



# Supporting Documents

- + *Positive Action* System Flier
- + Philosophy & Units Flier
- + Works for All Levels Flier
- + Implementing *Positive Action* with Fidelity Booklet
- + Tips for Standardized Test Success with *Positive Action*

# Positive Action® System

## CONTENT

### Layer 1

**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 a shared goal.

### Layer 2

**Thoughts-Actions-Feelings Circle**  
 Applies the Philosophy.



### Layer 3

**Whole Self: Physical + Intellectual + Social + Emotional**

### Layer 4

**Unit 1:** Philosophy & Circle → **Unit 2:** Physical & Intellectual → **Unit 3:** Social & Emotional Self-Management → **Unit 4:** Social & Emotional Social Competence → **Unit 5:** Social & Emotional Self-Honesty → **Unit 6:** Social & Emotional Self-Improvement

### Layer 5

**TOOLS**

**Family Programs**

- Family Kit
- Family Classes Kit
- Parenting Classes Kit

**Classroom Curriculum**

- PreK-12 Instructor's Kits
- Elementary Bullying Prevention Kit
- 5th Grade Drug Supplement Kit
- Secondary Drug Supplement Kit

**Community Program**

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

**Climate Program**

- Elementary Climate Kit
- Secondary Climate Kit

**Counselor's Program**

- Counselor's Kit
- Conflict Resolution Kit

# Philosophy & Units



## Philosophy

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

## Unit

1

Self-Concept: What It Is, How It's Formed, and Why It's Important (Philosophy and Circle)

## Unit

2

Physical and Intellectual Positive Actions for a Healthy Body and Mind

## Unit

3

Social/Emotional Positive Actions for Managing Yourself Responsibly

## Unit

4

Social/Emotional Positive Actions for Getting Along with Others (Social Skills and Character)

## Unit

5

Social/Emotional Positive Actions for Being Honest with Yourself and Others (Mental Health)

## Unit

6

Social/Emotional Positive Actions for Improving Yourself Continually (Setting and Achieving Goals)

# Positive Action Works for All Levels

RTI, SPBIS, MTSS, Prevention,  
Intervention, & Treatment

## ACADEMIC SYSTEMS

### LEVEL 3: Tier 5+—Tertiary Indicated, & Treatment

- All universal and secondary intervention materials except *Climate Development* (targeted applications)

### LEVEL 2: Tier 2–4—Selective Interventions

- All universal materials (targeted applications)
- *Conflict Resolution Kit*
- *Counselor's Kit*

### LEVEL 1: Tier 1—Universal Interventions

- Classroom curriculum kits for PreK–12 (*Alignment to Common Core and State Academic Standards*)
- How to Prepare for Standardized Testing
- *Climate Development Kits: Elementary and Secondary*
- *Family Kit*
- *Family Classes and Parenting Classes*
- *Community Kit*



## BEHAVIORAL SYSTEMS

### LEVEL 3: Tier 5+—Tertiary, Indicated & Treatment

- All universal and secondary intervention materials (targeted applications)

### LEVEL 2: Tier 2–4—Selective Interventions

- All universal materials (targeted applications)
- *Elementary Bullying Prevention Supplement*
- *Drug Education Supplements: Elementary and Secondary*
- *Family Classes and Parenting Classes*
- *Conflict Resolution Kit*

### LEVEL 1: Tier 1—Universal Interventions

- Classroom curriculum kits for PreK–12
- *Climate Development Kits: Elementary and Secondary*
- *Counselor's Kit*
- *Family Kit*
- *Community Kit*

Multi-  
**LEVELED**

Flexible tools. Comprehensive Content.

## A WIDELY-RECOGNIZED

Evidence-Based Proven Program

### Whole School Reform

Approved Model: U.S. Department of Education

### What Works Clearinghouse

U.S. Department of Education

### StopBullying.gov

U.S. Department of Health & Human Services

### CASEL

Social & Emotional Learning

### CASE

Special Education

### Blueprints

Annie E. Casey Healthy Youth Development

### NREPP

Mental Health & Substance Abuse Prevention

### OJJDP

Violence & Delinquency Prevention

**Positive Action** has the right **content** with the right **tools** to deliver it *at any level*. Contact us to learn what *approach* might be the **best** for you.

[www.positiveaction.net](http://www.positiveaction.net)



**Positive Action**<sup>™</sup>  
empower greatness<sup>+</sup>

800-345-2974 | 208-733-1328



Positive Action Level I		Positive Action Level II	Positive Action Level III
Universal Implementation: High-Quality Instruction	Partial-Universal Implementation: High-Quality Instruction	Targeted: Small-Group Instruction	Individual: Intensive Intervention
Select option(s) appropriate for you		Select option(s) appropriate for you	Select option(s) appropriate for you
<b>PROGRAM COMPONENT</b>			
<b>PreK-12 Classroom Instructor's Kits</b>	<ol style="list-style-type: none"> <li>Use all or grade levels appropriate for their design; all lessons are taught at each grade level</li> </ol>	<ol style="list-style-type: none"> <li>a. Use selected key lessons from our Implementation Plans from all six units of Pre K-12 curriculums for their grades.</li> <li>Use lessons from one Unit of the curriculums appropriate for need</li> <li>Use Level I—Universal and Partial-Universal</li> </ol>	<ol style="list-style-type: none"> <li>a. Use selected lessons from all six units of Pre K-12 curriculums as directed by data</li> <li>Use lessons from selected Unit(s)</li> <li>Use Level I—Universal and Partial-Universal</li> </ol>
<b>Bullying Prevention Classroom Instructor's Kits</b>	<ol style="list-style-type: none"> <li>Use all lessons combined with 1-8th grade curriculums</li> </ol>	<ol style="list-style-type: none"> <li>Use as stand alone, separately or in combination</li> </ol>	<ol style="list-style-type: none"> <li>Use as stand alone, separately or in combination</li> </ol>
<b>Drug Education Classroom Instructor's Kits</b>	<ol style="list-style-type: none"> <li>Use all lessons combined with 1-8th grade curriculums</li> </ol>	<ol style="list-style-type: none"> <li>Use as stand alone, separately or in combination</li> </ol>	<ol style="list-style-type: none"> <li>Use as stand alone, separately or in combination</li> </ol>
<b>Site-Wide Climate Development Kits: Elementary &amp; Secondary</b>	<ol style="list-style-type: none"> <li>Use school-wide climate development activities for appropriate level (Elementary or Secondary)</li> </ol>	<ol style="list-style-type: none"> <li>Use selected school climate development activities to meet needs</li> </ol>	<ol style="list-style-type: none"> <li>Use selected school climate development activities to meet needs</li> </ol>
<b>Counselor's Kit</b>	<ol style="list-style-type: none"> <li>Use targeted lessons for students and families with more intensive needs</li> </ol>	<ol style="list-style-type: none"> <li>Use targeted lessons for students and families with more intensive needs</li> </ol>	<ol style="list-style-type: none"> <li>Use targeted lessons for students and/or families together with more intensive needs</li> </ol>
<b>Behavior Management Kit</b>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>
<b>Conflict Resolution Kit</b>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>	<ol style="list-style-type: none"> <li>Use for incident response</li> </ol>
<b>Family Kit, Family Classes and/or Parenting Classes Kits</b>	<ol style="list-style-type: none"> <li>Use aligned by unit with school curricula</li> </ol>	<ol style="list-style-type: none"> <li>Use targeted classes as needed, according to parent(s)/families' needs</li> <li>Use all seven sessions provided with timelines appropriate to need</li> <li>Lessons provided as needed; one lesson at a time</li> </ol>	<ol style="list-style-type: none"> <li>Use targeted classes as needed, according to students' and parent(s)/families' needs</li> <li>Student, parent(s) and counselor/therapist together doing targeted lessons from all six units</li> <li>Student, parent(s) and counselor/therapist together doing lessons from a targeted unit</li> </ol>
<b>Community Kit</b>	<ol style="list-style-type: none"> <li>Use to develop partnerships with community members</li> </ol>	<ol style="list-style-type: none"> <li>Use to develop partnerships with community members</li> </ol>	<ol style="list-style-type: none"> <li>Cooperate with community service providers and coordinate services</li> </ol>

# Implementing *Positive Action* with Fidelity



Carol Gerber Allred, Ph.D.  
President/Developer



Empower **Greatness<sup>+</sup>** with Positive Action.<sup>®</sup>

**Positive Action®**

# **Implementing *Positive Action* with Fidelity**

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Printed in the United States of America.

Published 2011, Revised 2015

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# Implementing *Positive Action* with Fidelity

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# Understanding Positive Action®

Before you get started, you should have a basic understanding of *Positive Action*.

## Introduction to the *Positive Action* System

***Positive Action* Mission Statement:** The mission of the *Positive Action* System is to promote positive actions to empower greatness in individuals as they participate in their schools, families and communities, so they live happy, healthy and successful lives and also to empower greatness in families, schools and communities themselves.

### **WHAT is the *Positive Action* System?**

For more than 30 years, various components of the widespread *Positive Action* system have been used nationally and internationally. *Positive Action* is a comprehensive system of integrated and coherent school, family and community curricula and programs that promote the use of positive actions to develop the whole self—physical, intellectual, social and emotional. By empowering people to live happy, healthy and successful lives, the system also empowers their schools, families and communities to find their greatness.

In this five-layer system, each layer builds upon the others to provide the structure, organization, and logic for the whole system. The first four layers present the content and the fifth layer supplies the tools through which the content is delivered. (See *the graphic on page 4.*)

### **Content**

**Layer 1:** Provides the overarching intuitive philosophy for self-understanding and self-management that underlies the entire system.

**Layer 2:** Depicts the philosophy in graphic form—the Thoughts, Actions, and Feelings about Self Circle—and describes how it is applied to the whole self.

**Layer 3:** Outlines the holistic scope of the positive actions for the whole self: physical, intellectual, social and emotional.

**Layer 4:** Outlines and organizes the specific content of the holistic view of self into six units, upon which all of the system tools are based.

### **Tools**

**Layer 5:** Outlines and explains the organization of all the tools or materials in the system that

## Understanding *Positive Action*

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are used to deliver the content to individuals within schools, families and the community as well as to develop the entities themselves.

In total, the five layers of the system build on each other, allowing its logic, structure and organization to integrate and work synergistically to bring a single coherent approach to developing the individual, family, school, and community, in order to create a more positive world.

The *Positive Action* system aims to create positive lives for everyone in a community by providing tools that will enable them to work together harmoniously and achieve common positive goals. The system is designed to create a shared vision and common vocabulary, and to unite everyone. The content is based on universal concepts and is developed for easy delivery through user-friendly tools to form a coherent, appropriate approach for each group. Each of the tools can stand alone down to the individual lesson or activity level, or be mixed and matched in any combination, or form a seamless whole.

The tools of the *Positive Action* system based on the common content include:

1. **PreK–12 curriculum**—a classroom kit for each grade level;
2. **Supplemental curriculum kits** for preventing **bullying, substance use** and **violence**;
3. **Climate Development Kits** (Elementary and Secondary);
4. **Counselor’s Kit**;
5. **Family Kit, Family Classes Instructor’s Kit, and Parenting Classes Instructor’s Kit**, which teach the parents and family members enrolled in the classes how to use the Family Kit at home;
6. **Community Kit**.

When Positive Action content (curricula and programs), is delivered through the tools, users learn how to empower themselves within their families, schools and communities, as well as how to develop each of these entities separately to become its best. This leads to a positive climate in each setting and a collective environment in which everyone can thrive and become a productive, contributing citizen.

### The *Positive Action* Philosophy

*Positive Action* teaches individuals, schools, families, and communities the philosophy that you feel good about yourself when you do positive actions, and there is a positive way to do everything. This intuitive philosophy is demonstrated graphically by the Thoughts-Actions-Feelings about Self (TAF) Circle diagram, which explains that positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. Once we are aware of the whole behavior process, we know that

we can choose to stop and think before acting, then take an action, experience the reaction or feeling we have about ourselves, and have another similar thought. The Circle can be positive or negative, and the lessons demonstrate the benefits of choosing positive actions over the harm of choosing negative actions.



### **The Design**

The philosophy and TAF Circle are common throughout six focus units that unite the PreK–12 Curriculum, Climate, Counselor, Family, and Community components.

All the components are designed to work together in any combination: stand alone effectively or combine seamlessly as a cohesive whole. To see how all the components fit together to achieve multiple outcomes, do a search for the Logic Model at [www.positive-action.net](http://www.positive-action.net).

# Positive Action® System

## CONTENT

### Layer 1

#### 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 a shared goal.



### Layer 2

#### Thoughts-Actions-Feelings Circle

Applies the Philosophy.



### Layer 3

Whole Self: Physical + Intellectual + Social + Emotional



### Layer 4

Unit 1: Philosophy & Circle → Unit 2: Physical & Intellectual → Unit 3: Social & Emotional Self-Management → Unit 4: Social & Emotional Social Competence → Unit 5: Social & Emotional Self-Honesty → Unit 6: Social & Emotional Self-Improvement

## TOOLS

### Layer 5

#### Family Programs

- Family Kit
- Family Classes Kit
- Parenting Classes Kit



#### Classroom Curriculum

- PreK-12 Instructor's Kits
- Elementary Bullying Prevention Kit
- 5th Grade Drug Supplement Kit
- Secondary Drug Supplement Kit



#### Community Program

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

#### Climate Program

- Elementary Climate Kit
- Secondary Climate Kit

#### Counselor's Program

- Counselor's Kit
- Conflict Resolution Kit



# Positive Action Program Fidelity Checklist

In order to achieve the maximum results with *Positive Action*, follow these steps.

## PLAN

- Organize to plan your implementation.** Complete the form on page 7.
- Design your Implementation.** Follow these directions to fill out the “*Designing Your Implementation*” form on page 9.
  - **WHO** will be using *Positive Action*?
    - Identify and make known to everyone the key personnel assigned to the project. (Could include: principal, assistant principal, guidance counselor, teacher(s) and others as appropriate).
    - Identify who will receive the program (school-wide implementation, Tier II/III students only, etc.)
    - Identify the Program Coordinator.
    - Identify the Committee Members.
  - **WHY** will *Positive Action* be used?
    - Set your goals and/or outcomes you want to achieve by implementing *Positive Action*.
  - **WHERE** will *Positive Action* be used?
    - Decide where *Positive Action* could be implemented (in school, i.e., homeroom/ advisory or core class, before/after school program, detention center, etc.)
  - **WHEN** will *Positive Action* be used?
    - Determine and agree upon a timeline based on the school/site and schedule for implementation.
    - Customize lesson implementation plans with assistance from a *Positive Action* Consultant and *Positive Action* Coordinator and Committee if you are unable to complete all of the lessons.
  - **WHAT** *Positive Action* components will be used?
    - Design your Implementation Plan with assistance from a *Positive Action* Consultant.
    - Design your Implementation with input from *Positive Action* Coordinator and Committee.
  - **HOW** will *Positive Action* be used?
    - Combine Who, What, When, Where and Why to determine your program design.

\*If you prefer, contact us for an editable PDF of the following “*Designing Your Implementation*” form. In order to be able to edit and save the PDF form to your desktop, go to [www.adobe.com](http://www.adobe.com) to download the most current Adobe Reader software for free.





# Organizing for Implementation

Organization's Name \_\_\_\_\_ Date \_\_\_\_\_

Use this form to organize how to plan for Implementation.

Who	<p><b>Who</b> will plan the <i>Positive Action</i> Program Implementation? Names:</p>
What	<p><b>What</b> is the plan for Implementation?</p>
When	<p><b>When</b> will they plan the Implementation Plan? Date:</p>
Where	<p><b>Where</b> will they plan the Implementation?</p>
How	<p><b>How</b> will they implement the Implementation Plan?</p>



# Designing Your Implementation (W's)

One form per school site, and one per Tier:

- Tier 1     Tier 2     Tier 3  
 Tier 4     Tier 5

Organization/school name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Contact name: \_\_\_\_\_  
 Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## WHO will be using Positive Action (PA)? (People)

**1. Who will receive PA?**     Students #: \_\_\_\_\_     Families/Parents #: \_\_\_\_\_     Communities #: \_\_\_\_\_

**2. Who will deliver PA?**     Teachers     Counselors     Social Workers     Providers     Other: \_\_\_\_\_

**3. Who will administer PA?**    Coordinator/Principal: \_\_\_\_\_    Director/Superintendent: \_\_\_\_\_  
 Assistant Principal/Facilitator: \_\_\_\_\_    Counselor/School Psychologist: \_\_\_\_\_    Other: \_\_\_\_\_

**4. Will you have a committee?**     Yes     No    Names: \_\_\_\_\_

### DEMOGRAPHICS

**Population:**     Urban     Suburban     Rural

**Ethnicity:**     Caucasian \_\_\_\_\_%     African-American \_\_\_\_\_%     Hispanic \_\_\_\_\_%     Asian \_\_\_\_\_%  
 Native American \_\_\_\_\_%     Pacific Islander \_\_\_\_\_%     Other \_\_\_\_\_%

**Socioeconomic:**     Low \_\_\_\_\_%     Medium \_\_\_\_\_%     High/Affluent: \_\_\_\_\_%

**Title I:**     Targeted Assistance     School wide     School Improvement     ELL (English Language Learners): \_\_\_\_\_%

**Special Education:**     \_\_\_\_\_%

**WHY use Positive Action? (Purpose)**

Goal(s): 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Outcomes: \_\_\_\_\_

Evidence: \_\_\_\_\_

Needs assessment outcomes: \_\_\_\_\_

Other: \_\_\_\_\_

**Comments:** \_\_\_\_\_

## WHERE will Positive Action be used? (Setting or Places)

	Classrooms/Grades	SITE NAME(S)
<input checked="" type="checkbox"/> <b>Schools:</b>		
In School		
Before/After School		
In-School Suspension		
Out-of-School Suspension		
<input checked="" type="checkbox"/> <b>Other:</b>		
Detention Center		
Day School		
Community Center		
Other:		
<b>Comments:</b> _____		

**WHEN will *Positive Action* be used?**

<b>1. When</b> would <i>PA</i> materials be ordered?	<b>Year:</b>	<b>Month:</b>	<b>Day:</b>
<b>2. When</b> would implementation start?	<b>Year:</b>	<b>Month:</b>	<b>Day:</b>
<b>4. When</b> would it be used?	<b>Time of Week:</b>	<b>Time of Day:</b>	
<b>5. Duration</b> of lessons?	<b>Minutes:</b>	<b>Hours:</b>	
<b>6. How many</b> lessons or sessions per cycle?	<b>Lesson:</b>	<b>Sessions:</b>	

**WHAT *Positive Action* components will be used?**

Kits	Quantity	Kits	Quantity	Kits	Quantity
PreK		Grade 8		Secondary Climate	
Kindergarten		High School Kit 1		Counselor	
Grade 1		High School Kit 2		Conflict Resolution	
Grade 2		High School Kit 3		Community	
Grade 3		High School Kit 4		Family Classes	
Grade 4		Elementary Bullying Prevention		Condensed Family Classes	
Grade 5		Elementary Drug Education		Parenting Classes	
Grade 6		Secondary Drug Education		Condensed Parenting Classes	
Grade 7		Elementary Climate			

**HOW will *Positive Action* be used? (Program design)**

Combine *Why, Who, Where, When, and What* for your design of the *Positive Action* implementation.

**Why:**

**Who:**

**Where:**

**When:**

**What:**

**Comments:**

## PREPARE

### ❑ Order the most current and appropriate program materials online or with a purchase order.

- Each teacher/facilitator needs their own Instructor's Kit.
  - PreK–12 Curriculum, including Supplements: Bullying, Drug and Violence
- Each school/site needs their own Climate Development Kit (optional).
- Other components as appropriate:
  - Elementary and Secondary Climate Development
  - Counseling/Therapy
  - Family Engagement
  - Community Involvement

### ❑ Schedule a training to prepare users to implement the program with fidelity. The following options are available:

#### Orientation Implementation Training

The Orientation Implementation Trainings instruct participants on how to begin and implement the program by explaining the three basic elements of the *Positive Action* program: the **Content**, which is the philosophy, the Thoughts-Actions-Feelings about Self Circle and the positive actions for the whole self which are described in Six Units; the **Tools**: PreK–12 curriculum (with supplements for bullying, drug and violence prevention), climate development, family/parent and community programs; and the **Climate** results from delivering the content through the tools. It will also cover the outcomes and the studies which produced them. It is interactive with group presentations.

#### Description, Costs, Number of Participants and Length of trainings:

- **On-Site/ Face-to-Face**—Hosted at Trainee's or *Positive Action's* site: \$3,000 per day plus travel expenses (includes trainer'(s)' travel time); up to 50 participants. Depending on the intervention (selected parts of the program)—½ to 5 days, typically 1 to 2 days.
- **Online/Webinar**—Hosted by *Positive Action* with Internet video and phone: \$300 per hour; up to 30 participants. Depending on the intervention (selected parts of the program)—1–5hrs, typically 3 hrs.
- **Self-Training Orientation Workshop Kits**—one self-training kit per school/site—Elementary (Pre K–6), Middle School (6–8) and High School (9–12): \$550 each; PreK–12 Comprehensive Training Kit: \$1500.
- **Train the Trainer**—Costs are the same as On-site/Face-to-Face training and the Online/Webinar training plus the costs of the appropriate Elementary, Middle School, High School or Comprehensive Self-Training Orientation Workshop Kit(s); up to 25 participants. Depending on intervention (parts of program) selected—1/2 to 1 day extra.

## Ongoing and Media Training

The **Ongoing Training** instructs participants on how to deliver seven short sessions in an in-service setting which are spread throughout the year and designed to be presented by seven different faculty groups to continue to reinforce the Orientation Training that begins the program. It develops experts in key areas of the program and prepares them to become coaches when needed.

The **Media Training** teaches the process of gathering and circulating news in broadcast, print and social media to promote their activities through positive publicity for their program.

- **Costs:** same as the Orientation options plus the cost of a Self-Training Ongoing In-Service Workshop Kit (\$300) and a Media Training Workshop Kit (\$200) per school; up to 50 participants; 1 to 2 days.

## Professional Development Training

- **Option 1** develops administrators, faculty and other personnel through the *Positive Action* program content for themselves, professionally and personally.
- **Option 2** prepares participants to improve specific segments of their educational program i.e., classroom management, school-wide climate development, intrinsic motivation, encouraging parent and community involvement and how to integrate into RTI or PBIS using *Positive Action* tools.
- **Costs:** same as the Orientation options plus the cost of the grade-level appropriate Self-Training Orientation Kit(s) (\$550-\$1500), Ongoing In-Service (\$300) and Media Training (\$200) Workshop Kits per school.

## Prepare to Implement.

Choose a level of implementation:

Levels of Implementation				
	Positive Action Level I		Positive Action Level II	Positive Action Level III
	Alternative Implementation: High-Quality Instruction	Partial/Alternative Implementation: High-Quality Instruction	Targeted Level-Group Implementation	Full/Targeted Implementation
<b>Program Component</b>	Select activities appropriate for you.	Select activities appropriate for you.	Select activities appropriate for you.	Select activities appropriate for you.
<b>The Pre-K-12 Classroom Instructor's Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Pre-K-12 Classroom Instructor's Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Pre-K-12 Classroom Instructor's Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Pre-K-12 Classroom Instructor's Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Pre-K-12 Classroom Instructor's Kit materials.
<b>The Elementary Building Classroom Instructor's Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Elementary Building Classroom Instructor's Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Elementary Building Classroom Instructor's Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Elementary Building Classroom Instructor's Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Elementary Building Classroom Instructor's Kit materials.
<b>Classroom Management Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Classroom Management Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Classroom Management Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Classroom Management Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Classroom Management Kit materials.
<b>The Family Kit: Parent, Teacher and Community Development Kit: Parenting and Secondary</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.
<b>The Behavior Management Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Behavior Management Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Behavior Management Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Behavior Management Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Behavior Management Kit materials.
<b>The Conflict Resolution Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Conflict Resolution Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Conflict Resolution Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Conflict Resolution Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Conflict Resolution Kit materials.
<b>The Family Kit: Parent, Teacher and Community Development Kit: Parenting and Secondary</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Family Kit, Parent, Teacher and Community Development Kit, Parenting and Secondary materials.
<b>The Community Kit</b>	1. Use all or grade-level appropriate for this district's level of implementation and use all of the Community Kit materials.	2. Use all or grade-level appropriate for this district's level of implementation and use all of the Community Kit materials.	3. Use all or grade-level appropriate for this district's level of implementation and use all of the Community Kit materials.	4. Use all or grade-level appropriate for this district's level of implementation and use all of the Community Kit materials.

"Levels of Implementation" Description Table

Prepare your implementation with a lesson plan (see example below):

**Positive Action**  
improving lives through positive action

**Grade 4 Instructor's Kit**  
**36 Key Lessons by Unit**

Additional lessons may be added by Unit if time allows. Select additional lessons based on your students' needs.

Unit 1—Self-Concept: Its Definition, Formation and Importance		
Date	Lesson #	Purpose Statement
	1	To introduce Unit 1 and Positive Action, a course to help students feel good about who they are and what they are doing by learning and practicing positive actions.
	2	To define self-concept and to help students explore their own.
	7	To introduce the Thoughts-Actions-Feelings Circle, which teaches that positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts.
	8	To show students how to deal with life's experiences in a positive way.
Unit 2—Physical and Intellectual Positive Actions for a Healthy Self-Concept		
Date	Lesson #	Purpose Statement
	19	To introduce Unit 2—Physical and Intellectual Positive Actions for a Healthy Self-Concept.
	21	To introduce the positive actions for good nutrition.
	24	To introduce the positive actions for daily physical exercise and introduce warm-up exercises.
	31	To introduce the positive actions for avoiding harmful substances.
	33	To introduce the positive actions for meeting intellectual needs: curiosity, creative thinking, learning something new, problem solving, and strengthening your memory.
	36	To introduce the positive actions for learning new things, and to explain the importance of school and education.

	37	To introduce the positive actions for problem-solving.
Unit 3—Managing Yourself Using Social/Emotional Positive Actions		
Date	Lesson #	Purpose Statement
	41	To introduce Unit 3—Managing Yourself Using Social/Emotional Positive Actions.
	42	To introduce the concept of choice in using positive and negative actions.
	44	To introduce the positive actions for managing resources wisely.
	45	To introduce the positive actions for managing time.
	56	To introduce the positive actions for identifying feelings of love, anger, worry, jealousy, pride, fear, loneliness, discouragement and thankfulness.
	62	To introduce the positive action of managing worry.
Unit 4—Getting Along with Others Using Social/Emotional Positive Actions		
Date	Lesson #	Purpose Statement
	71	To introduce Unit 4—Getting Along with Others Using Social/Emotional Positive Actions.
	72	To reinforce the positive actions of getting along with others by allowing students to create a Classroom Code of Conduct based on their own ideas about how they want to be treated by others.
	77	To introduce the positive action of using empathy.
	80	To introduce the positive actions for dealing with bullying.
	84	To introduce the positive actions for helping others to feel good about themselves.
Unit 5—Telling Yourself the Truth Using Social/Emotional Positive Actions		
Date	Lesson #	Purpose Statement
	90	To introduce Unit 5—Telling Yourself the Truth Using Social/Emotional Positive Actions.
	92	To encourage students' awareness of themselves (observing personal characteristics).
	93	To encourage students to examine their interests, hobbies, and accomplishments for self-honesty.
	98	To introduce the negative action of blaming others.
	99	To introduce the positive action of identifying your needs versus the negative action of making excuses.
Unit 6—Improving Yourself Continually Using Social/Emotional Positive Actions		

Date	Lesson #	Purpose Statement
	110	To introduce Unit 6—Improving Yourself Continually Using Social/Emotional Positive Actions.
	112	To introduce to students the concept that they choose their attitudes about potential for self-improvement.
	116	To introduce the importance of being persistent.
	122	To have students set goals for physical self-improvement.
	124	To have students set goals for intellectual self-improvement.
	126	To have students set goals for social/emotional self-improvement.
Unit 7—Positive Action Review		
Date	Lesson #	Purpose Statement
	139	To provide your school with an optional year-end activity to inform others of the success of Positive Action.

Sample Lesson Implementation Plan

If you need a customized lesson plan, contact *Positive Action* at 800-345-2974 or info@positiveaction.net to work with a consultant.

**Identify a project coordinator and create a coordinating committee.**

**The Positive Action Committee**

The *Positive Action* Committee will play a major role in supporting and promoting the implementation of the *Positive Action* program at your site. It is strongly recommended that you form a *Positive Action* Committee to help maintain involvement and ensure a coordinated approach to program implementation.

**The Committee consists of:**

**Positive Action Coordinator:** Each site implementing should select or nominate a *Positive Action* Coordinator. This person organizes the *Positive Action* program at the site and serves as the Committee's spokesperson. They are the "go-to" person if staff members have questions or need help or support in delivering the program.

## Fidelity Checklist: Prepare

**Secretary/Recorder:** Keeps minutes of the meeting and fills out appropriate forms as needed. May be any member of the committee.

**Additional Members:** The committee should have at least one member from each of the following categories:

- Principal/Administrator
- *Positive Action* Coordinator (can be the principal/administrator, counselor/psychologist/social worker, lead teacher or any staff member who is interested in and committed to the program's success)
- Teacher from each grade level
- Student from each grade level (for middle school and high school implementations)
- Counselor, Psychologist or Social Worker
- Support staff members
- Parents

### Schedule your Implementation.

Here are the **options** to prepare your schedule for *Positive Action*. Contact us for whichever one(s) you would like to use. (See *thumbnails below and on the following page.*)

- Implementation Calendar E-Template
- Implementation Timeline
- *Positive Action* Calendar

### Scheduling tools:

**Positive Action Implementation Calendar (Year-Year)**

**Directions:** Fill in the following calendar with your timeline and specific dates and events for your school. This calendar will help you plan your implementation of the Positive Action program to meet your needs. Be sure to include all holidays, training days, and other days off throughout the school year. Once the calendar is complete, distribute it to all teachers and request that they provide names for the activities. The calendar activities are designed to ensure control at your school with the calendar.

Activity	Comments or Date	Who's Involved
Committee Meeting: Unit 1	Before School Start	
<b>Unit 1</b>		
Unit 1 Rally	Week 1	Positive Action Staff Council
	Week 2	Students
	Week 3	Students
	Week 4	Students
	Week 5	Students
	Week 6	Students
Committee Meeting: Unit 2		
<b>Unit 2</b>		
Unit 2 Rally	Week 7	Healthy
	Week 8	Students
	Week 9	Students
	Week 10	Students
	Week 11	Students
	Week 12	Students
Committee Meeting: Unit 3		
<b>Unit 3</b>		
Unit 3 Rally	Week 13	Time & Energy
	Week 14	Students
	Week 15	Students & Staff
	Week 16	Students
	Week 17	Students
	Week 18	Students
Committee Meeting: Unit 4		

Implementation Calendar E-Template

Unit 4		
Unit 4 Rally	Week 19	Assembly
	Week 20	Lines
	Week 21	Empathy
	Week 22	Report
	Week 23	Activities & Games
Unit Implementation Monitoring Survey: Unit 4	Week 24	Conferences
Committee Meeting: Unit 5		
<b>Unit 5</b>		
Unit 5 Rally	Week 25	Self-Discovery
	Week 26	Trust
	Week 27	Integrity
	Week 28	Self-Responsibility
	Week 29	Trust
Unit Implementation Monitoring Survey: Unit 5	Week 30	Forgiveness
Committee Meeting: Unit 6		
<b>Unit 6</b>		
Unit 6 Rally	Week 31	Self-Improvement
	Week 32	Compassion
	Week 33	Compassion
	Week 34	Compassion
	Week 35	Compassion
Unit Implementation Monitoring Survey: Unit 6	Week 36	Forgiveness
Wrap-up Rally (Unit 7)		
<b>Positive Action Year-End Event</b>		

**Be sure also to schedule:**

- Positive Action Committee meetings
- Council (at least once and available all year)
- Positive Action for the Positive Action Assessment
- Annual Positive Action Events
- Decisions for scheduling Positive Action resources with students

(back)



Order and Distribute Materials	Class
Conduct a Training	Class
Conduct a Pretests	Class
Organize a Committee and Hold First Meeting	Class
Create and Distribute the Implementation Calendar	Class
Kick-off Implementation	Class
<b>Unit 1*</b>	
Hold Committee Meeting	Class
Hold Assembly	Class
Teach Lessons and Use Climate Materials	Class
Conduct Implementation Monitoring Survey	Class
Hold Committee Meeting	Class
Hold Assembly	Class
Teach Lessons and Use Climate Materials	Class
Conduct Implementation Monitoring Survey	Class
Hold Committee Meeting	Class
Hold Assembly	Class
Teach Lessons and Use Climate Materials	Class
Conduct Implementation Monitoring Survey	Class
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Conduct Implementation Monitoring Survey	Class
Hold Committee Meeting	Class
Hold Assembly	Class
Teach Lessons and Use Climate Materials	Class
Conduct Implementation Monitoring Survey	Class
Hold Committee Meeting	Class
Hold Assembly	Class
Teach Lessons and Use Climate Materials	Class
Conduct Implementation Monitoring Survey	Class
Hold Committee Meeting	Class
Hold Assembly	Class
Conduct Posttests	Class
Hold Year-End Event	Class

Positive Action Implementation Timeline

Implementation Timeline PDF

Positive Action Calendar 2014-2015																																																																																																																															
<table border="1"> <tr><th>August</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>17</th><th>18</th><th>19</th><th>20</th><th>21</th><th>22</th><th>23</th><th>24</th><th>25</th><th>26</th><th>27</th><th>28</th><th>29</th><th>30</th><th>31</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<table border="1"> <tr><th>September</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>17</th><th>18</th><th>19</th><th>20</th><th>21</th><th>22</th><th>23</th><th>24</th><th>25</th><th>26</th><th>27</th><th>28</th><th>29</th><th>30</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
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Positive Action Calendar (11" x17" printed)

## IMPLEMENT

- Begin implementation with a kick-off day and follow the schedule with fidelity.**
- Use program materials as directed.**
- If applicable, hold scheduled committee meetings to plan for climate development activities, troubleshoot and plan for keeping the program fresh and positive.**

### **Tips for Implementing the Program with Fidelity: How to Prepare and Deliver the Program and its Lessons Effectively**

#### **Implementing the Program**

##### **Review the manual:**

- Read the introduction.
- Skim the lessons.
- Explore the materials.

##### **Establish ground rules with class members:**

- Keep lessons positive.
- Respect confidentiality.
- Be respectful and kind.
- Practice and reinforce the positive actions taught.

#### **Preparing the Lessons**

##### **Review lessons beforehand:**

- Read ahead to next lesson to see what you need to prepare.
- Start thinking about ways to adapt.

##### **Assemble materials:**

- Check the “Materials Needed, Materials Provided Box” and gather the materials needed.

## Fidelity Checklist: Implement

---

### Read and prepare lesson:

- Meet the goals.
- Stay within the time frame.
- Adapt for your students if needed. If major adaptations are needed, have them approved by the program developer.

You *can* adapt:

- Names of characters
- Settings of stories
- Cultural references

You *cannot* adapt:

- Concepts
- Methodologies and strategies

### Delivering the Lessons

#### Engage students:

- Look for opportunities to practice and reinforce positive actions.
- Make lessons relevant.
- Make lessons interactive.

#### Deliver lessons meaningfully:

- Use your own words.
- Share personal experiences.
- Use humor.
- Provide transitions between lessons.
- Model positive actions.

### Guidelines for *Positive Action* Teachers

- Teacher has all materials prepared before lesson.
- Teacher greets students positively.
- Teacher reviews prior lesson before starting new lesson.
- Teacher asks students how well they are applying or practicing knowledge and skills from prior lesson.
- Teacher models what they are teaching.
- Teacher provides opportunities for students to participate in lessons.
- Teacher provides positive reinforcement of positive student behavior.
- When reinforcing behavior, teacher asks students to reflect on how it makes them feel about themselves (rather than giving praise).
- Teacher provides opportunities for students to respond, and students respond.
- Teacher keeps positive tone during student interactions, and students respond in positive tone.
- Teacher treats students with respect.
- Students treat teacher with respect.
- Students treat each other with respect.
- Teacher reinforces students for showing respect.
- When students misbehave, teacher first asks them what they were thinking, then what they did, then how that made them feel about themselves.

*Positive Action* has a comprehensive set of measures for assessment and evaluation on our website **free-of-charge**. Visit [www.positiveaction.net](http://www.positiveaction.net) to view and download all **survey options** you choose, or contact *Positive Action* at 800-345-2974 or [info@positiveaction.net](mailto:info@positiveaction.net) for details.

## ❑ Conduct a needs assessment.

**Needs Assessment:** to help you determine the needs of your students, school or organization.

**Options (\*see thumbnail sample):**

- Teacher \*
- Principal
- Administrator \*

**Positive Action Needs Analysis: Teachers**

Thank you for taking time to fill out this questionnaire. Please do not place your name anywhere on this paper. Your answers are completely anonymous, and cannot be traced back to you in any way. Please respond truthfully—your answers are important.

Instructions: Use the following scale for items 1-5 below. Please circle how much time per day, on average, you spend.

1	2	3	4	5	6
0-5 minutes	10-20 minutes	20-30 minutes	1-2 hours	3-4 hours	4 or more hours

1. Taking care of discipline problems with students (i.e. disruptions, truancy, bullying, threats, assault, etc.) during class time.
 

1	2	3	4	5	6
---	---	---	---	---	---
2. Taking care of discipline problems with students (i.e. disruptions, truancy, bullying, threats, assault, etc.) outside of class time.
 

1	2	3	4	5	6
---	---	---	---	---	---
3. Teaching drug, alcohol and tobacco use prevention.
 

1	2	3	4	5	6
---	---	---	---	---	---
4. Teaching character development.
 

1	2	3	4	5	6
---	---	---	---	---	---
5. Teaching academic standards.
 

1	2	3	4	5	6
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Instructions: Use the following scale for items 6-9 below. Please circle how much you agree/disagree with.

1	2	3	4	5	6
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree

6. Teaching academic standards is important.
 

1	2	3	4	5	6
---	---	---	---	---	---
7. Teaching drug, alcohol and tobacco use prevention is important.
 

1	2	3	4	5	6
---	---	---	---	---	---
8. Teaching character development is important.
 

1	2	3	4	5	6
---	---	---	---	---	---
9. Using an evidence-based character education program in your school is important.
 

1	2	3	4	5	6
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**Teacher Needs Analysis Survey PDF**

**Positive Action Needs Analysis: Administrators**

Thank you for taking time to fill out this questionnaire. Please do not place your name anywhere on this paper. Your answers are completely anonymous, and cannot be traced back to you in any way. Please respond truthfully—your answers are important.

Instructions: Use the following scale for items 1-6 below. Please circle how much time per day, on average, you believe your teachers spend.

1	2	3	4	5	6
0-5 minutes	10-20 minutes	20-30 minutes	1-2 hours	3-4 hours	4 or more hours

1. Taking care of discipline problems with students (i.e. disruptions, truancy, bullying, threats, assault, etc.) during class time.
 

1	2	3	4	5	6
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2. Taking care of discipline problems with students (i.e. disruptions, truancy, bullying, threats, assault, etc.) outside of class time.
 

1	2	3	4	5	6
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3. Teaching drug, alcohol and tobacco use prevention.
 

1	2	3	4	5	6
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4. Teaching character development.
 

1	2	3	4	5	6
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5. Teaching academic standards.
 

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Instructions: Use the following scale for items 6-9 below. Please circle how much you agree/disagree with.

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Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree

6. Teaching academic standards is important.
 

1	2	3	4	5	6
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7. Teaching drug, alcohol and tobacco use prevention is important.
 

1	2	3	4	5	6
---	---	---	---	---	---
8. Teaching character development is important.
 

1	2	3	4	5	6
---	---	---	---	---	---
9. Using an evidence-based character education program in your school is important.
 

1	2	3	4	5	6
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**Administrator Needs Analysis Survey PDF**

## Fidelity Checklist: Assess

### Use appropriate fidelity monitoring surveys and logs on a predetermined schedule.

**Monitoring Fidelity:** to assess the level and integrity of program implementation.

**Options (\*see thumbnail sample):**

- Weekly Implementation Report
- Unit Implementation Report \*
- Site Activity Log \*
- Unit Lesson Log \*

**Positive Action Unit Implementation Report**

We are interested in finding out with you were able to deliver the Positive Action lessons and activities using this Unit? Please answer the following questions honestly so that we'll have a good record of exactly what was delivered in each classroom or to each group, and so we can provide you with feedback and technical support.

**A. Background Information**

1. Location: \_\_\_\_\_

2. Your name: \_\_\_\_\_

3. Classroom/Group number or ID: \_\_\_\_\_

4. Grade level(s) you teach: \_\_\_\_\_

5. For which PA Unit is this report? \_\_\_\_\_

6. MONTH: \_\_\_\_\_

7. DAY, (see sign): \_\_\_\_\_

8. Submitted Online? \_\_\_\_\_

9. On the average week during this Unit, how many minutes did you teach? \_\_\_\_\_

10. On average how many minutes did you spend on each PA lesson? \_\_\_\_\_

11. When you able to teach lessons at the same time of day? \_\_\_\_\_

12. If yes, what time of day was this? \_\_\_\_\_

13. How much did you adapt lessons to make them more appropriate for your students by ACCORDANCE to Ready? \_\_\_\_\_

Unit Implementation Report PDF

**Positive Action**  
The Best of Both Worlds™

**Site Activity Log**

Directions: Record the Positive Action activities at your site using the list provided (teaching, such as Follow-Up, Celebrations, etc.) as well as any other activities you observe. Use the provided form to record the date and time of each activity, indicate the date and time of a brief description. Submit the completed form to the Positive Action Coordinator.

SCHOOL: \_\_\_\_\_ STATE: \_\_\_\_\_

PERIOD COVERED: (approximate) \_\_\_\_\_ TO: (approximate) \_\_\_\_\_

Date	Brief Description

Site Activity Log E-Template

**Unit Lesson Log**

Unit #	Teacher Name	Classroom #	
Lesson #	Date	Time	Lesson Adaptations
			None <input type="checkbox"/> A Little <input type="checkbox"/> A Lot <input type="checkbox"/> Completely Changed <input type="checkbox"/>
			None <input type="checkbox"/> A Little <input type="checkbox"/> A Lot <input type="checkbox"/> Completely Changed <input type="checkbox"/>
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Unit Lesson Log E-Template

**Screening & Monitoring of Students:** to assess and monitor levels and changes (improvements) in student skills and behaviors.

**Options (\*see thumbnail sample):**

- Behavior Rating Scale \*
- Skills for Greatness Surveys:
  - Student \*
  - Teacher Screener of Student
  - Teacher \*
  - Counselor Screener of Student/Client \*
  - Counselor
  - Parent Screener of Child
  - Parent \*
  - Principal
  - Skills for Greatness Checklist \*

**Positive Action Student Behavior Rating Scale** (Version 5, 80 items, 5-point scale).

Please consider the child's behavior over the past 2 MONTHS compared to peers of the same age and gender. Please use a 5-point Likert scale to rate the child's behavior from 1 = rarely to 5 = always for following items on a grid to record your rating.

	1	2	3	4	5
Almost Never			Average		Almost Always

Child ID Code: \_\_\_\_\_ Year ID or classroom #: \_\_\_\_\_ School Name: \_\_\_\_\_

Phase continue with #18 at the top of this page. Please continue with #37 on back of this page.

Behavior Rating Scale PDF

**Skills for Greatness Survey—Student**

Directions: Below is a list of items that describe children and youth. For each item that describes you, please circle a # (1-5) that is very true or other level of you. 1 = the item is somewhat or sometimes true of you, or 2 if the item is not true of you.

0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True
1. I like the way I solve problems.	27. I show empathy understanding another's feelings.	
2. I exercise or get better in healthy ways.	28. I learn problems like opportunities to learn.	
3. I manage myself well.	29. I refuse to make choices that would cause my body (diet, substance, etc.)	
4. I have learned that there is a positive way to do everything.	30. I hold others the way I want to be treated.	
5. I make good decisions.	31. I know how to get along with other people.	
6. I manage my feelings and anger (anger, jealousy, pride, fear, loneliness, disappointment, frustration).	32. I avoid stressors.	
7. I am respectful to other people.	33. I feel nervous in high stressor situations by being confident.	
8. I get enough sleep and rest.	34. I manage food I think.	
9. I don't blame others for my mistakes.	35. I am able to solve problems well.	
10. I feel good about my life.	36. I have good studying skills.	
11. I am motivated to do new things.	37. I feel about my body.	
12. I am confident.	38. I take care of my possessions.	
13. I set goals for my learning.	39. I understand my own ability to do things.	
14. I manage my time well.	40. I understand how to solve problems with my thoughts, feelings, and feelings.	
15. I set goals for my physical development (diet, exercise).	41. I am focused with myself.	
16. I get on well with nearly everyone (family, friends).	42. I increase my energy well.	
17. I eat healthy food.	43. I cooperate with other people.	
18. I respect my own beliefs and I am of them.	44. I continue to try new things when things are hard.	
19. I don't make excuses for myself.	45. I have good study habits.	
20. I take care of my things in other people's.	46. I refuse to get involved in my behavior that would cause harm to myself.	
21. I have the courage to try things.	47. I take good care of my team.	
22. I make good choices.	48. I show kindness to others.	
23. I manage my learning and abilities.	49. I show respect for other people.	
24. I show respect for other people.	50. I set social and emotional goals for myself.	
25. I manage my energy well.		

Student Skills for Greatness Survey PDF

**Skills for Greatness Survey—Teacher**

Directions: Below is a list of skills students may or may not have. In your opinion, how important are those skills for that your youth? Please circle a number in order to be a good answer to the skills items, please circle 0 if you believe the item is very important. If you believe the item is somewhat important, or if you believe the item is not important. Please try to respond to all the items, but if you feel unable to rate a particular item, circle DK for don't know.

DK = Don't Know	0 = Not Important	1 = Somewhat Important	2 = Very Important
1. Showing the good in others.	26. Managing money.		
2. Exercising.	27. Showing empathy.		
3. Managing anxiety.	28. Finding problems and opportunities.		
4. Showing appreciation.	29. Refusing to make choices that would cause harm to their bodies (substance, diet, etc.).		
5. Learning that there is a positive way to do everything.	30. Talking about the way you want to be treated.		
6. Making good decisions.	31. Showing respect.		
7. Managing feelings (stress, anger, envy, jealousy, pride, fear, loneliness, disappointment, frustration).	32. Avoiding stressors.		
8. Getting enough sleep and rest.	33. Learning that you are good about yourself when you do positive actions.		
9. Not blaming others.	34. Managing resources.		
10. Showing personal cleanliness.	35. Being able to solve problems well.		
11. Being consistent in beliefs.	36. Having good thinking habits.		
12. Avoiding bullying.	37. Talking about the study.		
13. Setting meaningful goals.	38. Managing possessions.		
14. Managing time.	39. Believing in your potential.		
15. Setting physical goals.	40. Avoiding stereotypes.		
16. Being on well with family.	41. Understanding the relationship between positive thoughts, actions, and feelings.		
17. Managing good qualities.	42. Taking control of the truth.		
18. Broadening your horizons.	43. Managing energy.		
19. Not making excuses.	44. Showing respect.		
20. Having good things to do about.	45. Referring to information.		
21. Having courage to try.	46. Having good study habits.		
22. Making good choices.	47. Refusing to get involved in my behavior that would cause harm to myself.		
23. Managing health.	48. Managing good social hygiene.		
24. Respecting others.	49. Showing respect.		
25. Knowing your strengths and weaknesses.	50. Setting social and emotional goals.		

Teacher Skills for Greatness Survey PDF

**Skills for Greatness Survey—Counselor Screener of Student/Client**

Directions: Below is a list of items that describe a client's behavior. I'll get one for each of your clients. For each item, please circle a # (0-2) that is true or other level of the client. 1 = the item is somewhat or sometimes true, or 2 if the item is not true. Please try to respond to all the items based on your impressions of the client, even if you are not entirely sure of your answers. If you feel unable to rate a particular item, circle DK for don't know. Circle a blank.

DK = Don't Know	0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True
1. I like the way I solve problems.	26. I show empathy understanding another's feelings.		
2. I exercise or get better in healthy ways.	27. I learn problems like opportunities to learn.		
3. I manage myself well.	28. I refuse to make choices that would cause my body (diet, substance, etc.)		
4. I have learned that there is a positive way to do everything.	29. I hold others the way I want to be treated.		
5. I make good decisions.	30. I know how to get along with other people.		
6. I manage my feelings and anger (anger, jealousy, pride, fear, loneliness, disappointment, frustration).	31. I avoid stressors.		
7. I am respectful to other people.	32. I manage food I think.		
8. I get enough sleep and rest.	33. I am able to solve problems well.		
9. I don't blame others for my mistakes.	34. I have good studying skills.		
10. I feel good about my life.	35. I feel about my body.		
11. I am motivated to do new things.	36. I take care of my possessions.		
12. I am confident.	37. I understand my own ability to do things.		
13. I set goals for my learning.	38. I understand how to solve problems with my thoughts, feelings, and feelings.		
14. I manage my time well.	39. I am focused with myself.		
15. I set goals for my physical development (diet, exercise).	40. I increase my energy well.		
16. I get on well with nearly everyone (family, friends).	41. I cooperate with other people.		
17. I eat healthy food.	42. I continue to try new things when things are hard.		
18. I respect my own beliefs and I am of them.	43. I have good study habits.		
19. I don't make excuses for myself.	44. I refuse to get involved in my behavior that would cause harm to myself.		
20. I take care of my things in other people's.	45. I take good care of my team.		
21. I have the courage to try things.	46. I show kindness to others.		
22. I make good choices.	47. I show respect for other people.		
23. I manage my learning and abilities.	48. I set social and emotional goals for myself.		
24. I show respect for other people.			
25. I manage my energy well.			

Counselor Skills for Greatness Screening Survey PDF

# Fidelity Checklist: Assess

**Skills for Greatness Survey—Parent**

Directions: Circle a lot of who/what may or may not have in your opinion. How important is it that your child/parent have skills in order to be a good person? For each item, please circle if you believe the item is very important. If you believe the item is somewhat important, or if you believe the item is not important, please respond to all of the items, but if you like, you can skip a particular item, circle DK for don't know.

DK = Don't Know	0 = Not Important	1 = Somewhat Important	2 = Very Important
1. Showing the good in others	DK 0 1 2	20. Managing money	DK 0 1 2
2. Excluding	DK 0 1 2	21. Showing empathy	DK 0 1 2
3. Managing actions	DK 0 1 2	22. Taking problems into consideration	DK 0 1 2
4. Showing appreciation	DK 0 1 2	23. Refusing to avoid things in unhealthy food, substances, substances	DK 0 1 2
5. Learning that there is a positive way to do every thing	DK 0 1 2	24. Teaching others the way you want to be treated	DK 0 1 2
6. Making good decisions	DK 0 1 2	25. Avoiding stressors	DK 0 1 2
7. Managing feelings (from anger, worry, sadness, grief, fear, shame, embarrassment, frustration)	DK 0 1 2	26. Learning that you feel good about yourself when you do positive actions	DK 0 1 2
8. Getting enough sleep and food	DK 0 1 2	27. Managing frustration	DK 0 1 2
9. Not blaming others	DK 0 1 2	28. Being able to solve problems well	DK 0 1 2
10. Showing personal initiative	DK 0 1 2	29. Having good living skills	DK 0 1 2
11. Being motivated to learn	DK 0 1 2	30. Talking about risk stuff	DK 0 1 2
12. Avoiding bullying	DK 0 1 2	31. Managing possessions	DK 0 1 2
13. Setting realistic goals	DK 0 1 2	32. Believing in your dreams	DK 0 1 2
14. Managing time	DK 0 1 2	33. Avoiding harmful substances	DK 0 1 2
15. Setting physical goals	DK 0 1 2	34. Understanding the emotional/behavioral/positive thoughts/actions and feelings	DK 0 1 2
16. Being in touch with reality	DK 0 1 2	35. Talking to the truth	DK 0 1 2
17. Maintaining good character	DK 0 1 2	36. Managing energy	DK 0 1 2
18. Showing your feelings	DK 0 1 2	37. Showing concentration	DK 0 1 2
19. Not making excuses	DK 0 1 2	38. Showing good study habits	DK 0 1 2
20. Saying nice things to others	DK 0 1 2	39. Being in touch with reality	DK 0 1 2
21. Having things to try	DK 0 1 2	40. Being in touch with reality	DK 0 1 2
22. Making good choices	DK 0 1 2	41. Being in touch with reality	DK 0 1 2
23. Managing health	DK 0 1 2	42. Being in touch with reality	DK 0 1 2
24. Respecting others	DK 0 1 2	43. Showing kindness	DK 0 1 2
25. Knowing your strengths and weaknesses	DK 0 1 2	44. Being in touch with reality	DK 0 1 2

Parent Skills for Greatness Survey PDF

**Skills for Greatness Checklist**

Directions: Check the appropriate box for skills you would like your students to have. Then cross the box line.

<input type="checkbox"/> Being the good in others	<input type="checkbox"/> Not making excuses	<input type="checkbox"/> Being able to solve problems well
<input type="checkbox"/> Excluding	<input type="checkbox"/> Saying nice things to others	<input type="checkbox"/> Having good thinking skills
<input type="checkbox"/> Managing actions	<input type="checkbox"/> Having courage to try	<input type="checkbox"/> Being honest the truth
<input type="checkbox"/> Showing appreciation	<input type="checkbox"/> Making good choices	<input type="checkbox"/> Managing possessions
<input type="checkbox"/> Learning that there is a positive way to do everything	<input type="checkbox"/> Managing talents	<input type="checkbox"/> Believing in your potential
<input type="checkbox"/> Making good decisions	<input type="checkbox"/> Respecting others	<input type="checkbox"/> Avoiding harmful substances
<input type="checkbox"/> Managing feelings	<input type="checkbox"/> Knowing your strengths and weaknesses	<input type="checkbox"/> Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
<input type="checkbox"/> Getting enough sleep and food	<input type="checkbox"/> Managing money	<input type="checkbox"/> Telling yourself the truth
<input type="checkbox"/> Not blaming others	<input type="checkbox"/> Showing empathy	<input type="checkbox"/> Managing energy
<input type="checkbox"/> Showing personal initiative	<input type="checkbox"/> Turning problems into opportunities	<input type="checkbox"/> Showing cooperation
<input type="checkbox"/> Being motivated to learn	<input type="checkbox"/> Refusing to avoid things in unhealthy food, substances, substances	<input type="checkbox"/> Persisting
<input type="checkbox"/> Avoiding bullying	<input type="checkbox"/> Teaching others the way you want to be treated	<input type="checkbox"/> Having good study habits
<input type="checkbox"/> Setting realistic goals	<input type="checkbox"/> Managing time	<input type="checkbox"/> Refusing to procrastinate
<input type="checkbox"/> Managing time	<input type="checkbox"/> Setting physical goals	<input type="checkbox"/> Maintaining good personal hygiene
<input type="checkbox"/> Being in touch with reality	<input type="checkbox"/> Being in touch with reality	<input type="checkbox"/> Showing kindness
<input type="checkbox"/> Maintaining good character	<input type="checkbox"/> Learning that you feel good about yourself when you do positive actions	<input type="checkbox"/> Setting social and emotional goals
<input type="checkbox"/> Showing your feelings	<input type="checkbox"/> Managing thoughts	

Skills for Greatness Checklist PDF

## Complete process surveys to provide ongoing data.

**Process Measures:** to assess perceptions of delivery and receipt of program components.

**Options (\*see thumbnail sample):**

- End-of-Year Teacher Process Evaluation Survey
- End-of-Year Field Coordinator Process Evaluation Survey
- Student Process Survey \*

First, please write in your ID number or code (if it is not already present)

**10 number or code:**

**A. HERE ARE SOME OF THE QUESTIONS ABOUT YOUR PARTICIPATION IN THE POSITIVE ACTION PROGRAM DURING THIS SCHOOL YEAR.**

	0	1	2	3 or more
1. How often did you receive notices from your teacher for doing positive actions?	0	1	2	3
2. How often did you receive a word of the week card from your teacher?	0	1	2	3
3. How often did you get notes in an ICU box?	0	1	2	3
4. How often did you hear notes about yourself from the ICU box?	0	1	2	3
5. How many times were you mentioned in a Positive Action newsletter?	0	1	2	3
6. How often did you participate in Positive Action projects?	0	1	2	3
7. How many times did your class get enough notice to have a celebration?	0	1	2	3
8. How many times did you participate in a Positive Action assembly?	0	1	2	3
9. How many times did you receive a certificate at an assembly for doing a positive action?	0	1	2	3
10. How often did your class receive a token for meeting your classroom goals?	0	1	2	3
11. How often did your class receive a balloon at an assembly for achieving their classroom goals?	0	1	2	3
12. How often did your class participate in whole school Positive Action celebrations?	0	1	2	3
13. How many times did your family do lessons from the Positive Action Family kit?	0	1	2	3
14. How many times did you use Positive Action songs at home?	0	1	2	3
15. On average, how many times each week were you taught a Positive Action lesson? <b>Circle one of the following code:</b> 0 = 0, 1 = 1 or 2, 2 = 3 or 4, 3 = 5 or more	0	1	2	3

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Student Process Survey PDF



**❑ Complete pre and post outcomes surveys online or in hard copy format.**

**Outcome Measures:** to assess both short-term or immediate effects of the program (e.g., school attachment, perceptions of school climate/safety, problem-solving skills, self-esteem/concept, pro-social skills, honesty, and other indicators of character) and the longer-term effects of the program (e.g., positive and negative behaviors and academic achievement).

**Options (\*see thumbnail sample):**

- Pretest/Posttest Surveys:
  - Student Surveys
    - ◆ Pre-Kindergarten/Kindergarten \*
    - ◆ Lower Elementary
    - ◆ Upper Elementary \*
    - ◆ Secondary \*
  - Behavior Rating Scale (completed by teachers) \*
  - Teacher and Staff Surveys \*
  - Parent Survey \*
  - Family Questionnaire \*
  - Family Classes Surveys
    - ◆ Youth \*
    - ◆ Parent \*
  - Community Member Survey \*

**Students:**

**PreK/Kindergarten Pretest/Posttest PDF**

**Upper Elementary Pretest/Posttest PDF**

# Fidelity Checklist: Assess

**Positive Action Student Survey (Secondary)** Your answers are confidential.

School name: \_\_\_\_\_ Grade: \_\_\_\_\_ Classroom number: \_\_\_\_\_ ID#: \_\_\_\_\_

For the following questions, please use a black or blue pen to fill in the bubble of your answer.

How often do you do the following...?

	Never	Rarely	Sometimes	Often	All the time
1. Feel good about yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Eat fresh fruits and vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Drink alcohol every a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Make good choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Hit others or get into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Manage your time wisely (not waste it)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use or try illegal drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Care about how others feel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Abuse or your mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Get drunk or high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Set goals for your self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Control your feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do physical activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Take care of other people's property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Make bad decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Smoke cigarettes (even a puff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Bully others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Treat others the way you like to be treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Blame others for your mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Solve problems with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Do good things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much for your help. (Version 3, 2007)

Secondary Pretest/Posttest PDF

**Positive Action Teacher/Child Behavior Rating Scale (Version 5)** Page 2

How well does each item describe your child? Please circle the best.

1 = Almost Never, 2 = Less than most students, 3 = Average, 4 = More than most peers, 5 = Almost Always.

37. Shows an air of self-importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Physically active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Physically forceful when	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Usually gets along well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Usually trying something new and different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Usually tries to help others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Usually a good listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Likes to be in control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Likes to be in charge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue with #81 at the top of this page. Thank you very much for your thoughtful responses. This information will be very helpful in evaluating programs in your school and others.

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Behavior Rating Scale PDF

## Climate:

**Positive Action Teacher/Staff/Administrator Survey**  
Pretest for all schools and posttest for non-PA schools.

Please give your completed survey to your Principal within a week of your receiving it. Remember, this is NOT a test. There are no right or wrong answers. We are interested in your opinions and feelings. Please answer each question as honestly as you can.

A. The first few items will help evaluators match your answers with your school and classroom.

1. School District: \_\_\_\_\_ 2. School Name: \_\_\_\_\_

3. Grade or Position: \_\_\_\_\_ 4. Classroom number (if appropriate): \_\_\_\_\_

5. ID: (Please use the first letters of your name's first and last names followed by the first letters of your father's first and last name.)  
Please be sure to use the same ID every year.

B. Please rate how much you agree or disagree with the following statements:

SD = Strongly Disagree, D = Disagree, SA = Strongly Agree, A = Agree

	SD	D	A	SA
1. The way we use ourselves (self-concept) affects everything we do in our lives and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is important to spend time creating a positive climate in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students feel better about themselves when they act in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Creating a positive learning environment in the school is a waste of teachers' time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Schools have an equal responsibility as parents to teach social and emotional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The way we use ourselves (self-concept) affects how well we do in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students believe and have better of they feel good about themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students should learn social and emotional skills at home, not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Good character should be taught at home, not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Thoughts lead to actions, and actions lead to feelings about yourself which lead back to thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Teacher and Staff Pretest/Posttest PDF

## Family:

**Positive Action Parent Survey**

Your child's school has agreed to participate in the Positive Action Reinforce Program. In return for your participation, the school is asking you to complete the Positive Action program for free or significant credit finding.

This is a short survey about what you think of the school, teachers and your child's behavior. Please answer each question honestly. Your answers are confidential.

Please answer pages 2-4 (Sections A-B) for your child's school in general. Please answer pages 5-4 (Sections 1-10) for each of your children in this school. (If you need additional copies please contact the office.)

A. The first item will help evaluators match your answers with your school.

1. School name: \_\_\_\_\_

Please use a black or dark blue pen to completely fill in the bubble of your answer.

• Completely and neatly, starting the circle (or rounded ends).  
• Like this: ● Not like this: ◐

• To change your answer, please circle out the wrong choice and then darken the correct one.  
Cross out like this: ◐

B. Please rate how much you agree or disagree with the following statements:

SD = Strongly Disagree, D = Disagree, SA = Strongly Agree, A = Agree

	SD	D	A	SA
1. The way we use ourselves (self-concept) affects everything we do in our lives and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is important to spend time creating a positive climate in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Children feel better about themselves when they act in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Creating a positive learning environment in the school is a waste of teachers' time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Schools have an equal responsibility as parents to teach social and emotional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The way we use ourselves (self-concept) affects how well we do in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Children believe and have better of they feel good about themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Children should learn social and emotional skills at home, not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Good character should be taught at home, not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Thoughts lead to actions, and actions lead to feelings about yourself which lead back to thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Parent Pretest/Posttest PDF

**Positive Action Family Questionnaire**

Please share your valuable responses and experiences by completing this questionnaire and returning it to the enclosed stamped envelope. When answering the questions, please think about all the time Positive Action has been in your child's school. Please check only one answer for each question unless asked to do otherwise.

**Remember, when you are answering these questions, please think about your child who was in the 6th-8th grade last year.**

1. How do you feel about the Positive Action program that is being used at your child's school?  
 Yes  No

2. Who has you discussed the Positive Action program with? **Please check all that apply.**  
 My child  
 Other family members  
 My child's teacher  
 Principal at my child's school  
 Another school staff member  
 Another parent  
 I have not discussed the program with anyone

3. How much have you discussed the Positive Action program with your child?  
 None  Once or twice  3-5 times  Often  Very often

4. How many Positive Action events have you attended at your child's school this year (include Positive Action Family classes)?  
 None  1-2  3-4  5-6  More than 6

5. How do you feel about the Positive Action Family classes?  
 Yes  No

6. How did you hear about the Positive Action Family classes? **Please check all that apply.**  
 My child  
 My son/daughter with child  
 My child's teacher  
 Principal  
 Another school staff member  
 Another parent  
 I have not heard of the Positive Action Family classes  
 Other, please explain: \_\_\_\_\_

7. How many Positive Action Family classes did you attend?  
 0  1  2-3  4-5  More than 5

8. What do you think of the Positive Action Family classes you attended?  
 Not helpful  Somewhat helpful  Helpful  Very helpful

9. How many times have you done a Positive Action lesson at home with your child/children?  
 0  1  2-3  4-5  More than 5

Family Questionnaire PDF

**FAMILY CLASS PRE-POST TEST SUPPLEMENT - YOUTH SURVEY**

Please answer the following questions as honestly as possible. Your answers will be kept confidential and anonymous. Thank you.

1. How old are you? (Please circle one): 7 8 9 10 11 12 13 14 15 16 17 18  
 2. How much do you like? (Please circle one): 1 2 3 4 5 6 7 8 9 10 11 12

3. How do you feel about the Positive Action program?  
 I like it very much  
 I like it  
 I don't like it  
 I don't like it at all

4. How do you feel about the Positive Action Family classes?  
 I like them very much  
 I like them  
 I don't like them  
 I don't like them at all

5. How do you feel about the Positive Action Family classes you attended?  
 Not helpful  Somewhat helpful  Helpful  Very helpful

6. How many times have you done a Positive Action lesson at home with your child/children?  
 0  1  2-3  4-5  More than 5

7. How do you feel about the Positive Action Family classes you attended?  
 Not helpful  Somewhat helpful  Helpful  Very helpful

8. How many times have you done a Positive Action lesson at home with your child/children?  
 0  1  2-3  4-5  More than 5

Youth Family Classes Survey PDF

**Family Class Pre-Post Test Supplement - Parent Survey**

Please answer the following questions as honestly as possible. Your answers will be kept confidential and anonymous. Thank you.

1. How old are you? (Please circle one): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

2. How do you feel about the Positive Action program?  
 I like it very much  
 I like it  
 I don't like it  
 I don't like it at all

3. How do you feel about the Positive Action Family classes?  
 I like them very much  
 I like them  
 I don't like them  
 I don't like them at all

4. How do you feel about the Positive Action Family classes you attended?  
 Not helpful  Somewhat helpful  Helpful  Very helpful

5. How many times have you done a Positive Action lesson at home with your child/children?  
 0  1  2-3  4-5  More than 5

6. How do you feel about the Positive Action Family classes you attended?  
 Not helpful  Somewhat helpful  Helpful  Very helpful

7. How many times have you done a Positive Action lesson at home with your child/children?  
 0  1  2-3  4-5  More than 5

Parent Family Classes Survey PDF

**Positive Action Community Survey**

Your local school has agreed to participate in an evaluation of the Positive Action program. If you have a child in this school, you please complete the [Parent Survey](#) instead of this one.

This is a short survey about what you think of the school, teachers and the behavior of students. Please answer each question honestly. Your answers are completely confidential.

A. The first items will help evaluators match your answers with your local school.

1. School name: \_\_\_\_\_

2. Your ID: \_\_\_\_\_ Please write the second letter of your first name, the second letter of your second name and the 2-digit month and year of your birth. This will enable us to match your answers to those of your answers from your past survey.

Please use a **mark or check box** to completely fill in the bubble of your answer:

- Completed, and ready to return the survey (in standard circles)
- To change your answer, please cross out the wrong choice and then make the correct one (Cross out like this: )

B. Please rate how much you agree or disagree with the following statements:

SD = Strongly Disagree, D = Disagree, SA = Strongly Agree, A = Agree

1. The way we use ourselves (self-concept) affects everything we do as individuals and others.  SD  D  SA  A

2. It is important to spend time creating a positive climate in schools.  SD  D  SA  A

3. Children feel better about themselves when they act in positive ways.  SD  D  SA  A

4. Creating a positive learning environment in the school is a waste of teachers' time.  SD  D  SA  A

5. Schools have as much responsibility as parents to teach social and emotional skills.  SD  D  SA  A

6. The way we use ourselves (self-concept) affects how well we do at life.  SD  D  SA  A

7. Children behave and learn better if they feel good about themselves.  SD  D  SA  A

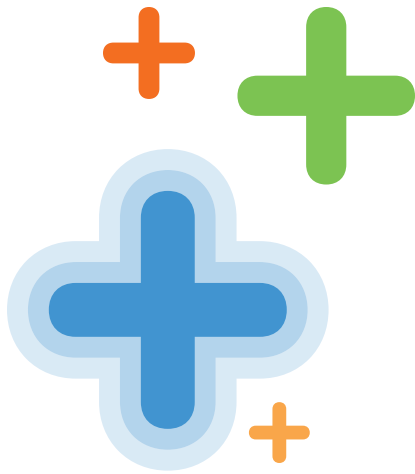
8. Children should learn social and emotional skills at home, not in school.  SD  D  SA  A

9. Good character should be taught at home, not in school.  SD  D  SA  A

10. Thoughts lead to actions, and actions lead to feelings about yourself which feed back to thoughts.  SD  D  SA  A

Community Member Survey PDF

**❑ Lastly, conduct data analysis and report writing using only qualified, credentialed personnel.**





# TIPS for STANDARDIZED TEST SUCCESS with *Positive Action*



[www.positiveaction.net](http://www.positiveaction.net)  
800-345-2974

# TIPS for STANDARDIZED TEST SUCCESS

We humbly admit it: we are pros. Just like you, we have been busy helping students succeed academically and we feel good about making a difference in young lives. Our 30 years of experience have taught us about the hurdles students must jump to score well on standardized tests. We also understand the high stakes these tests pose for you, your students, and your school. At *Positive Action*, we're all about creating a brighter future for everyone. Here are three simple exercises to help you and your students shine.

## TIP 1

Before launching this Standardized Test Success initiative, teachers will benefit from completing the Teacher's Activity sheet.

Researchers have learned that people who write about their fears before taking a challenge are more likely to be successful. Writing down your own doubts and concerns actually helps you be in charge and prepares you to take positive actions to help students be focused, confident and prepared.

Likewise, students who write down their feelings about testing do better. Use the *Positive Action* Test Success Activity to ask students what thoughts, actions, and feelings about themselves might keep them from doing their best. (Student responses: I freeze up. I think I'm too stupid. I don't test well, etc.).

Allow students time to write down their thoughts and feelings. Then ask students for positive actions they can do to help them change those feelings. (Examples: I can notice that I'm scared, calm myself down, reassure myself. I can tell myself that doing my best will be enough. I can change the way I talk to myself: "I can ace this test! "Taking tests is a piece of cake!")

Use the *Positive Action* Skills for Greatness Checklist. Have students choose positive actions that they can use to get past their fears so they will be able to take the test successfully. If *Positive Action* is used in your school, remind students they are learning these skills in *Positive Action* lessons. Collect the activity sheets and keep them for the pep rally (Tip 2).

## TIP 2

Hold a *Positive Action* Test Pep Rally. Use the Student Activity Sheet: *Positive Action* Standardized Test Success to help design the rally. You might start off with a riddle or a story. (For example: What can one student do in a single week to save himself and his school from lifelong defeat?) Announce that every student is a player on the school team called Standardized Test Success.

Select a student from each grade to read their essay aloud. Have students perform skits to demonstrate positive actions for Test Success. You can assign students who enjoy music or cheerleading to make up cheers or chants and lead the school in them. (For instance: “Give me a T (T!). Give me an E (E!). Give me an S (S!). Give me a T (T!). Give me an S-U-C-C-E-S-S. What does it spell? Test Success! What does it spell? Test Success! I can’t hear you! Test Success!” A rap or a song—one of the students can make one up or use a popular song about winning such as “We Will Rock You!/ We are the Champions”—which invites all of the students to clap and stomp their feet in place. These and other fun activities improve morale, create unity, and get students excited about succeeding together. A simple bean bag toss—with the words, “Who Can Succeed?” and when it is caught, “I Am \_\_\_\_ (name) and I Can Succeed!” before throwing the bag to someone else—involves everyone in a positive activity.

Finish with some positive statements affirming your confidence in the students: Tell students that they are smart. Tell them they are ready. Ask, how do you know you are ready? (Because we work hard. Because we are in charge of our fears and worries. Because we take positive actions for our whole self—physical, intellectual, social and emotional.) That’s right! And besides...you have the Skills for Greatness. That means you are poised for Test Success!

## TIP 3

Use the *Positive Action* Skills for Greatness—a major asset—in the classroom every day. Review the Skills and remind students to use them to prepare for the standardized tests and all of the other tests in their lives. Remind them to prepare intellectually, physically, mentally and socially, just like any champion—in soccer or movies or music or business. Run through the *Positive Action* Skills for Greatness Checklist, asking students to search out new ways to prepare themselves for the standardized tests.



## Teacher Activity

Dear Teacher,

*Positive Action* would like to help you and your students prepare for the upcoming standardized tests. We have prepared a brief exercise for your students to help them review what they have learned to help them do their best on these tests. Have them write their thoughts, actions and feelings about themselves leading up to and when taking the standardized tests. They may express doubts and fears or confidence and curiosity. From the “*Positive Action Skills for Greatness Checklist*” each student should choose three items that will best help him/ her prepare and practice the skills for the test between now and \_\_\_\_\_ (provide test date).

We recommend that you complete the Teacher Activity before beginning the Student Activity.

### **Instructions for teachers:**

1. Please hand out to each student the attached “Positive Action Standardized Test Success” activity sheet backed by the “*Positive Action Skills for Greatness Checklist*.”
2. Have each student complete the exercise.
3. Return completed activity sheets to your school’s *Positive Action* Coordinator or the person coordinating the *Positive Action* TEST Pep Rally.
4. After the exercise, give your students a copy of the “*Positive Action Skills for Greatness by Unit*” sheet and determine which skills they have already covered in *Positive Action* lessons this year. Students can use the *Positive Action* lessons they have had to help them prepare by thinking about them as positive actions for the test. Although some of the skills may not have been covered, the list of skills can still help them prepare, especially if they have covered these skills in prior years. Encourage students to think of positive actions they could use for the skills they have selected but haven’t covered yet. Discuss with the students the skills that they have interest in.



## Teacher Activity

We would like to have you express your thoughts, actions and feelings about yourself, such as your concerns or your feelings of confidence on preparing your students for the upcoming standardized tests. This is for your own use.

### Part I

As you prepare your students for the standardized tests, what are your thoughts, actions and feelings about yourself during this experience?

### Part II

Using the *Positive Action* Skills for Greatness Checklist on the following page, please choose three positive actions you can do to help prepare you and your students to take the standardized tests. Write down how you will practice each of these positive actions between now and the scheduled test date.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Remember, positive actions empower greatness in You!**

# Teacher Activity

## Positive Action Skills for Greatness Checklist

- Seeing the good in others
- Exercising
- Managing actions
- Showing appreciation
- Learning that there is a positive way to do everything
- Making good decisions
- Managing feelings
- Getting enough sleep and rest
- Not blaming others
- Showing personal cleanliness
- Being motivated to learn
- Avoiding bullying
- Setting intellectual goals
- Managing time
- Setting physical goals
- Being in touch with reality
- Maintaining good nutrition
- Showing kindness
- Not making excuses
- Saying nice things to others
- Having courage to try
- Making good choices
- Managing talents
- Showing respect
- Knowing your strengths and weaknesses
- Managing money
- Showing empathy
- Turning problems into opportunities
- Refusing to abuse (engage in unhealthy food, substances, behaviors)
- Treating others the way you want to be treated
- Showing fairness
- Avoiding illnesses
- Learning that you feel good about yourself when you do positive actions
- Managing thoughts
- Being able to solve problems well
- Having good thinking skills
- Telling others the truth
- Managing possessions
- Believing in your potential
- Avoiding harmful substances
- Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
- Telling yourself the truth
- Managing energy
- Showing cooperation
- Persisting
- Having good study habits
- Refusing to rationalize
- Maintaining good dental hygiene
- Setting social and emotional goals
- Broadening your horizons

## Teacher Activity

### Part III

After you have written down three positive actions you selected to prepare your students for the standardized tests, review the “*Positive Action* Skills for Greatness by Unit” on the following sheet and determine whether you have already covered the skills in your *Positive Action* lessons for the year. If you chose skills you have not yet covered, find the lesson and review it to see how you can apply the skill in your Standardized Test Success preparation.

# Teacher Activity

## Positive Action Skills for Greatness by Unit

### Unit 1 Philosophy and Circle

- ✓ Learning that you feel good about yourself when you do positive actions
- ✓ Learning that there is a positive way to do everything
- ✓ Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts

### Unit 2 Physical Positive Actions

- ✓ Showing personal cleanliness
- ✓ Maintaining good nutrition
- ✓ Exercising
- ✓ Getting enough sleep and rest
- ✓ Maintaining good dental hygiene
- ✓ Avoiding illnesses
- ✓ Avoiding harmful substances
- ✓ Refusing to abuse (engage in unhealthy food, substances, behaviors)

### Unit 2 Intellectual Positive Actions

- ✓ Being able to solve problems well
- ✓ Making good decisions
- ✓ Making good choices
- ✓ Being motivated to learn
- ✓ Having good thinking skills
- ✓ Having good study habits

### Unit 3 Social and Emotional Positive Actions for Managing Yourself Responsibly

- ✓ Managing thoughts
- ✓ Managing feelings
- ✓ Managing actions
- ✓ Managing time
- ✓ Managing energy
- ✓ Managing money
- ✓ Managing possessions
- ✓ Managing talents

### Unit 4 Social and Emotional Positive Actions for Getting Along with Others

- ✓ Treating others the way you want to be treated
- ✓ Seeing the good in others
- ✓ Showing respect
- ✓ Saying nice things to others
- ✓ Showing appreciation
- ✓ Showing empathy
- ✓ Showing fairness
- ✓ Showing kindness
- ✓ Showing cooperation
- ✓ Avoiding bullying

### Unit 5 Social and Emotional Positive Actions for Being Honest with Yourself and Others

- ✓ Telling yourself the truth
- ✓ Telling others the truth
- ✓ Not blaming others
- ✓ Not making excuses
- ✓ Being in touch with reality
- ✓ Refusing to rationalize
- ✓ Knowing your strengths and weaknesses

### Unit 6 Social and Emotional Positive Actions for Improving Yourself Continually

- ✓ Setting physical goals
- ✓ Setting intellectual goals
- ✓ Setting social and emotional goals
- ✓ Believing in your potential
- ✓ Having courage to try
- ✓ Turning problems into opportunities
- ✓ Persisting
- ✓ Broadening your horizons

# Student Activity

## Positive Action Standardized Test Success

### Part I

Express your thoughts, actions and feelings about yourself for instance, your doubts or confidence about taking the standardized test. Write them in a few sentences below.

### Part II

Use the *Positive Action* Skills for Greatness Checklist on the following page to choose three positive actions you can do to help you do your very best on the test. Write down how you will practice each of these positive actions between now and when you take the test.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Remember, positive actions empower greatness with You!**

# Student Activity

## Positive Action Skills for Greatness Checklist

- Seeing the good in others
- Exercising
- Managing actions
- Showing appreciation
- Learning that there is a positive way to do everything
- Making good decisions
- Managing feelings
- Getting enough sleep and rest
- Not blaming others
- Showing personal cleanliness
- Being motivated to learn
- Avoiding bullying
- Setting intellectual goals
- Managing time
- Setting physical goals
- Being in touch with reality
- Maintaining good nutrition
- Showing kindness
- Not making excuses
- Saying nice things to others
- Having courage to try
- Making good choices
- Managing talents
- Showing respect
- Knowing your strengths and weaknesses
- Managing money
- Showing empathy
- Turning problems into opportunities
- Refusing to abuse (engage in unhealthy food, substances, behaviors)
- Treating others the way you want to be treated
- Showing fairness
- Avoiding illnesses
- Learning that you feel good about yourself when you do positive actions
- Managing thoughts
- Being able to solve problems well
- Having good thinking skills
- Telling others the truth
- Managing possessions
- Believing in your potential
- Avoiding harmful substances
- Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
- Telling yourself the truth
- Managing energy
- Showing cooperation
- Persisting
- Having good study habits
- Refusing to rationalize
- Maintaining good dental hygiene
- Setting social and emotional goals
- Broadening your horizons

# Student Activity

## Positive Action Skills for Greatness by Unit

### Unit 1 Philosophy and Circle

- ✓ Learning that you feel good about yourself when you do positive actions
- ✓ Learning that there is a positive way to do everything
- ✓ Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts

### Unit 2 Physical Positive Actions

- ✓ Showing personal cleanliness
- ✓ Maintaining good nutrition
- ✓ Exercising
- ✓ Getting enough sleep and rest
- ✓ Maintaining good dental hygiene
- ✓ Avoiding illnesses
- ✓ Avoiding harmful substances
- ✓ Refusing to abuse (engage in unhealthy food, substances, behaviors)

### Unit 2 Intellectual Positive Actions

- ✓ Being able to solve problems well
- ✓ Making good decisions
- ✓ Making good choices
- ✓ Being motivated to learn
- ✓ Having good thinking skills
- ✓ Having good study habits

### Unit 3 Social and Emotional Positive Actions for Managing Yourself Responsibly

- ✓ Managing thoughts
- ✓ Managing feelings
- ✓ Managing actions
- ✓ Managing time
- ✓ Managing energy
- ✓ Managing money
- ✓ Managing possessions
- ✓ Managing talents

### Unit 4 Social and Emotional Positive Actions for Getting Along with Others

- ✓ Treating others the way you want to be treated
- ✓ Seeing the good in others
- ✓ Showing respect
- ✓ Saying nice things to others
- ✓ Showing appreciation
- ✓ Showing empathy
- ✓ Showing fairness
- ✓ Showing kindness
- ✓ Showing cooperation
- ✓ Avoiding bullying

### Unit 5 Social and Emotional Positive Actions for Being Honest with Yourself and Others

- ✓ Telling yourself the truth
- ✓ Telling others the truth
- ✓ Not blaming others
- ✓ Not making excuses
- ✓ Being in touch with reality
- ✓ Refusing to rationalize
- ✓ Knowing your strengths and weaknesses

### Unit 6 Social and Emotional Positive Actions for Improving Yourself Continually

- ✓ Setting physical goals
- ✓ Setting intellectual goals
- ✓ Setting social and emotional goals
- ✓ Believing in your potential
- ✓ Having courage to try
- ✓ Turning problems into opportunities
- ✓ Persisting
- ✓ Broadening your horizons