positive Action* Lessons in the Classroom

WHO

- Teachers and school leaders prepare to introduce and build anticipation with the students participating in the *Positive Action* program.
- Teachers and school leaders prepare to provide opportunities for struggling students to do a positive action(s) that will lead to a good feeling about themselves so that you can reinforce it.
- Teachers prepare to engage and interact with the students during *Positive Action* lessons.

WHAT

- Teachers/facilitators receive the appropriate Instructor's Kits as determined by Your Own *Positive Action* Program, which might also include Your Specialized Plan.
- Teachers review their appropriate Instructor's Kit including the manual and all materials.
- Review the Instructor's manual Introduction carefully.
- Skim all lessons for an overview of the manual's lessons.
- Review all materials to see how they accompany the lessons

WHY

- Teachers prepare to deliver *Positive Action* curriculum along with their entire teaching program to achieve the goals of your Assessment Plan.

WHERE

Teachers prepare their classroom to be a positive environment for teaching *Positive Action* by:

- Displaying *Positive Action* posters and students' work
- Using a special lamp, instead of overhead lights, during *Positive Action* time
- Bringing in rugs, a comfortable chair and/or other furniture ideas
- Arranging seating to be more engaging

WHEN

- Teachers review the *Positive Action* Implementation Calendar.
- Prepare to deliver *Positive Action* lessons according to the information you entered on your Implementation Planner.
- Prepare *Positive Action* lessons ahead of time.
- Prepare to stay within your timeframe, if needed.
- Teach lessons in the sequence offered in the Instructor's Manual and according to Your Own *Positive Action* Program.

HOW

1. Prepare lessons according to your *Positive Action* Implementation Packet. Teachers prepare to:

- Teach the methodologies contained in the lessons.
- Use all materials called for in the lessons.
- Make the lessons relevant to students: ask direct questions on how the lessons' concepts relate to them.
- Adapt the lessons so that you can effectively restate in your own words some parts of the lesson while still reading key parts from the script.
- Adapt lessons to be culturally appropriate by changing names and including cultural references and practices.

- Tell pertinent stories to relate the concepts and support the goal and purpose statement.
- Teach the lesson with fidelity to the purpose or goal of the lesson.
- Emphasize the part of the Thoughts-Actions-Feelings about Self Circle where most students need help, i.e. the thoughts, or the actions or the feelings about self while still keeping the context of the whole Circle in mind.
- Always keep the big picture context in mind: the philosophy, Thoughts-Actions-Feelings about Self Circle, the six unit concepts and finally the individual lessons' goals and objectives.
- Transition between lessons by recapping the prior lesson.
- Summarize each lesson by returning to the purpose or goal of the lesson.
- Integrate *Positive Action* into other subjects and activities.
- Be aware of and emphasize the content of other subjects in the *Positive Action* curriculum.

2. Manage Funds. Confirm with fiscal department that accounting is up to date.

3. Ordering Materials & Services. Teachers receive the kit ordered for them according to your Implementation Planner and Ordering Materials and Services worksheets.

4. Training. Teachers attend the training according to your Implementation Calendar.

Goal 3: IMPLEMENT *Positive Action* Lessons in the Classroom

WHO

- Teachers model the *Positive Action* concepts they are teaching.
- They provide plenty of opportunities for students to contribute to the lessons.
- They protect everyone's privacy and emphasize the need for confidentiality.
- They stay positive and keep students positive.
- They demonstrate sincerity and that they value the lesson as helpful for everyone.

WHAT

Implement the *Positive Action* curriculum by teaching the lessons as prepared in the Instructor's Manual and according to your Implementation Packet worksheets.

WHY

- To acknowledge and reinforce the positive actions of students at every opportunity to achieve the goals of your Assessment Plan.
- To solve problem situations by applying *Positive Action* principles.

WHERE

- In an environment where everyone feels safe, welcome, and respected.
- Listen to students' suggestions for making the classroom and school/site a positive place where everyone wants to be.

WHEN

- Implement the *Positive Action* curriculum according to Your Own *Positive Action* Program and your Implementation Calendar.
- Split the lesson if there is great interest in it and time is short.
- Adapt the lesson as you go to stay within your timeframe.

HOW

Implement according to your *Positive Action* Implementation Packet. To implement effectively:

- Focus on the purpose or goal of the lesson.
- Set the ground rules so everyone understands that during *Positive Action* time especially, everyone is respectful, empathetic, and kind to one another.
- Enjoy the lessons, employ humor and make them fun.
- Make lessons interactive and engaging.
- Use all materials called for in the lessons.
- Make the lessons relevant to their everyday world
- Adapt lessons to be culturally appropriate by changing names and including cultural references and practices.
- End each lesson on a positive note.
- Integrate *Positive Action* into other subjects and activities.
- Be aware of and emphasize the content of other subjects in the *Positive Action* curriculum.
- Use your Positive Behavior Plan when you see an opportunity to help students learn how to change a negative behavior to a positive one.
- Use your Positive Behavior Celebration when you see an opportunity to acknowledge students for doing positive actions.

Goal 4: ASSESS the *Positive Action* Lessons (Students)

WHO

Teachers and other assessment specialists.

WHAT

Conduct and submit your Assessment Plan from Your Own *Positive Action* Program.

WHY

To find whether the goals on the Assessment Plan were met.

WHERE

Classroom Process assessment.

- Check for understanding as the lesson progresses.
- Highlight important points by writing them on the board.
- Ask students for their ideas about how best to learn the specific positive action you are discussing.
- Give students opportunities to express what they have learned: make posters, put on a show for parents or other classes and other ideas.
- Discuss often, and particularly at the end of the day, what positive actions they have done and how those behaviors made them feel about themselves.

WHEN

The appropriate time for conducting each survey, or data collection, according to your Assessment Plan.

HOW

1. Conduct assessment
2. Collect Data
3. Analyze Data
4. Write Report
5. Submit Report

Part THREE: CLIMATE ACTIVITIES

Goal 1: PLAN to Implement Climate Activities

WHO

- Site leader identifies *Positive Action* Coordinator.
- Site leader identifies *Positive Action* Committee members.
- All members (students, faculty, support personnel, leadership, parents and community members) of the school community plan to implement *Positive Action* school climate activities site-wide according to Your Own *Positive Action* Program.

WHAT

Plan your *Positive Action* school climate activities according to the information you entered in Your Own *Positive Action* Program.

WHY

To acknowledge and reinforce positive actions site-wide to ensure you achieve your Assessment Plan goals.

WHERE

Plan how to implement *Positive Action* climate activities site-wide according to Your Own *Positive Action* Program. Plan to teach and reinforce positive actions in all common areas.

WHEN

Plan your school activities to include the *Positive Action* school climate curriculum according to your *Positive Action* Implementation Calendar.

HOW

- 1. Plan according to your *Positive Action* Implementation Packet.**
- 2. Manage Funds.** Confirm with fiscal department that accounting is up to date.
- 3. Ordering Materials & Services.** Order from Positive Action, Inc. and/or confirm that each school/site will receive their own Climate Development Kit(s) appropriate for the site: Elementary Climate Development Kit, Secondary Climate Development Kit or both for Pre K–8 or Pre K–12 schools/sites. Refer to the *Positive Action* program you created using the Implementation Planner.
- 4. Training.** Confirm that the training, professional development and consulting workshops are scheduled according to your Implementation Calendar.

Goal 2: PREPARE to Implement Climate Activities

WHO

- All members of the school community (students, faculty, support personnel, leadership, parents and community members)
- Leadership, Site Coordinator and Committee members prepare to implement *Positive Action* school climate activities according to Your Own *Positive Action* Program.

WHAT

- Prepare to implement the *Positive Action* Climate Development program by delivering the Climate Kit(s) to the *Positive Action* Coordinator and *Positive Action* Committee members according to Your Own *Positive Action* Program, which might also include Your Specialized Plan.
- Principal/administrators review their appropriate Climate Kit(s) including the manual(s) and all materials.
- Review the Principal's manual(s) carefully.
- Review all materials to see how they accompany the activities.

WHY

Prepare to conduct site-wide school climate activities to ensure you achieve the goals of your Assessment Plan.

WHERE

Prepare to conduct site-wide climate activities everywhere: classrooms, hallways, cafeteria, administrative offices, playground, buses, gymnasium and auditorium.

WHEN

Prepare to conduct site-wide climate activities according to your *Positive Action* Implementation Calendar.

HOW

1. Prepare according to your *Positive Action* Implementation Packet. Leadership and staff prepare to:

- Use the Climate Development Kit(s) by reviewing all the materials in the kit box.
- Review the Instructor's Manual from the Climate Development Kit(s), which guides how to use the materials provided for developing a positive site-wide climate.
- Review and distribute the Implementation Planning envelopes in the Elementary Climate Kit box which contain materials for the members of the Positive Action Committee. The Secondary Climate Kit has Implementation & Committee Handbooks for the members.

2. Manage Funds. Confirm with fiscal department that accounting is up to date.

3. Ordering Materials & Services. Leadership receives the kit(s) ordered for them according to your Implementation Planner and Ordering Materials and Services worksheets.

4. Training. Leadership and staff attend the training according to your Implementation Packet and Calendar.

Goal 3: IMPLEMENT the Climate Activities

WHO

- Encourage everyone to model positive behavior throughout the day.
- Encourage students to reinforce each other's positive behaviors.

WHAT

Implement Your Own *Positive Action* Program for site-wide climate development according to the plan you have prepared. Your plan may include:

- A Kickoff assembly, newsletters, Positive Notes and:
 - Elementary: ICU Boxes, stickers, tokens, Words of the Week cards and announcements
 - Secondary: SOS Boxes and Kudos, photo collage and banner, Peace Flag and Buzzwords

WHY

- To acknowledge and reinforce the positive actions of students at every opportunity to achieve the goals of your Assessment Plan.
- To solve problem situations by applying *Positive Action* principles.

WHERE

- In an environment where everyone feels safe, welcome, and respected.
- Listen to students' suggestions for making the classroom and school/site a positive place where everyone wants to be.
- Site-wide everyone reinforces and models positive actions.
- Display *Positive Action* posters in common areas.

WHEN

- Implement the *Positive Action* climate activities according to Your Own *Positive Action* Program and your Implementation Calendar.
- Look for opportunities to reinforce positive actions site-wide, all day.

HOW

1. Implement according to your *Positive Action* Implementation Packet. To implement effectively:

- Reinforce students often, using your Climate Development Kit materials, or simply notice when you see them using positive actions. Be particularly vigilant with students who do not often display positive behaviors. You might even consider setting them up to do a positive action for you or others to reinforce.
- Use your Positive Behavior Plan when you see an opportunity to help students learn how to change a negative behavior to a positive one.
- Use your Positive Behavior Celebration when you see an opportunity to acknowledge students for doing positive actions.

Goal 4: ASSESS Climate Activities

WHO

Leadership, *Positive Action* Site Coordinator, *Positive Action* Committee members and any assessment specialists related to school climate.

WHAT

Conduct and submit final Assessment Plan for school climate activities to appropriate authorities.

WHY

To ensure that school climate activities occurred and are measured as indicated in the Assessment Plan.

WHERE

Administration of surveys and other data collection measures occur in designated areas.

WHEN

Administration of surveys and measures occur according to the Assessment Plan.

HOW

1. Assess according to your *Positive Action* Implementation Packet.

- The U.S. Department of Education has high quality; adaptable school climate surveys (EDSCLS) and associated web-based platforms. States, local districts and schools can collect reliable, nationally validated school climate data in real-time. There are surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians and can now be downloaded free of charge at <https://nces.ed.gov/surveys/edscls/index.asp>.
- Positive Action, Inc. provides access to Unit Implementation Reports.
- Contact a *Positive Action* consultant for assistance.

2. Training. Attend training on conducting assessment activities.

Part FOUR: Equity and *Positive Action*

Positive Action is committed to serving communities nationwide by educating and providing the tools needed to address inequities and problems of systemic racism. We have a longstanding commitment to racial equity and our goal is to be part of the solution. Now is the time for change, and it begins with our youth. All students need a learning environment where they feel respected, safe, valued, and affirmed in their individual interest, talents, social identities, cultural values and backgrounds. There are deep rooted inequities in our education system and now, more than ever, our educators need a social-emotional curriculum to help create an environment that promotes understanding, examines biases, builds multicultural relationships and creates inclusive communities. While the Positive Action curriculum alone will not solve this systemic problem at hand, it will help steer the path in the positive direction to overcome inequities in our communities.

Our Positive Action curriculum speaks a common language and our mission is to empower greatness in all individuals, schools, families and communities, no matter the age, gender, ethnicity, culture and socioeconomic level of the individual. It begins with our founding philosophy:

“You feel good about yourself when you do positive actions, and there’s a positive way to do everything.”

A powerful lever we teach on day one to all students. Your students will learn they have the power to choose to do positive actions by turning around any negative thoughts, because their positive thoughts lead to positive actions, and positive actions lead to positive feelings about themselves. All students need and desire to feel good about themselves, but struggle to know how when they are surrounded by a toxic environment of negativity. They need the right tools to know how to value and manage themselves in all areas of their lives. If they can learn to do this first, your students will have the knowledge and understanding of what it truly means to treat others the way you want to be treated. Positive Action takes it even further and creates an environment where your students will learn and practice to see the good in others, respecting others, saying nice things to others, showing appreciation, empathy, fairness, kindness, and cooperation. This is hitting the root of the systemic racial problem. If students are not being taught these tools at home or in their communities, how can they be expected to be inclusive and treat others with respect when they are not being modeled and practiced by others? This fight to overcome the inequities that exist in our education system begins by educating and providing the appropriate tools as early as preschool and not choosing to silence the reality of our environment. Through the Positive Action lessons, your students will learn to be in touch with reality and learn their strength and weakness to turn problems into opportunities. You're leading your students to empower greatness in themselves and others, to be the change we need today for an equitable future.

Positive Action addresses systemic racism by focusing on the common feelings and experiences human beings share. Positive Action is a comprehensive, strength-based approach designed to build the self-concept and intrinsic motivation in each child. For children of privilege, they are explicitly asked to see the world through the eyes of others without their advantage. For children without privilege, they are explicitly taught to reject any thoughts, systems or beliefs that devalue them, and to see themselves as powerful and precious.

Positive Action’s equitable approach and mission is to not highlight what makes us different from one another creating a social divide, but rather unite us around what makes us the same in our own unique way. The skills that students learn are relatable, universal skills that all of humanity needs, regardless of age, race, religion, ethnicity, sexual orientation, or socioeconomic background. The program has been successful in many diverse cultural and geographical populations because of this simple universal truth. Once the skills begin to grow and take root in the students’ daily lives, they naturally take their learning home to their families. As families begin to change, communities begin to change, and ultimately, a global change in mindset and attitude evolves.

Feeling good about ourselves when we do positive actions is what motivates us to do more positive actions because we like the feeling of having a positive self-concept. Showing respect, empathy, kindness, and inclusion are positive actions, and anytime we value others and help others feel safe, we feel good about ourselves because we are treating others the way we want to be treated, even if we aren't being treated in the same respectful way.

If a person treats another person in a disrespectful way, regardless of the reason why, whether it's age, race, religion, ethnicity, sexual orientation, socioeconomic background, or something else, both people will feel bad, possibly even angry at themselves and at others. All humans have the need to feel respected and valued and safe, and when this doesn't happen, positive actions aren't happening. We all must do positive actions because it makes us feel good about ourselves, and to see real change in the world, we must believe that there is a positive way to do everything, regardless of how others treat us.

Part FIVE: COVID-19

The year 2020 will go down in history as the year the coronavirus pandemic wreaked havoc on our nation and the world. COVID 19 is now a global household word and is defined by uncertainty, stress, danger, fear, anxiety, depression, hardship and even heartbreak and sorrow.

The challenges created by it for our health—both physical and mental, our economy and social inequities are enormous. For education, the challenges are unmatched. Schools reopen amid confusion and outbreaks. There is no good answer for educators but they must try something.

In response, educators have created multiple new, untested models with which to begin this school year but, whatever model they choose, they do so with much trepidation. They know that the model they select, will be deficient and most likely need to be changed before the school year is over—maybe even multiple times.

Regardless of the model used, the problem remains that the loss of the traditional brick and mortar schools leaves education ungrounded. These schools have been the foundation for education and often the community as well. They provide many vital resources required to meet students' social, and emotional, physical and mental/intellectual needs.

Under COVID conditions, however, schools are not able to meet these needs as they used to. Yet the needs are still critical and must be met. The harm being done to students and society without the schools' resources is immeasurable. We need a replacement approach. By substituting Positive Action, many educational goals can still be met.

The Positive Action program meets the needs by providing teachers with tools for direct instruction in the actions students need to cope, develop resiliency and become their best selves under pandemic pressures. The program systematically teaches the positive actions for the physical, intellectual, social and emotional areas—the whole self, since the effect of the virus creates stress in in every way.

Positive Action can ground schools by being used first thing every day. Through it students will learn how to help themselves. They will see the classroom as the place they can go to receive guidance, reassurance and assistance with the challenges they face. Teachers will have the tools to reach out and help them. They will assist teachers to discover what the student's world is like and help them.

Students are not naturally adept at discussing their feelings and situations. They need assistance and stimulus; which Positive Action provides. Without this kind of prompting they simply do not have the words to explain what they are feeling and experiencing. Through Positive Action, students can learn better and achieve more because they understand their situation and how to address it.

The program also provides tools for parents to learn the same concepts as the students so they can support their children and cope better themselves. It simultaneously works for faculty, support staff and administrators while also engaging the community. Positive Action provides hope since "we are all in this together," and a unified and coherent message for success.

Since the arrival of COVID-19, Positive Action has been preparing for this new reality. However, the program and its goals remain the same: to teach the program with fidelity in an engaging manner. The delivery system can be adapted for whichever model you adopt: in-person in school with safety measures, remote learning or a hybrid approach.

Positive Action proposes that you teach the program with **any** model first thing every day throughout the school year and cover the entire curriculum. Students need to know that you will always be there for them as the day begins with good guidance and support that they seek. Students will understand that they will learn the

positive actions they need to take care of themselves and others while continuing to grow and achieve in this surreal world. The program also creates intrinsic motivation to do the positive actions they are learning.

Positive Action has tools for parents, which include the same concepts and equips them to reinforce their children and help themselves. There are materials for counselors and other support people to be ready to back up the teachers. It engages community partners and others to shore up the ranks.

WHY

There are a number of reasons why Positive Action is the solution needed in this crisis.

One, the trauma students and others are experiencing due to this unseen, unknown, and unpredictable virus is frightening. We must prioritize addressing mental health with social and emotional learning because of the serious barrier they are to learning. In education, before the pandemic, we were becoming aware of the immense problem trauma is to good learning and the mental health issues it creates. Now we are seeing widespread trauma and not to just a few but to everyone including both children and adults. Those who were already experiencing trauma are now often overwhelmed with COVID complications.

Positive Action is a great antidote to trauma and mental health issues. It teaches how to take action—positive action—to address challenges because sometimes we cannot control what happens to us but we can choose how we react to it. We must learn to always elect the positive.

We also know that strong character is often developed by overcoming adversity, which is also what explains resilience. We need continual growth also; we want everyone to adapt and grow and become happy and successful.

Second, the Positive Action program has the right content. This point cannot be overstated. Positive Action content has the perfect message as well as the depth and breadth to address our terrifying pandemic and other concerns. The message is that you feel good about yourself when you do positive actions and there is a positive way to do everything. It is all there, the how-to and the intrinsic motivation to do positive actions—to feel good about yourself. It also acknowledges that there are right actions to take—wrong actions will not work. Wrong or negative actions are just that—wrong, therefore, they cannot be effective. The program also teaches the key positive actions for your whole self. Positive Action is a comprehensive program that has no equal.

Also, there is enough unique content to cover the entire school year so students can rely on getting a dose almost every day throughout the year. Positive Action has over 2,000 lessons in the whole Pre-K–12 curricula. Teachers can rely on time-tested, ready-made lesson plans and materials that they could never duplicate themselves but contain the essential concepts for teaching successful learning.

Third, providing connectivity for students to others is a huge challenge now. Students need to feel that they belong. The virus challenges make this harder to accomplish. Positive Action does it by offering a classroom approach with a curriculum that connects students to each other and their teachers. They share problems and concerns and learn that they are not alone. They want to know how to solve their problems effectively—positively.

The program also offers a school climate program to develop the school community together. This invites reinforcing positive actions and caring for each other so all can grow together.

Fourth, Positive Action works. It more than meets the ESSA standards for being evidence-based. ESSA requires one Randomized Controlled Study and Positive Action has three; it is rated as having “strong” evidence of effectiveness. These rigorous studies provide assurance that the program is effective at the highest level. They also include a wide variety of populations: ethnically, geographically and socioeconomically.

Fifth, Positive Action has many outcomes essential to successful learning. It has outcomes for improving social and emotional learning, mental and physical health, academics, behavior, character and self-esteem—simultaneously. This one-of-a-kind program eliminates the need for multiple programs thus saving time, money and opportunities.

Use Positive Action, an evidence-based program to defeat the virus obstacles education faces today.

WHERE

Where to conduct school is the big question today: in-person in the school with modifications for safety, virtually, or some combination. For whatever setting, you use Positive Action the same way by teaching the lessons and adapting them for your conditions, which is typical of the program. Positive Action has developed approaches for any model and can adapt the program for your unique situation. Please contact us for details on how we can tailor Positive Action for your model.

WHO

Positive Action is a program for everyone. It contains a whole system of tools including materials for teachers, students, support staff, parents, and community members. It has materials coordinating all members of the students' education ecosystem providing real power to make lasting changes.

However, the heart of the program is the Pre-K–12 curricula with toolkits on each grade level for teachers. The other materials provide depth and breadth of support. Counselors and other support people have a Counselor's kit. Parents have the Parent Handbook, the Family Kit (it's free on our website) and a Parenting Classes kit to learn how to use the Family Kit at home. There is even a Community Kit to engage members and groups of the community in support of the school. By including everyone in using Positive Action, you have a common vocabulary, shared goals and vision that bring the full force of consistency and reinforcement for success.

WHAT

The Positive Action program is a whole system to engage the entire ecosystem for education. The system has the same message for all the components: Pre-K–12 curriculums, support curriculums for bullying prevention, drug education and conflict resolution, counseling, family and parenting, and community. Therefore, all kits can fit together in any configuration, stand alone or as an entire system.

Positive Action has the benefit of ten years under development in elementary and high school in a school district and 38 years in the Positive Action Company. It has successfully delivered Positive Action to schools throughout the nation and beyond. The company has had time to polish the program to a high sheen with the benefit of user's feedback, research studies and endless updates and revisions. The tools are easy to use and engaging; an important characteristic for overwhelmed teachers today.

HOW

Positive Action has the right message, materials, and outcomes to meet education's challenges today. It is a program that can be easily adapted to meet the challenges of today. There are some fundamentals that apply to any approach: the in-person, remote or a hybrid. Positive Action provides to all users the "Guide to Succeeding with Positive Action" with specific steps in preparing and adapting the lessons. In brief, there are four main steps for planning successful lessons and maintaining fidelity:

Plan—read the lesson plan in the manual and review the materials provided to enhance the learning of the lesson. Plan how you will follow and adapt the lesson plan to achieve its goal.

Prepare—review the lesson plan you outlined and carefully prepare how you will present the lesson—how you will teach the strategies and use the materials provided in the lesson plan and reach the lesson goal.

Implement—present your lesson as prepared and adapt it as you go by incorporating the feedback, discussion and input from the students, while still achieving the goal of the lesson.

Assess—throughout the lesson assess the effectiveness of it for students by checking for understanding such as asking questions about the lesson and reinforcing main concepts and goals by repeating them or writing them on the board.

Here are some examples of how to adapt Positive Action for each model:

TRADITIONAL brick and mortar with adaptations for safety:

- Do not use lesson materials provided in the lessons that are touched by multiple students. For example, there is a bean bag tossed back and forth to students in the third grade curriculum. Alternatively, suggest that students do it at home with family members using a pair of rolled up socks.
- Use the envelope provided in each teacher’s kit for storing all materials each student will be using throughout the year. Have students put it in a place that only they will touch such as a backpack.

VIRTUAL

- Obtain from Positive Action digital copies of activity sheets, posters and other visuals to include in your lesson plans. Show the digital version and use as directed in the lesson.
- Ask students to visualize the printed materials used in the lessons if a digital version is not included.
- Ask students to draw what they think the material used would look like and share with others, if possible.
- Have a class phone call each morning since under some conditions it is the best way to reach students. Teach the main concepts of the lesson and encourage students to discuss while allowing time for an exchange of concerns and ideas that students have about the world in which they live.

HYBRID

Keep in mind the suggestions for both models when adapting for combining the models. Use the envelope with the printed materials in it with both models—in-person, and the remote classroom. Use the posters with the in-person model and ask students to remember how it looked when they were in the actual classroom or use a digital version when they are remote.

There are many more ideas for how to adapt Positive Action for the different models. Contact Positive Action for assistance on how to adapt the program specifically for your own customized model. We are continuing to collect ideas for adapting so we can share them with you as soon as we receive them. We are impressed with all of the creative ways we are hearing about how you are adapting the lessons to these trying times and will gladly share them with you.

Contact us now to learn how we can create a plan your school that will produce the results so needed today.

Concluding Thoughts

We are pleased that you are joining the *Positive Action* family. We know that with your expertise and commitment to implement the program for success as outlined in this guide, you will embark on a journey that will take you to a new level of achievement in reaching your goals and aspirations. *Positive Action* inspires a positivity that unlocks the potential of not just the students but those who deliver it as well. Your setting can become that place where everyone wants to be because it is safe, welcoming and warm. Be open to what it offers and use your influence to make it accessible to all. Best wishes from all of us here at *Positive Action*!

