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

**Layer 1**

**CONTENT**

**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**

|-----------------------------|---------------------------------|-------------------------------------------|---------------------------------------------|----------------------------------------|---------------------------------------------|

**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

**Climate Program**
- Elementary Climate Kit
- Secondary Climate Kit

**Counselor’s Program**
- Counselor’s Kit
- Conflict Resolution Kit

**Community Program**
- Community Kit
- Counselor’s Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit

Applies the Philosophy.

Thoughts-Actions-Feelings Circle

Thoughts-Actions-Feelings Circle

Applies the Philosophy.

Thoughts-Actions-Feelings Circle

Thoughts-Actions-Feelings Circle

Applies the Philosophy.

Thoughts-Actions-Feelings Circle

Thoughts-Actions-Feelings Circle

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

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

Physical and Intellectual Positive Actions for a Healthy Body and Mind

Social/Emotional Positive Actions for Managing Yourself Responsibly

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

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

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

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

800-345-2974 | 208-733-1328
<table>
<thead>
<tr>
<th>PROGRAM COMPONENT</th>
<th>Positive Action Level I</th>
<th>Positive Action Level II</th>
<th>Positive Action Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PreK-12 Classroom Instructor’s Kits</strong></td>
<td>Universal Implementation: High-Quality Instruction</td>
<td>Partial-Universal Implementation: High-Quality Instruction</td>
<td>Targeted: Small-Group Instruction</td>
</tr>
</tbody>
</table>
| 1. Use all or grade levels appropriate for their design; all lessons are taught at each grade level | 1. Use all or grade levels appropriate for their design; some lessons are taught at each grade level according to our Implementation Plans | 1. a. Use selected key lessons from our Implementation Plans from all six units of Pre K-12 curriculums for their grades.  
  b. Use lessons from one Unit of the curriculums appropriate for need  
  c. Use Level I—Universal and Partial-Universal |
| **Bullying Prevention Classroom Instructor’s Kits** | 2. Use all lessons combined with 1–8th grade curriculums | 2. Use as stand alone, separately or in combination | 2. Use as stand alone, separately or in combination |
| **Drug Education Classroom Instructor’s Kits** | 3. Use all lessons combined with 1–8th grade curriculums | 3. Use as stand alone, separately or in combination | 3. Use as stand alone, separately or in combination |
| **Site-Wide Climate Development Kits: Elementary & Secondary** | 4. Use school-wide climate development activities for appropriate level (Elementary or Secondary) | 4. Use school-wide climate development activities to meet needs | 4. Use selected school climate development activities to meet needs |
| **Counselor’s Kit** | 5. Use targeted lessons for students and families with more intensive needs | 5. Use targeted lessons for students and families with more intensive needs | 5. Use targeted lessons for students and/or families together with more intensive needs |
| **Conflict Resolution Kit** | 7. Use for incident response | 7. Use for incident response | 7. Use for incident response |
| **Family Kit, Family Classes and/or Parenting Classes Kits** | 8. Use aligned by unit with school curricula | 8. Use targeted classes as needed, according to parent(s)'/families' needs  
  a. Use all seven sessions provided with timelines appropriate to need  
  b. Lessons provided as needed; one lesson at a time | 8. Use targeted classes as needed, according to students’ and parent(s)'/families' needs  
  a. Student, parent(s) and counselor/therapist together doing targeted lessons from all six units  
  b. Student, parent(s) and counselor/therapist together doing lessons from a targeted unit |
| **Community Kit** | 9. Use to develop partnerships with community members | 9. Use to develop partnerships with community members | 9. Cooperate with community service providers and coordinate services |
Implementing Positive Action with Fidelity

Carol Gerber Allred, Ph.D.
President/Developer

Positive Action, Inc.
Twin Falls, Idaho
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
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.
Positive Action® System

Layer 1

**CONTENT**

**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
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 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** will plan the *Positive Action* Program Implementation?  
Names: |
|---|

<table>
<thead>
<tr>
<th><strong>What</strong> is the plan for Implementation?</th>
</tr>
</thead>
</table>

| **When** will they plan the Implementation Plan?  
Date: |
|---|

<table>
<thead>
<tr>
<th><strong>Where</strong> will they plan the Implementation?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong> will they implement the Implementation Plan?</th>
</tr>
</thead>
</table>
Designing Your Implementation (W's)

One form per school site, and one per Tier:

- Tier 1
- Tier 2
- Tier 3
- Tier 4
- Tier 5

<table>
<thead>
<tr>
<th>Organization/school name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact name:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School</td>
</tr>
<tr>
<td>Before/After School</td>
</tr>
<tr>
<td>In-School Suspension</td>
</tr>
<tr>
<td>Out-of-School Suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention Center</td>
</tr>
<tr>
<td>Day School</td>
</tr>
<tr>
<td>Community Center</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Comments:

Continued on next page
### WHEN will Positive Action be used?

1. When would PA materials be ordered?  
   - Year:  
   - Month:  
   - Day:  

2. When would implementation start?  
   - Year:  
   - Month:  
   - Day:  

3. When would it be used?  
   - Time of Week:  
   - Time of Day:  

4. Duration of lessons?  
   - Minutes:  
   - Hours:  

5. How many lessons or sessions per cycle?  
   - Lesson:  
   - Sessions:  

### WHAT Positive Action components will be used?

<table>
<thead>
<tr>
<th>Kits</th>
<th>Quantity</th>
<th>Kits</th>
<th>Quantity</th>
<th>Kits</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
<td>Grade 8</td>
<td></td>
<td>Secondary Climate</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td>High School Kit 1</td>
<td></td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>High School Kit 2</td>
<td></td>
<td>Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>High School Kit 3</td>
<td></td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td>High School Kit 4</td>
<td></td>
<td>Family Classes</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>Elementary Bullying Prevention</td>
<td></td>
<td>Condensed Family Classes</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td>Elementary Drug Education</td>
<td></td>
<td>Parenting Classes</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td>Secondary Drug Education</td>
<td></td>
<td>Condensed Parenting Classes</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td>Elementary Climate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:**
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—½ 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](Levels_of_Implementation.png)

*“Levels of Implementation” Description Table*
Prepare your implementation with a lesson plan (see example below):

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.
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:
Implementing Positive Action with Fidelity

Fidelity Checklist: Prepare
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.
ASSESS

Positive Action has a comprehensive set of measures for assessment and evaluation on our website free-of-charge. Visit www.positiveaction.net to view and download all survey options you choose, or contact Positive Action at 800-345-2974 or 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 *

Teacher Needs Analysis Survey PDF

Administrator Needs Analysis Survey PDF
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 *

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**Fidelity Checklist: Assess**

**Unit Implementation Report PDF**

**Site Activity Log E-Template**

**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 *
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 "

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

#### Climate:

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The staff feels confident teaching students</td>
<td></td>
</tr>
<tr>
<td>2. The staff feels that students are making progress</td>
<td></td>
</tr>
<tr>
<td>3. The staff feels supported by the school</td>
<td></td>
</tr>
<tr>
<td>4. The staff feels that the school is a positive learning environment</td>
<td></td>
</tr>
<tr>
<td>5. The staff feels that the school is a safe learning environment</td>
<td></td>
</tr>
</tbody>
</table>

#### Family:

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family members feel supported by the school</td>
<td></td>
</tr>
<tr>
<td>2. Family members feel that students are making progress</td>
<td></td>
</tr>
<tr>
<td>3. Family members feel confident in the school</td>
<td></td>
</tr>
<tr>
<td>4. Family members feel that the school is a safe learning environment</td>
<td></td>
</tr>
<tr>
<td>5. Family members feel that the school is a positive learning environment</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- Please note that some areas may require additional support from school staff.
- Families may benefit from additional resources and support.

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**Secondary Pretest/Posttest PDF**

**Behavior Rating Scale PDF**

**Teacher and Staff Pretest/Posttest PDF**

**Parent Pretest/Posttest PDF**
Lastly, conduct data analysis and report writing using only qualified, credentialed personnel.
Implementing Positive Action with Fidelity

Carol Gerber Allred, Ph.D.
President/Developer
TIPS for STANDARDIZED TEST SUCCESS
with Positive Action

Think

Feel about self

Act

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

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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

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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

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