

Freeing Student Potential through Social & Emotional Education

National Title I Conference
February 9, 2018

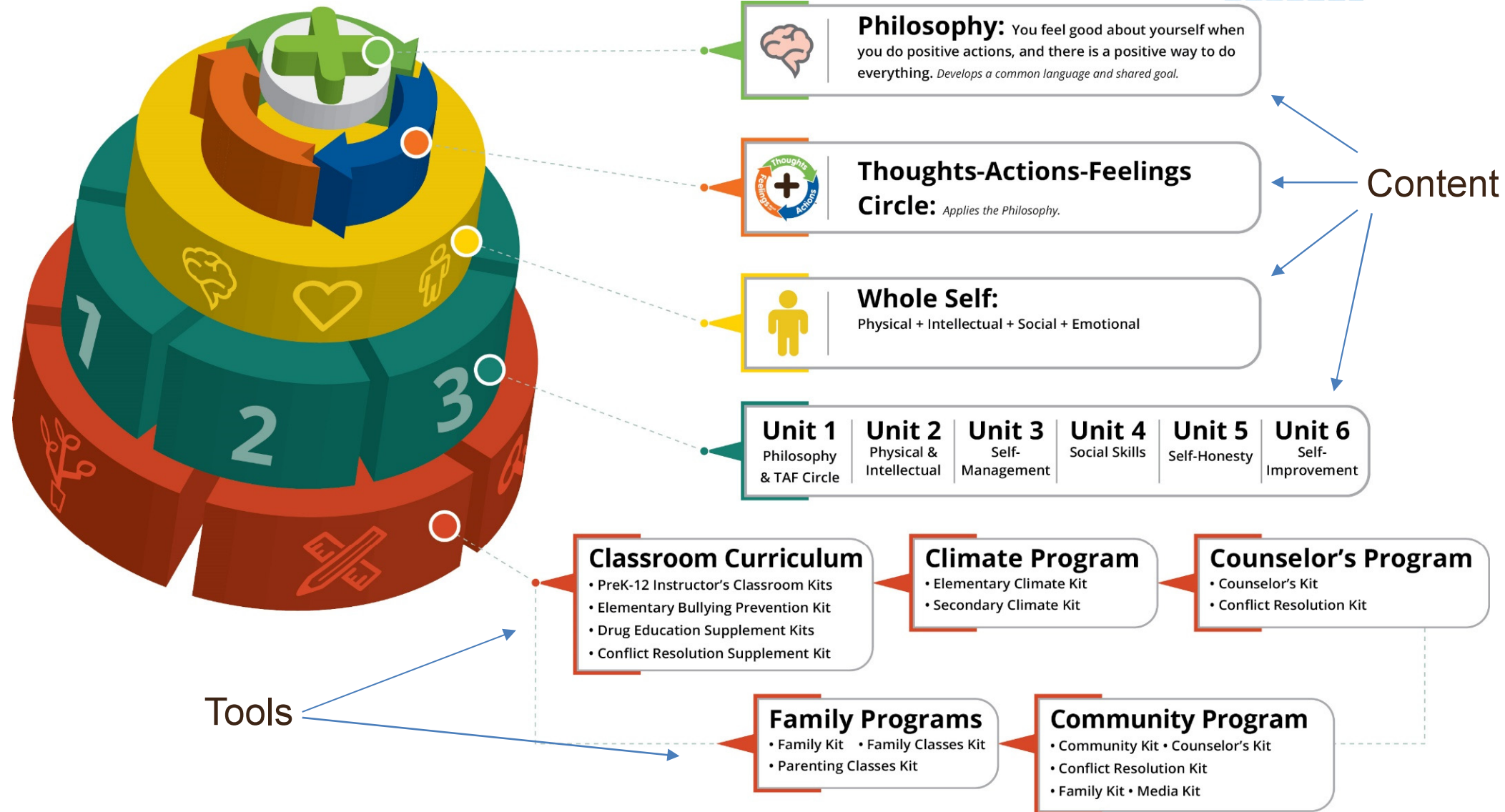


To Empower Greatness in Individuals,
Schools, Families and Communities around the World

Carol Gerber Allred, Ph.D.
President/Developer

Presenter: J. Allen

The Positive Action System



Positive Action gets to the Root of Behavior with a Whole System

What are the advantages of a Systemic Approach?

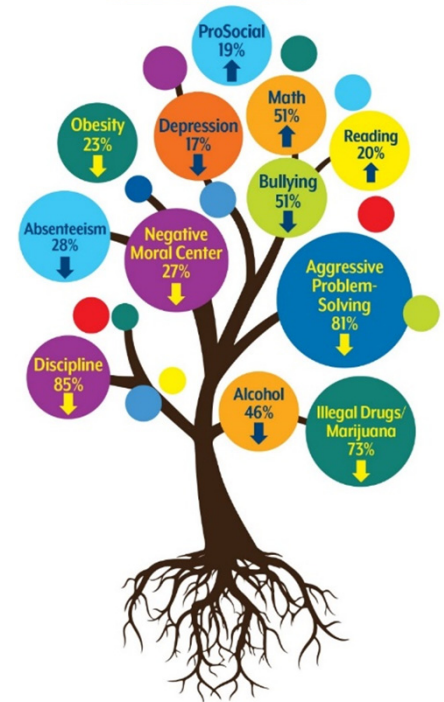
They are:

+ Content

- + **Universal.** The intuitive theme or philosophy works for everyone.
- + **Coherent.** The theme or philosophy unify all components.
- + **Holistic.** It includes all parts of the self: physical, intellectual, social and emotional.
- + **Appropriate for many purposes.** Using positive actions gets to the root of behavior.

+ Tools

- + **Comprehensive.** Has components for the whole school ecosystem.
- + **Integrated.** All the components fit together seamlessly.
- + **Expandable.** You can build it from one lesson to include the whole education ecosystem.
- + **Flexible.** You can combine components into any configuration.
- + **Consistent.** The content is similar in all components.



Whole School Reform Overview

School Improvement Grant Requirements (under NCLB):

- + Must be evidence-based with at least **1** study that met the standards of the U.S. Department of Education's What Works Clearinghouse
 - + PA has **3** studies and met requirements for outcomes in:
 - + A core academic area: **Reading and language arts**
 - + At least one "other" area: **behavior, social-emotional learning, school climate, mental and physical health, and character**
- + Must serve all students
- + Must promote leadership and school climate
- + Must engage parents
- + Must engage the community
- + Must include a sustainability component

Comprehensive Support & Improvement Schools Requirements (under ESSA):

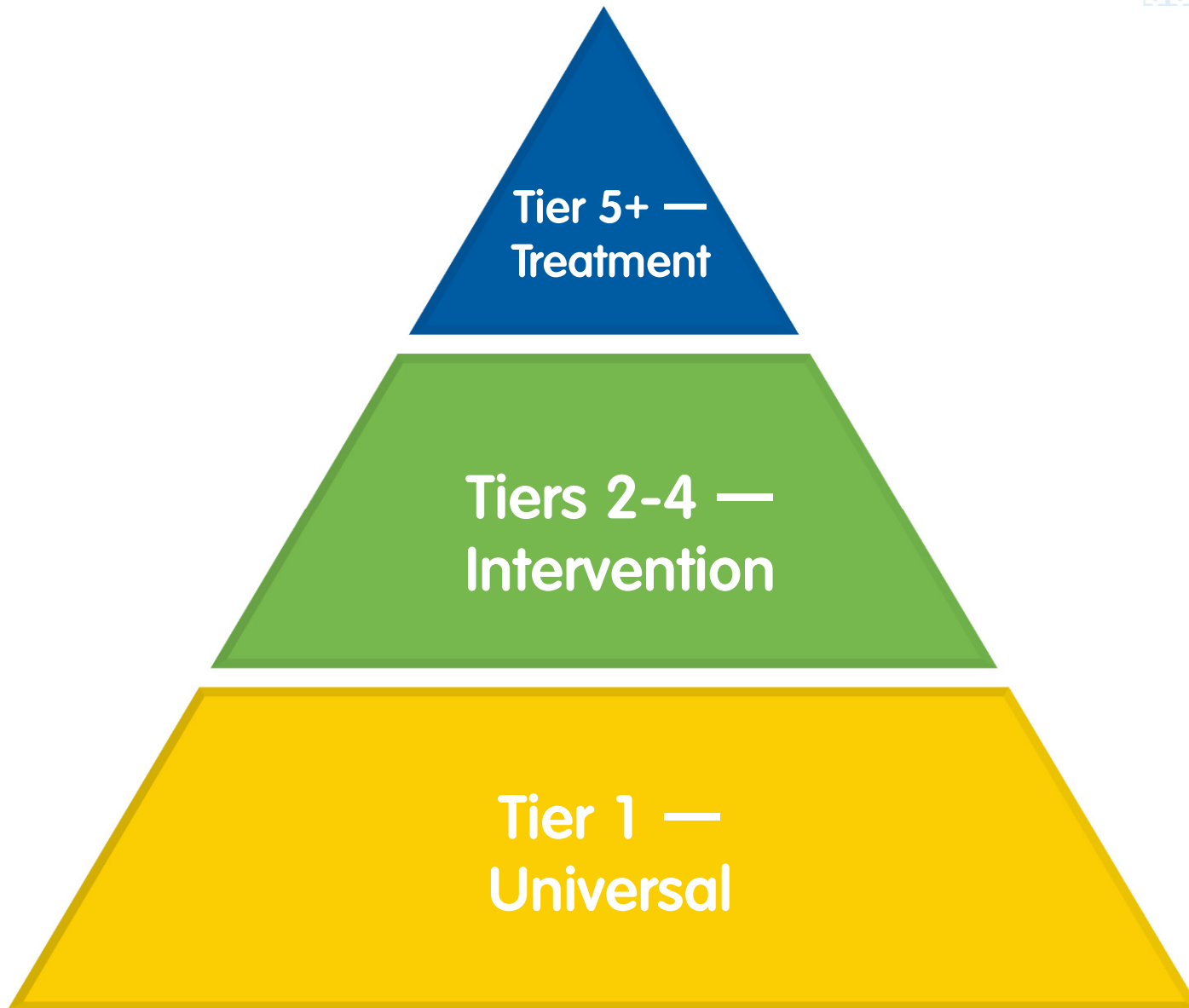
- + All interventions must be evidence-based
 - + ESSA defines in four tiers: Strong, Moderate, Promising and Demonstrates a Rationale
 - + **PA has studies that meet the requirements in all four tiers**
 - + **3** studies with **Strong Evidence**
 - + **3** students with **Moderate Evidence**

Positive Action is **one of four** approved Whole School Reform models

Positive Action Works for ESSA

- + **Title I: Part A**
 - + Targeted Assistance
 - + School-wide
 - + School Improvement Grants and Comprehensive Support & Improvement
- + **Title I: Part C, Education of Migratory Children**
- + **Title I: Part D, Prevention and Intervention Programs for Youth who are At-risk and others:**
 - + Discipline Disparities, Early Childhood, Homeless Students, Individualized Students, Parent & Family Engagement, School Improvement, and Secondary Transitions
- + **Title II: Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders**
- + **Title III: Language Instruction for ELL and Immigrant Students**
- + **Title IV: Student Support & Academic Enrichment, 21st CCLC/After-school Programs, and Family Engagement**
- + **Titles I, II and IV: promotes a positive school climate and social-emotional learning activities**
- + **Title IX: Education of Homeless Children and Youth**
- + **IDEA – Special Education**

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



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



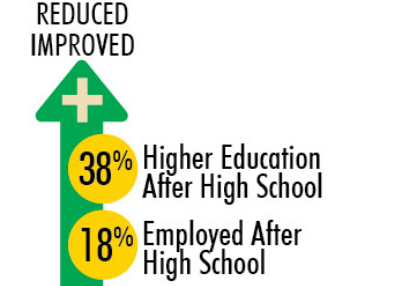
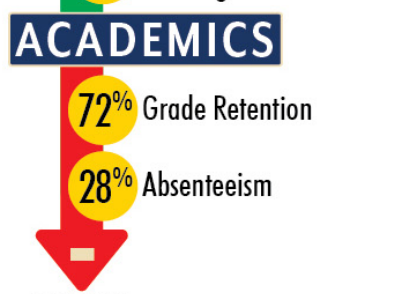
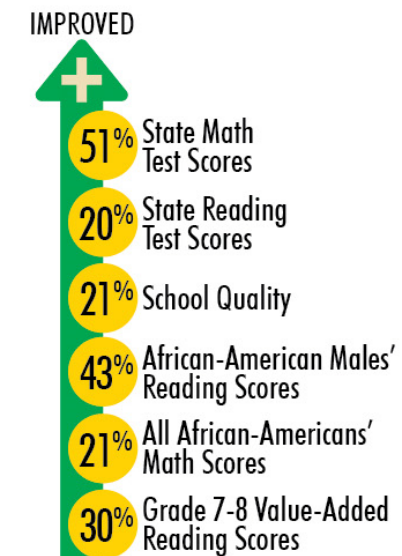
Authoritative Groups Confirm Evidence-based

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



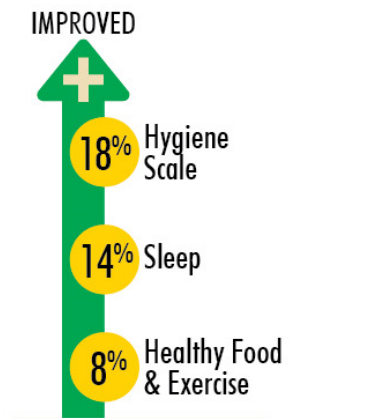
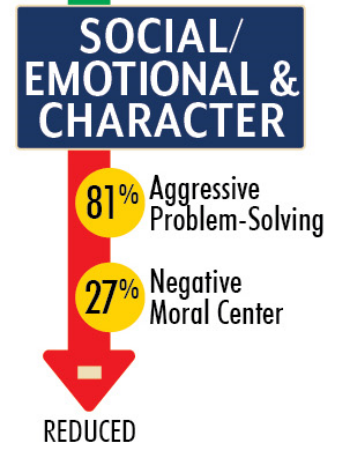
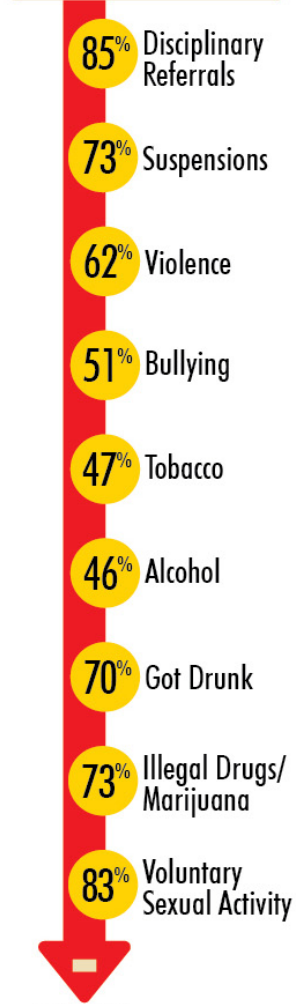
- + **Approved Whole-School Reform Model** Provider for School Improvement Grants from the U.S. Department of Education—March, 2015
- + **Top-rated** in the nation for improving academics, behavior and character by the U.S. Department of Education, **What Works Clearinghouse**.
- + **Identified** by **Evidence for ESSA** as the only elementary program on with a “strong” ESSA rating in both reading and math.
- + **Endorsed** by the **Council of Administrators of Special Education** as a comprehensive instructional approach to academics, behavior and character for the general as well as special education students.
- + **Endorsed** as a **SElect Program** by **Collaborative for Academic, Social and Emotional Learning (CASEL)**—2013 Guide
- + **Recognized** as a **Certified 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 former CSAP Model Program.
- + **Recognized** as an **Effective Model Program** with strong evidence for the outcomes they claim 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** through the listing of evidence-based program directories for bullying prevention programs on the **stopbullying.gov** website. Directories are: **Blueprints, FindYouthInfo.gov, NREPP** and **DOJ**, all of which Positive Action is included.
- + **Recognized** as a **Model Program** with a **Strong Evidence rating** by the **National Dropout Prevention Center**.

Key Outcomes



COLLEGE- & CAREER-READINESS

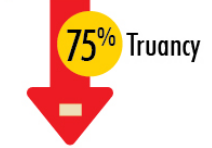
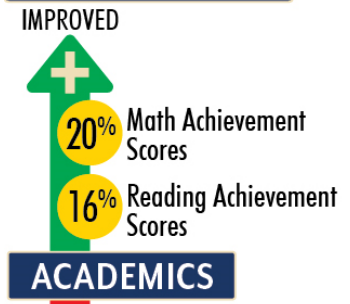
BEHAVIORS



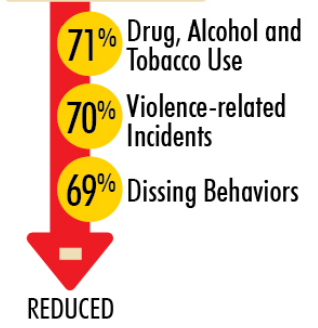
Key Outcomes

LONG-TERM

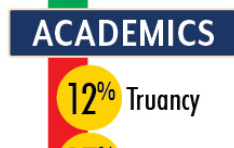
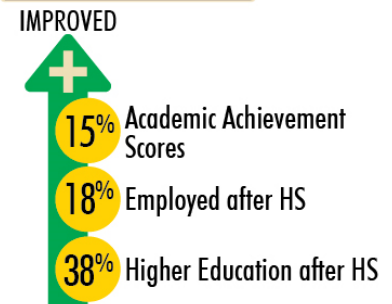
MIDDLE SCHOOL



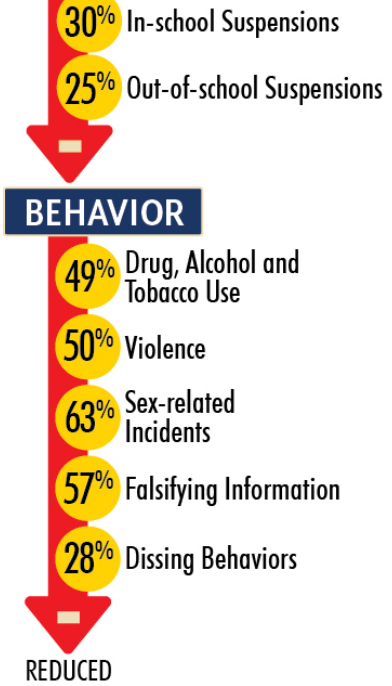
BEHAVIOR



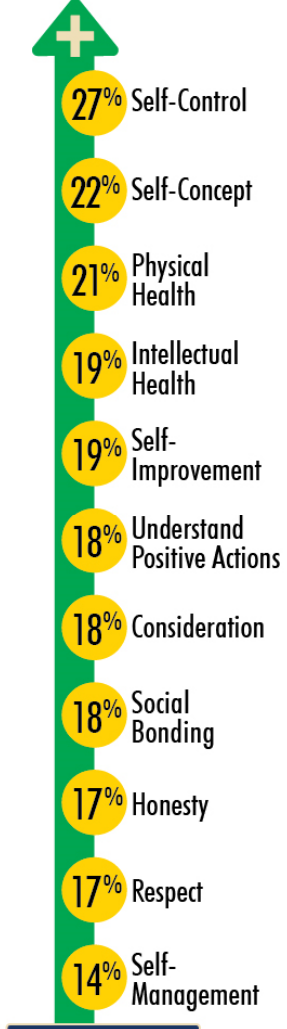
HIGH SCHOOL



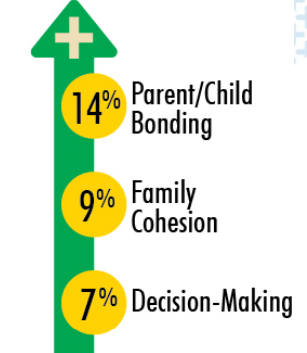
BEHAVIOR



IMPROVED



IMPROVED



FAMILY & COMMUNITY



Unit 1: Philosophy

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



Unit 1 – Philosophy: Two Parts

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

and

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



Unit 1 - The Philosophy Depicted by the Circle

The Think + Act + Feel + Circle



Thoughts lead to Actions

and Feelings lead to more Thoughts

Actions lead to Feelings about yourself

The Circle can be positive or negative.

Unit 1 - The Philosophy Teaches **WHOLE** Behavior Change

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 Feel Good about Our selves?



+ It is one of the most important needs we have.

+ It is an extremely powerful motivator!

Unit 1-The Philosophy Teaches Character

Positive/Good/Right are values

Positive actions = positive character

Negative/Bad/Wrong are values

Negative actions = negative character



Our values represent our character.

We do what we value.

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

Is to be **optimistic**, **hopeful** and **resilient**.

Is to be **positive** rather than negative.

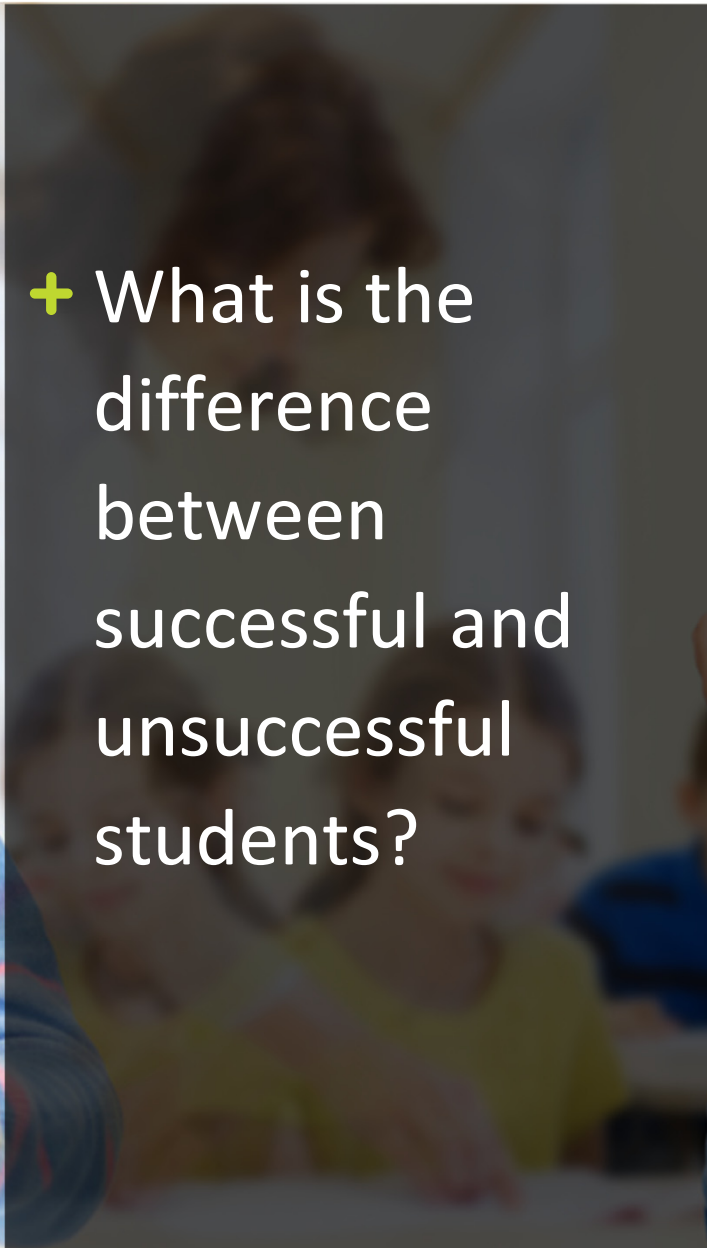
Is to know that you can't control everything, but you can control how you **react**.



The Difference



+ What is the difference between successful and unsuccessful students?



Unit 1—The Difference Is Choosing “a Positive Way to Do Everything”

Empower Greatness Skills

- ✓ Seeing the good in others
- ✓ Exercising
- ✓ Managing actions
- ✓ Showing appreciation
- ✓ Learning that there is a positive way to do everything
- ✓ Making good decisions
- ✓ Managing feelings
- ✓ Getting enough sleep and rest
- ✓ Not blaming others
- ✓ Showing personal cleanliness
- ✓ Being motivated to learn
- ✓ Avoiding bullying
- ✓ Setting intellectual goals
- ✓ Managing time

- ✓ Setting physical goals
- ✓ Being in touch with reality
- ✓ Maintaining good nutrition
- ✓ Broadening your horizons
- ✓ Not making excuses
- ✓ Saying nice things to others
- ✓ Having courage to try
- ✓ Making good choices
- ✓ Managing talents
- ✓ Respecting others
- ✓ Knowing your strengths and weaknesses
- ✓ Managing money
- ✓ Showing empathy
- ✓ Turning problems into opportunities
- ✓ Refusing to abuse (engage in unhealthy food, substances, behaviors)

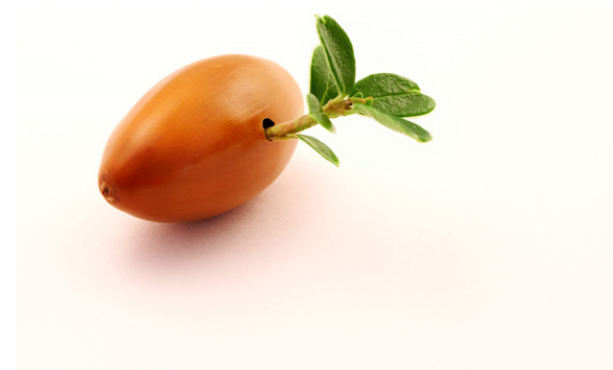
- ✓ Treating others the way you want to be treated
- ✓ Showing fairness
- ✓ Treating others the way you want to be treated
- ✓ Avoiding illnesses
- ✓ Learning that you feel good about yourself when you do positive actions
- ✓ Managing thoughts
- ✓ Being able to solve problems well
- ✓ Having good thinking skills
- ✓ Telling others the truth
- ✓ Managing possessions
- ✓ Believing in your potential
- ✓ Avoiding harmful substances

- ✓ Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
- ✓ Telling yourself the truth
- ✓ Managing energy
- ✓ Showing cooperation
- ✓ Persisting
- ✓ Having good study habits
- ✓ Refusing to rationalize
- ✓ Maintaining good dental hygiene
- ✓ Showing kindness
- ✓ Setting social and emotional goals

Unit 2: Positive Actions for a Healthy Body and Mind

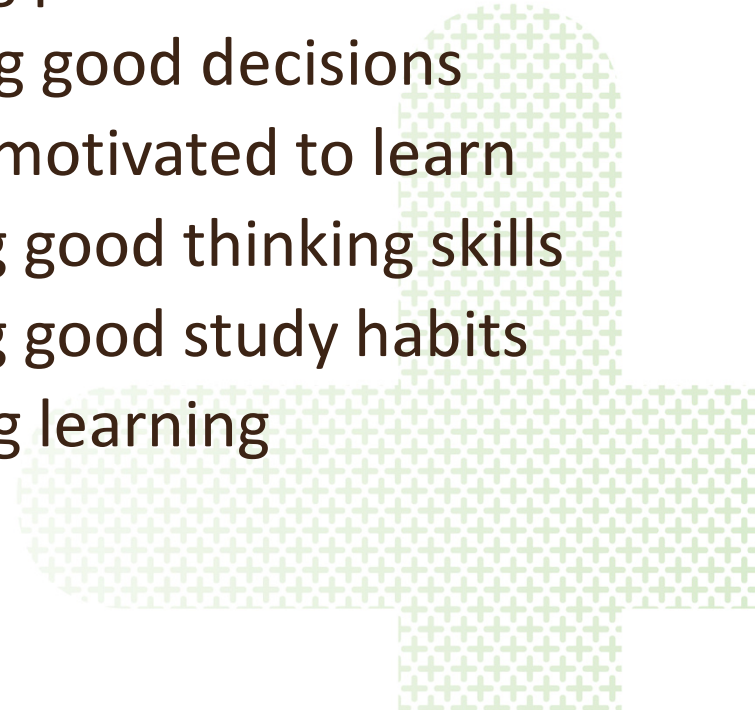
+ Physical Positive Actions

- + 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

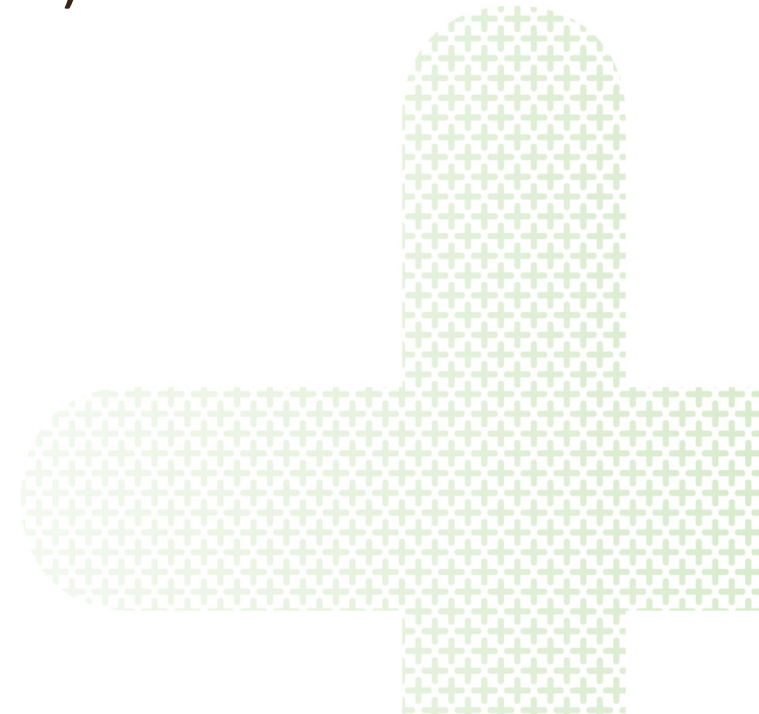
- + Solving problems well
- + Making good decisions
- + Being motivated to learn
- + Having good thinking skills
- + Having good study habits
- + Valuing learning



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

+ 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

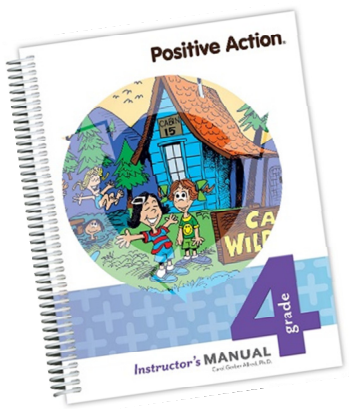


Some reasons why we don't do positive actions...

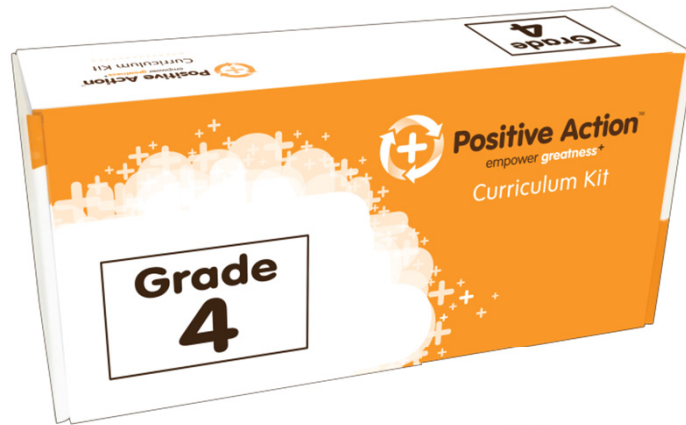
A person wearing glasses is shown in profile, looking at a tablet device. The scene is dimly lit, with the light from the tablet illuminating the person's face and hand. The background is dark, suggesting an indoor setting at night or in a low-light environment.

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

Tool Kit Contents



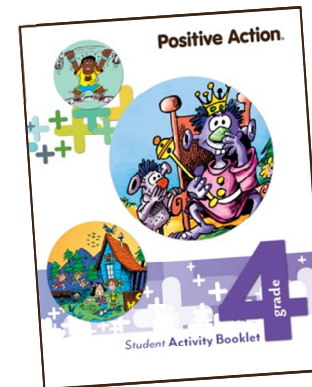
Instructor's Manual



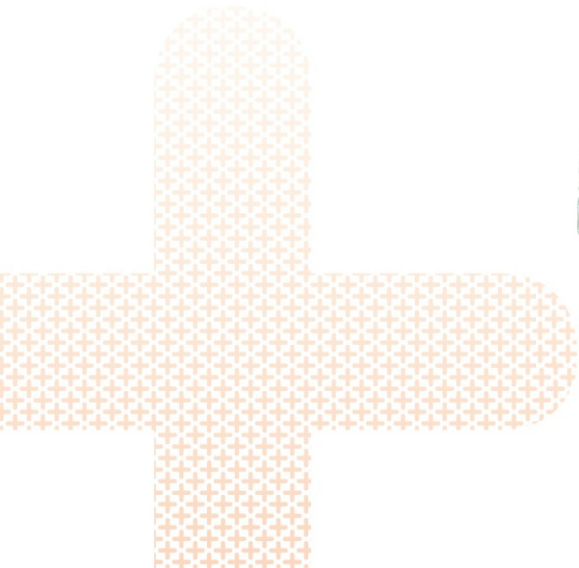
Posters



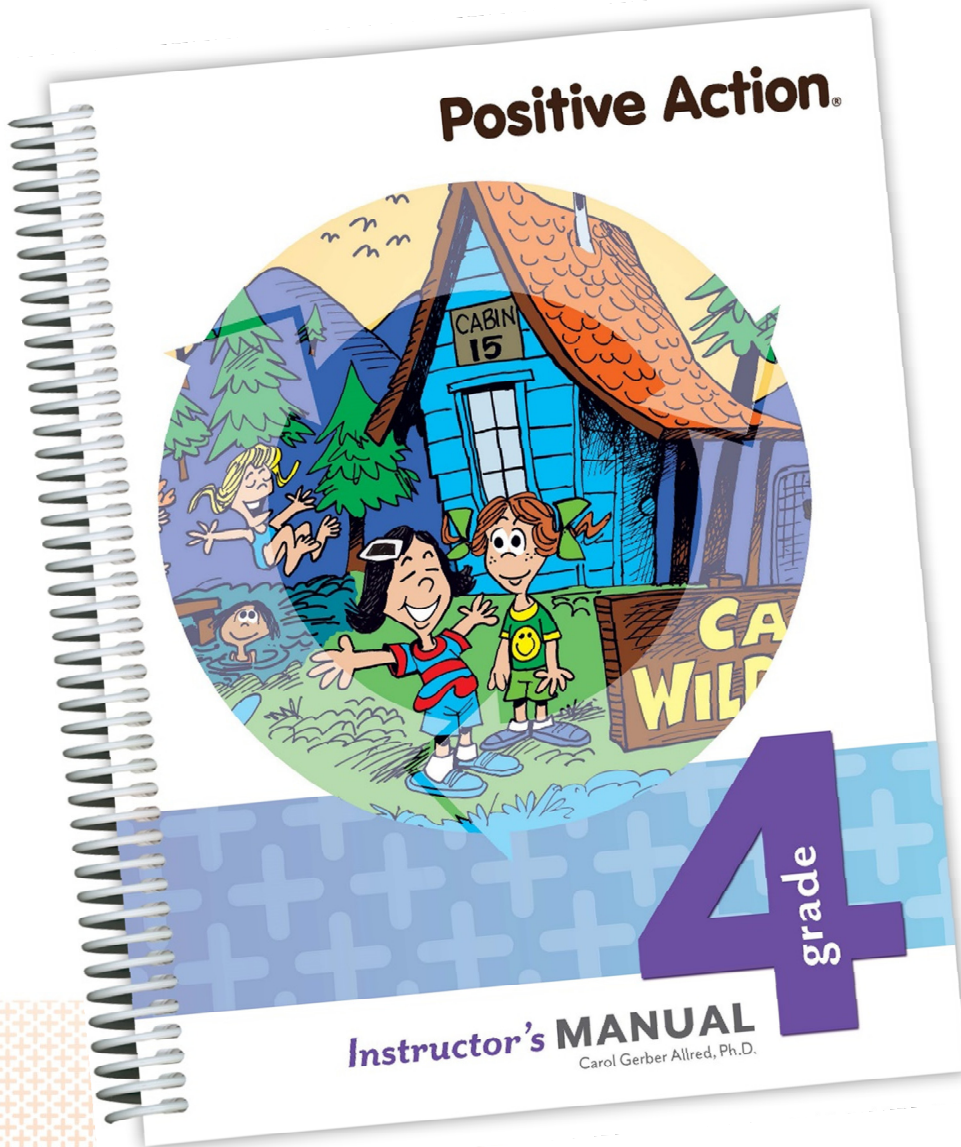
Manipulatives



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

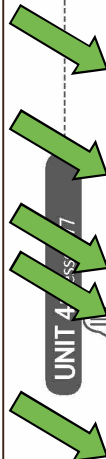


Instructor's Manual



- + The *Grade 4 Instructor's Manual* includes:
 - + Introduction
 - + Overview
 - + Purpose Statements
 - + Materials List
 - + Lessons that are 15–20 minutes, scripted & engaging
 - + Thumbnail images of activity sheets

Sample Lesson



Grade **4**

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.

 **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.”



Grade **4**

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 emphasize 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.*)

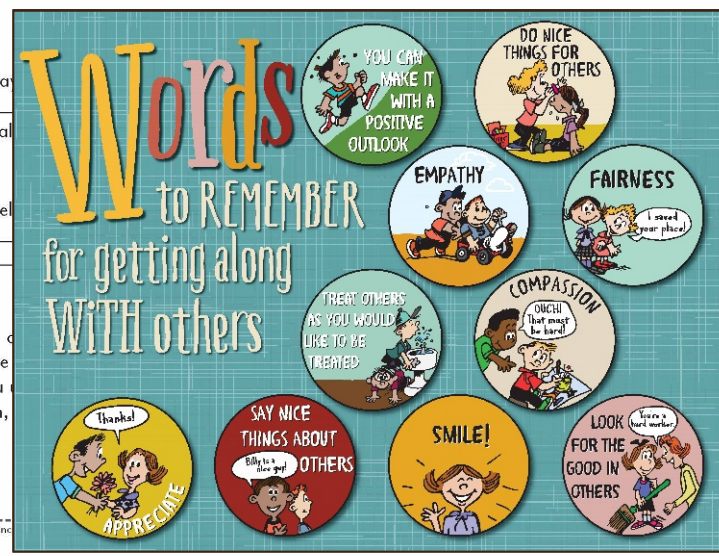


4) **SAY:** When you show empathy, you make others feel good and you will feel good about yourself, too. I’d like you to get your journals from your Positive Action Envelopes and write about a time when someone showed empathy to you and how it made you feel, and then write about a time when you showed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

UNIT 4: Lesson 7

One day
came at
I could tel
Today I c
someone
that you
problem,



Manipulatives

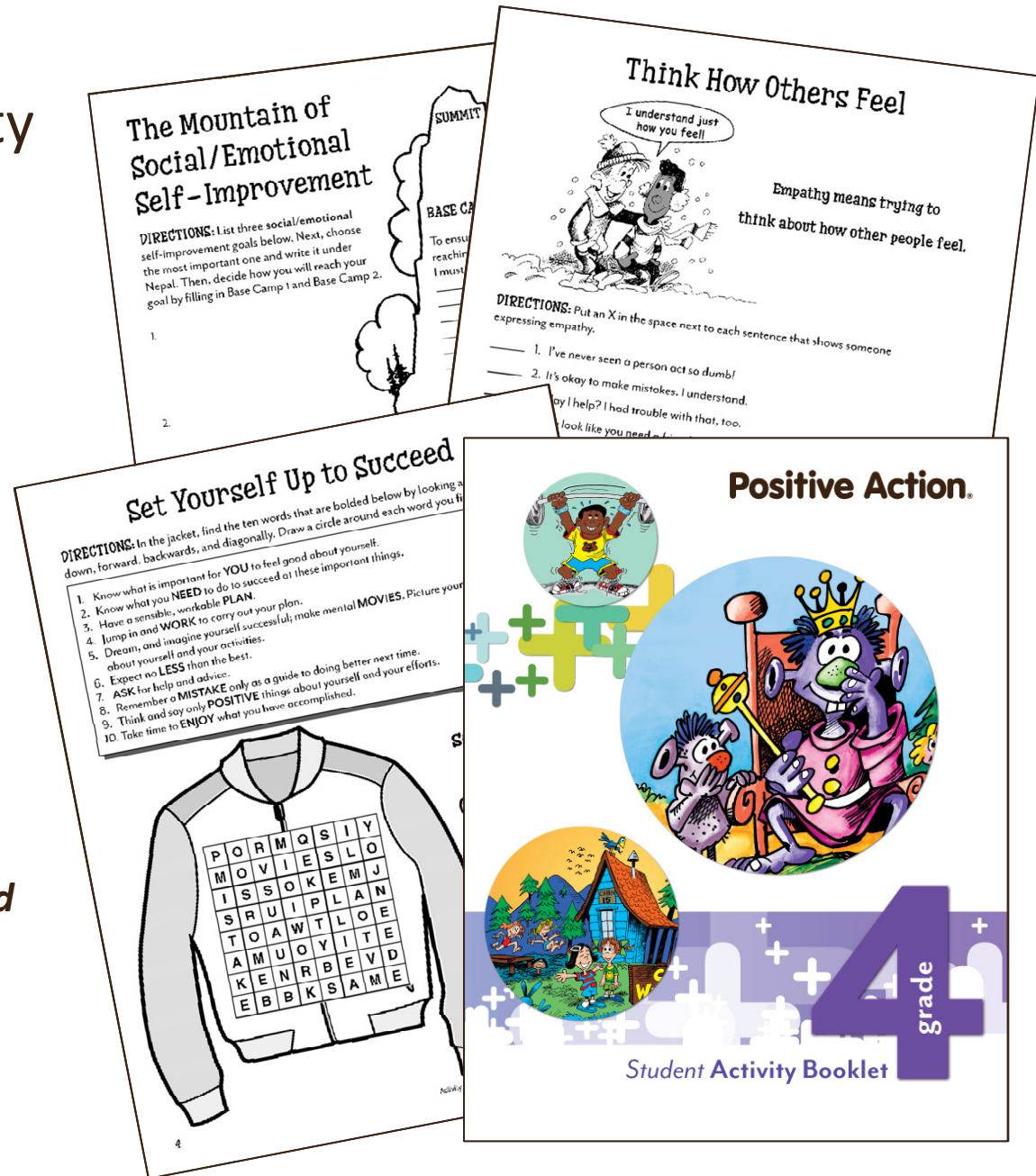
- + Game board
- + Game cards
- + Game markers
- + *Positive Action* Envelope
- + Placemat
- + *Positive Action* Journals
- + Positive Reinforcement Stickers
- + Index cards
- + Pipe cleaners
- + Poster paper



Student Activity Booklets

- + There are **38** 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)
- + **30 copies in each kit**

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



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)



Middle School Tool Kits

Engaging and ready-to-go:

+ 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:

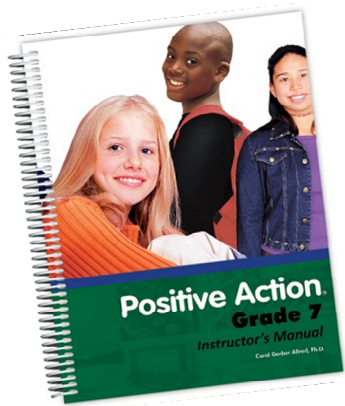
+ Posters, games, manipulatives

+ Stories, discussion, radio scripts and role-playing

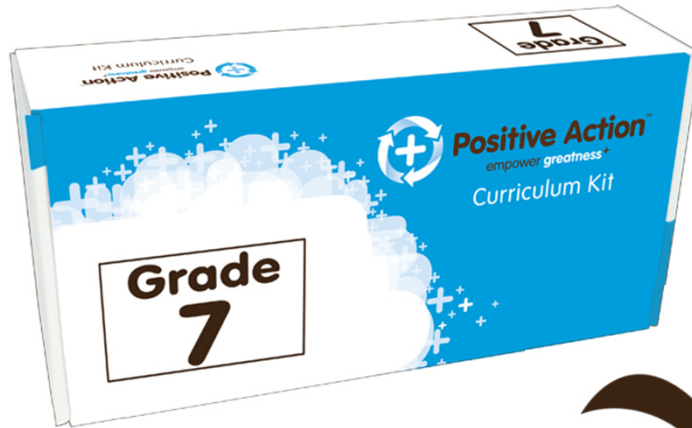


Grade 7 Instructor's Tool Kit

Middle School Tool Kit Contents



Instructor's Manual



Posters

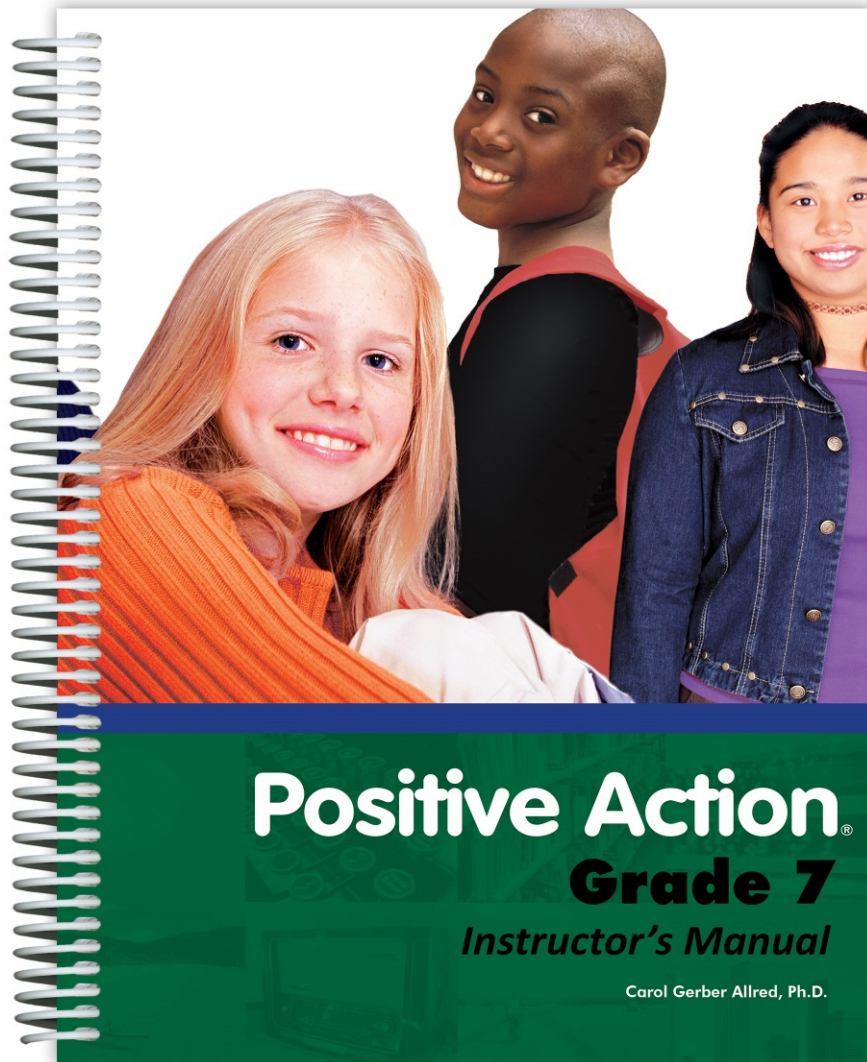


Manipulatives



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

Instructor's Manual



- + The *Grade 7 Instructor's Manual* includes:
 - + Introduction
 - + Overview
 - + Goals List
 - + Materials List
 - + Lessons that are 15–20 minutes, scripted & engaging

Sample Lesson

Lesson
16

There's More to This Than Me

Goal: • To introduce the factors that influence total self-concept.

- Objectives:** • To learn that certain factors, such as family, friends, school, health, life experiences, and skills and abilities affect our total self-concepts.
- To learn that when we understand that these factors affect us, and how they influence us, we can learn to control our reactions to them.

Materials Needed

- ✓ Pens
- ✓ Tape or tacks

Materials Provided

- ✓ 1 "What Shapes You?" Poster 16-1-7
- ✓ 30 *Self-Concept Scientist's Log* Activity Booklets: 16-1-7

Procedure

Say: We've been setting goals to help us reach our desired images and identities. One goal of *Positive Action* is to help us understand our feelings about ourselves through several self-evaluation experiments. Today we'll look at some of the factors in our lives that affect our total self-concepts, or the way we think and feel about ourselves.

When you were a baby, you had no control over your own life. Other people took care of all your needs. Who were these people who so completely influenced your life?

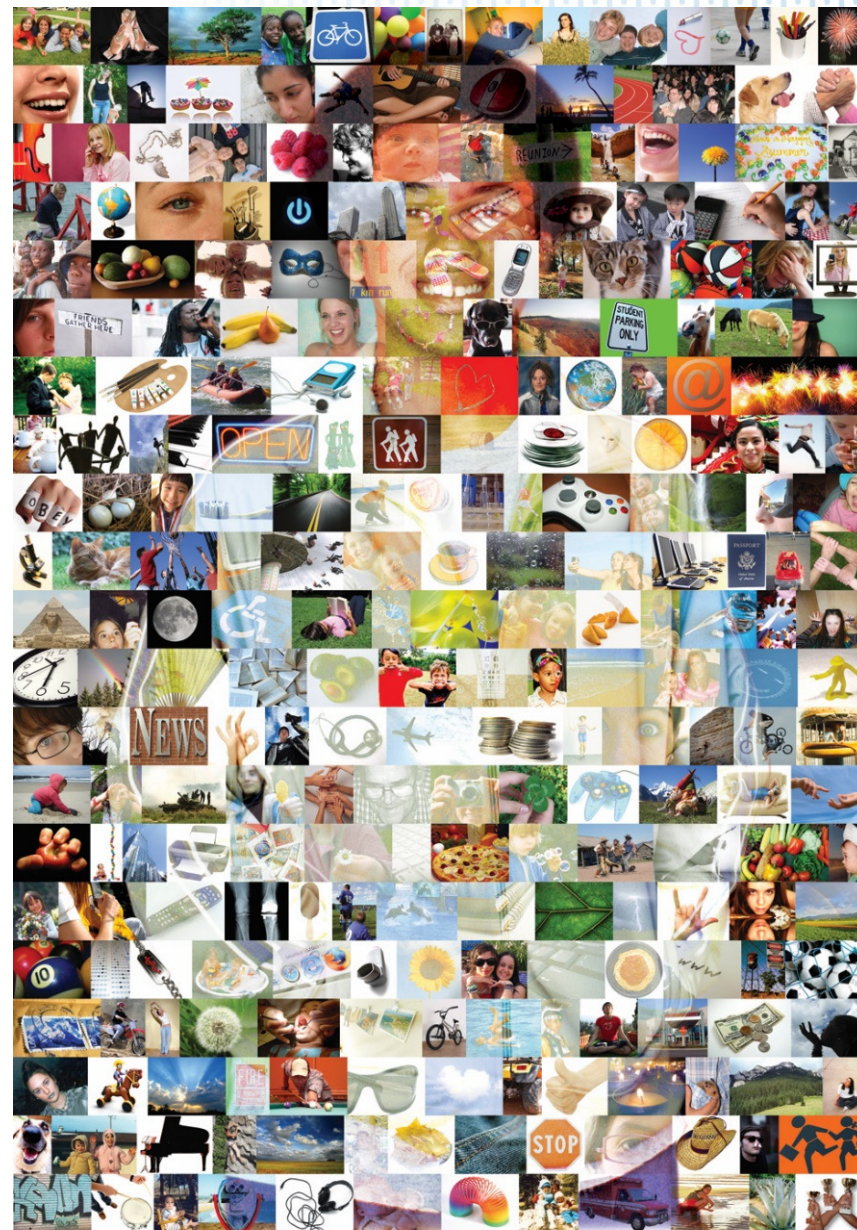
Teacher: Wait for responses. Look for specific examples, such as, "Parents, siblings, babysitters, relatives."

Say: You were completely dependent on these influences. But what did you realize about yourself as you got older?

Teacher: Wait for responses until you hear something like, "We became more independent and wanted to do more things for ourselves."

Say: You probably started to realize you could do more for yourself. You realized you were an individual, separate from your parents and other influences. The factors that influence our self-concepts don't disappear as we get older. But how much they influence us is up to us.

Your family is just one factor that influences your total self-concept. What are the other factors that affect how you think and feel about yourself?



what **SHAPES** you?

Manipulatives

- + Origami crane
- + Index cards
- + Script booklets
- + Game board
- + Game cards
- + Game markers
- + Self-Concept Scales
- + *Positive Action Journals*
- + Bookmarks
- + Envelopes
- + Friendship Cards



Student Activity Booklets

- + There are **35** student activity sheets used in the lessons throughout the manual.
- + Activity sheets are coded: **LESSON-UNIT-GRADE** (ex. Lesson 1, Unit 1 for Grade 7: 1-1-7)
- + **30 copies in each kit**



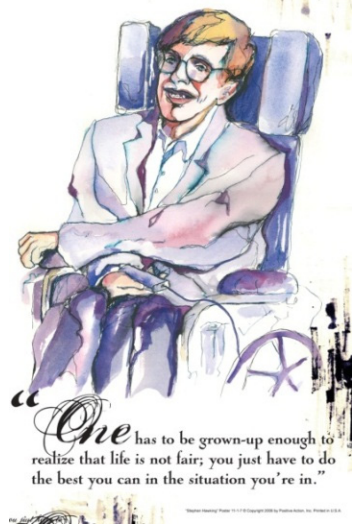
(Note: All posters and visual aids are coded the same way.)



**Self-Concept
SCIENTIST'S LOG**

Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for Grade 7: 8-2-7)



High School Tool Kits

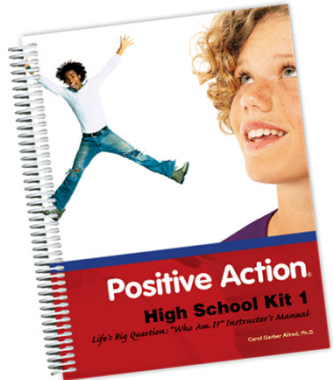
Engaging and ready-to-go:

- + 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

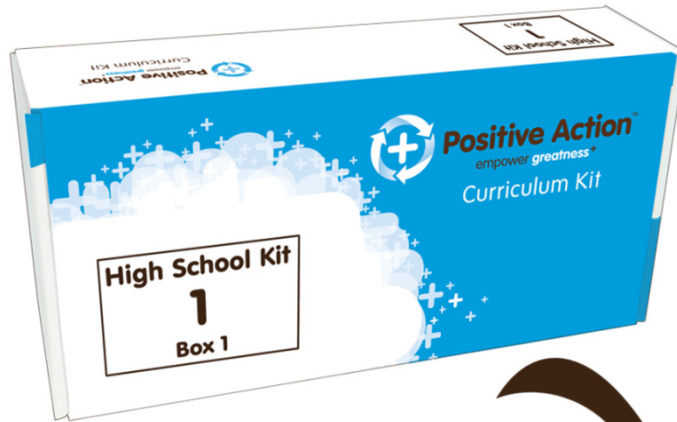


*High School Kit 2—Lives on the Line Play
Instructor's Tool Kit*

High School Tool Kit Contents



Instructor's Manual



Manipulatives



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

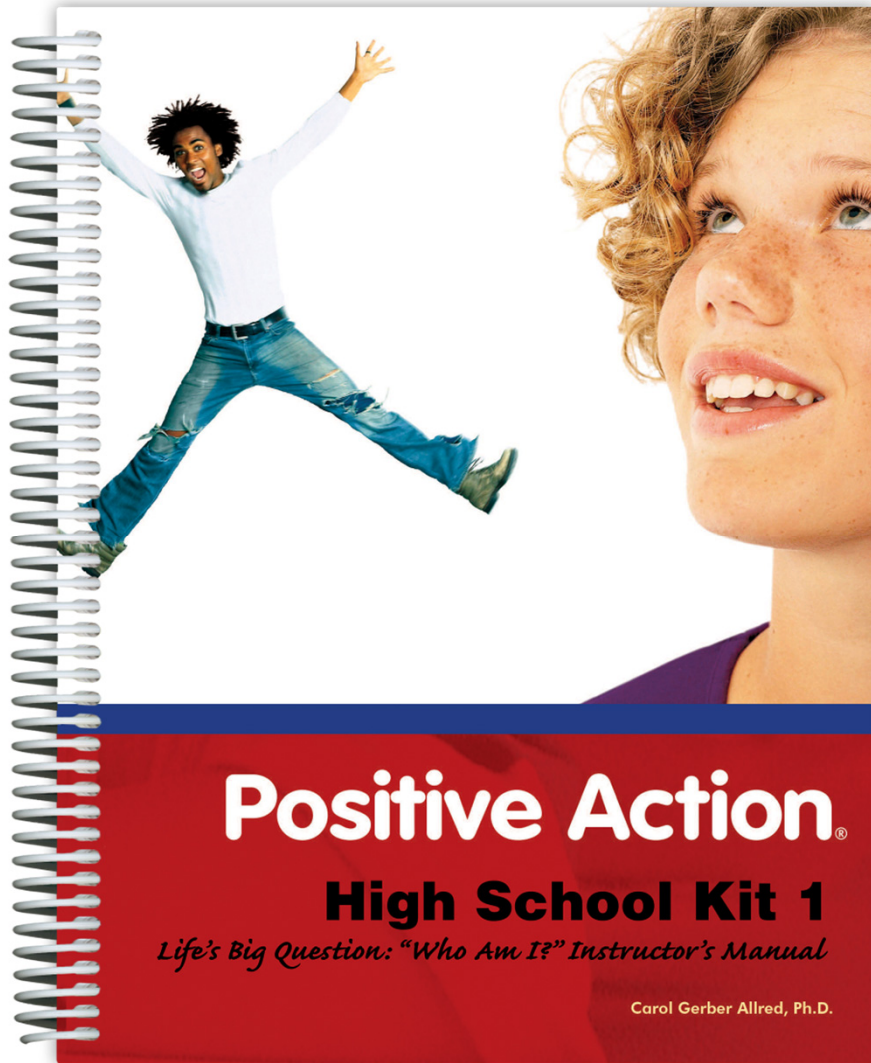


Posters

High School Kit 1 Instructor's Kit



Instructor's Manual



- + The *High School Kit 1 Instructor's Manual* includes:
 - + Introduction
 - + Overview
 - + Goals and Objectives List
 - + Materials List
 - + Cross-Reference Index for Student Text and Lessons
 - + Lessons that are 15–20 minutes, scripted & engaging
 - + Thumbnail images of activity sheets

Sample Lesson – Positive Thoughts

Lesson **43**

Who's in Charge Here?

Positive Thoughts

- Goals:**
- To introduce the concept that managing yourself develops autonomy.
 - To learn the social and emotional positive actions of time management.
- Objectives:**
- To introduce the personal resources of time, energy, talents, money, possessions, thoughts, actions, and feelings.
 - To learn about time management strategies by assessing our current level of task completion.

MATERIALS

Needed
✓ Tape on tocks
✓ Peas
Provided
✓ 1 "Balance" Poster 13-3-HSK1
✓ 30 Positive Action Journals

Procedure

Say: Teens have many developmental tasks, including learning who you are, finding your talents and interests, learning to navigate tricky adult situations, developing healthy friendships that matter to you, and, a biggie—establishing your own *AUTONOMY*.

This last one, establishing your own autonomy, is a powerful psychological imperative, and it can literally turn your life upside down. It is both conscious and subconscious. The adults you adored two years ago now seem like *TSARS* who threaten to control every aspect of your life. How could those old people possibly understand your life? What could they have to say to you? It seems like all they want to do is control—you.

Everything inside of you screams that you need to make your own decisions and run your own life, even if you make majestic blunders. Perhaps some of the things you do seem dumb, even to you, and you can't explain why you do them. In the meantime, people who care about you are concerned for your safety and well-being, and they get more and more controlling. Does any of this sound familiar?

Teacher: Wait for responses.

Say: The good news is this: When you learn how to manage your life, you earn the autonomy you want so urgently. Managing your own life means taking control of your time and energy, and managing your talents, money and possessions, thoughts, actions, and feelings. These are your personal resources: the things in your life which are under your direct control. When you mess up on these things, the adults in your life may step in and control you, because they aren't comfortable with your decision-making processes. When you do a good job with these tasks, more freedom comes your way. It's really a balancing act.

Teacher: Display "Balance" Poster 13-3-HSK1.



time energy talents possessions money thoughts actions feelings

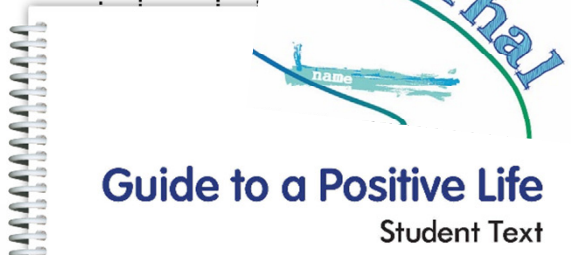
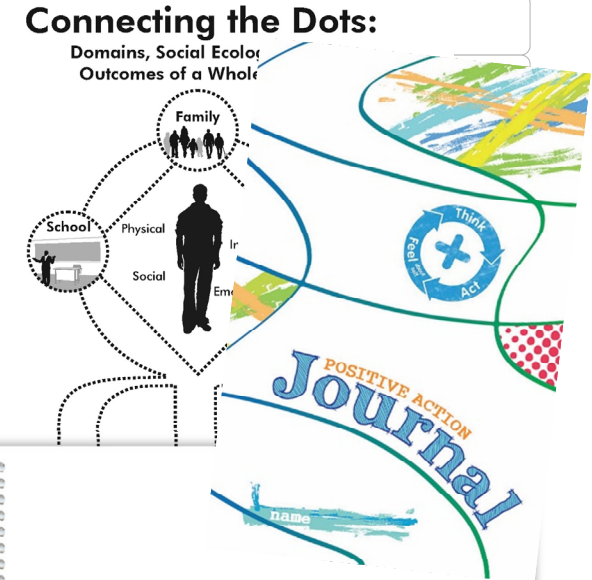
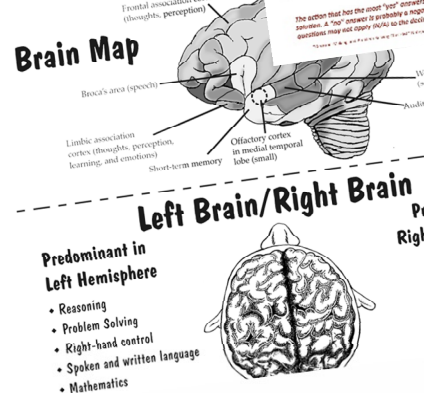
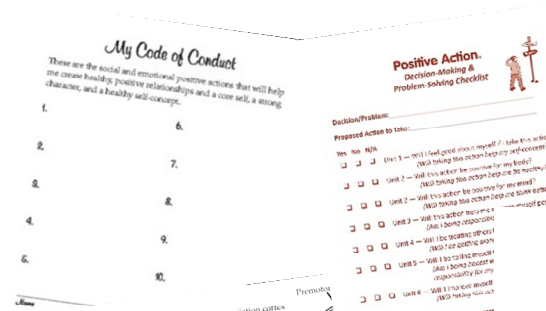
Find balance in your life by managing your personal resources.

"Balance" Poster 13-3-HSK1 © Copyright 2005 by Positive Action, Inc. Printed in U.S.A.



Manipulatives

- + Address labels
- + Visual aids
- + “My Code of Conduct” Cards
- + “Decision-Making & Problem-Solving Checklist” Notepads
- + *Positive Action Journals*
- + *Guide to a Positive Life Student Text*
- + Conflict Resolutions Plans
- + Envelopes
- + Multi-colored adhesive dots
- + Notepad



Student Activity Sheets

- + There are **24** student activity sheets used in the lessons throughout the manual.
- + Activity sheets are coded: **LESSON-UNIT-GRADE** (ex. Lesson 1, Unit 1 for High School Kit I: 1-1-HSKI)
- + **30 copies in each kit**

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

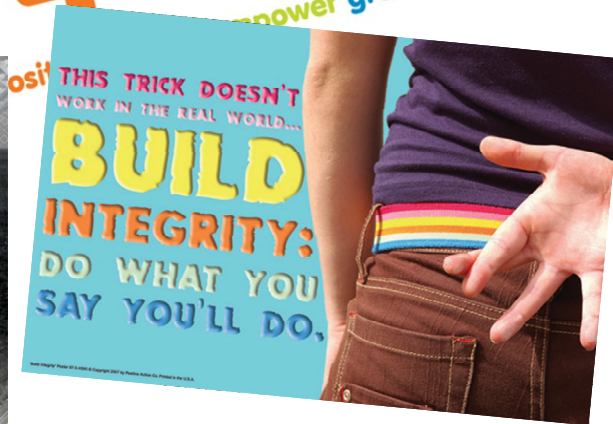
TIME MANAGEMENT

Directions: Write in the tasks you did and didn't do in the Day One slots. Circle the ones you did not do. Also the time you were in class, at an extracurricular activity, or at a job. Add up the time required to do all those. Add up the time left over. Under the Day Two slots, figure out a schedule where you would have been able to complete most, or all, of the tasks, using your priority list as a guide.

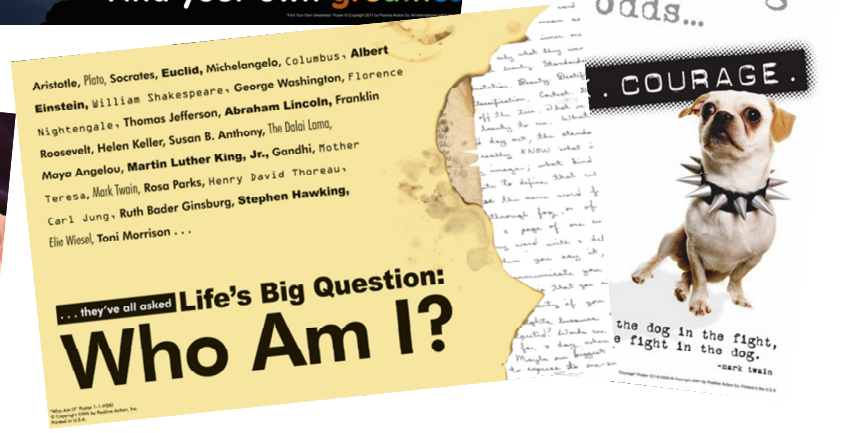
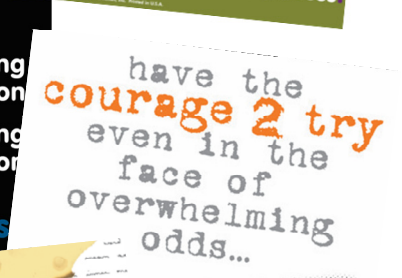
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Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for High School Kit I: 8-2-HSKI)

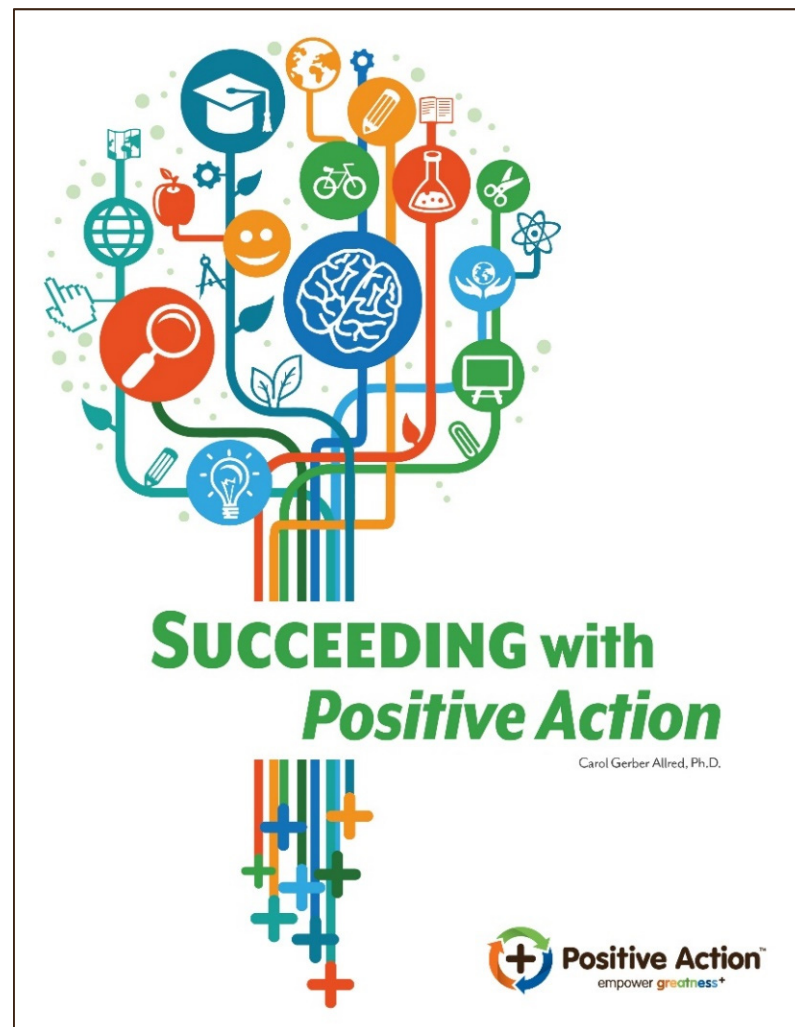


think + act + feel +



Succeeding with *Positive Action* —A Guide

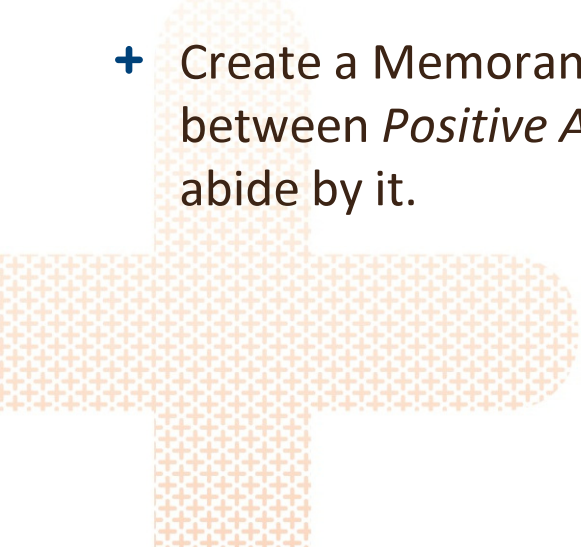
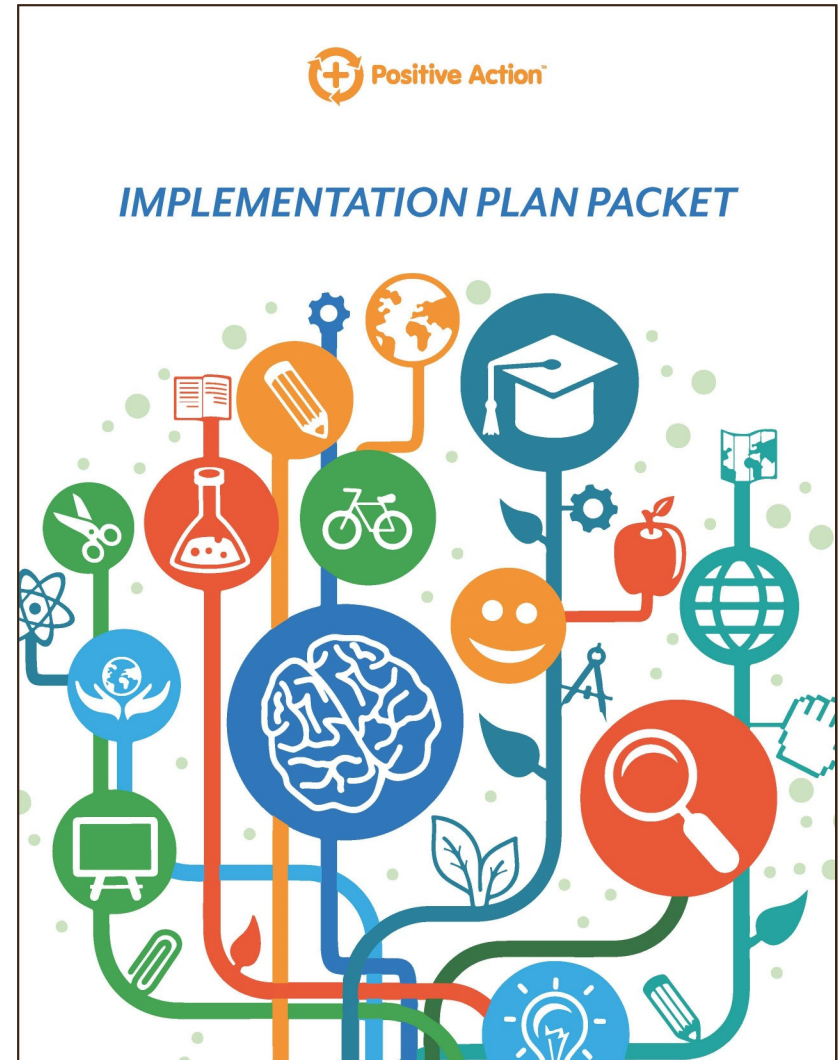
- + Introduction
- + Program
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 - + Prepare
 - + Implement
 - + Assess
- + Lessons
 - + Plan
 - + Prepare
 - + Implement
 - + Assess
- + Climate Activities
 - + Plan
 - + Prepare
 - + Implement
 - + Assess



Goals for Implementing with Fidelity

Goals for the school year:

- + Order and receive materials in a timely manner. Plan training/PD/consultation sessions.
- + Create a “Your *Positive Action* Program”. This includes:
 - + Your *Positive Action* Implementation Planner.
 - + Your *Positive Action* Training Planner.
 - + Your *Positive Action* Calendar Planner.
- + Create an Evaluation Plan.
- + Create a Memorandum of Understanding between *Positive Action* and the school and abide by it.



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)!



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

— Aristotle

Positive Actions for Greatness



Positive Equals Great

More Information



Contact a Program Consultant:

Positive Action, Inc.

800-345-2974 ext 3

208-733-1328 ext 3

info@positiveaction.net

www.positiveaction.net