



A decorative graphic consisting of several vertical lines in various colors (red, orange, green, blue, teal) and plus signs (+) in the same color palette, arranged in a scattered, overlapping manner.



Positive ActionTM
empower greatness⁺

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Positive Action®

Guide to Succeeding with *Positive Action*

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INTRODUCTION to the Positive Action® Program

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

Our history:

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

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

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

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

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

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

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



The Positive Action® System

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

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

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

***Positive Action* Mission Statement**

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

Vision

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

Values

We value:

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

The Positive Action® System

Philosophy:

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

Develops a common language and shared goal.

Thoughts-Actions-Feelings

Circle Applies the Philosophy.



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

Unit 1
Philosophy
& Circle

Unit 2
Physical
& Intellectual

Unit 3
SEL: Self-
Management

Unit 4
SEL:
Social Self

Unit 5
SEL:
Self-Honesty

Unit 6
SEL:
Self-Improvement

SCHOOL

CLASSROOM CURRICULUM

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

CLIMATE PROGRAM

- Elementary Climate Development Kit
- Secondary Climate Development Kit

COUNSELOR'S PROGRAM

- Counselor's Kit
- Conflict Resolution Kit

FAMILY

- Family Kit
- Family Classes Kit
- Parenting Classes Kit

COMMUNITY

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



WHAT is the Positive Action® Program?

THE PHILOSOPHY

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

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

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

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

Philosophy—Part 1

We feel good about ourselves when we do positive actions.

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

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





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

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

Insights into Self

Philosophy—Part 1

Philosophy and Thoughts-Actions-Feelings about Self Circle

Attitude/Thoughts

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

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

Behavior/Actions

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

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

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

Intrinsic Motivation/Positive feelings

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



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

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

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

Character Education

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

Cognitive Behavior Therapy

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

Philosophy—Part 2

There is a positive way to do everything.

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

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

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



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

THE SIX UNIT CONCEPTS

Philosophy, Self-Concept and TAF Circle

Unit 1

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

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



Physical & Intellectual Positive Actions

Unit 2

Physical positive actions:

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

Intellectual positive actions:

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



Managing Yourself Wisely (Self-Regulation)

Unit 3

Social/Emotional positive actions:

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

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



Getting Along with Others (Social Self)

Unit 4

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

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

- Empathy
- Fairness
- Kindness
- Cooperation
- Not bullying



Being Honest with Yourself and Others

Unit 5

Social/Emotional positive actions:

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

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



Continuous Self-Improvement

Unit 6

Social/Emotional positive actions:

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

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





Insights into Self

Philosophy—Part 2 Philosophy and Six Units

Positive Actions

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

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

Hope

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

Resilience

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

Reactions

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



TOOLS

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

SCHOOL



Grade 4 Kit

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



Secondary Drug Supplement Kit

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



Elementary Climate Development Kit

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



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



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



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



FAMILY



Family Kit for families to use at home.



Family Classes Kit

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

COMMUNITY



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

REFRESHER KITS



Grade 4 Instructor's Refresher Kit

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

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

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

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

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



WHO

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

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

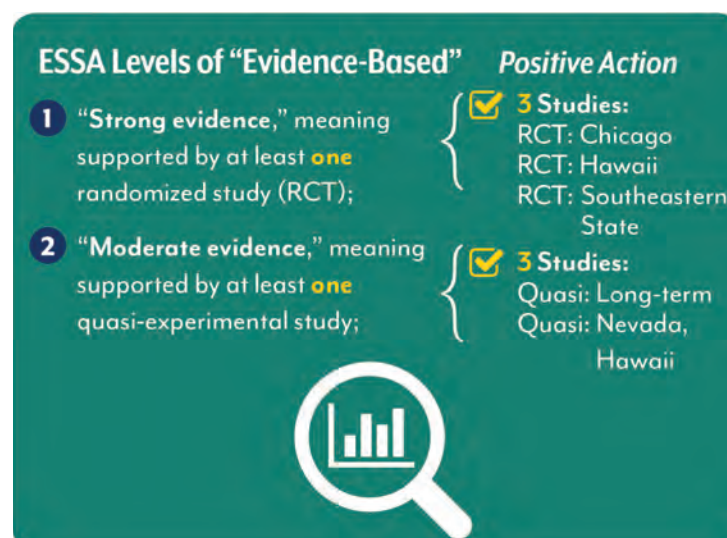
Everyone needs the clarity that *Positive Action* provides to guide their thoughts and actions so they can anticipate how they will feel about themselves and regulate themselves. That is why *Positive Action* provides materials, which repeat the same positive actions, for everyone in schools, families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

WHY

Positive Action® IS EVIDENCE-BASED

Research

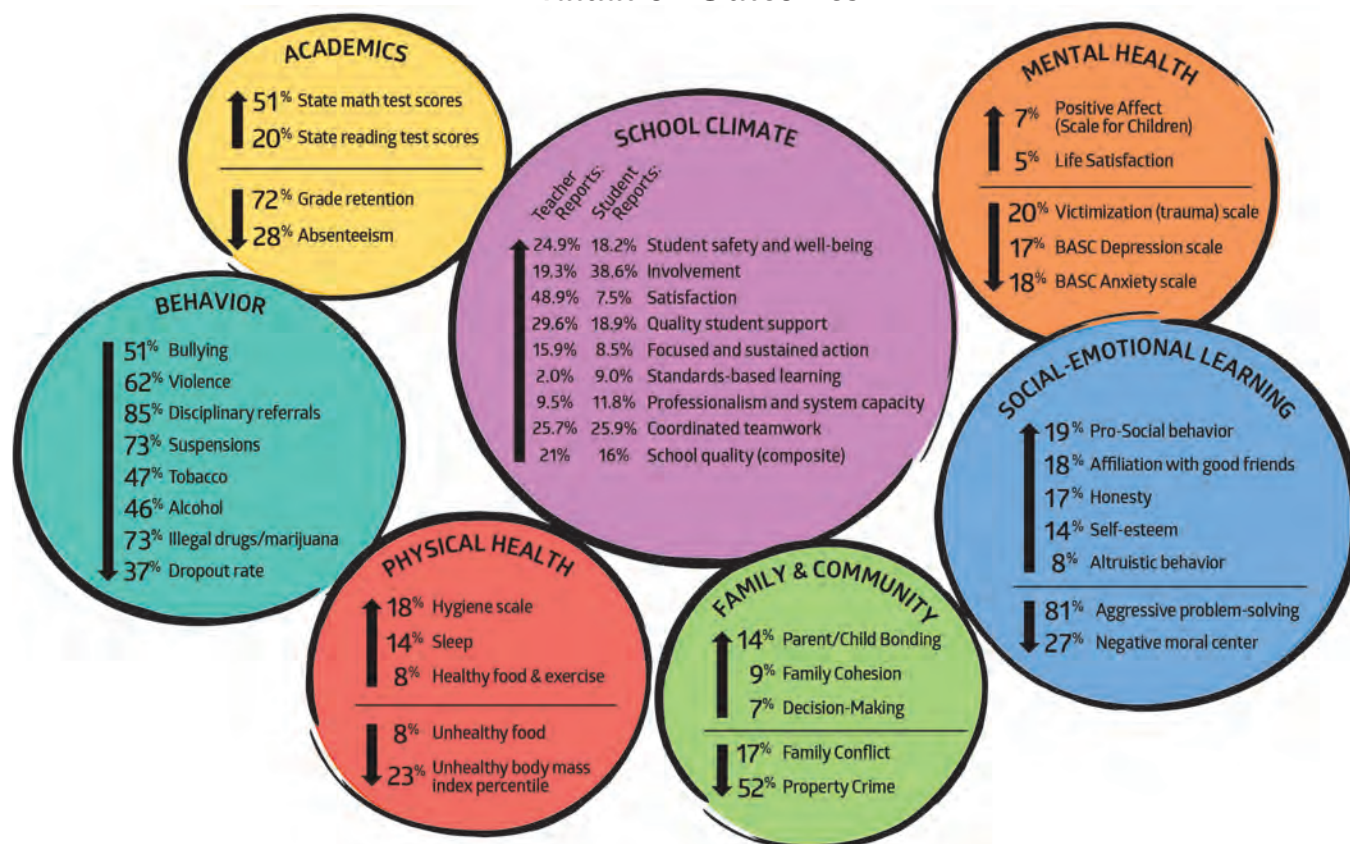
The *Positive Action* program meets the highest levels of rigor for evidence of effectiveness. The new U.S. Department of Education Elementary and Secondary Education Act defines how it considers evidence-based programs. There are four levels, with the top two being the most rigorous. The top level is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





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

Evaluation Outcomes



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

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

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



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

Positive Action® Is an Economic Advantage

It is cost-effective.

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

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

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

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

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

WHERE

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

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

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



WHEN

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

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

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

HOW

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

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

2. Manage Funds.

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

3. Order Materials and Services.

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

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

Orientation Training Workshop

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

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



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

Ongoing Training Workshop

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

Mid-Year Training Workshop

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

End-of Year Training Workshop

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

Train the Trainer Workshop

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

Professional Development

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

In Conclusion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Part One: PROGRAM

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

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

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

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

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

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

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

Goal I-Plan: Implementation Planner WHO

Case# _____ Name _____ Title _____
 Organization _____
 Number of visitors _____ Number of students _____ Number of adults _____

IDENTIFY

Administrative Staff and Roles

Who oversees the program and what are his/her's?

Who defines the program and what are their roles?

Who supports the program and what are their roles?

Who creates the program and what are their roles?

Teaching Professional Development

Who will deliver the program's training (PD)?

Who conducts the program training (PD)?

Who assesses the program training (PD)?

Logistics

Who makes the program meeting?

Who creates the program meeting?

Who defines the program materials to be used?

Who makes the bookkeeping?

WHAT

Design your Student Action program to fit your needs and interests, and with the assistance of a Student Action Program facilitator, by selecting the components appropriate for your Classroom Team.

☐ Back View ☐ Case Study ☐ Interview ☐ Journal ☐ Lesson Plan ☐ Map ☐ Model ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video ☐ Webpage ☐ Worksheet ☐ Writing ☐ Exhibit ☐ Portfolio ☐ Project ☐ Rubric ☐ Survey ☐ Task ☐ Timeline ☐ Video

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The Implementation Planner contains the following points:

WHO

Administration, Staff and Students

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

Training/Professional Development

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

Logistics

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

WHAT

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

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

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



2. Manage Funds

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

3. Order Materials and Services

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

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

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

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

4. Training

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

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

WHAT

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

WHO

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

WHY

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

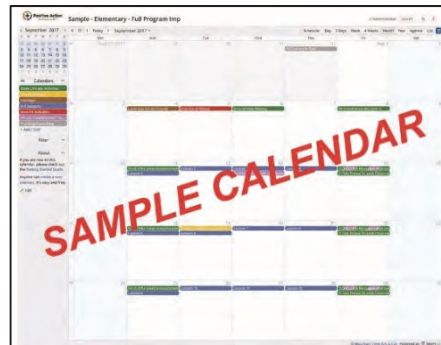
- Outcomes:
 - Student Pre- and post-tests
 - Survey for Pre-K–2
 - Survey for Grades 3–12
 - Teacher survey – Post – for Implementation/Outcomes
- Implementation and Fidelity Monitoring Surveys
 - Teacher Unit Implementation Reports
- Progress Monitoring Checklist
 - Implementation Checklist
 - Implementation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

WHERE

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

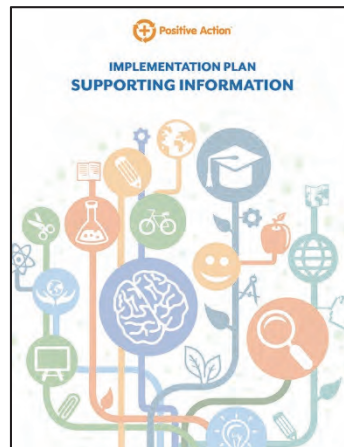
WHEN

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



HOW

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



2. Goal 2—Prepare: Managing Funds. Use this worksheet to prepare for successful funds management.

1000

Goal 2—Prepare—Manage Funds: Accounting Preparation

WHO

What is the Florida Agency Police Account?

It is a Budget

Should be 200 722 124

Fax 200 725 1100

Is budgetary control not

What is the Florida Agency Police account?

Name:

Phone:

E-mail:

WHAT

What would you do when receiving the Police Department's monthly and yearly (30) construction request?

— Prepare Order — Check with the contractor

WHY

Why do we have to receive a construction?

— To fill the obligation of the grant.

— To demonstrate to the grantor.

WHERE

Where is Florida State's Accounting Department located?

1000 Florida Street
214-4th floor
Tallahassee, FL 32302
Phone: 904-224-7000
Fax: 904-224-6000

Where is the Florida Accounting Department located?

Seaside, Fla. State, Fla.

What does this grant package contain and?

WHEN

Begin On Day _____ Month _____ Year _____

End On Day _____ Month _____ Year _____

What will you provide the Florida Police materials and services?

Day _____ Month _____ Year _____

What will you provide program (Items, 30) would be the Florida Police Department's monthly and yearly (30) construction request?

Copyright © 2009 by Florida Agency Police Account

3. Goal 2—Prepare: Ordering Materials and Services. Use this worksheet and the sample budget spreadsheet in the Supporting Information packet to prepare your order of *Positive Action* materials and services.

Goal 2—Prepare: Materials and Services

WHO

Who will order the Pacific Action materials and training? (Select all that apply.)

Name _____

Position _____

Who will manage the Pacific Action materials?

Name _____

Position _____

WHAT

What Pacific Action materials and training (Select all that apply) will you order?

WHY

Why are you ordering Pacific Action materials and training? (Select all that apply.)

WHERE

Where will you use the Pacific Action materials and training?

Street address _____ City _____ State _____ Zip _____

WHEN

When will you order the Pacific Action materials and training? (Select all that apply.)

Day _____ Month _____ Year _____

When would you like to Pacific Action materials to arrive at your location?

Day _____ Month _____ Year _____

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4. Goal 2—Prepare: Training Plan Summary and Training Planner. Use these two worksheets to prepare for your training/professional development.

Goal 2—Prepare: Training PD Consultation Plan Summary

☐ Date: _____ hour: _____

- ☐ End of Administration Team Consulting _____ minutes per year (E-6)
- ☐ 1-10-10-10-10 scheduled _____
- ☐ 1-10-10-10-10 scheduled _____
- ☐ 1-10-10-10-10 scheduled _____
- ☐ 1-10-10-10-10 scheduled _____
- ☐ 1-10-10-10-10 scheduled _____
- ☐ 1-10-10-10-10 scheduled _____

☐ Computer Training PD Consulting

- ☐ Computer _____ minutes alone scheduled _____
- ☐ Shared Office _____ minutes alone scheduled _____
- ☐ Shared Office _____ minutes alone scheduled _____
- ☐ Community _____ minutes alone scheduled _____

☐ Date: _____ hour: _____

- ☐ Back to School _____ 10-10-10-10 scheduled _____
- ☐ Midyear _____ 10-10-10-10 scheduled _____
- ☐ End of Year _____ 10-10-10-10 scheduled _____

Comments: _____

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Goal 3: IMPLEMENT your *Positive Action* Program

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

Goal 4: ASSESS Your *Positive Action* Program

WHO

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

WHAT

The final assessment report.

WHY

Find whether the goals and objectives were met.

WHERE

Conduct the assessment at the designated location.

WHEN

The date of submission of the assessment report.

HOW

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

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Part Two: CLASSROOM

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

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

WHO

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

WHAT

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

WHY

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

WHERE

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

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

WHEN

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

HOW

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

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

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

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

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

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

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

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

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

WHO

Teachers and other assessment specialists.

WHAT

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

WHY

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

WHERE

Classroom Process assessment.

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

WHEN

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

HOW

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

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Part Three: CLIMATE ACTIVITIES

Goal 1: PLAN to Implement Climate Activities

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

3. Ordering Materials & Services. Order from Positive Action, Inc. and/or confirm that each school/site will receive their own Climate Development Kit(s) appropriate for the site: Elementary Climate Development Kit, Secondary Climate Development Kit or both for Pre K–8 or Pre K–12 schools/sites. Refer to the *Positive Action* program you created using the Implementation Planner.

4. Training. Confirm that the training, professional development and consulting workshops are scheduled according to your Implementation Calendar.

Goal 2: PREPARE to Implement Climate Activities

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

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

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

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

Goal 3: IMPLEMENT the Climate Activities

WHO

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

WHAT

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

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

Goal 4: ASSESS Climate Activities

WHO

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

WHAT

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

WHY

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

WHERE

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

WHEN

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

HOW

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

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

2. Training. Attend training on conducting assessment activities.

Concluding Thoughts

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

