


The *Positive Action* Program: A Blueprints Model Program

Presented at Blueprints for Healthy Youth
Development Conference

April 15, 2014

Carol Gerber Allred, Ph.D.
President/Developer

Brian R. Flay, D.Phil.
Professor, Oregon State
University




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Positive Action History

- + 1973: Originated as the brainchild of Carol Gerber Allred, Ph.D. while teaching high school English and psychology.
- + 1977: Development of the *Positive Action* program began.
- + 1982: Founded Positive Action Company; Published *Positive Action Curriculum: Grades 1-6*.
- + 1982-2013: Continued research and development to create the program of today.
- + 2013: Has been used by over 15,000 schools, districts and community organizations, 5 million students and 10,000 families nationally and internationally.



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How do you measure greatness?

— **Academics +**

— **Behavior +**

— **Character +**



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How Do You Empower Greatness?

With Content

- +An Intuitive Philosophy
- +A Think + Act + Feel + Circle


With Tools

- +Pre K–12 Curriculum Instruction kits
- +Climate Development kits
- +Counselor Kit*
- +Family Kit*
- +Community Kit*

With Climate


- + Creating a positive climate

* These kits not actively used in RCTs




Positive Action Content is Taught Through Six Units

- + All program components are based on same six units:
- + **Unit 1** provides the conceptual foundation (i.e., philosophy) for the other five units.
- + **Units 2–6** include positive actions for the whole self: physical, intellectual, social and emotional.



Unit 1: Philosophy

- +Philosophy
- +Think + Act + Feel + Circle
- +Skills or Positive Actions
- +Self-Concept



Philosophy

You feel good about yourself
when you do **positive** actions

and

there is a positive way
to do everything.



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The Philosophy as Illustrated by a Circle

The Think + Act + Feel + Circle



Thoughts lead to Actions, Actions lead to Feelings about yourself,
and Feelings lead to more Thoughts.

The Circle can be positive or negative.

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The Circle Explains Behavior

Behavior is a **whole** process



For lasting behavior change, use the **whole** process.

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The Philosophy Explains Motivation

Extrinsic Motivation—The reward is something given to us externally.

Intrinsic Motivation—The reward is the good feeling we get internally.



One of our greatest needs is to feel good about ourselves.

This need is a very, very powerful motivator!

The Philosophy Explains Character

Positive/Good/Right are values **Negative/Bad/Wrong are values**

The positive circle = positive character

The negative circle = negative character



Our values represent our character.

We do what we value.

We value positive actions to feel good about ourselves.

Philosophy: There Is a Positive Way to Do Everything.

To be optimistic, hopeful and resilient.

It is *always* better to be **positive** than negative.

You can't always control what happens to you, but you can control how you **react** to it.



Unit 2: Positive Actions for a Healthy Body and Mind

+ Physical Positive Actions

- + Exercising
- + Keeping clean
- + Eating nutritiously
- + Maintaining good dental health
- + Avoiding illnesses
- + Avoiding harmful substances
- + Refusing to abuse
- + Getting enough sleep and rest

+ Intellectual Positive Actions

- + Solving problems well
- + Making good decisions
- + Being motivated to learn
- + Having good thinking skills
- + Having good study habits
- + Valuing learning



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Unit 3: Self Management

+ Self-control, self-regulation

- + Managing thoughts
- + Managing actions
- + Managing feelings
(love, anger, worry, jealousy, feelings of pride, fear, loneliness, discouragement, thankfulness)
- + Managing time
- + Managing energy
- + Managing money
- + Managing possessions
- + Managing talents



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Unit 4: Social Skills

+ Getting Along with Others

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



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Unit 5: Self Honesty

+ Being Honest with Yourself and Others

- + Being in touch with reality
- + Telling yourself the truth
- + Telling others the truth
- + Not blaming others
- + Not making excuses
- + Not rationalizing
- + Knowing your strengths and weaknesses
- + Doing what you say you will do



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Unit 6: Self Improvement

+ Improving Yourself Continually

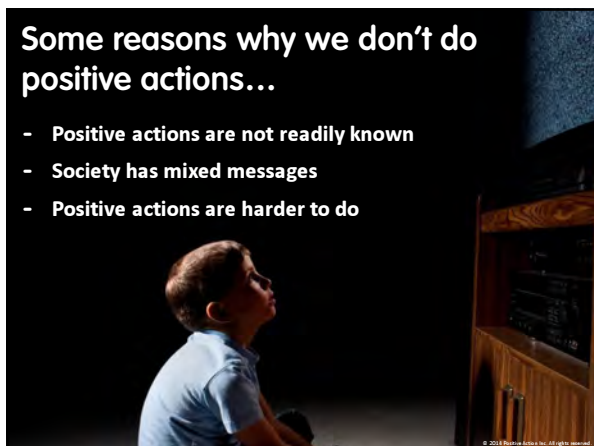
- + Setting physical goals
- + Setting intellectual goals
- + Setting social and emotional goals
- + Believing in your potential
- + Having courage to try
- + Turning problems into opportunities
- + Persisting
- + Broadening your horizons



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Some reasons why we don't do positive actions...

- Positive actions are not readily known
- Society has mixed messages
- Positive actions are harder to do



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The Tools

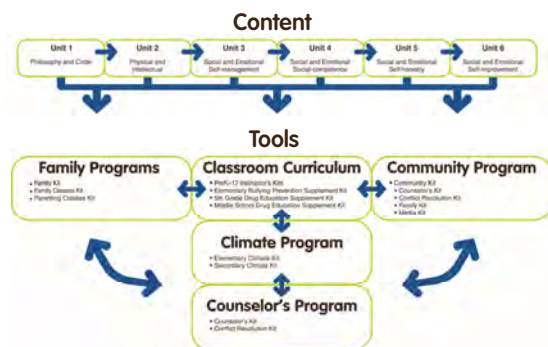
Completely prepared tool kits for the entire school community:

- + Pre K–12 Curriculum
- + Elementary Bullying Prevention
- + Elementary & Secondary Drug Education
- + Conflict Resolution
- + Climate Development
- + Counseling
- + Family
- + Community



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Positive Action Program Content & Tools



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Elementary Tool Kits

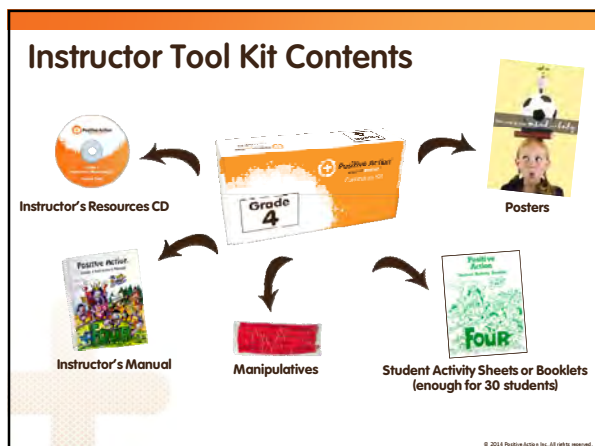
Engaging and ready-to-go:

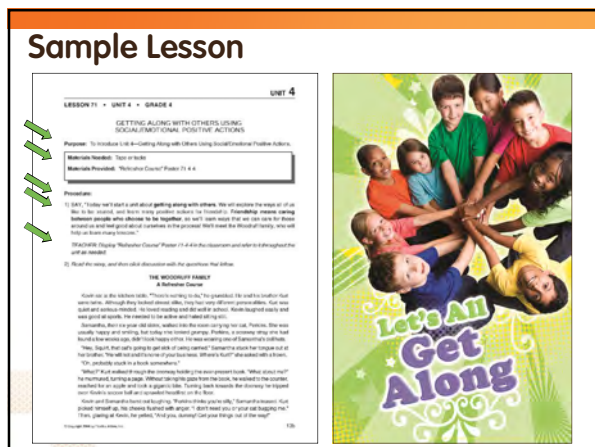
- + **Pre-K:** 130 five-minute engaging, scripted lessons
- + **K-6:** 140 15-minute engaging, scripted lessons
- + All lesson materials pre-provided for a classroom of 30 students
- + A variety of lesson strategies and methodologies:
 - + Puppets, games, poems
 - + Role-playing, stories
 - + Plays, discussions, journals
 - + Music, stickers
 - + Colorful, interactive posters



Grade 1 Instructor's Tool Kit

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Student Activity Booklets

- + 31 student activity sheets used in the lessons throughout the manual
- + Activity sheets are coded: LESSON-UNIT-GRADE (ex. Lesson 1, Unit 1 for Grade 4: 1-1-4)



(Note: All posters and visual aids are coded in the same way.)

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Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for Grade 4: 8-2-4)



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Middle School Tool Kits

- + Engaging and ready-to-go:
- + Student activity booklets, journals and materials (30)
- + 15-20-minute, scripted lessons
 - + Grade 6: Units 1–6, 140 lessons
 - + Grade 7: Units 1–3, 82 lessons
 - + Grade 8: Units 4–6, 82 lessons
- + A variety of teaching strategies and methodologies:
 - + Posters, games, manipulatives
 - + Stories, discussion, radio scripts and role-playing



Grade 7 Instructor's Tool Kit

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Bullying Prevention Supplement Tool Kit

Teaches that bullying is a negative action

- + 21 30-minute lessons
- + 30 Student Activity Booklets
- + Continuous story
- + Posters
- + Positive Behavior Plans and Celebrations
- + Stands alone or used with curriculum kits



Elementary Bullying Prevention Supplement Tool Kit

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Drug Education Supplement Tool Kits

Teach that substance use is a negative action

- + **Elementary Drug Kit**
 - + 18 15-minute lessons
 - + 30 Student activity booklets, posters and games
- + **Secondary Drug Kit**
 - + 30 20-minute lessons
 - + 30 Student activity booklets and play script booklets, posters, music and games
- + Stands alone or used with curriculum kits



Elementary Drug Education Supplement Tool Kit

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Climate Development Tool Kits

Provide site-wide positive reinforcement

- + **Elementary Climate Kit**
 - + Principal's Manual
 - + "Words of the Week" Cards
 - + "ICU (I See You Doing Something Positive)" Box
 - + Stickers
 - + Assemblies
- + **Secondary Climate Kit**
 - + Principal's Manual
 - + Buzz Words
 - + "SOS (Salute Our Students)" Box
 - + "PALS (Positive Action Leaders) Club"
 - + Assemblies



Secondary Climate Development Tool Kit

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Counselor's Tool Kits

For individuals, small groups, classrooms and families

+ Counselor's Kit

- + Counselor's Manual
- + Positive Actions for Living Manual
 - + 42 30-minute lessons
- + "Conflict Resolution Plan"
- + Topical Guide
- + Stickers, posters, games, music

+ Conflict Resolution Kit

- + Conflict Resolution Teacher's Guide
- + "Conflict Resolution Plans"
- + Conflict Resolution Plan Scenarios
- + "Decision-Making and Problem-Solving Checklist" Notepads



Counselor's Tool Kit

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Family Tool Kits

Engaging Parents and Family

+ Family Kit

- + 42 30-45-minute lessons
- + Materials for six individuals

+ Family Classes Instructor's Kit

- + Seven two-hour classes teach families how to use the Family Kit
 - + There are classes for children, adolescents, and parents in the first hour
 - + The second hour is a wrap-up session with everyone together

+ Condensed Family Classes Kit

+ Parenting Classes Kit

+ Condensed Parenting Classes Kit



Family Classes Instructor's Tool Kit

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Community Tool Kit

Engaging and Linking Community Partners

Involves the community in doing community-wide events plus projects for all community groups to do.

+ Community Manual

- + Community event planning
- + Community sub-group planning

+ Includes other Tool Kits:

- + Conflict Resolution Kit
- + Counselor's Kit
- + Family Kit
- + Media Training Workshop Kit



Community Tool Kit

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Guidelines for Adaptation

You Can Adapt

- + Names of Characters
- + Settings of Stories
- + Cultural References

You Cannot Adapt

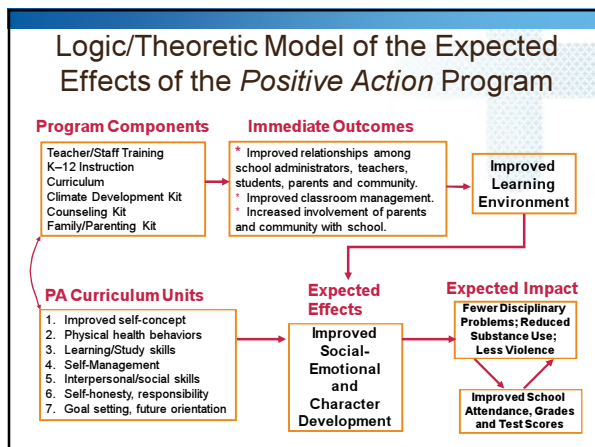
- + Concepts
- + Methodologies and Strategies



"The instructor's manual allows you to tailor the sessions to real world experiences. This allows students to understand how to apply positive actions in everyday life."

— A Texas County Probation Service Specialist, February 2014

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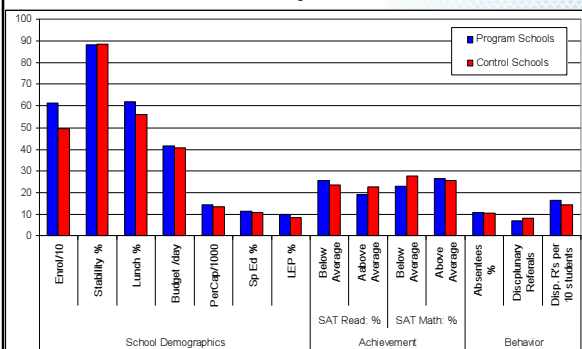
Hawai'i and Chicago School-based Trials: METHODS

- + Schools randomly assigned to conditions from matched pairs
 - + 10 schools per condition in Hawai'i
 - + 7 schools per condition in Chicago
- + Matched on Archival Data
 - + Enrollment, stability, % free/reduced lunch, per capita family income, % special education, % low English proficiency, standardized achievement scores, absenteeism, disciplinary actions, ethnic distribution
- + A 3rd trial in a rural Southeastern district involved only 4 schools per condition

Data Collection

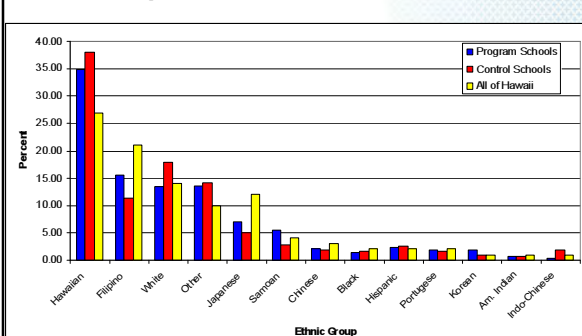
- + Data were collected from one or two cohorts of students
 - + Grades 1 & 2 through grades 5 & 6 in Hawai'i
 - + Grade 3 through grade 8 in Chicago
- + Data also collected from multiple informants:
 - + Surveys of students, parents and teachers/staff
 - + Teacher and parent ratings of student behaviors
 - + School-level archival records
 - + Absenteeism, behavior and achievement

Hawai'i Baseline Equivalence: 2000-01

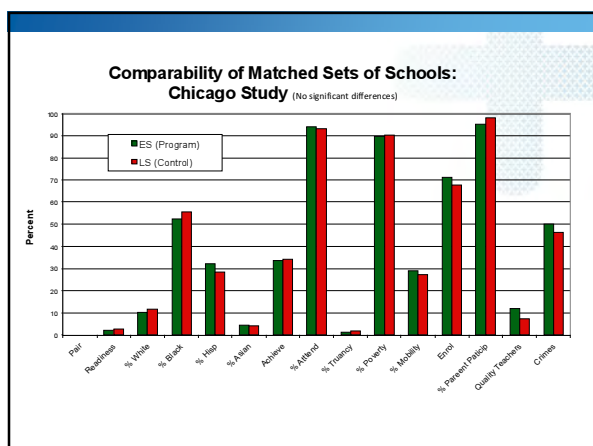


No differences were close to being statistically significant

Baseline Equivalence on Ethnic Distribution



No differences were close to being statistically significant.
Sample was fairly representative of all HI schools



Key Social-Emotional/Character Outcomes

(Averages across RCTs and measures)

- ↑ **17%** SECD Scale Scores (3,4) ES = 0.46
- ↑ **9%** Empathy & Altruism (1,2) ES = 0.23
- ↑ **21%** Peer Affiliation (↑ good & ↓ bad) (1,2) ES = 0.45
- ↑ **12%** Emotional/Mental Health (1,4) ES = 0.18
- ↑ **16%** Self-Esteem (Peer & School) (1,4) ES = 0.40
- ↑ **23%** Perceived School Climate (2,11) ES = 0.86



Key Behavioral Outcomes

Averaged across studies and measures


- ↓ **42%** Violence (2,7) ES = -.61
- ↓ **29%** Substance Use (2,3) ES = -.58
- ↓ **83%** Voluntary Sex (1,1) ES = -1.1
- ↑ **18%** Health Behaviors (1,5) ES = 0.24
- ↓ **46%** Disciplinary Actions (2,3) ES = -.60



Key Academic Outcomes

Averaged across studies and measures


↓ 26%	Absenteeism (2,2)	ES = -.71
↓ 8%	Disaffection w Learning (1,1)	ES = -.19
↑ 9.5%	Teacher ratings of academic motivation and ability (1,2)	ES = 0.27
↑ 28%	Reading Scores (2,3)	ES = 0.78
↑ 43%	Reading African American Males (1,1)	ES = 1.50
↑ 22%	Math Scores (2,2)	ES = 0.60



Characteristics of the Pre K–12 Curriculum

+ **Positive Action curriculum:**

- + Contains approximately 2,000 unique lessons in total
- + Includes unique activity sheets, manipulates and posters
- + Uses a variety of methodologies
- + Works for all learning styles
- + Engages multiple intelligences
- + Works for all populations
- + Aligns to core content standards
- + Can be customized to fit your time frame, needs and goals



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empower greatness⁺

By teaching how to understand
and manage ourselves
for success and happiness.

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Acknowledgements and Thanks

+ Please see printed version of this paper for details:

+ Acknowledgements:

- + Funding: US DHHS and US Department of Education
- + Conflicts of interest: I am married to the principle investigator
Managed by University of Illinois at Chicago and Oregon State University, mainly through involvement of multiple co-investigators and co-authors

+ Thanks to:

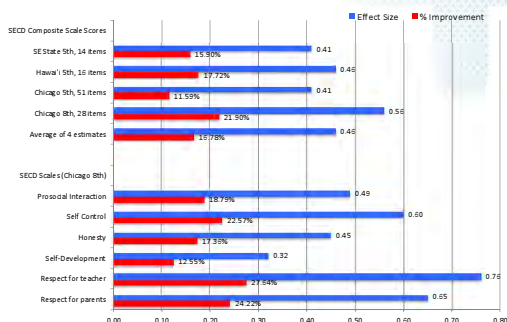
- + Co-investigators at Chicago and Oregon
- + Co-authors
- + Data collection staff
- + School administrators and staff
- + Students and parents
- + References available in printed version
- + Publications available at www.tinyurl.com/flaypubs

Let's Work Together and
Create a Positive World!

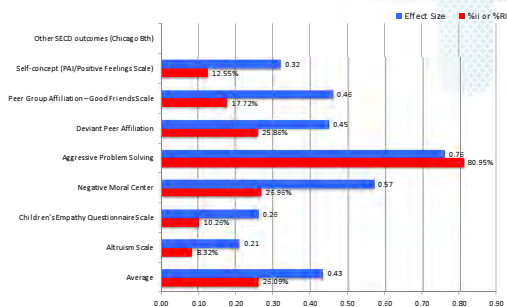


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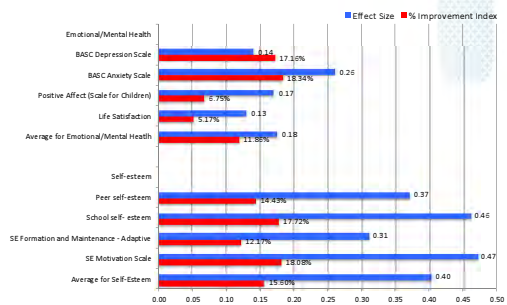
Effects on SECD Scales



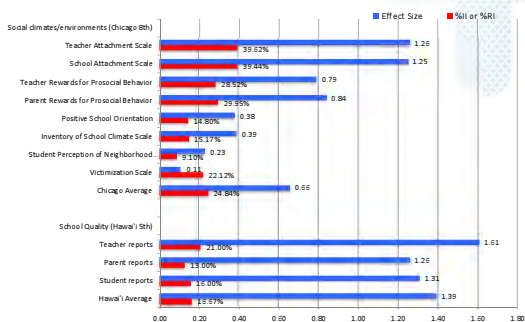
Effects on Other SECD Outcomes

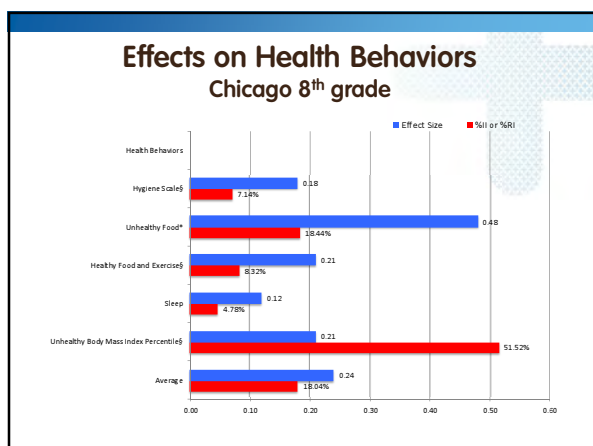


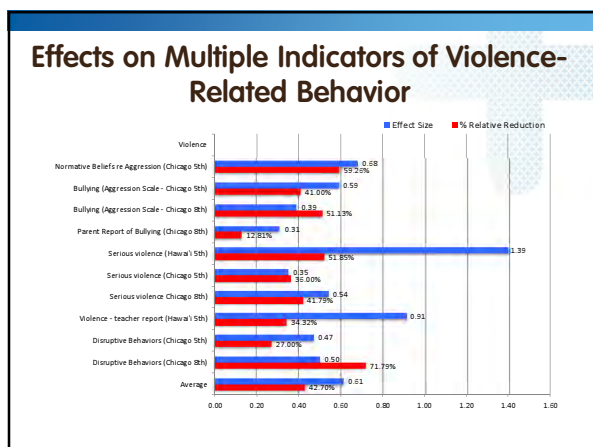
Effects on Emotional/Mental Health and Self-Esteem (Chicago 8th grade)

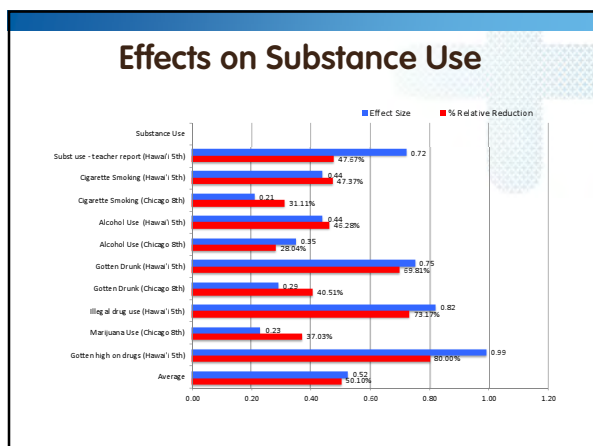


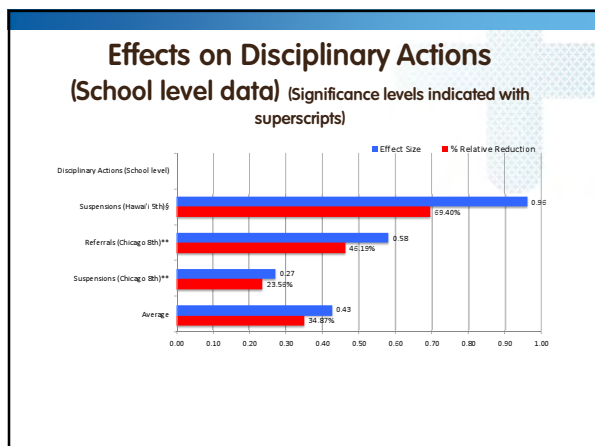
Effects on School Climate Chicago 8th and Hawai'i 5th

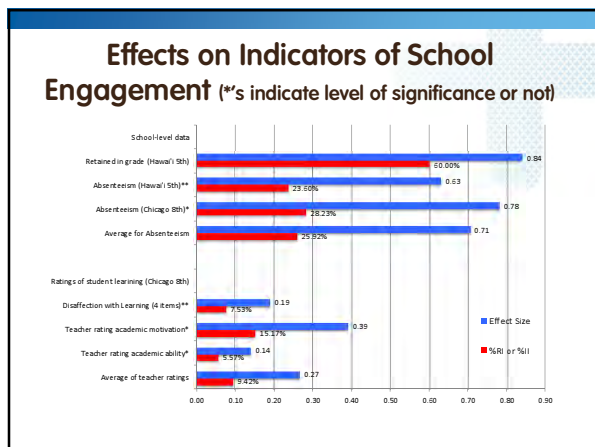


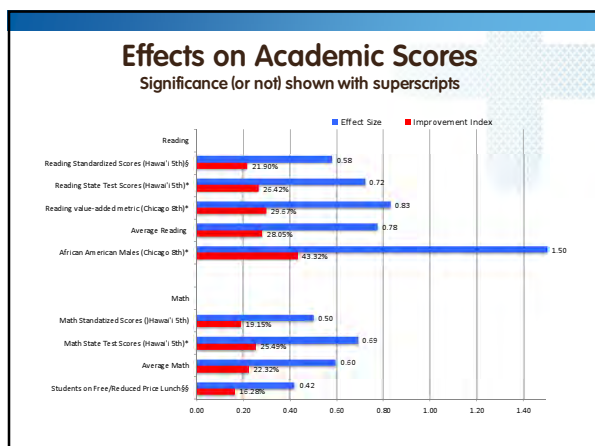












Notes

Positive Action, Inc.
264 4th Avenue South · Twin Falls, ID 83301
Phone: 800-345-2974 · Fax: 208-733-1590
info@positiveaction.net · www.positiveaction.net

Positive Action Program Description

Positive Action helps schools, families and communities **empower their greatness** through a model with a comprehensive system of interrelated programs.

This widely-recognized, proven model focuses on teaching and reinforcing the positive actions to develop the whole self—physically, intellectually, socially and emotionally for a successful, happy and healthy life.



Who

All populations: African-American, Hispanic/Latino, Pacific Islander, Caucasian, Native American, Asian, and others

Schools: Teachers, Administrators, Counselors, Support Staff, Students, and others

Families: Parents, Adolescents, Children, and other family members

Community Personnel: Health and human services, government, judiciary, law enforcement, media, businesses, faith-based, and others

- + **Unit 4:** Social and Emotional Positive Actions for Getting Along with Others
- + **Unit 5:** Social and Emotional Positive Actions for Being Honest with Yourself and Others
- + **Unit 6:** Social and Emotional Positive Actions for Improving Yourself Continually

The Tools

The **5 Components** of the model are contained within individual, easy-to-use tool kits for schools, families and communities. Each PreK–12 curriculum tool kit includes 15–20-minute completely-prepared interactive lessons and materials. Other components contain engaging guided activities and curriculum with support materials enabling users to successfully implement lessons and easily do the activities. All components can be used separately or combined seamlessly.

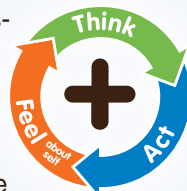
Training is encouraged to further ensure successful implementation. Evaluation services are available for a fee and there are free-of-charge surveys for measuring outcomes, process, monitoring progress, and fidelity.

What

The Content

An intuitive philosophy underlies **all** components of the model: *You feel good about yourself when you do positive actions and there is a positive way to do everything.* Because we all want to feel good about ourselves, we will be intrinsically motivated to do positive actions.

The philosophy is illustrated by the Thoughts-Actions-Feelings about Self Circle which shows that a good feeling about yourself is the result of a positive action that is preceded by a positive thought. A positive-feeling-about-self will lead to another positive thought and the revolving circle becomes a cycle of predictive behavior—positive or negative.



No matter what the situation, it is **always** better to do positive actions.

The positive actions, or Skills for Greatness, taught are the prerequisite skills for learning and living a happy, healthy and successful life. They are taught within six units and are the basis of **all** Positive Action materials. The skills embody the whole self—physically, intellectually, socially and emotionally.

- + **Unit 1:** The Philosophy and Thoughts-Actions-Feelings Circle
- + **Unit 2:** Physical and Intellectual Positive Actions for a Healthy Body and Mind
- + **Unit 3:** Social and Emotional Positive Actions for Managing Yourself Responsibly

The Tool Kits for the **5 Components** are:

PreK–12 Curriculum:

- + PreK–12 Classroom Instructor's Kits
- + Elementary Bullying Prevention Supplement Instructor's Kit
- + Fifth Grade and Middle School Drug Education Supplement Instructor's Kits

Climate Development:

- + Elementary and Secondary Climate Development Kits

Counseling:

- + Counselor's Kit
- + Conflict Resolution Kit

Family Involvement:

- + Family Kit
- + Family Classes Instructor's Kit
- + Parenting Classes Instructor's Kit

Community Involvement:

- + Community/Coalition Kit

Where

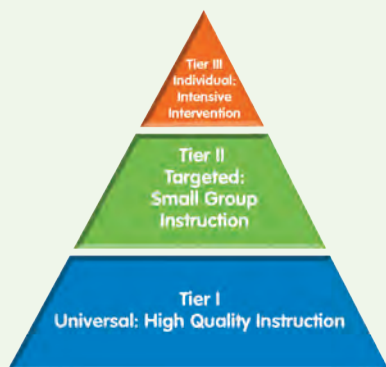
Positive Action is used in every kind of setting: schools, families, and community.

- + **Schools:** Regular, alternative, before and after-school programs, charter
- + **Family:** All types of families
- + **Family and Parent Classes:** Regular parents, foster parents, judicial and mental health mandated parents and families, and others
- + **Communities:** Health and human service agencies, detention centers, community centers, after-school programs, substance abuse, intervention and treatment providers, penal institutions, faith-based organizations, and more.

The *Positive Action* content, as delivered through the tools, will create an overall environment that will empower everyone to find their own unique greatness.

When

- + Anytime—birth and beyond
- + Every day, if possible
- + *Positive Action* works for all three tiers of RTI and PBIS:



- + **Academics:** Title I, Special Education, Race to the Top, School Improvement, i3, RTI, reform, and others
- + **Behavior:** Prevention of discipline referrals, bullying, substance use, dropping out, suspensions, truancy and gang involvement, pregnancy prevention, obesity, and others
- + **Character/Social and Emotional:** Positive youth development, character education, social and emotional learning, and others

Why

Since positive actions are the basis of every goal, it is easy to understand how *Positive Action* works for so many purposes. The results of randomized trials show that *Positive Action* works for improving academics, **all** behaviors, character, social and emotional development, positive youth development, and health—simultaneously.

Here are just a few of the compelling outcomes taken from two randomized trials, one in Hawaii and one in Chicago Public Schools, and two quasi-experimental trials, as reported in peer-reviewed journals and confirmed by the Council of Administrators of Special Education (CASE), U.S. Department of Education What Works Clearinghouse, Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the National Registry of Evidence-based Programs and Practices (NREPP).



Academics

- ↑ 20.7% Reading test scores
- ↑ 51.4% Math test scores
- ↑ 11.5% Competent problem-solving
- ↓ 15% Absenteeism
- ↓ 72.7% Grade retention
- ↓ 75% Truancy
- ↑ 38% Likelihood of obtaining higher education
- ↑ 21% School quality

Behavior

- ↓ 52% Violence
- ↓ 41% Bullying
- ↓ 44% Drug, alcohol, and tobacco use
- ↓ 80% Disciplinary referrals
- ↓ 73% Suspensions
- ↓ 20.5% Gang activity
- ↓ 83% Voluntary sexual activity
- ↓ 37% Dropping out

Overweight/Obese Status

- ↓ 5.6% Overall
- ↓ 15.4% Boys
- ↓ 12.7% African-Americans

Character

- ↑ 4.8% Affiliation with good friends
- ↑ 9.6% Social problem-solving
- ↑ 6.8% Altruistic behavior
- ↑ 7.5% Self-control
- ↑ 4.5% Honesty
- ↑ 11.4% Self-concept



How

By combining the Who, What, Where, When, and Why we can customize the perfect program for you!

Contact *Positive Action* for assistance in designing your intervention and planning your timeline. We will help you combine your information with our quick-and-easy templates to create a timely and effective intervention—just for you.

Key Findings Summary

Tier 1 Outcomes Summary

Academics

- ↑ 20.7% State reading tests
- ↑ 51.4% State math tests
- ↓ 72.7% Grade retention
- ↓ 28% Absenteeism

Closing the Gap—Reading and Math

- ↑ 10% Low poverty group (<15%)
- ↑ 21% Middle poverty group (16–51%)
- ↑ 90% High poverty group (>51%)

Behavior

- ↓ 47% Tobacco
- ↓ 46% Alcohol
- ↓ 70% Got drunk

- ↓ 73% Illegal/marijuana
- ↓ 62% Violence
- ↓ 51% Bullying
- ↓ 85% Disciplinary referrals
- ↓ 73% Suspensions
- ↓ 83% Voluntary sexual activity

Character

- ↑ 23% Self-control
- ↑ 19% Pro-social interactions
- ↑ 18% Affiliation with good friends
- ↑ 8% Altruistic behavior
- ↓ 81% Aggressive problem-solving

See outcomes on website—<http://www.positiveaction.net/research/>

Long-Term Effects: Middle School

Academics

- ↑ 20% Math achievement scores
- ↑ 16% Reading achievement scores
- ↓ 75% Truancy

Behavior

- ↓ 71% Drug, alcohol, and tobacco use
- ↓ 70% Violence-related incidents (threats, fights, battery, weapons)
- ↓ 52% Property crime
- ↓ 69% Dissing behaviors (disrespect, disobedience, disruptive)

Flay, et al., 2003, *American Journal of Health Behavior*.

Long-Term Effects: High School

Academics

- ↑ 15% Academic achievement scores
- ↑ 38% *PA* graduates are more likely to obtain higher education
- ↑ 18% *PA* graduates are more likely to become employed
- ↓ 37% Dropout rates
- ↓ 30% In-school suspensions
- ↓ 25% Out-of-school suspensions
- ↓ 12% Truancy

Behavior

- ↓ 49% Drug, alcohol, and tobacco use
- ↓ 50% Violence
- ↓ 63% Sex-related incidents
- ↓ 57% Falsifying information
- ↓ 28% Dissing behaviors (disrespect, disobedience, disruptive)

Flay, et al., 2003, *American Journal of Health Behavior*.

Family Effects

Parent Responses

- ↑ 9.8% Family cohesion
- ↑ 14.2% Parent/child bonding
- ↓ 17.2% Family conflict

Youth Responses

- ↑ 6.8% Family relations/cohesion
- ↑ 7.8% Decision-making
- ↓ 12.9% Family conflict

Flay, B.R., 2010, *The Positive Action Family Program: A Pilot Randomized Trial and Replication*, Unpublished Report, Oregon State University.

Pre-Kindergarten Effects

- ↑ 11.4% Self-concept
- ↑ 13% Physical health
- ↑ 11.7% Intellectual health
- ↑ 9.7% Self-management
- ↑ 16% Self-control
- ↑ 11.1% Respect
- ↑ 11.7% Consideration
- ↑ 11.3% Social bonding
- ↑ 11.8% Honesty
- ↑ 12.7% Self-improvement

Flay, B.R., 2012, *Randomized Evaluation of the Positive Action Pre-K Program*, Unpublished Report, Oregon State University.

Tier 2 Outcomes

Positive Action vs. Book Club:

- ↑ 47.4% Teacher's mean IRP (observed effectiveness of program)
- ↑ 48.1% *Positive Action* content knowledge
- ↑ 11.8% Engagement in program
- ↑ 15.9% Motivation to learn in program

Oakes et al., 2012, *Education and Treatment of Children*.

Widely-Recognized as an Evidence-based Program



U.S. Department of Education What Works Clearinghouse (WWC)

Awarded *Positive Action* a top rating of “positive effects” for improving **both academics and behavior**.

- +14 percentile points in **academics** (standardized achievement scores in reading and math, grade retention, absentee rates)
- +19 percentile points in **behavior** (suspensions, violence, substance use)



Council of Administrators of Special Education (CASE)

Endorsed *Positive Action* as a comprehensive instructional approach to academics, behavior and character, which works for the general as well as special education students.

- Met or exceeded all of the criteria on the CASE Rubric.



The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Recognized *Positive Action* as an **evidence-based SElect** program.



Blueprints for Healthy Youth Development

Recognized *Positive Action* as a Model Program, 2013.



National Registry of Evidence-based Programs and Practices (NREPP)

Listed *Positive Action* as a program for:

- Improving **academic achievement**
- Reducing numerous **problem behaviors**, including: violence, alcohol, tobacco, drug use, disciplinary referrals, suspensions, and school absenteeism

Also rated *Positive Action* with a perfect score for **readiness for dissemination** (4 out of 4).



Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Recognized *Positive Action* as:

- An Effective Program for **prevention** in the Title V Model Programs Guide and Database
- A Best Practice for **reducing minority contact with law enforcement** in the Disproportionate Minority Contact Best Practices Database
- A Best Practice for **reducing and/or eliminating the detention and incarceration of status offenders** in the Deinstitutionalization of Status Offenders Database



StopBullying.gov **stopbullying.gov**

Character Education Partnership (CEP)

Found that *Positive Action* shows strong evidence of support in:

- **Reducing Risk Behaviors**: drug use, violence/aggression, and general misbehavior
- Improving School-Based Outcomes: school **behavior** and **academic achievement**
- Sustained and long-term effects





Positive Action™
empower greatness⁺

See a complete catalog on our website.

Program Materials



PreK–12 Curriculum

A kit for each grade level includes a user-friendly *Instructor's Manual* with engaging 15-minute lessons, plus all the needed materials for 30 students. For only \$14/student for the first year and \$3/student for subsequent years, you can implement this evidence-based program.



Pre-Kindergarten Instructor's Kit

Puppets Squeak and Mimi invite children to learn positive actions along a fun journey.

\$450



Kindergarten Instructor's Kit**

Puppets Pix-It and Nix-It guide children on a journey through the Kingdom of *Positive Action* to learn positive actions together.

\$450



Grade 1 Instructor's Kit**

Maurice the Mouse shows children that you feel good about yourself when you do positive actions—in all areas.

\$400



Grade 2 Instructor's Kit**

The Friendship Tree, Scrappy the Slouch, Dream Clouds, and other interactive items help students learn positive actions.

\$400



Grade 3 Instructor's Kit**

Dr. Staywell, Harrauld the Dragon, Princess Paula, and others guide students to learn positive actions.

\$400



Grade 4 Instructor's Kit**

Students learn to "Say Yes to Life" by practicing positive actions to feel good about themselves in all areas of life.

\$400



Grade 5 Instructor's Kit

Superfriend and other characters guide students to learn the positive actions that make them feel good about themselves.

\$400



Elementary Drug Education Supplement Kit

Lessons for the end of each unit help students understand that "drug abuse takes pieces out of the whole me."

\$250



Elementary Bullying Prevention Supplement Kit

Students learn that bullying behaviors are negative actions, and how to replace them with positive actions to feel good about themselves.

\$250



Grade 6 Instructor's Kit

A student band at Hadley's Corners demonstrates that positive actions are the best way to feel good about yourself and what you are doing.

\$400



Grade 7 Instructor's Kit**

Students become Self-Concept Scientists, evaluating themselves and their actions throughout Units 1–3. They also read a radio play, *We're on Our Way*.

\$450



Grade 8 Instructor's Kit**

Students continue the adventures in *We're on Our Way*, and learn more about themselves in Units 4–7.

\$450

Secondary Drug Education Supplement Kit**

Lessons for the end of each unit use a play, *Escape from the Shadows*, to teach the negative effects of drug use.

\$450



High School Instructor's Kit 1

Students answer Life's Big Question, "Who Am I?" through discussion, activities, and reflection.

\$450



High School Instructor's Kit 2

Students journey with characters in the *Lives on the Line* Play, discovering who they are.

\$450



High School Instructor's Kit 3

Students complete six projects that help them understand themselves and the world around them.

\$450

High School Instructor's Kit 4

Student groups teach lessons together as peer mentors or family groups, taking the lessons to the next level.

\$450



Community



Community Kit

This kit guides communities to do positive projects at the community and subgroup level (i.e. government, media, businesses, social services) to achieve common goals.

\$550

Climate Development



Elementary Climate Development Kit

Assemblies, stickers, ICU Doing Something Positive Boxes, and other activities and materials provide vital school-wide reinforcement of positive actions learned in the classroom.

\$450

Secondary Climate Development Kit

Rallies, posters, PALS Club Cards, SOS Boxes, and other activities and materials provide vital school-wide reinforcement of positive actions learned in the classroom.

\$450



Counseling



Counselor's Kit

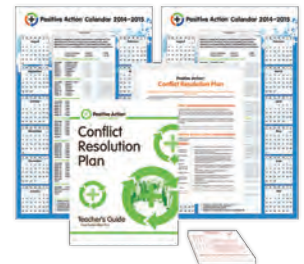
Individuals, small groups, large groups, classrooms, and families use this kit as a resource for intensive assistance and support.

\$150

Conflict Resolution Kit**

This kit aids the peaceful resolution of conflict by applying the ways we like to be treated to any situation.

\$75



Family



Family Kit**

Fun and easy to use, 42 lessons unite the family in doing positive actions at home and elsewhere.

\$100

Family Classes & Parenting Classes**

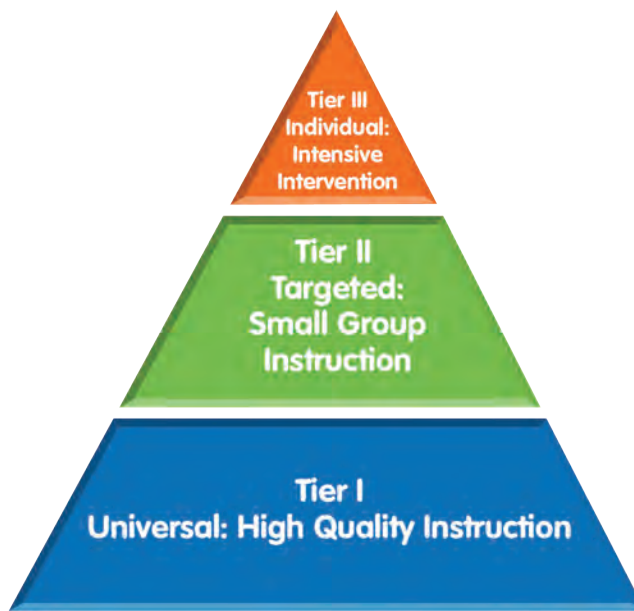
Choose from kits with seven two-hour sessions to teach 10 families or seven one-hour sessions to teach 10 sets of parents how to use the *Family Kit* and do positive actions together.

\$1450 & \$980





Works for **All** Levels



A Widely Recognized, Evidence-based Program

U.S. Department of Education What Works Clearinghouse (WWC)



Council of Administrators of Special Education (CASE)



National Registry of Evidence-based Programs and Practices (NREPP)



Office of Juvenile Justice and Delinquency Prevention (OJJDP)



Collaborative for Academic, Social and Emotional Learning (CASEL)



Three Levels of Implementation

Program Component	Positive Action Level I		Positive Action Level II	Positive Action Level III
	<i>Universal Implementation: High-Quality Instruction</i>	<i>Partial-Universal Implementation: High-Quality Instruction</i>	<i>Targeted: Small-Group Instruction</i>	<i>Individual: Intensive Intervention</i>
	Select option(s) appropriate for you	Select option(s) appropriate for you	Select option(s) appropriate for you	Select option(s) appropriate for you
The Pre K–12 Classroom Instructor’s Kits	1. Use all or grade levels appropriate for their design; all lessons are taught at each grade level 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	1. a. Use selected lessons from all six units of Pre K–12 curriculums as directed by data b. Use lessons from selected Unit(s) c. Use Level I—Universal and Partial-Universal
The Elementary Bullying Classroom Instructor’s Kits	2. Use all lessons combined with 1–8 th grade curriculums	2. Use some lessons combined with appropriate 1–8 th grade curriculums	2. Use as stand alone, separately or in combination	2. Use as stand alone, separately or in combination
Drug Prevention Classroom Instructor’s Kits	3. Use all lessons combined with 1–8 th grade curriculums	3. Use some lessons combined with appropriate 1–8 th grade curriculums	3. Use as stand alone, separately or in combination	3. Use as stand alone, separately or in combination
The Site-Wide Climate Development Kits: Elementary and Secondary	4. Use school-wide climate development activities for appropriate level (Elementary or Secondary)	4. Use school-wide climate development activities for appropriate level (Elementary or Secondary)	4. Use selected school climate development activities to meet needs	4. Use selected school climate development activities to meet needs
The 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 families with more intensive needs	5. Use targeted lessons for students and/or families together with more intensive needs
The Behavior Management Kit	6. Use for incident response	6. Use for incident response	6. Use for incident response	6. Use for incident response
The Conflict Resolution Kit	7. Use for incident response	7. Use for incident response	7. Use for incident response	7. Use for incident response
The Family Kit; Family Classes and/or Parenting Classes Kits	8. Use aligned by unit with school curricula	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	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. Lessons provided as needed; one lesson at a time	b. Student, parent(s) and counselor/therapist together doing lessons from a targeted unit
The 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	9. Cooperate with community service providers and coordinate services