

Using Positive Action, a Blueprints Model Program, As an Approved Title I Program for Whole School Reform to Demonstrate that Prevention Programs Can Be Effective Academic Programs

Blueprints Conference

May 1, 2018

A diverse group of young people, including students and adults, are standing together in a line. The person in the center, a young man with short dark hair, is wearing a bright yellow polo shirt and blue jeans, and has his arms raised in a celebratory gesture. The other people are wearing various casual clothing, and the background is a plain, light color.

To Empower Greatness in Individuals,
Schools, Families and Communities around the World

Carol Gerber Allred, Ph.D.
President/Developer

Expanding the Use of Evidence-Based Programs for Academics

- + Continue promoting evidence-based programs in both policy and practice as much as possible.
- + Consider how to improve the reach of evidence-based programs:
 - + When trying to link with educators, know their goals and be able to show your relevance to those goals (ex. Title I Whole School Reform).
 - + Have a model that can be easily implemented.
 - + Provide adequate support to ensure it will be implemented with fidelity.
 - + Be able to demonstrate results in a timely manner.
- + Use of evidence-based programs will grow when they show their worth.

How It Started

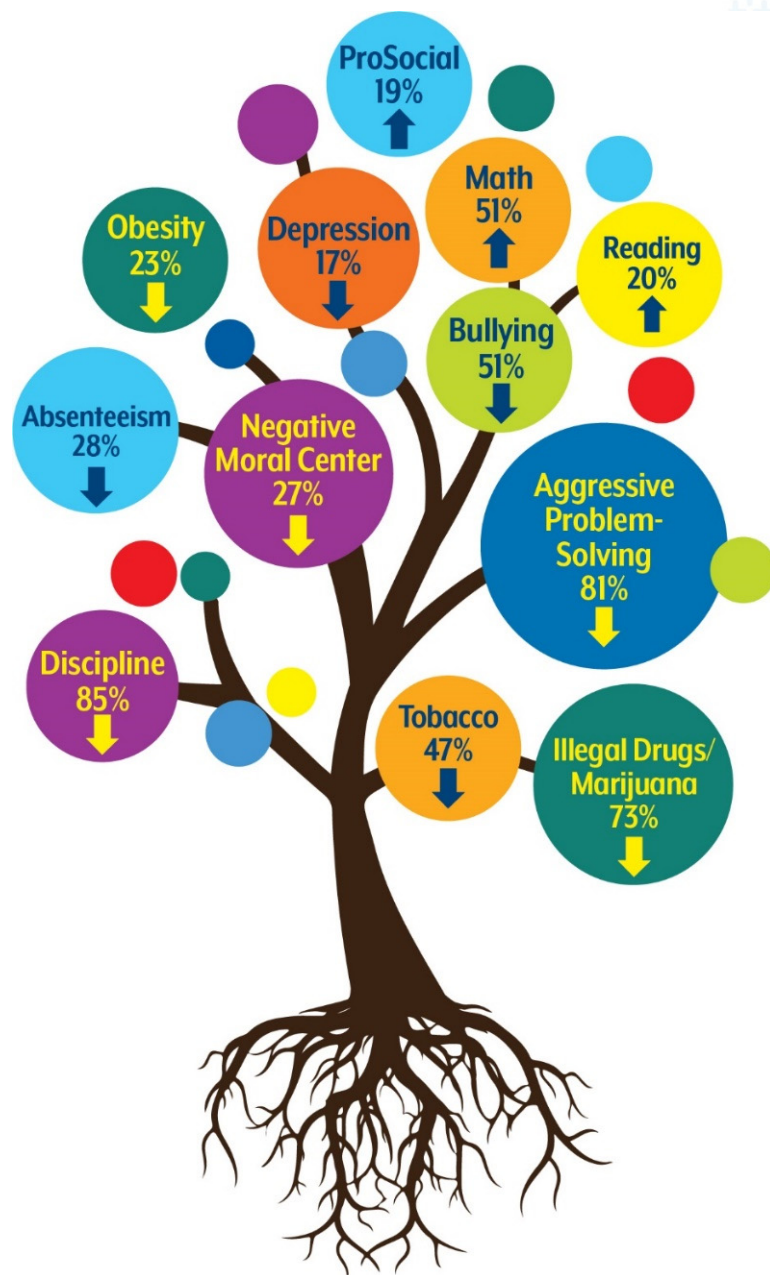
- + **1973:** Originated as the brainchild of Carol Gerber Allred, Ph.D. while teaching high school English and psychology.
- + **1977:** Development of the *Positive Action* program began.
- + **1982:** Founded Positive Action Company.
- + **1982–Present:** Development continued to create the system of today.
- + **1998–Present:** Rigorous research and evaluation began and continues.
- + **Today:** Has been used by over 15,000 schools, districts and community organizations, 5 million students and 10,000 families nationally and internationally.



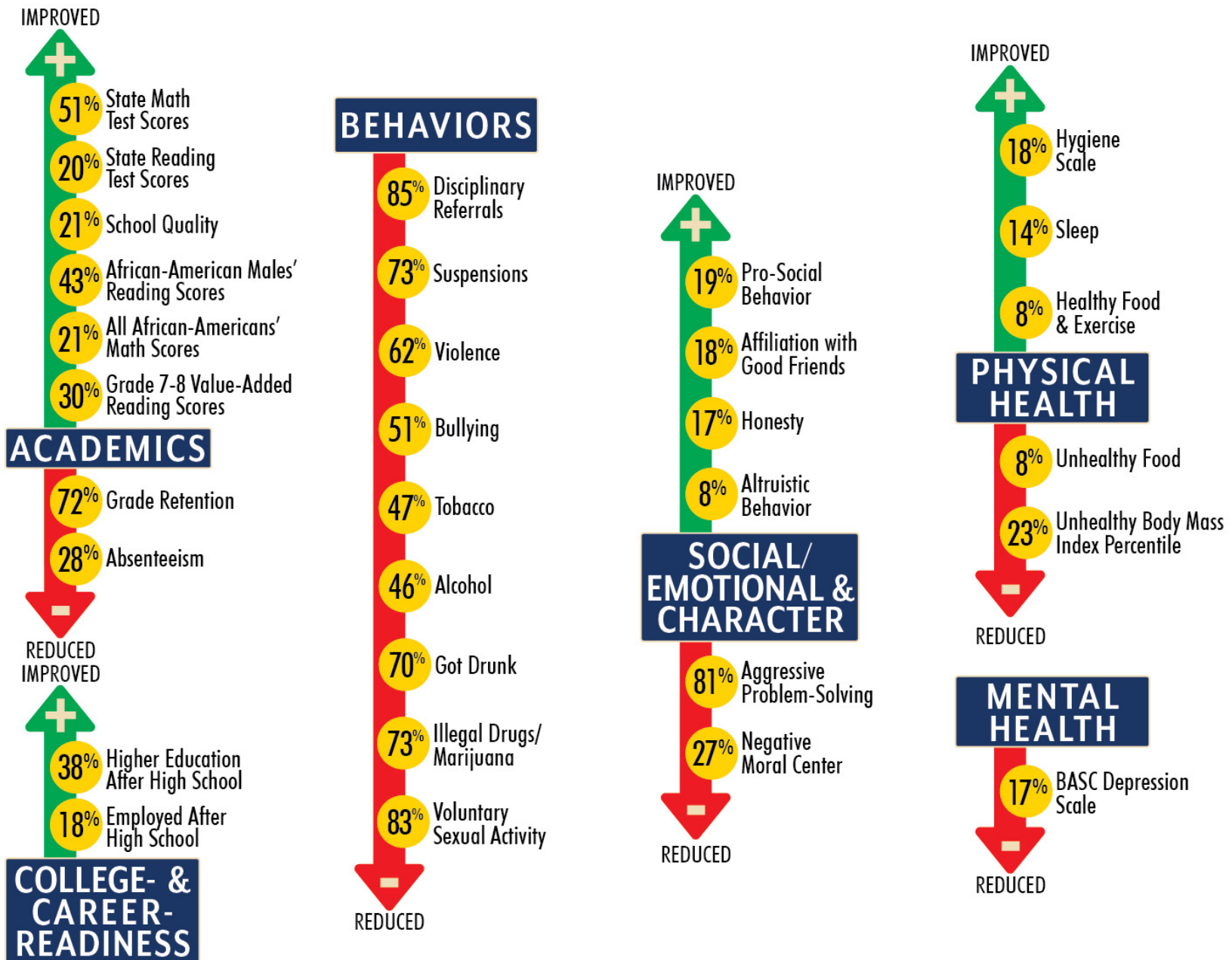
Carol Gerber Allred, Ph.D., 1974

2017 marked **35 years** of reaching students and families!

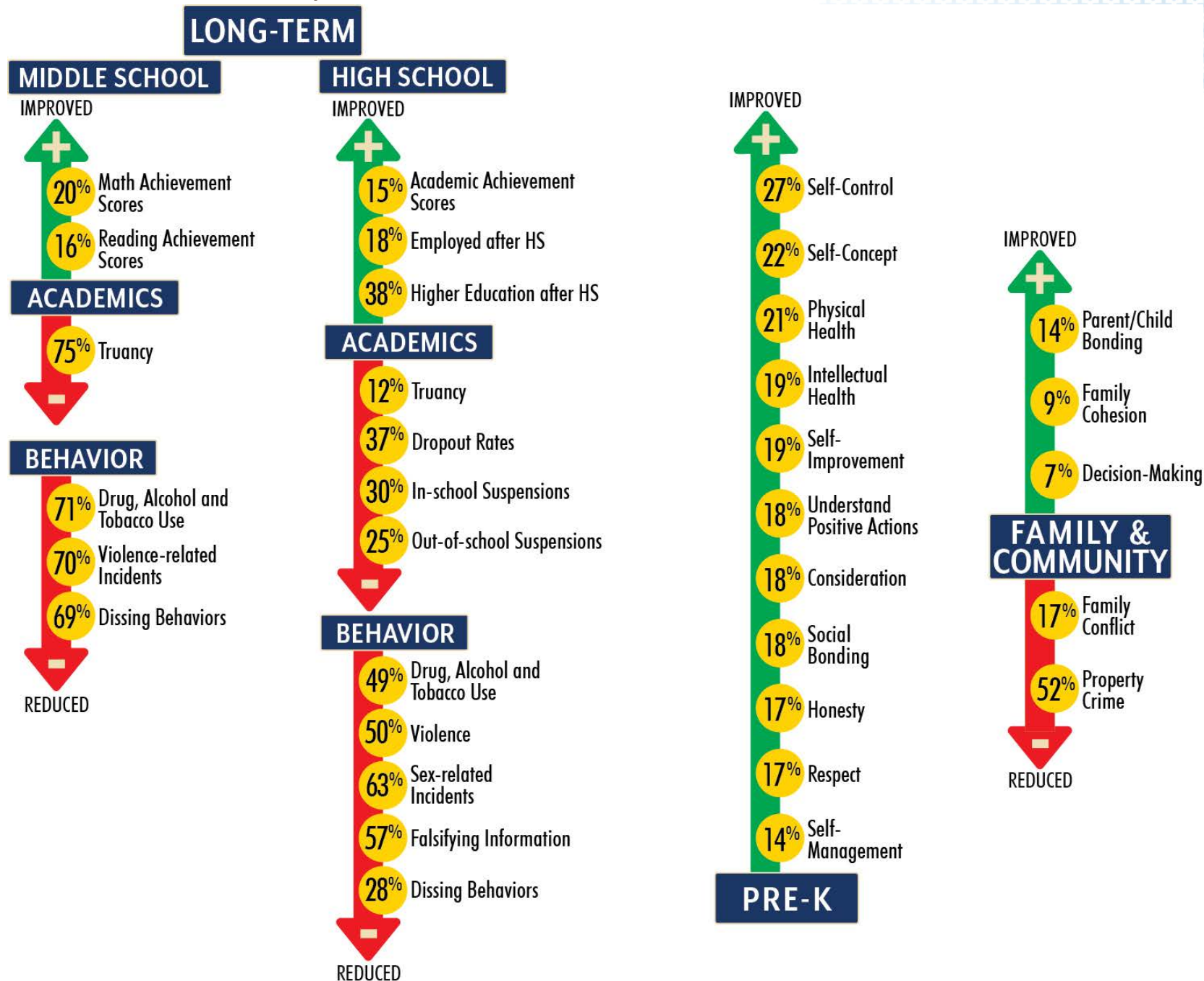
Outcomes Get to the Root of Improvement



Multiple Kinds of Outcomes...



Multiple Kinds of Outcomes





The Research Base

- + Social/emotional learning theory
- + Prevention theory
- + Positive psychology
- + Intrinsic motivation
- + Positive reinforcement
- + Student-centered
- + Connecting school, family and community
- + Growth, Mindset and Mindfulness
- + Whole Student
- + Restorative Practices
- + Multiple intelligences and learning styles
- + Higher order thinking



Peer-Reviewed Articles Confirm Positive Action as Evidence-based

Studies Show Replicated & Sustained Outcomes

Randomized Controlled Trial – Chicago (ESSA – Strong Evidence)

- + Prevention Science (2017)
- + Applied Developmental Science (2016)
- + Journal of Primary Prevention (2016)
- + Applied Developmental Science (2015)
- + Journal of Adolescent Health (2013)
- + American Journal of Preventive Medicine (2013)
- + International Journal of Emotional Education (2012)
- + Psychology & Health (2011)
- + Prevention Science (2011)

Randomized Controlled Trial – Hawai'i (ESSA – Strong Evidence)

- + American Journal of Health Promotion (2013)
- + Journal of School Health (2012)
- + Journal of Research on Educational Effectiveness (2010)
- + American Journal of Public Health (2009)

Randomized Controlled Trial – Southeastern State (ESSA – Strong Evidence)

- + Prevention Science (2011)

Quasi-Experimental – Nevada District, Hawaii (ESSA – Moderate Evidence)

- + Prevention Science (2001)

Long-term Matched-Control-Quasi (ESSA – Moderate Evidence)

- + American Journal of Health Behavior (2003)



Authoritative Groups' Lists of Positive Action as Evidence-based

ies U.S. Department of Education
INSTITUTE OF EDUCATION SCIENCES
What Works Clearinghouse

EVIDENCE
for ESSA

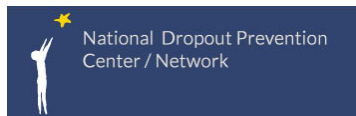
VISION • LEADERSHIP • EXCELLENCE
case
COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION
A Division Of The Council For Exceptional Children



NREPP

OJJDP

stopbullying.gov



- + **Approved Whole-School Reform Model** (1 of 4 programs in nation) Provider for School Improvement Grants by the U.S. Dept. of Ed--Institute of Education—2015
- + **Top-rated** in the nation for improving academics, behavior and character by the U.S. Dept. of Ed, **What Works Clearinghouse**—2006
- + **Identified** by **Evidence for ESSA** as the *only* program with “strong” ESSA rating in both reading and math.
- + **Endorsed** by the **Council of Administrators of Special Education** for academics, behavior and character with the general as well as special education students.
- + **Endorsed** as a **SElect Program** by **Collaborative for Academic, Social and Emotional Learning (CASEL)**—2017 Guide
- + **Recognized** as a **Model Program** by **Blueprints for Healthy Youth Development**, meeting the highest standards of evidence through independent review by the nation’s top scientists.
- + **Listed** on SAMHSA’s **National Registry of Evidence-based Programs and Practices** list. A CSAP Legacy Model Program.
- + **Recognized** as an **Effective Model Program** with strong evidence for the outcomes with the U.S. Department of Justice (DOJ), **Office of Justice Programs’ (OJP)**, **CrimeSolutions.gov** for the **Office of Juvenile Justice Delinquency and Prevention (OJJDP)**.
- + **Identified** in evidence-based program directories for bullying prevention programs on the **stopbullying.gov** website. Directories: **Blueprints**, **FindYouthInfo.gov**, **NREPP** and **DOJ**.
- + **Recognized** as a **Model Program** with a **Strong Evidence** rating by the **National Dropout Prevention Center**.

Every Student Succeeds Act (ESSA) Requires Evidence-based Programs

ESSA Levels of “Evidence-Based”

- 1** “**Strong evidence**,” meaning supported by at least one randomized study (RCT);
- 2** “**Moderate evidence**,” meaning supported by at least one quasi-experimental study;

Positive Action



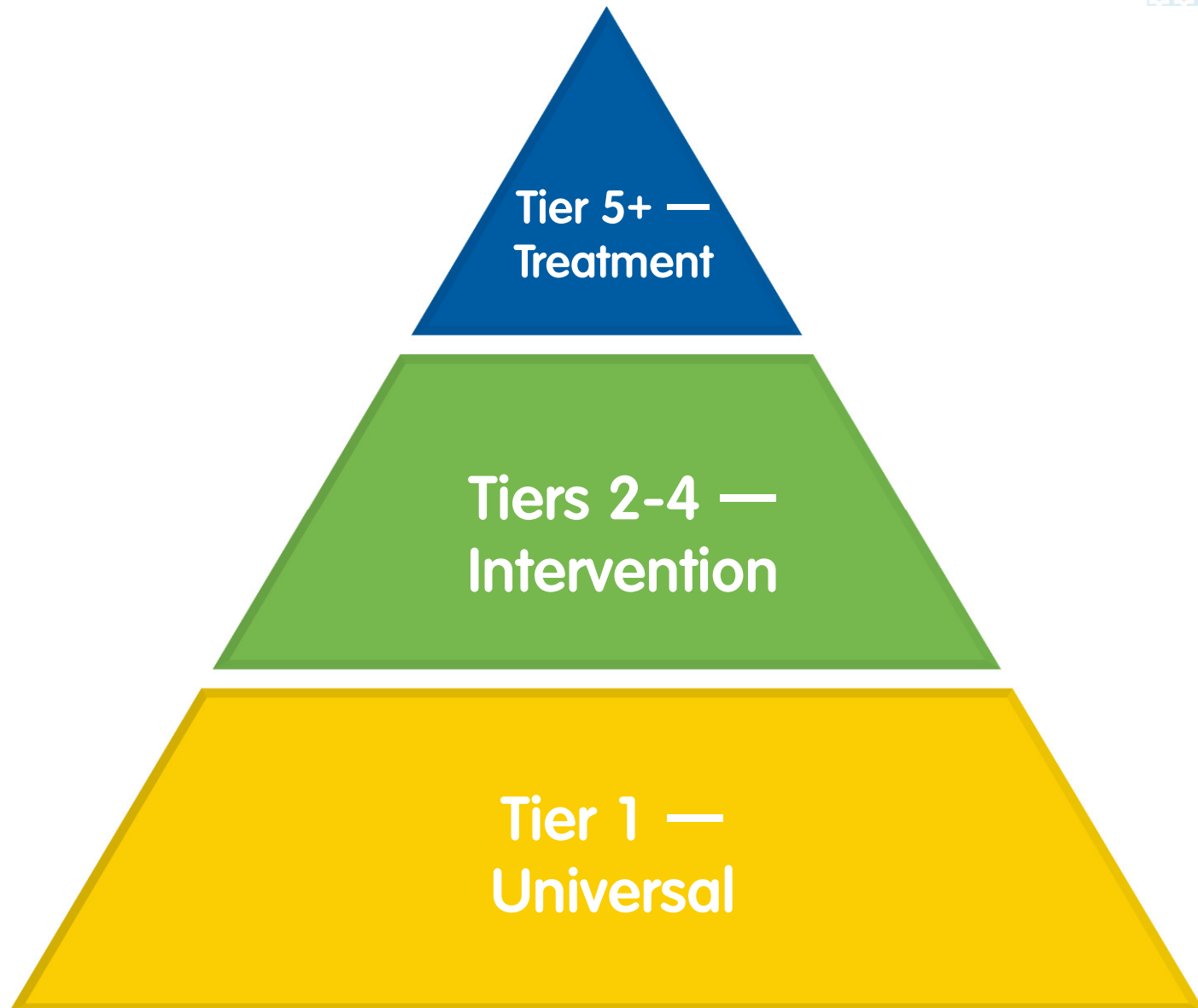
3 Studies:
RCT: Chicago
RCT: Hawaii
RCT: Southeastern State



3 Studies:
Quasi: Long-term
Quasi: Nevada,
Hawaii



Positive Action and Every Student Succeeds Act (ESSA): Meet MTSS, PBIS and RTI Requirements



SEL Programs with Academics Reviewed

Out of 28 programs, *Positive Action* was top-rated – March, 2018

A **systematic review of SEL programs research** found effects in schools on achievement in three subjects: **reading, mathematics and science**.

Evidence was rated as **strong, limited, insufficient** or **no studies qualified**.

The review was conducted by Roisin P. Corcoran* and her team and published by *The Conversation***

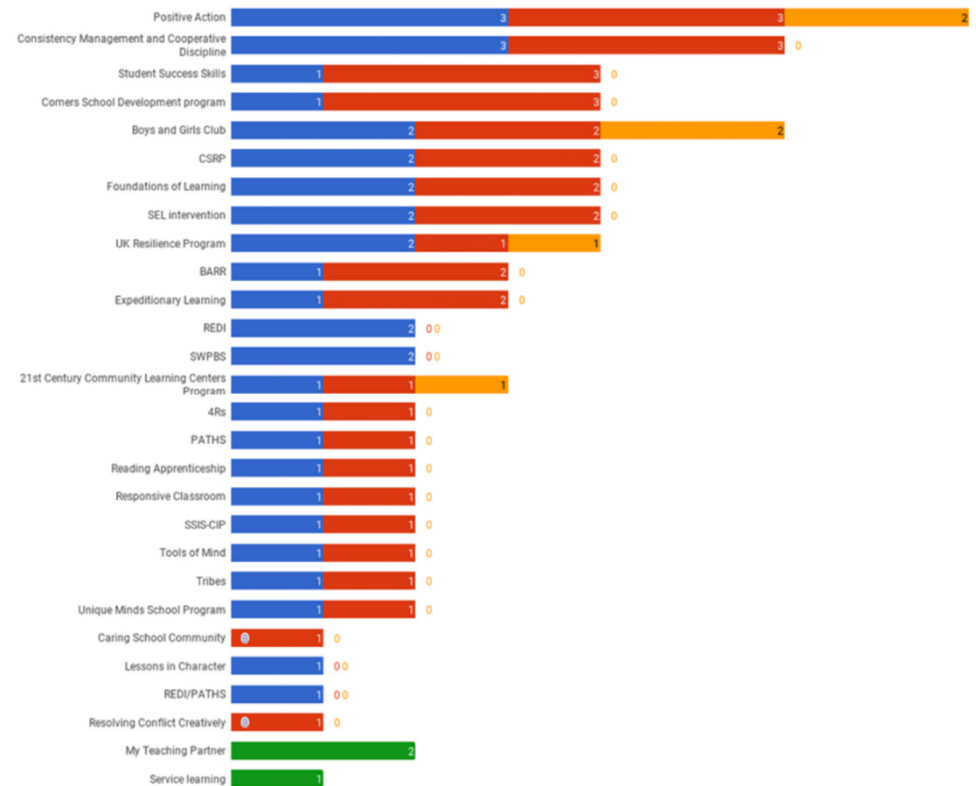
“Based on our review, it’s clear that Positive Action delivers strong results.”

*An Associate Professor, University College Dublin

**An independent source of news and views from the academic and research community, delivered direct to the public.

<https://theconversation.com/children-benefit-when-taught-social-and-emotional-skills-but-some-methods-are-better-than-others-90984>

Social and emotional learning: how the different programmes compare



Edition: **United States** ▾ Donate

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THE CONVERSATION

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Arts + Culture Economy + Business **Education** Environment + Energy Ethics + Religion Health + Medicine Politics + Society

Children benefit when taught social and emotional skills – but some methods are better than others

March 20, 2018 9:51am EDT

The *Positive Action System*

Content—Same for All Tools



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:
Physical + Intellectual + Social + Emotional

Unit 1

Philosophy &
TAF Circle

Unit 2

Physical &
Intellectual

Unit 3

Self-
Management

Unit 4

Social &
Emotional

Unit 5

Self-Honesty

Unit 6

Self-
Improvement

Tools

Classroom Curriculum

• PreK-12 Instructor's Classroom Kits

Climate Program

• Elementary Climate Kit
• Secondary Climate Kit

Counselor's Program

• Counselor's Kit
• Conflict Resolution Kit
• Elementary Bullying Prevention Kit
• Drug Education Supplement Kits

Family Programs

• Family Kit • Family Classes Kit
• Parenting Classes Kit

Community Program

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



Organization's Goal:
Optimize Resources



Time



Funds



Opportunities



Positive Action's Goal:
Optimize Organization's
Resources

Positive Action Saves Resources

...because it achieves multiple outcomes—
simultaneously.



Saves Time

- + Requires minimum time to prepare and deliver.
- + Improves behavior for more time on task.



Saves Money

- Has high-quality, economically-priced tools.
- + Reduces absenteeism and lost revenue.
 - + Has independent review that confirms cost effectiveness.



Saves Opportunities

- + Evidence-based for multiple outcomes thus, it is also efficient.
- + Reduces the number of opportunities lost to ineffectiveness.

VALUE in every dollar spent on *Positive Action*

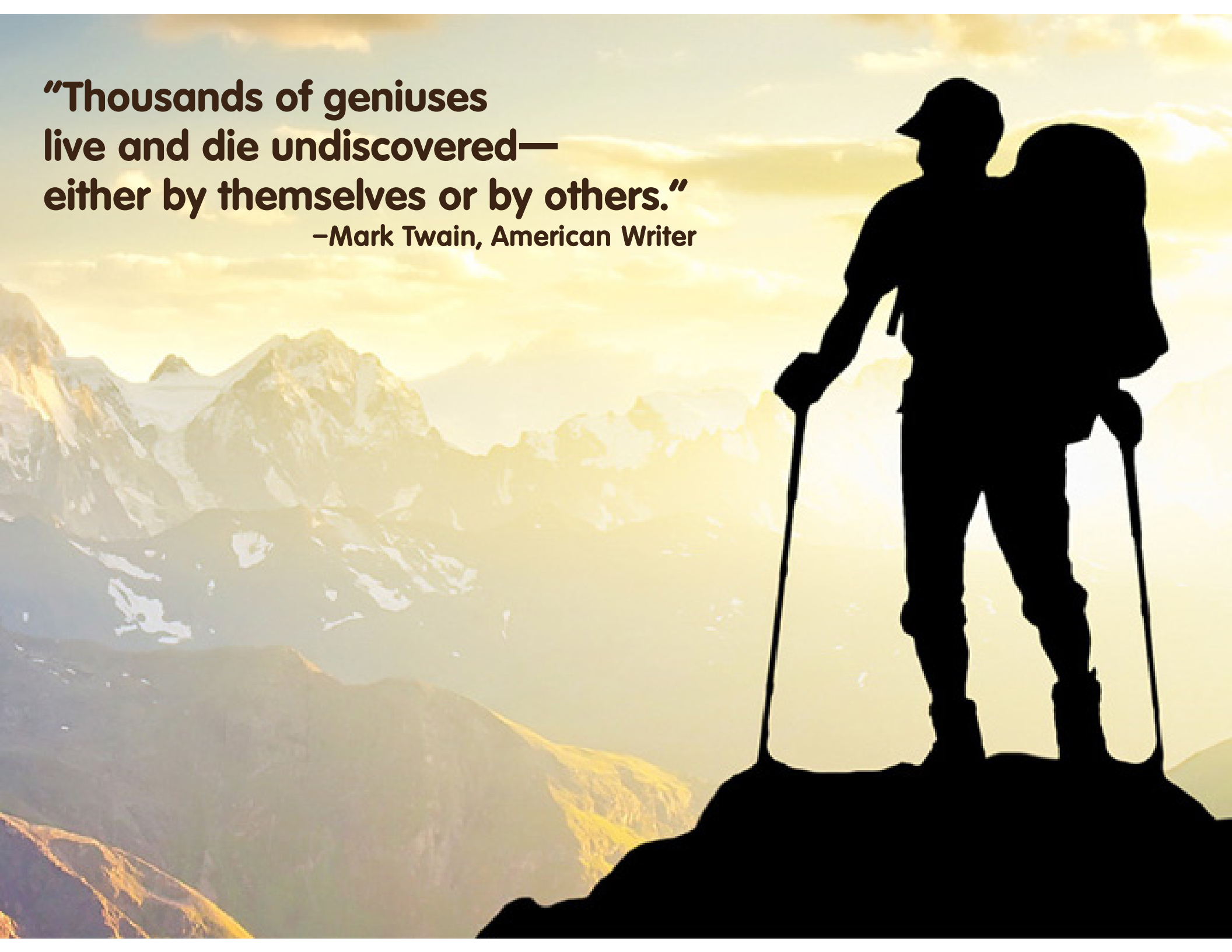
- + An independent study performed by the Washington State Institute of Public Policy found that *Positive Action* returns **\$31.57*** in benefits for every dollar spent.



That's getting **\$14,002** of benefit from spending only \$444 (for 4 years of the program)!

**“Thousands of geniuses
live and die undiscovered—
either by themselves or by others.”**

—Mark Twain, American Writer

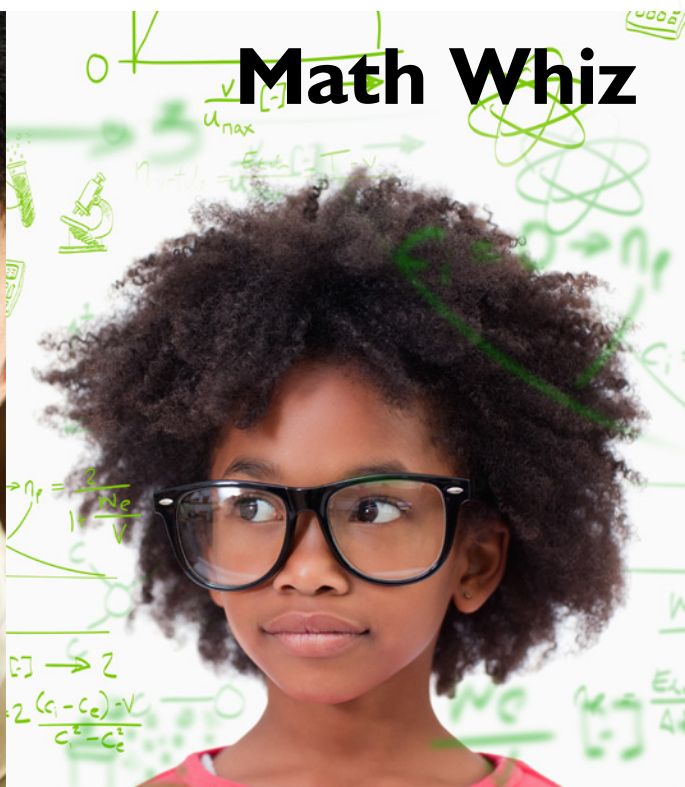




Would students engage more in education if they knew it would help them find their personal genius—their greatness?



**Aspiring
Artist**



Math Whiz



**Great
Friend**

***Positive Action empowers
everyone's greatness.***

Our Mission:

empower GREATNESS





Empower **Greatness**—Defined

+ Know how to *understand* and *manage* yourself to:

- + Reach your potential
- + Know you are meant for accomplishment
- + Achieve self-mastery
- + Feel good about yourself



How to Empower Greatness

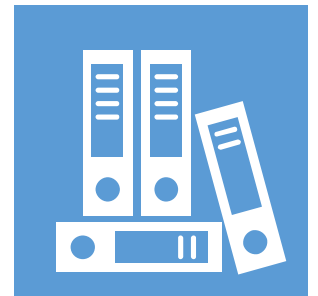
With Knowledge

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



With Skills

- + Six Unit Concepts (positive actions)



With Climate

- + Practicing and reinforcing positive actions site-wide



Unit 1: Philosophy

- + Philosophy
- + Think + Act + Feel about Self + Circle
- + General skills or positive actions
- + Self Concept



Unit 1 – Philosophy

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

and

there is a **positive** way
to do everything.



Unit 1 - The Philosophy is Intuitive



- + You have good feelings about yourself when you do **positive** actions
- + When this concept becomes conscious, decisions can be made intentionally.

Unit 1 - The Philosophy Depicted by the Circle

The Think + Act + Feel + Circle



The Circle can be positive or negative.

Unit 1 - The Circle Teaches the Whole Behavior Process

Behavior is a
whole process.



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

Unit 1 - The Philosophy Teaches Motivation

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

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



How Motivating are External Rewards?

- + External rewards have to be constantly adjusted to maintain motivation.
- + When the rewards stop, the behavior stops.



How Motivating Is It to Have a Good Feeling about Ourselves?



+ A good feeling about ourselves is one of the most essential needs we have.

+ This need makes it an extremely powerful motivator!

Unit 1-The Philosophy Teaches Character

Positive/Good/Right express values.

Positive values = **positive** character.

Negative/Bad/Wrong **express** values.

Negative Values = negative **character**.



We act according to what we value
&
our values represent our character.

Our Challenge: To Motivate Students to Make these Positive Values Their Own

**Academic
achievement**



**Being a good
person**



**Good
behavior**



We teach that these **positive** values are also **positive** actions and therefore, help us feel good about ourselves.

Unit 1 – Philosophy: There Is a Positive Way to Do Everything

To be optimistic, hopeful and resilient.

To be positive rather than negative.

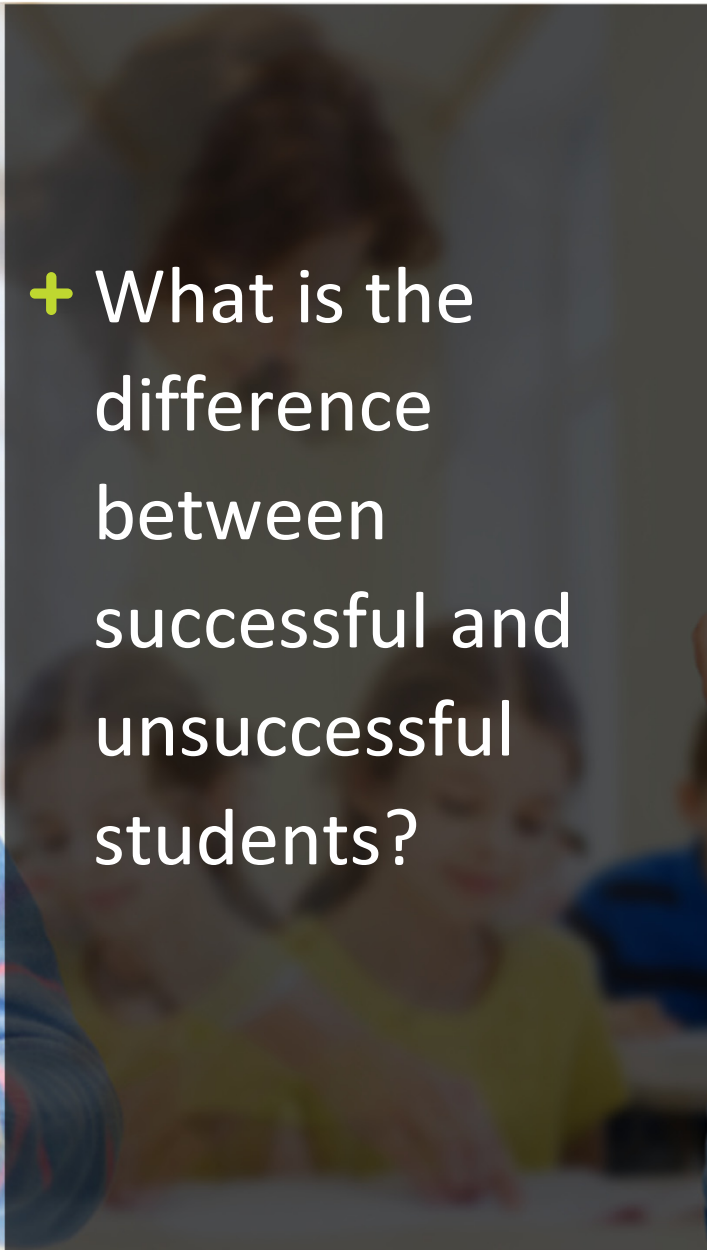
To know that you can't control everything, but you do control how you react.



The Difference



+ What is the difference between successful and unsuccessful students?



Unit 1 - The Difference Is Choosing Positive Actions because there Is a Positive Way to Do Everything

Empower Greatness Skills

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

Unit 3: Self Management

+ Managing Yourself Responsibly

- + 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



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



Unit 5: Self Honesty

+ Being Honest with Yourself and Others

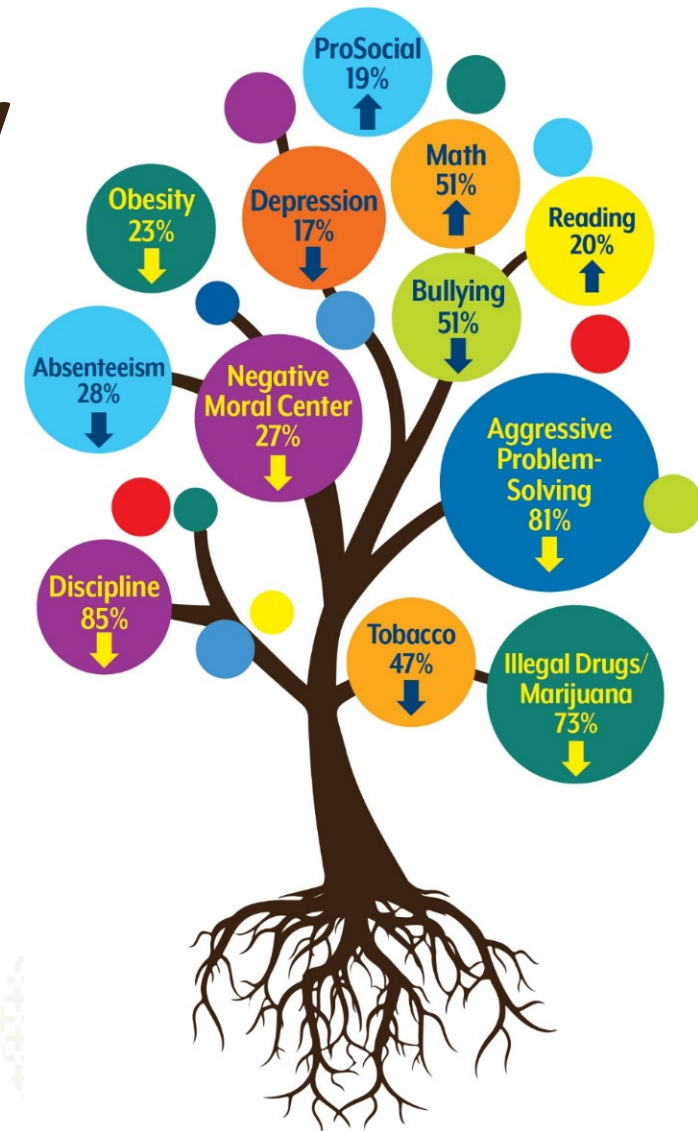
- + Being in touch with reality
- + Telling yourself the truth
- + Telling others the truth
- + Not blaming others
- + Not making excuses
- + Not rationalizing
- + Knowing your strengths and weaknesses
- + Doing what you say you will do



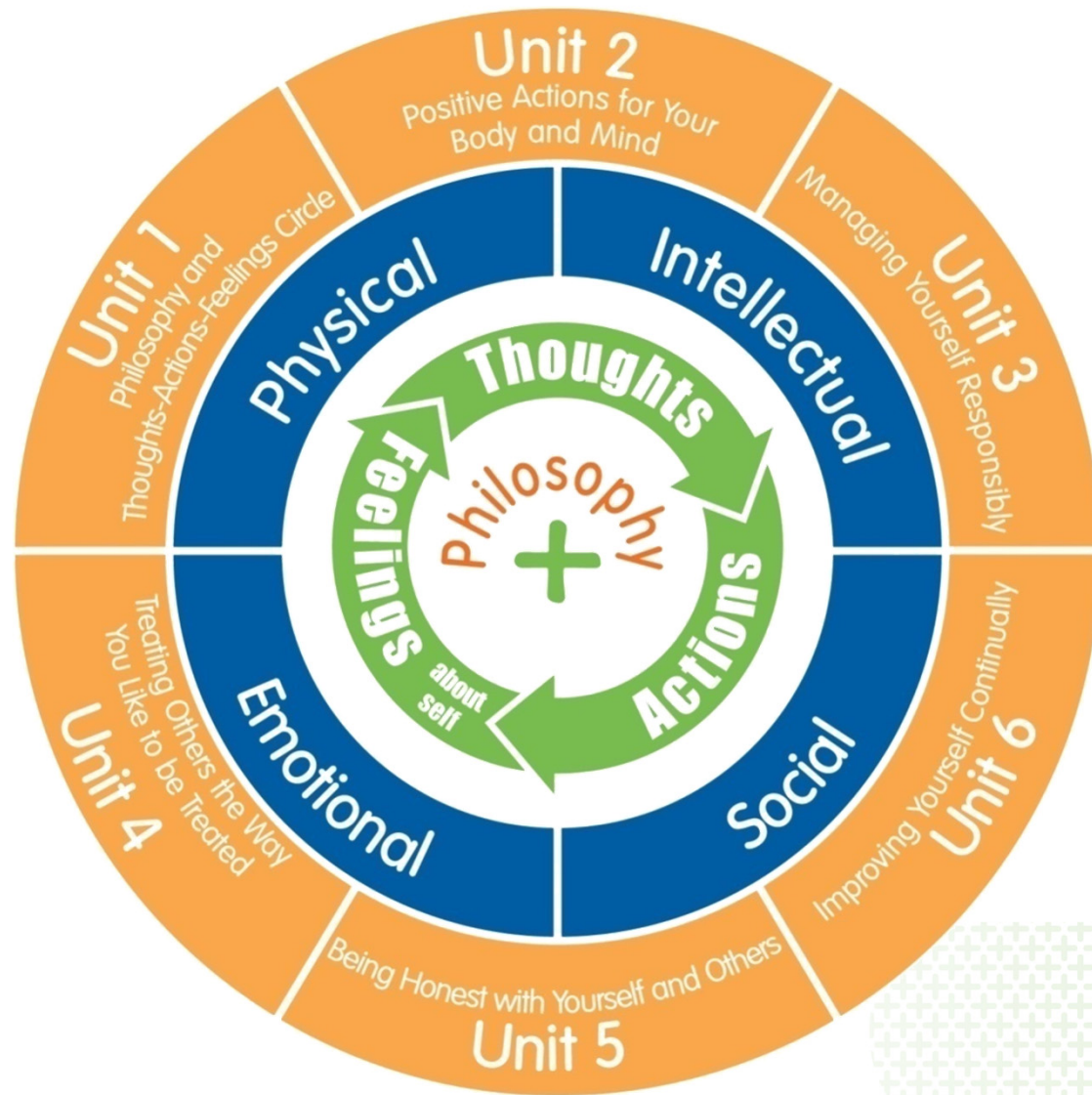
Unit 6: Self Improvement- at the Root

+ Improving Yourself Continually

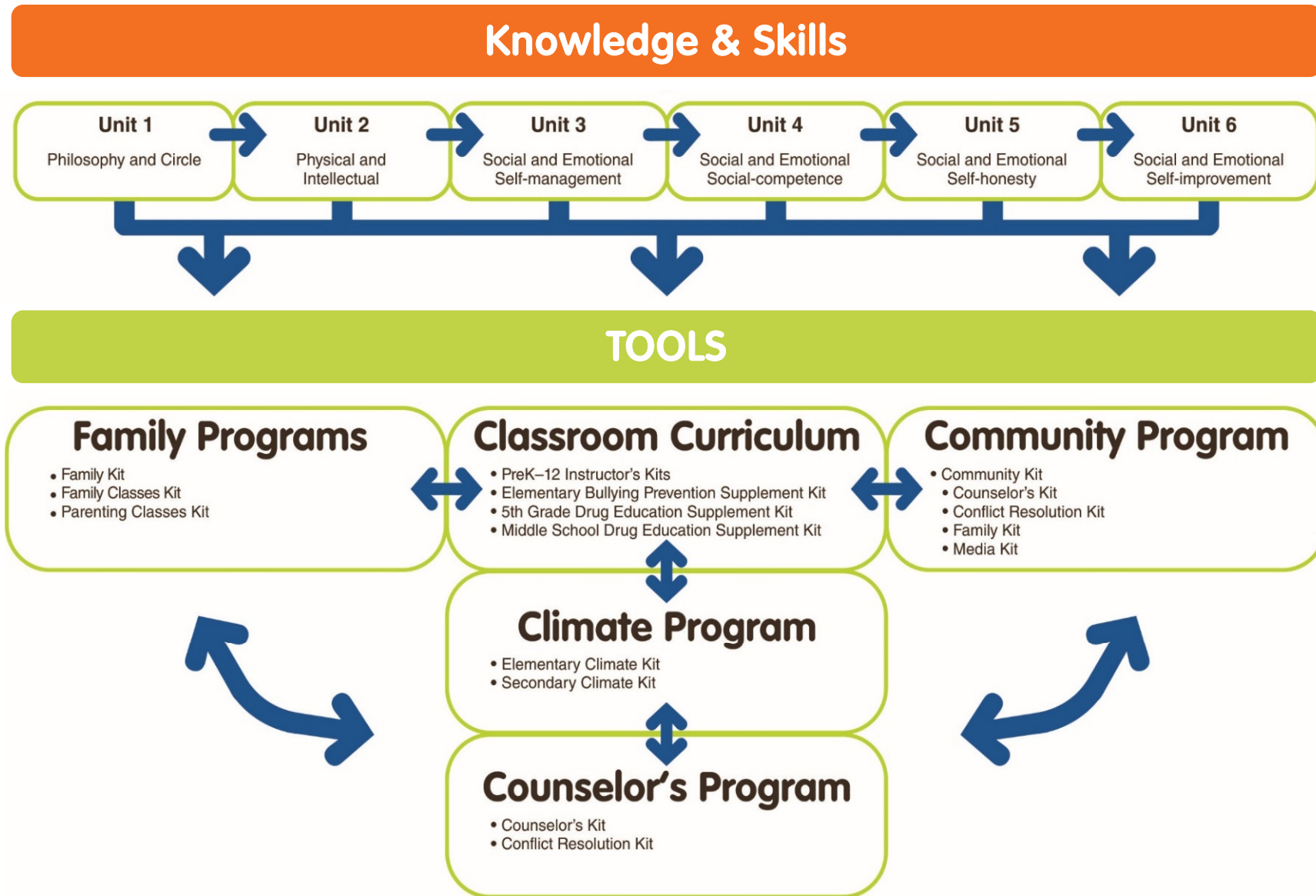
- + Setting physical goals
- + Setting intellectual goals
- + Setting social and emotional goals
- + Believing in your potential
- + Having courage to try
- + Turning problems into opportunities
- + Persisting
- + Broadening your horizons



Unifying Philosophical Framework



Tools Deliver Same Knowledge and Skills



The Tools



- + Deliver knowledge & skills through the program tools
- + Provide flexible, complete 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



Pre-K–12 Curriculum Goals



Scoped



Pre-K through Grade 12

Sequenced



Same six units at each grade level but age appropriate.


Spiraling



Building depth and breadth of meaning and commitment

Elementary Tool Kits

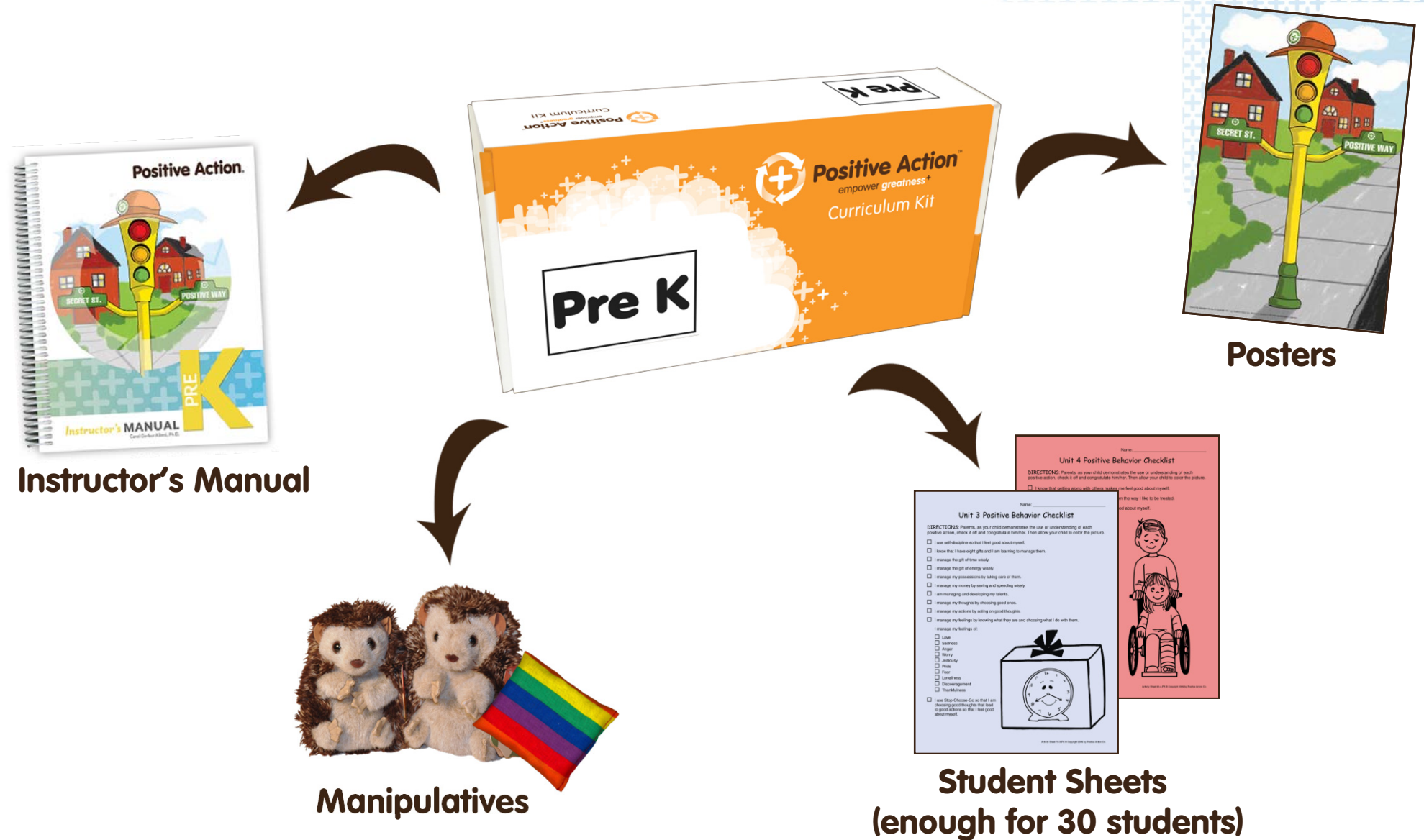
Engaging and ready-to-use:

- + **Pre K:** 130 five to ten-minute interactive, scripted lessons
 - + **K-6:** 140 15-20 minute interactive, scripted lessons
 - + **Materials for 30 students**
 - + **Lesson strategies and methodologies:**
 - + Puppets, games, poems
 - + Role-playing, stories
 - + Plays, discussions, journals
 - + Music, stickers
 - + Colorful, interactive posters
- 
- A collage of colorful educational materials including worksheets, posters, and a book titled 'The Happy Circles'. The materials feature various illustrations of children, animals, and social skills themes like 'When you do good...', 'Thoughts', 'How can I improve myself?', 'Think Before You Act', and 'STOP'. A book titled 'The Happy Circles' is also visible, along with a logo for 'www.positiveaction.org'.



Grade 1 Instructor's Tool Kit

Tool Kit Contents



PreKindergarten Sample Lesson

Lesson 1 • Unit 1 • Philosophy and Thoughts-Actions-Feelings Circle

Positive Actions for Myself

Purpose To introduce the *Positive Action* program and its intuitive philosophy; to explain the difference between negative and positive actions.

Word of the Week **Positive Action:** To do or cause good things to happen.

Materials Needed Two full water bottles (to hold puppets when not in use)

Materials Provided Squeak and Mimi puppets, "Philosophy" Poster 1-1-PK, ICU Box Sticker, ICU Box (6" x 4½" x 4½"), ICU Box Backdrop, ICU Box Wraparound, "Pre-K ICU Messages" Master Copy

Procedure

Teacher Before the lesson begins, assemble the "ICU Box," make copies of the "Pre-K ICU Messages" Master Copy, and find an accessible place for both. Display the "Philosophy" Poster 1-1-PK. You will be referring to it during the course of the lesson.

Say Today we are going to meet some new friends: two very special little hedgehogs named Squeak and Mimi. They will do lots of fun things with us this year. I think they have something to tell you right now.

Teacher Put the Squeak and Mimi puppets on your hands and read the following script using your "Squeak and Mimi voices." You will use the puppets with scripts throughout the curriculum. If you need to free up your hands between scripts or lead children in hand motions, you can place Squeak and Mimi on water bottles during that time. The bottles can be kept on hand throughout the year to hold the puppets when they are not in use.

Squeak Hi, boys and girls. I'm Squeak.

Mimi I'm Mimi. I'm happy to meet you.

Children (Coached by teacher.) Hi, Squeak and Mimi.

Squeak We're your new friends. It's okay to pet us.

Teacher Give children time to pet Squeak and Mimi.

Mimi We're going to have fun together.

Squeak Oh yes, lots of fun. Let's listen to our teacher for a minute.

Say Squeak and Mimi are going to help us learn about positive actions.

Teacher Resume the puppet script.

Squeak (Whispering.) What does positive mean?

Mimi (Whispering.) It means something that is good.

Say That's right, Squeak and Mimi. We are going to learn how to do positive, or good, actions. When you do positive actions, you feel good about yourself and what you do. When you do bad things, you will feel negative.

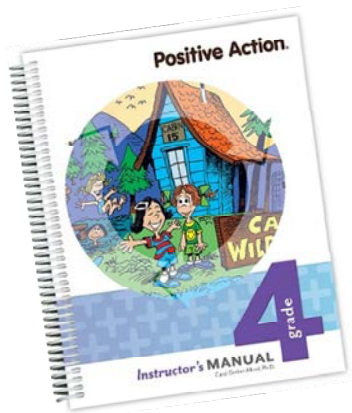
Teacher Resume the puppet script.

Pre-Kindergarten Instructor's Manual © Copyright 2009 by Positive Action Co.

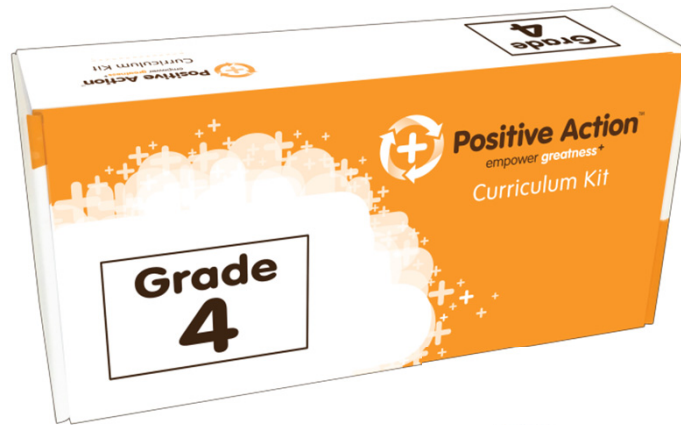
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Tool Kit Contents



Instructor's Manual



Posters

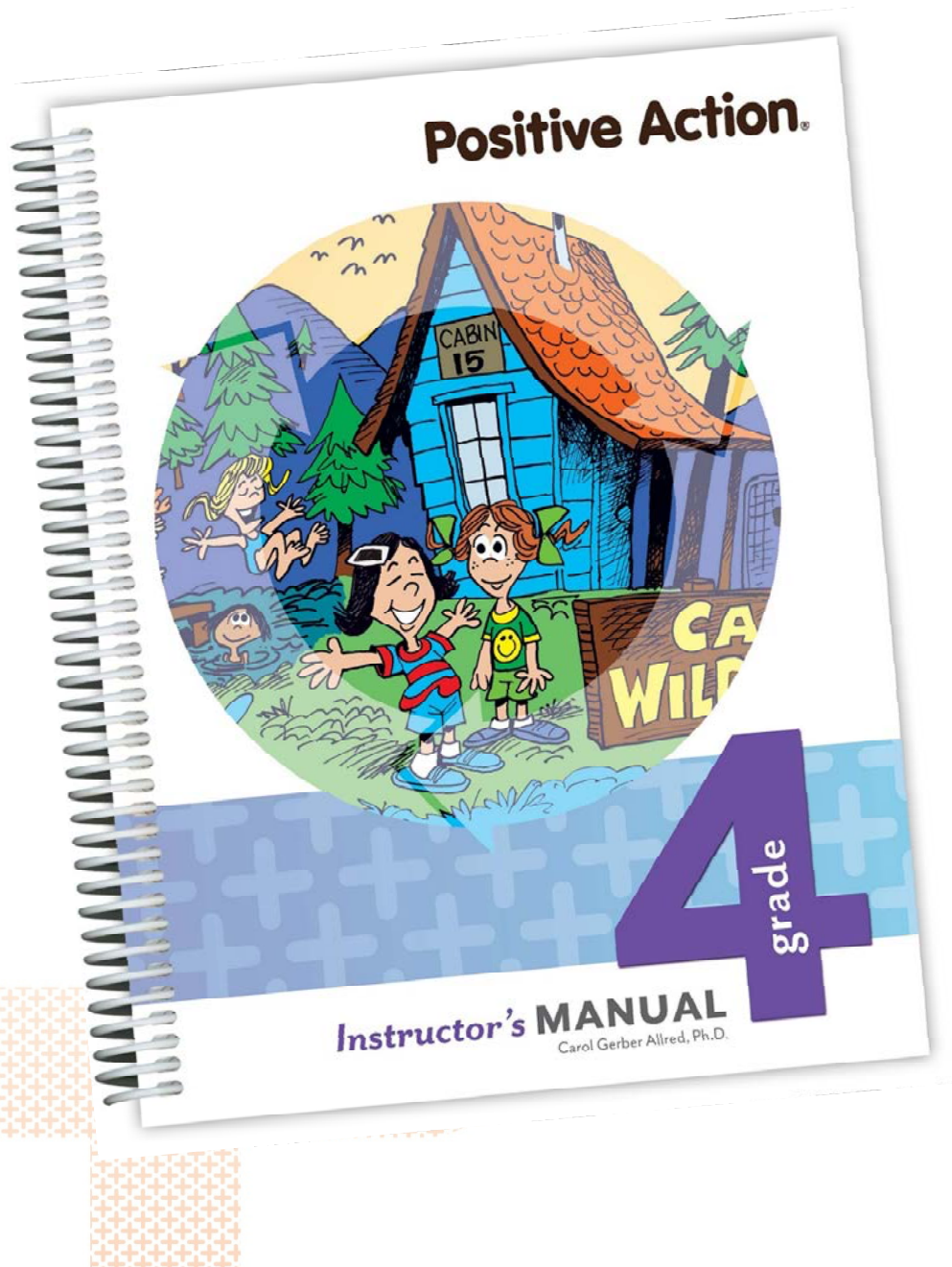


Manipulatives



**Student Sheets or Booklets
(enough for 30 students)**

Instructor's Manual



- + The *Grade 4 Instructor's Manual* includes:
 - + Introduction
 - + Lessons that are 15–20 minutes, scripted & engaging
 - + Appendices A–C
 - + Purpose Statements
 - + Materials List
 - + Activity Sheet Thumbnails

Sample Lesson

Lesson 77

Getting Along With Others Using Social/Emotional Positive Actions

PURPOSE: To learn the social/emotional positive action of showing empathy as a way to treat others because it is a way you like to be treated, so you treat others that way.

 MATERIALS NEEDED	Board and chalk/marker, pencils	 MATERIALS PROVIDED	Envelopes, Journals
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PROCEDURE

1) **SAY:** At the end of our last lesson we all heard about the good things our classmates see in us to make us feel respected. That made us all feel pretty good, didn't it? Can you imagine what it would have felt like if there were no comments written by your name? In a way, the act of imagining how something might feel is close to what we will be talking about today: empathy.

2) **TEACHER:** Write the word "empathy" on the board and pronounce it.

3) **SAY:** Empathy means to think how others feel. To do so, we try to identify and understand how and why people feel as they do. In today's lesson, we'll check back in with the Woodruffs for an example of how empathy works.

3) **TEACHER:** Read the story and discuss the questions that follow.

THE WOODRUFF FAMILY Kurt and Kevin Understand

Samantha sat slumped down with tears streaming down her face. Kevin and Kurt came into the yard. "Hey, Sam," Kurt said, going over to her and putting his hand on her shoulder. "What's wrong?"

Samantha sniffed loudly. "I can't find Perkins. I've looked everywhere." "Oh, don't worry," said Kevin. "He'll turn up soon."

"But I miss him." She sniffed again.

"Sure you do." The boys sat down by her. Kurt put his arm around her shoulder. "We know you're worried that something bad will happen to him and that he might not come back."

Samantha nodded. That was just what she was thinking. They really did understand how she felt. Somehow, knowing that they understood her worries made her feel a little better. She looked at them and smiled. "Come on," said Kurt. "We'll help you find him."



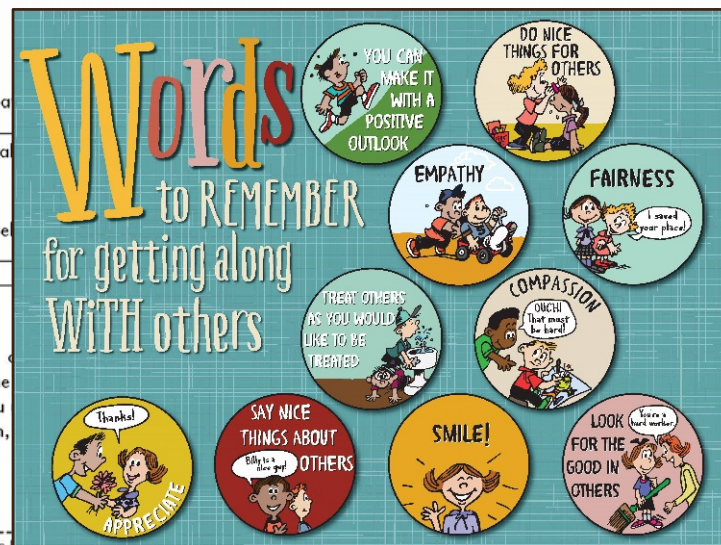
Lesson 77

DISCUSSION QUESTIONS

- How did Kevin and Kurt help Samantha feel better? (*Kurt put his hand on Samantha's shoulder, then put his arm around her shoulder; the twins reflected that they understood why Samantha was sad; the twins helped Samantha look for her cat.*)
- Why is it important to try to understand others feelings? (*Showing empathy lets others know that you understand their feelings. We all want others to empathize with us. It is a way we like to be treated, so we treat others that way. It is a positive action to show empathy, and when we do it we feel good about ourselves. When we don't show others empathy, we don't feel good about ourselves because we know that we wouldn't want others to not think about how we feel—to not understand what is happening to us.*)
- Can you think of a time when someone really seemed to empathize with you? How did you feel? (*It made you feel good because you could tell that person was really trying to understand your feelings.*)

4) **SAY:** When you show empathy, you make others feel good and you will feel good about yourself, too. I'd like you to get your journals from your Positive Action Envelopes and write about a time when someone showed empathy to you and how it made you feel, and then write about a time when you showed someone empathy and how that made you feel.

5) **TEACHER:** On the board, write the following topics and phrases, instructing students to complete the phrases, and then write about their experiences.



Middle School Tool Kits

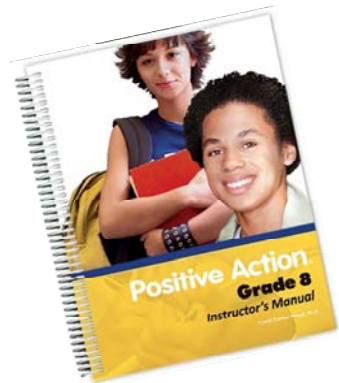
Engaging and ready-to-use:

- + **15-20-minute, interactive, scripted lessons**
 - + **Grade 6:** Units 1–6, 140 lessons
 - + **Grade 7:** Units 1–3, 82 lessons
 - + **Grade 8:** Units 4–6, 82 lessons
- + **Materials for 30 students**
- + **Lesson strategies and methodologies:**
 - + Posters, games, manipulatives
 - + Stories, discussion, radio scripts and role-playing

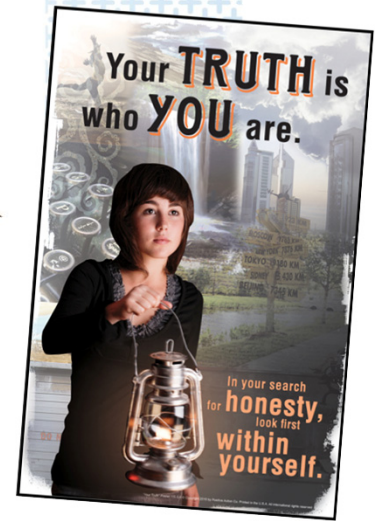
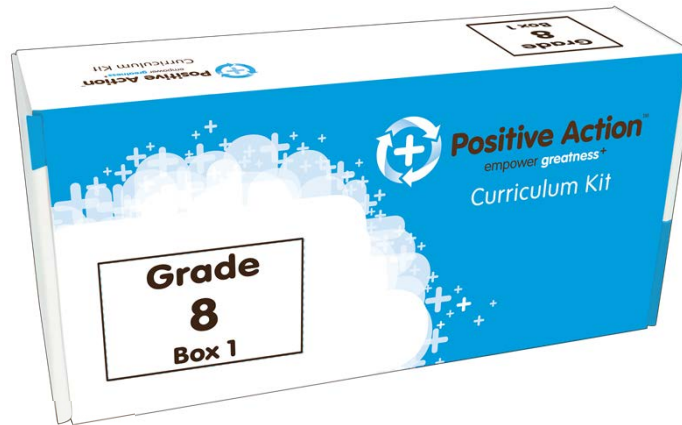


Grade 7 Instructor's Tool Kit

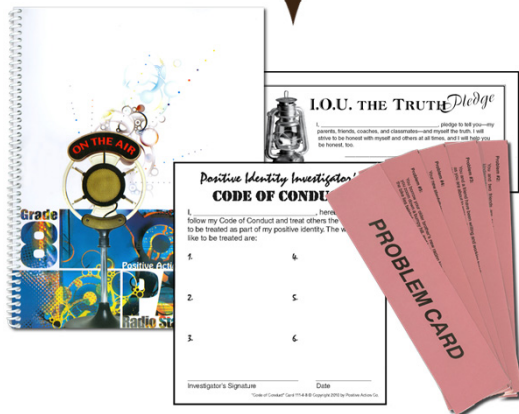
Kit Contents



Instructor's Manual



Posters



Manipulatives



**Student Activity Booklets
(enough for 30 students)**

Grade 8 Sample Lesson

Lesson 83 **Positively Me**

- Goal:**
- To introduce *Positive Action* as a program that teaches us to create a positive identity by doing physical, intellectual, social, and emotional positive actions.
 - To introduce the *Positive Action* philosophy that we feel good about ourselves when we do positive actions, and there is always a positive way to do everything.

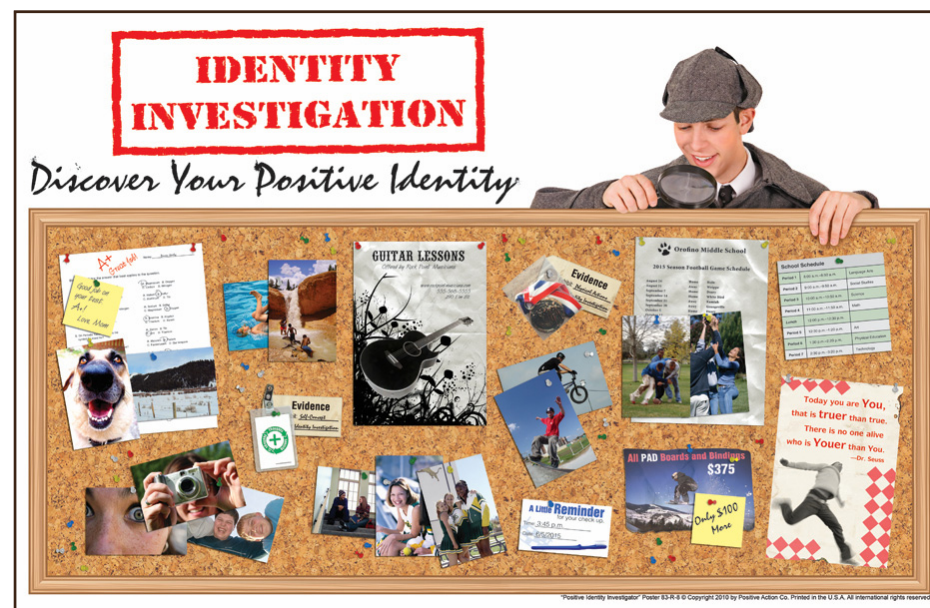
- Objectives:**
- To become familiar with Skills for Greatness.
 - To learn that positive life skills help us create a positive identity.
 - To learn that how we feel about ourselves and the identity we create influences our community's common welfare.
 - To introduce the *Positive Action* Grade 8 theme: "Positive Identity Investigators."

Materials Needed	Materials Provided
✓ Pens	✓ 30 <i>Positive Identity Investigator's Record</i> Activity Booklets: Activity Sheet 83-R-8
✓ Markers or crayons	✓ 1 "Skills for Greatness" Poster 83-R-8
	✓ 1 "Positive Identity Investigator" Poster 83-R-8
	✓ 30 <i>Positive Action</i> Envelopes (9" x 12")

Note: Before teaching the first *Positive Action* lesson, do the following steps.

1. Go to the *Positive Action* Resources website at <https://resources.positiveaction.net/> to download and become familiar with essential tools you'll use throughout the year, including the Idea Exchange, Success Stories, Positive Behavior Plan and Positive Behavior Celebration.
2. Read the Instructor's Guide to learn invaluable information about the program.
3. Additionally, download and fill out the Skills for Greatness Checklist found on the Resources website by checking off all the items you believe are important for a happy and successful life. This is the same process you'll ask your students to complete. By doing it yourself, you'll become familiar with *Positive Action* concepts, and check in with how you're doing in pursuit of your own success and happiness. One bonus of teaching *Positive Action* is its positive influence in your personal life!
4. At <https://www.positiveaction.net/support/surveys>, you may download the Skills for Greatness Survey—*Teacher Screener of Students*. Your students will be investigating their own positive identities and filling out pretests and posttests for each unit and the entire curriculum that evaluate these Skills for Greatness. This screening survey

- + "Positive Identity Investigator" takes students into the mystery of self-discovery and the secrets of success and happiness to develop the *Three I's*—*Identity, Image and Impression* which help us see who we are, how we present ourselves and how others perceive us.



Sample Radio Script

Radio Broadcast PALS, Script 1

..... Positive Actions Lead to Success

Radio Talk Show: Teens for a Positive World

Michael: Radio station PALS welcomes you to this season's first episode of *Teens for a Positive World*, the talk show named for teenagers who make the world a more positive place by being more positive themselves. I'm Michael, your co-host.

Michaela: And I'm Michaela, your other co-host. Michael and I are thrilled to be returning for a second broadcast season. Because of you, our listeners, our first season was a smash hit. If you joined us last season, you know why the credit belongs to the audience. For you new listeners, let me explain: Michael and I are the hosts, but this show is about you—and it's nothing without your input. So pick up your personal "phone" and call in every chance you get. We'll patch you into our on-air speaker and the world will hear you voice your opinions.

Michael: That's right. Our job is to bring up thought-provoking subjects. We're a few years older than you, and we've been through many experiences you'll eventually face, so we may share some of what we've learned along the way. We don't know everything, but we do know how you can learn to feel good about yourselves. After all, our station's call sign, P-A-L-S, stands for Positive Actions Lead to Success.

Michaela: This might seem weird to you, but positive actions really do lead to success. And they make you happier. Everybody wants to be happy. Everybody wants to succeed. Don't you? Tell the truth, now.

Michael: Yeah! The main reason we do most of the stuff we do is based on that need to succeed—the need to feel valid.

Michaela: Even when we sabotage ourselves, we're making misguided attempts to feel good about ourselves. We want to be validated so much that sometimes we do things that contradict who we really are. We get the idea that if we act like something we aren't, people will like us.

Michael: Or we think that if we do something rude or harsh, people will respect us...or we'll feel safer. But it doesn't work.

Michaela: No matter how you slice it, negative actions just don't make us feel good about ourselves. On the other hand, positive actions always make us feel good about who we are and what we're doing.

We'll be studying the "three I's": Image, Impression, and the all-important Identity. Image is how you strut your stuff—even if that stuff isn't the *real* you. Impression is how others see you, and it's the vibes you get from other kids, too. Identity is the real deal—the thoughts and feelings inside you. When

they're positive, this is your best and truest self. An important step in growing up is learning to fuse these three "I's", like the layers of transparent colored glass that together make up a marble. When Image, Impression and Identity are consistent, that marble will be on a roll, and you can be the positive person you were born to be. Who *is* that person? That's what you Positive Identity Investigators are sleuthing to discover!

Michael: Other influences affect how you feel about yourself, of course: your family, friends, school, and health; your experiences; and your skills and abilities. But the number one factor determining your Identity is *you*—what you choose to do with yourself.

Michaela: It's true—you are the key to your own success. To see what we mean, let's join the characters from our radio drama, called "We're on Our Way." For you newcomers, this is a kind of reality show that follows four middle-school students—David, Marcos, Ana, and Lily—through their day-to-day lives.

Radio Play: We're on Our Way

Act I, Episode 1: "Nothing's Gonna Take Us Down"

Characters: Narrator, Lily, Ana, Alley Voices 1, 2, 3, and 4, Marcos, and David

Narrator: Lily and Ana are walking to school on the first day of eighth grade. Last year, tall, gangly Lily learned that big can be beautiful, while Ana reconciled herself to her petite frame, realizing that powerful things really do come in small packages. They also learned about managing their resources, particularly their emotions. The friends are reminiscing about the previous year and imagining the year to come.

Lily: Man, what a year we had in seventh grade! I learned so much. My life got so much better once I realized that when I choose to do good things, I feel good about myself.

Ana: Yeah. And true to form, I made that as difficult for myself as possible. I guess I'm living proof that even when it seems impossible, there's something positive you can do.

Lily: How's that, Ana? You have a rough summer?

Ana: Um...things didn't go the way I hoped. But I made the best of it.

Lily: Good for you. I guess we've all grown stronger inside—and outside. It's funny to think how wimpy and scrawny and stupid we were in seventh grade.

Ana: You haven't been scrawny since you were four years old. And I don't think you've ever been stupid.

Lily: (*Blushing.*) You know what I mean.

High School Tool Kits

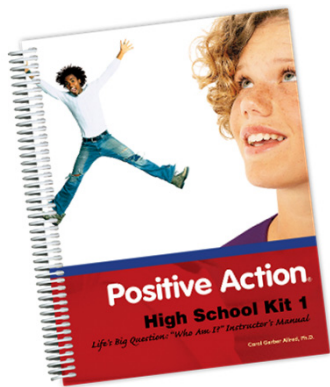
Engaging and ready-to-use:

- + 132 15-20-minute, interactive, scripted lessons
 - + Kit 1—*Life's Big Question: "Who Am I?"*
 - + Kit 2—*Lives on the Line Play*
 - + Kit 3—*Projects for Teens*
 - + Kit 4—*Life Training for Teens*
- + Materials for 30 students
- + Lessons strategies and methodologies:
 - + Role-playing, stories, posters
 - + Activities, games, projects
 - + Peer mentoring and discussion



*High School Kit 2—Lives on the Line Play
Instructor's Tool Kit*

High School Tool Kit Contents



Instructor's Manual



Manipulatives



Posters



**Student Activity Sheets or Booklets
(enough for 30 students)**

Sample Lesson – Positive Thoughts

Lesson 100

Who Me? Make a Mistake?

Goal: • To learn the social and emotional positive actions of telling ourselves the truth by admitting our mistakes and refusing to blame others.

Objective: • To explore negative actions conducive to hopelessness and helplessness, such as blaming and complaining.

MATERIALS

Needed

✓ Pens and paper

Provided

✓ 50 Positive Action Journals

Procedure

Say: We have a national obsession with negative thinking. It seems to be *UBIQUITOUS*—everywhere, all the time. Our media constantly looks for what's wrong; our corporate culture looks for problems to solve—the bigger the better, the more unsolvable the better; our political culture centers on blaming the other candidate or the other party. Can you think of other instances of negative thinking and acting?

Teacher: Wait for responses.

Say: When all of that negativity settles down to the individual level, two not-so-charming behaviors surface in people. Can anyone guess what those are?

Teacher: Wait for responses. Guide toward: Blaming others for our mistakes and complaining. Write those on the board.

Say: We seem to relish those behaviors—even though they keep us from our own positive thoughts, actions, and feelings, and our power to make things right. Why are these behaviors a problem?

Teacher: Wait for responses. Guide toward:

1. Negative thoughts and actions can make us feel helpless and hopeless—like we are victims. They can lead to depression, anxiety, anger, frustration, disappointment, and distraction.
2. They can create stress and stressful events.
3. The more fault you find in life, the more likely it is that your self-concept is poor.
4. They can make us feel like our choices are limited and our outcomes are dismal.
5. Negative thoughts and actions waste time—time we could be doing things to better our lives and the lives of others.

Say: Let's discuss how much time we spend on negativity. What percentage of your day do you blame others for problems, consciously or unconsciously? Write down that number on a small piece of paper. Don't write your name on it.

Teacher: Gather the slips of paper from each student and then give them to one student who will add them all up and divide the total by the number of students. That will result in an average time teens spend blaming others. Have the student announce the result.

Say: Now, let's do the same thing for complaining. Write the percentage of time you spend complaining about things in your life.

Teacher: Gather the slips of paper from each student and then give them to another student who will figure out that average, and announce the result.

Say: Are there better ways to use that time? What are some examples?

Teacher: Wait for responses. Guide toward: Focusing on positive aspects of your life; doing activities you enjoy; having fun with friends; learning about new things that interest you; practicing a sport, music, or art; bettering your grades in preparation for your future; volunteering to help those less fortunate; spending time with your family.

Say: What if you spent that time working out a problem? What if you spent that time thinking through what you'd like to do with your life? Or making a plan of action to help you become what you'd like to be?

Please take out your *Positive Action Journals* and write about how your life might be different if you could move that negativity out of your life and, instead, focus on the positive thoughts and actions you could do with your time and your life.

Teacher: Allow time for students to journal and have them share as many of the responses as possible.

Teacher's-Toolbox

Vocabulary

Ubiquitous

Something that is everywhere, all the time.

Teacher's Inspiration

"Life is a gift, and it offers us the privilege, opportunity, and responsibility to become more." —Anthony Robbins

Your own
of negativity



**BUILD
INTEGRITY:
DO WHAT YOU
SAY YOU'LL DO.**



Sample Lesson – Positive Actions

Lesson 101

How Do I “Own the Problem”?

Goal: • To apply the social and emotional positive actions of telling ourselves the truth by acknowledging the truth and refusing to blame others.

Objective: • To complete an activity sheet on acknowledging our mistakes and refusing to blame others.

MATERIALS	Needed
	✓ Pens
	Provided
	✓ 30 Activity Sheets 101-5-HSK1

Positive Actions

Procedure

Say: Last time, we discussed how negative actions, such as complaining about our lives and blaming others for our problems can impact our lives. Let’s think a moment about blame. What is the opposite of blaming others?

Teacher: Wait for responses. Guide toward: Taking responsibility for our own thoughts and actions.

Say: How can taking responsibility for our own thoughts and actions make a difference in our lives?

Teacher: Wait for responses.

Say: The more responsibility you take for your own thoughts and actions—and, therefore, your own life—the less you’ll need to blame other people and other situations, and—the more positive power you will have over your own life. If you own the problem, you own the solution. Does that feel true to you? Why or why not?

Teacher: Wait for responses.

Say: The positive action is to acknowledge your mistakes and not blame anyone else for the problem—even though other people do things all the time that are problematic. Why is that so important?

Teacher: Wait for responses. Guide toward: Depending upon your mistake, you’ll need to make amends by apologizing and/or fixing the problem.

Say: It’s vital to make things right—emotionally and socially. Why?

Teacher: Wait for responses. Guide toward: Your self-concept, your conscience, your character will act up until you fix it.

Say: Blaming other people takes away your power to make a bad situation better. Blaming others can make you feel like a *VICTIM*.

As long as you think you are a victim, you feel powerless—and you are. That kind of thinking is ubiquitous in our culture. Of course, the opposite is also true. What would that truth be?



DECISION TREE

DIRECTIONS: Decision Trees are used in medicine and research to help people resolve issues, define a problem, or to map a way through a challenge. Think about a problem you are having in your life right now.

WHAT’S THE PROBLEM?

WHAT IS AT THE CORE OF THIS PROBLEM? WHAT WAS MY CONTRIBUTION TO THE PROBLEM?

ACKNOWLEDGING YOUR MISTAKES

Name three things you did or didn’t do that contributed to the problem. The truth is a positive thought.

BLAMING OTHERS

List who or what you’d like to blame, and any complaints you have.

DEAD END

WHAT OUTCOME DO YOU WANT?

Activity Sheet 101-5-HSK © Copyright 2007 by Positive Action Co.

WHAT POSITIVE ACTIONS CAN INTELLECTUAL, SOCIAL, AND EMOTIONAL POSITIVE ACTIONS

PHYSICAL POSITIVE ACTIONS

INTELLECTUAL POSITIVE ACTIONS

SOCIAL POSITIVE ACTIONS

EMOTIONAL POSITIVE ACTIONS

POSITIVE FEELINGS AND POSITIVE POWER
What are you feeling?

Sample Lesson – Positive Self-Feelings

Lesson 102

How Do I Know When I'm on the Right Track?

Goal: • To reflect on the emotional and social positive actions of telling ourselves the truth by admitting our mistakes and refusing to blame others.

Objective: • To use poetry to celebrate the courage of teens as they face the responsibilities for their own lives.

MATERIALS

Needed

✓ Pens

Provided

- ✓ 30 Activity Sheets 102-5-HSK1
- ✓ 30 Positive Action Journals
- ✓ 31 Guide to a Positive Life Student Texts

Procedure

Teacher: Distribute “Cinquains and Courage” Activity Sheet 102-5-HSK1.



Positive Feelings

Say: We think that teens are very courageous. And we're going to celebrate your courage today through poetry. Who wants to read the poem aloud?

Teacher: Do the activity.

Say: Cinquains are short, non-rhyming poems in 22 syllables on five lines. It's like haiku, a very disciplined poetry form. Why does such a short, disciplined poem pack so much power?

Teacher: Wait for responses. Guide toward: Every word, every sound counts, and meaning becomes very dense and focused.

Cinquains and Courage

Cinquains are short, unrhymed poems consisting of 22 syllables in five lines distributed as

Line 1 (2 syllables) —
Line 2 (4 syllables) ———
Line 3 (6 syllables) —————
Line 4 (8 syllables) —————
Line 5 (2 syllables) —

These little poems were created by American poet Adelaide Crapsey and are based on two forms of Japanese poetry, haiku and tanka. Here's an example of this kind of poetry.

Triad
These be
Three silent things:
The falling snow...the hour
Before the dawn...the mouth of one
Just dead.
~Adelaide

DIRECTIONS: Your assignment is to write a Cinquain, following Adelaide's form. Your subject: The courage teens exhibit when they acknowledge their mistakes and move into the power of their own positive actions. You can write the poem by yourself or work with a partner. You have two challenges: the depth of emotion surrounding courage and honesty, and the brevity and discipline of the poetry form. Write.

Positive Action.

Title: _____

Line 1 (2 syllables) _____

Line 2 (4 syllables) _____

Line 3 (6 syllables) _____

Line 4 (8 syllables) _____

Line 5 (2 syllables) _____

Guide to a Positive Life
Student Text



Carol Gerber Allred, Ph.D.



+ Elementary Drug Education Kit

- ### **+ Secondary Drug Education Kit**

- + Kits stand alone or used with curriculum kits



Bullying Prevention Supplement Tool Kit

- + 21 30-minute lessons
- + Materials for 30 students
- + Lesson strategies:
 - + Posters, stories, games,
 - + Positive Behavior Plans and Celebrations
- + Kit stands alone or used with curriculum kits



Elementary Bullying Prevention Supplement Tool Kit

Provide site-wide positive reinforcement

+ Elementary Climate Development Kit

- + Manual
- + Materials for 6 teachers
- + Activities:
 - + *Words of the Week* Cards
 - + Stickers
 - + Assemblies
 - + *ICU (I See You Doing Something Positive)* Box

+ Secondary Climate Development Kit

- + Manual
- + Materials:
 - + 500 Student “PALS Club” Cards, 1 Peace Flag
- + Activities:
 - + Projects, Assemblies, Buzz Words, “SOS (Salute Our Students)” Box



Secondary Climate Development Tool Kit

Conflict Resolution Tool Kit

For individuals, small groups, classrooms and families

+ *Conflict Resolution Kit*

+ **Manual: *Conflict Resolution Plan - Teachers Guide***

+ 7 15-20 minute lessons

+ **Materials:**

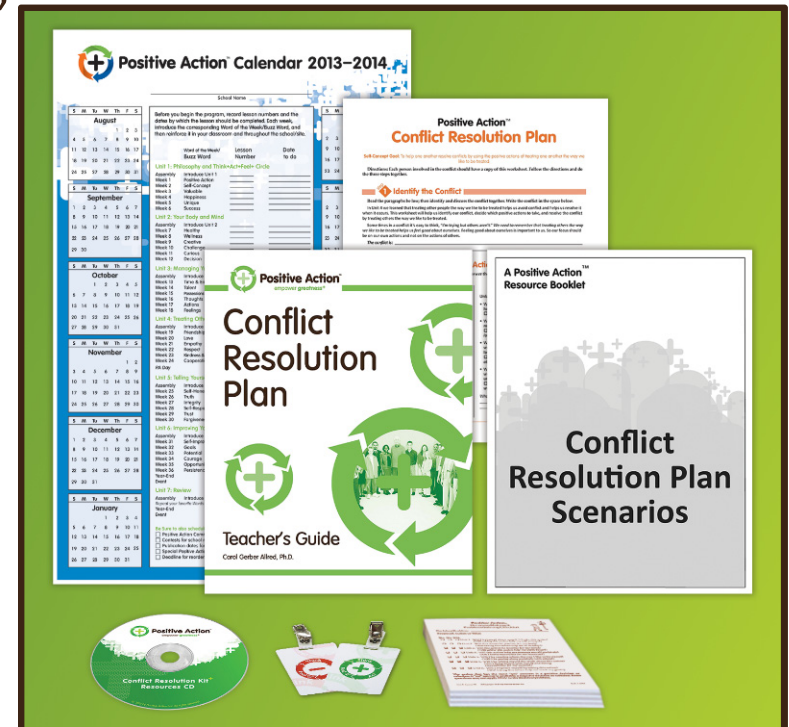
+ 1 Set of “Conflict Resolution Plan Scenarios”

+ 100 “Conflict Resolution Plans”

+ 4 “Decision-Making and Problem-Solving Checklist” Notepads (25 pages in each)

+ **Strategies:**

+ Practice using “Conflict Resolution Plans” with a variety of scenarios



Conflict Resolution Tool Kit

For individuals, small groups, classrooms and families

+ *Counselor's Kit*

+ **Manual:** *Positive Actions for Living*

- + 42 30-minute lessons

+ Materials: for 6

+ Lesson Strategies:

- + Stories, games, posters, music

+ Other Materials:

- + Topical Guide
- + Positive Behavior Plans
- + Positive Behavior Celebrations
- + *Conflict Resolution Kit*



Counselor's Tool Kit

Parent and Family Tool Kits

Engaging Parents and Families at Home

- + ***Family Kit*** – Stand alone and for classes
 - + **Manual:**
 - + 42 30-45 minute lessons
 - + **Lesson Strategies:**
 - + Activities, stories, games, posters and music
 - + **Materials:** for 6
- + ***Family Classes Instructor's Kit***
 - + **4 Manuals and 10 *Family Kits*:**
 - + Parents, Adolescents, Children and Wrap-up
 - + 7 2-hour classes
 - + **Lesson Strategies:**
 - + Activities teach how to use the Family Kit
- + ***Parenting Classes Instructor's Kit***
 - + **1 Manual: Parents and 10 *Family Kits***
 - + **Lessons Strategies:** Same as Family Classes



Family Classes Instructor's Tool Kit

Community Tool Kit

+ Manual:

- + Part 1—Community-wide Events
- + Part 2--Community groups Activities

+ Includes other Tool Kits:

- + 1 Conflict Resolution Kit
- + 1 Counselor's Kit
- + 1 Family Kit
- + 1 Media Training Workshop Kit



Community Tool Kit

Succeeding with Positive Action



- + Implement with fidelity for optimal outcomes.
- + Follow the steps in the Succeeding with *Positive Action* guide.

- + **Introduction**

- + **Program**

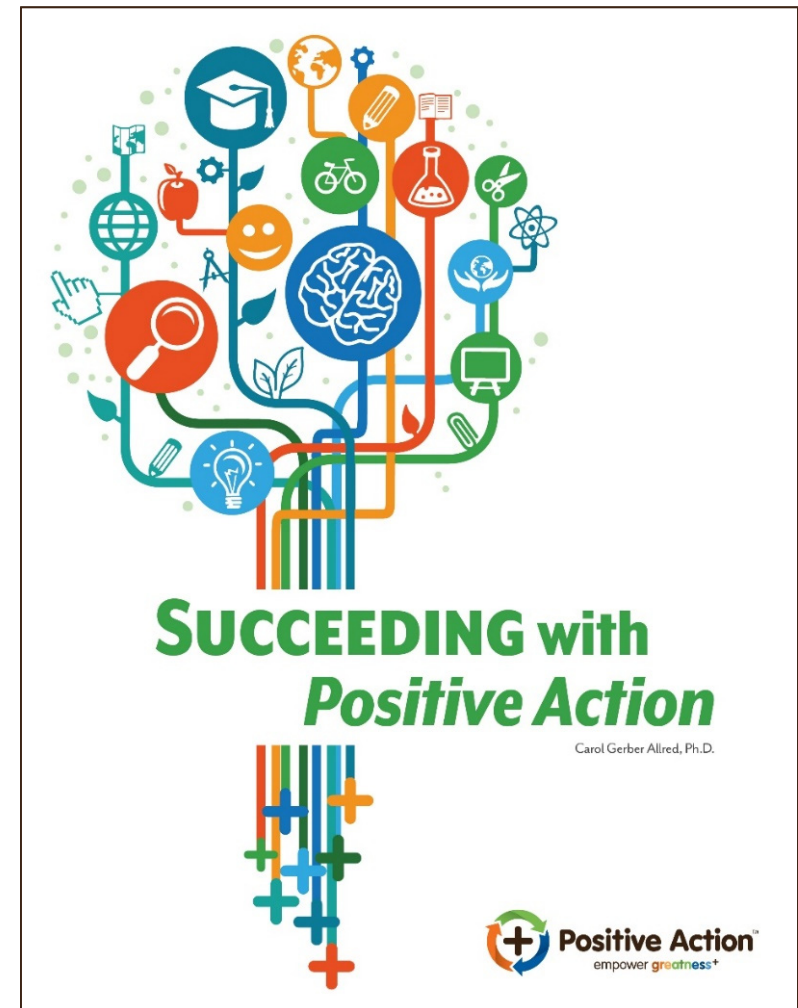
- + Plan
- + Prepare
- + Implement
- + Assess

- + **Lessons**

- + Plan
- + Prepare
- + Implement
- + Assess

- + **Climate Activities**

- + Plan
- + Prepare
- + Implement
- + Assess



Goal 1 – Planning “Your Positive Action Program”

Implementation Planner

8/1/17
Date

Implementation Planner



WHO

Customer Name: **Syprenia Fields** Title: **SIG Coordinator**
Organization: **McKee Middle School** Phone: **334-531-6350** Email: **syp2316f@gmail.com**
Number of teachers: **30** Number of students: **775** Number of others: _____

IDENTIFY:

Administration, Staff, and Students

Who administers the program and what are their roles?

Classroom teachers will administer lessons

Who delivers the program and what are their roles?

History teachers; delivery will rotate among teachers within pods

Who supports the program and what are their roles?

PA Coordinator, Syprenia Fields

Who receives the program and what are their roles?

All students in grades 6-8

Training/Professional Development

Who schedules the program's training/PD?

Patrick Nelson, Principal, schedules all PD

Who conducts the program training/PD?

PA Trainer

Who attends the program training/PD?

All teachers, counselors and support staff will attend trainings

Logistics

Who orders the program materials?

Syprenia Fields and bookkeeper

Who receives the program materials?

Syprenia Fields and bookkeeper

Who delivers the program materials to the users?

Syprenia Fields will ensure delivery of kits to teacher/users once received from PA

Who does the bookkeeping?

The bookkeeper assigned to McKee MS

WHAT

Design your *Positive Action* program to fit your needs and goals, preferably with the assistance of a *Positive Action* Program consultant, by selecting the components appropriate for you. Choose from:

- ☐ PreK (Qty) _____ ☐ K _____ ☐ 1 _____ ☐ 2 _____ ☐ 3 _____ ☐ 4 _____ ☐ 5 _____ ☒ 6 **2**
☒ 7 **2** ☒ 8 **2** ☐ HSK1 _____ ☐ HSK2 _____ ☐ HSK3 _____ ☐ HSK4 _____
☐ Elementary Drug Education Kit _____ ☒ Secondary Drug Education Kit **2** _____
☐ Elementary Bullying Prevention Kit _____ ☒ Conflict Resolution Kit **3** _____
☐ Elementary Climate Development Kit _____ ☒ Secondary Climate Development Kit **1** _____
☒ Counselor's Kit **3** ☐ Family Kit _____ ☒ Family Classes Kit **1** ☐ Parenting Classes Kit _____
☒ Community Kit **1** _____

WHY

Why implement *Positive Action* (your goals and objectives).

PA was selected based on the components available and the needs analysis completed by McKee MS

Why inherent challenges and barriers could impede implementation of *Positive Action*.

At this time we do not foresee any inherent challenges or barriers for implementation

WHERE

Where to locate the program: specific site(s) and room(s).

McKee MS, schoolwide

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

McKee Middle School, 4017 McInnis Rd, Montgomery, AL 36116

WHEN

When to order and receive the program materials.

7/24/17 to be delivered by 7/31/17

When to schedule and hold the program's training.

First training will be 7/25/17

When to use the program (years).

2017-18 academic school year

When to begin or kick-off the program (date) and when to conclude/wrap-up the program (date).

Kick-off scheduled for 9/11/17; Last day of lessons scheduled for 5/17/18

When to deliver the lessons, climate activities, family classes and community events as scheduled on a *Positive Action* Calendar Planner that you will create, based on your school's/site's calendar (briefly).

Teamup Calendar created. 6th grade lessons: 4-5 days/week; 7th/8th grade lessons: 2-3 days/week; History teachers will rotate who will teach within their pods following the calendar.

When during the day (i.e., morning, 9:00–9:20 am; afternoon, 2:00–2:40 pm) to deliver the lessons or activities.

Times may vary; to be determined by History teachers.

HOW

To determine how to implement Your *Positive Action* Program, combine your responses from these Who, What, Why, Where and When categories, consult the *Succeeding with Positive Action* guide, and conduct a training with a certified *Positive Action* trainer. The result will become your own customized program or Your *Positive Action* Program.

Goal 2 – Accounting Planner

7/6/17
Date

Accounting Planner WHO



Who is the Fiscal Agent for Positive Action?

Linda Huffman
Direct line: 208-732-1124
Fax: 208-733-1590
linda@positiveaction.net

Who is the Fiscal Agent for the school?

Name: **Patrick Nelson**

Phone: (334)284-7528

Email: patrick.nelson@mps.k12.al.us

WHAT

What method will you use when ordering the Positive Action materials and training/PD/consultation services?

☒ Purchase Order ☐ Credit Card with sales order ☐ Check with sales order

WHY

Why do we have accounting procedures?

- To fulfill the obligations of the grant.
- To be accountable for the grant funds.

WHERE

Where is Positive Action's Accounting Department located?

Positive Action, Inc.
264 4th Ave S
Twin Falls, ID 83301
Direct line: 208-732-1124
Fax: 208-733-1590

Where is the school's Accounting Department located?

Street address **4017 McInnis Road** City **Montgomery** State **AL** Zip **36116**

WHEN

When does this grant year begin and end?

Begins: Day **1** Month **Oct** Year **2017**

Ends: Day **30** Month **Sept** Year **2018**

When will you order the Positive Action materials and services?

Day **14** Month **July** Year **2017**

When will you make payment (terms, i.e. 30 days) for the Positive Action materials and training/PD/consultation services?

October 2017

Positive Action Inc

264 4th Ave S
Twin Falls, ID 83301
208-733-1328

Sales Order

Date	S.O. No.
4/10/2018	28113B

Name / Address
Sample Budget K-5

Ship To

		P.O. No.	Project	
		SAMPLE BUDGET		
Item	Description	Ordered	Rate	Amount
	REFRESHER KITS			
2003	Kindergarten Refresher Kit with Activity Sheets	3	150.00	450.00
2103	Grade 1 Refresher Kit with Activity Sheets	3	150.00	450.00
2203	Grade 2 Refresher Kit with Activity Sheets	3	150.00	450.00
2303	Grade 3 Refresher Kit with Activity Sheets	3	150.00	450.00
2403	Grade 4 Refresher Kit with Activity Booklets	3	150.00	450.00
2503	Grade 5 Refresher Kit with Activity Booklets	3	150.00	450.00
5202	Elementary Climate Development Refresher Kit	1	350.00	350.00
5604	Counselor's Refresher Kit	2	25.00	50.00
4203	Family Classes Refresher Kit (consumable bundle for 10 families)	2	825.00	1,650.00
Freight	Shipping and Handling	1	475.00	475.00
	INSTRUCTOR'S KITS			
2000	Kindergarten Instructor's Kit	1	450.00	450.00
2100	Grade 1 Instructor's Kit	1	400.00	400.00
2200	Grade 2 Instructor's Kit	1	400.00	400.00
2300	Grade 3 Instructor's Kit	1	400.00	400.00
2400	Grade 4 Instructor's Kit	1	400.00	400.00
2500	Grade 5 Instructor's Kit	1	400.00	400.00
3200	Elementary Climate Development Kit	1	500.00	500.00
5602	Community Kit	1	600.00	600.00
5603	Counselor's Kit	1	200.00	200.00
4200	Family Classes Instructor's Kit (w/materials for 10 families)	1	1,450.00	1,450.00
Freight	Shipping and Handling	1	520.00	520.00
	CLIMATE REINFORCEMENT MATERIALS			
4424	Positive Action Tokens (80)	1	35.00	35.00
4486	Elementary TAF Card	540	3.40	1,836.00
4485	Wristbands - Assorted	540	2.55	1,377.00
Misc.	Elementary Climate Teacher Materials Box	12	20.00	240.00
Freight	Shipping and Handling	1	348.80	348.80
5920	Training/Staff Development - 1 day onsite (3 per school year)	3	5,000.00	15,000.00
5910	Webinar Training (10 hrs @ \$300/hr)	10	300.00	3,000.00
Misc.	Administrative Fee (9% of cost of materials)	1	2,605.00	2,605.00
Misc.	Evaluation Fee (7% of cost of materials) - This will be paid directly to the Evaluator.	1	2,026.00	2,026.00
			Total	\$37,412.80

Mountain Time (US & Ca) Powered by teamup

Goal 4 – Your Evaluation Plan

[EVALUATION PLAN]

YEAR 1 IMPLEMENTATION, 2017-2018

School Name: Walter T. McKee Middle School Date: 7/25/17

Coordinator: Syprenia Fields Principal: Patrick Nelson

GOAL 1: To monitor implementation of Positive Action for Whole School Reform.

Measurement: Implementation Monitoring Survey (SurveyMonkey)

Target Outcome: _____

Actual Outcome: _____

Change (loss or gain): Circle one: + or - _____

GOAL 2: To improve academics: reading and math.

Measurement: Standardized Achievement Tests (archival data)

Target Outcome: To increase students' overall reading and math performance scores

Actual Outcome: _____

Change (loss or gain): Circle one: + or - _____

GOAL 3: To improve behavior: social/emotional and mental/physical wellness.

Measurement: Student Pre-/Post-Test Outcomes Survey (SurveyMonkey) fall to fall

Target Outcome: _____

Actual Outcome: _____

Change (loss or gain): Circle one: + or - _____

GOAL 4: Decrease absenteeism (recommended by PA)

Measurement: Archival data

Target Outcome: _____

Actual Outcome: _____

Change (loss or gain): Circle one: + or - _____

GOAL 5: Reduce suspensions (recommended by PA)

Measurement: Archival data

Target Outcome: _____

Actual Outcome: _____

Change (loss or gain): Circle one: + or - _____

Will Positive Action's evaluator conduct evaluation analysis and write a report? ☒ Yes ☐ No

Goal 5 – Memorandum of Understanding

Memorandum of Understanding

Between Positive Action, Inc. and _____
School
 for School Improvement Grant

This Memorandum of Understanding ("MOU") is made and entered into this _____ day of _____, 2018,
 between Positive Action, Inc., located at 264 4th Avenue South, Twin Falls, ID 83301 (the "Contractor") and
 _____, located at _____
Name Complete address
 (the "Client").

This Memorandum of Understanding covers the planning and implementation of the 2018–19 school year.

For and in consideration of the mutual promises set forth in this Agreement, the parties do mutually agree as follows:

1. Positive Action, Inc. and _____ have collaborated to describe and define the
School
Positive Action activities to be carried out for implementing *Positive Action* as a Whole School Reform program.
Positive Action and _____ will each perform the activities as described in the five
School
 goals of the Implementation Plan Packet.

2. Obligations of Contractor

The Contractor agrees to provide services and/or goods as follows:

- **Goal 1**—Assistance in creating "Your Positive Action Program", consisting of the Implementation Planner, to identify the materials and services appropriate for the Client's needs and goals.
- **Goal 2**— Assistance in creating a budget according to the materials and services determined in the Client's "Your Positive Action Program". Fulfillment of orders, completely, undamaged and on time. Contractor will also provide an accounting for school's SIG funds, specific to the Positive Action program, by submitting invoices to the Client upon the completion of each activity, item or services rendered in connection to training/PD/consultation, materials, evaluation services and administration fees as determined by Contractor.
- **Goal 3**— Assistance in creating an Implementation Calendar according to "Your Positive Action Program" and deliver effective training/PD/consultation, onsite and online, to all appropriate school and SIG staff according to a mutually agreed upon schedule.
- **Goal 4**— Assistance in creating an Evaluation Plan.
- **Goal 5**—This Memorandum of Understanding to be signed by both parties.

3. Obligations of Client

The Client agrees to provide services and/or goods as follows:

- **Goal 1**—A completed "Your Positive Action Program", consisting of the Implementation Planner, to identify the materials and services appropriate for your school's needs and goals, for approval by Contractor prior to the start of the school year.
- **Goal 2**—A confirmed a budget with secured finances and send a purchase order, credit card or check to Contractor to initiate your order according to the customized plan created. Client will also confirm that the Contractor scheduled and conducted training/PD/consulting as agreed.
- **Goal 3**—A calendar of the specific dates for implementing the Positive Action components: curriculum, school climate activities, family or parenting classes and community meetings. It also includes trainings/PD/consultations dates. The Client will do the lessons and activities and collect implementation data on the number of lessons and activities implemented during the year.
- **Goal 4**—A completed Evaluation Plan.
- **Goal 5**— A signed copy of this Memorandum of Understanding.

4. Project Coordinator, _____, has been designated as the Project Coordinator for the Client. The Project Coordinator Name shall be the Client's representative in connection with the Contractor's performance under this Agreement. The Client has complete discretion in replacing the Project Coordinator with another person of its choosing. The Client will inform the Contractor immediately of any change in Project Coordinator.

5. The Contractor designates _____ as the Contractor Coordinator. However, the Contractor has complete discretion in replacing the Contractor Coordinator with another person of its choosing. The Contractor will inform the Client immediately of any change in the Contractor Coordinator.
PA Account Consultant's Name

6. Leadership Training
 In the event the Client has onboarding of new leadership for the duration of this Agreement, the Client agrees for all new leadership to complete training with the Contractor in a timely manner.

7. Funding
 The Client is a recipient of a School Improvement Grant (SIG), 2018. This MOU is not a commitment of funds.

8. Duration
 This Agreement is at-will and may be modified by mutual consent of authorized officials from Positive Action, Inc. and Client. This Agreement shall become effective upon signature by the authorized officials from Positive Action Inc. and Client and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Positive Action Inc. and Client, this Agreement shall end on _____
Month, day, year

IN WITNESS WHEREOF, the Contractor and the Client have executed this Agreement on the day and year first written above.

Contact Information

Positive Action, Inc.
 Carol Gerber Allred, Ph.D.
 Owner, President/Developer
 264 4th Ave S
 Twin Falls, ID 83301
 Phone: 800-345-2974
 Fax: 208-733-1590
carol@positiveaction.net

School District Name

Principal Name

Name

Street Address

City, State, Zip

Phone: () -

Fax: () -

Email

 Signature

Date: _____

 Signature

Date: _____

Climate Goals



+ To create a place where everyone wants to be. It's:

- + Positive**
- + Safe**
- + Inclusive**
- + Engaging**

+ Where positive actions are:

- + Modeled & Practiced**
- + Recognized & Reinforced**
- + Creating new experiences**
- + Contributing to the climate**





*“It is frequent repetition that
produces a natural tendency.”*

— Aristotle



empower greatness⁺

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

Let's Work Together and Create a Positive World!



More Information



Carol Gerber Allred, Ph.D.

President and Developer

Positive Action, Inc.

800-345-2974, ext. 501 or 208-732-1122

carol@positiveaction.net

www.positiveaction.net