

Title I

Targeted Assistance • Schoolwide Programs • Comprehensive School Reform

Positive Action®

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Title I

Targeted Assistance • Schoolwide Programs • Comprehensive School Reform

The *Positive Action* program produces results for all students. Whereas other programs might only help the highest achieving students perform better, leaving the lowest performers unchanged, *Positive Action* closes the gap between students at the highest and lowest percentiles, helping all students achieve positive academic and behavioral outcomes. To attain these results, *Positive Action* uses a broad comprehensive approach to reform schools, meet the needs of disadvantaged children, and improve student academic performance and behavior.

The components of *Positive Action: K-12 Curriculum, Climate, Counselor, Family, and Community*, all work together for these purposes. Central to and aligning these components is the intuitive philosophy that you feel good about yourself when you do positive actions, and there is always a positive way to do everything. The components are also aligned with six focus units that describe and further explain the philosophy.

Unit 1	Self-Concept: What It Is, How It's Formed, and Why It's Important (Philosophy and Circle)
Unit 2	Physical and Intellectual Positive Actions for Your Body and Mind
Unit 3	Social/Emotional Positive Actions for Managing Yourself Responsibly
Unit 4	Social/Emotional Positive Actions for Getting Along with Others by Treating Them the Way You Like to Be Treated (Social Skills & Character)
Unit 5	Social/Emotional Positive Actions for Being Honest with Yourself and Others (Mental Health)
Unit 6	Social/Emotional Positive Actions for Improving Yourself Continually (Setting Goals)

The philosophy is illustrated graphically by the Thoughts-Actions-Feelings Circle. The circle illustrates how positive thoughts lead to positive actions, which lead to positive feelings about yourself, which then lead back to positive thoughts. This circle can be either positive or negative.

The purpose of the *Positive Action* program is to bring the circle to a conscious level and instill the understanding that this is how we work. Since we all want to feel good about ourselves, it is logical and important to do positive actions. With this knowledge, we can determine our lives by learning and doing positive actions.

Through the philosophy, focus units, and circle, the *Positive Action* program teaches positive actions for the whole self: the physical, intellectual, social, and emotional domains. *Positive Action* works for everyone, but this particular knowledge is often the missing piece in the understanding of disadvantaged children and youth. The *Positive Action* program delivers results for Title I: Targeted Assistance, Schoolwide Programs, and Comprehensive School Reform.



Targeted Assistance

Positive Action meets the requirements of Title I: Targeted Assistance as defined by United States Department of Education Elementary and Secondary Education Basic Program requirements.

◆ ***Utilizes program resources to help participating children meet the State’s student academic achievement standards expected for all children.***

The *Positive Action* program uses a number of its components to help the school focus program resources on participating children. The *Positive Action* K-12 curriculum has long been used with students in targeted assistance programs. The curriculum directly assists disadvantaged students by teaching them the positive actions they need to know to achieve. Not knowing *how* to achieve is one of the biggest disadvantages many of these students have. The curriculum also teaches many core curriculum academic standards, therefore, it teaches them *what* they need to know to achieve.

The intuitive philosophy of *Positive Action* assumes that everyone wants to feel good about themselves. The philosophy provides the important, but often missing piece: *why* they should achieve, by teaching students that you feel good about yourself when you do positive actions, and there is always a positive way to do everything.

Positive Action also teaches the importance of achieving now. The relevance to their present educational activities is made clear in the curriculum. They learn that the time *when* they need to achieve starts now. The curriculum also emphasizes that the place to learn high academic performance is in school. *Positive Action* makes clear that learning at school is *where* they have the best opportunity to prepare themselves academically.

The *Positive Action Family Kit* is another component of the program that helps participating children meet the State’s academic standards expected for all children. Many times students’ home environments are not conducive to preparing them to learn and achieve. Those skills are taught in the *Positive Action Family Kit*. Like the school curriculum, the *Family Kit* teaches the important positive behaviors for the physical, intellectual, social, and emotional areas. With the *Family Kit* as a resource, parents can learn how best to prepare their children at home to be successful learners. The *Counselor’s Kit* is another component that can be used to follow-up with more in-depth learning about positive actions for students’ with higher needs.

◆ ***Ensures that program planning for students is incorporated into existing school planning.***

A *Positive Action* Committee coordinates the *Positive Action* program implemented for Targeted Assistance. It can become the place for Title I program planning if there isn’t one or be incorporated into the planning group if there is one. The committee plans for all students, combining existing activities and targeted activities. The *Positive Action* program focuses on improving positive behaviors and academic performance, and decreasing problem behaviors such as violence, substance abuse, suspensions, trancies, and bullying. These are common educational objectives that allow *Positive Action’s* targeted activities to be seamlessly integrated into any school. The guided, regularly scheduled meetings of the *Positive Action* Committee ensure that the necessary planning for integration happens in a timely and orderly manner.

◆ ***Uses effective methods and instructional strategies, based on scientifically based research that strengthens the core academic program of the school.***

The *Positive Action* model, based upon multiple scientific theories of education and behavior change—including self-concept, social learning, cognitive behavior, social ecologies, and positive psychology—creates an effective program that focuses on instructional strategies that strengthen the core academic programs of the school.

Research studies confirm that *Positive Action* improves the academic achievement, attendance, and behavior of students by increasing positive behaviors and decreasing negative behaviors. Academic standards are also embedded in engaging lessons that contribute to content retention. The positive learning environment, identified as important by research, contributes to learning core academics. The parent involvement materials reinforce literacy and academic learning at home, also a critical element of academic achievement according to research.

◆ ***Coordinates with and supports the regular education program, including plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.***

Positive Action supports the regular education program of schools by meeting the requirements for state academic standards and improving the behavior of students. The lessons correspond with state standards and teach study skills while simultaneously teaching positive behaviors. While teaching these lessons takes approximately 15 minutes a day, the time teachers save on discipline is far greater. This allows teachers to spend the majority of their time teaching, a great benefit to the education of their students. *Positive Action* helps preschool children transition to the K-12 school climate by immediately teaching affiliative behaviors and preparatory academic skills, and by equipping children with social development skills, life skills, and study skills.

◆ ***Provides instruction by highly qualified teachers.***

Positive Action lessons are scripted and all the materials to teach the lessons are provided. The lessons and materials are engaging for students and easy for teachers to use. Using *Positive Action* actually improves the quality of teachers. Each lesson a teacher presents serves as a mini in-service. The tenets of the *Positive Action* program remind teachers of core educational philosophies and values in which they are trained. Teachers are encouraged to model the positive behaviors they are teaching. Also, because *Positive Action* improves students' behavior and motivation, teachers can apply more of their knowledge and skills to their teaching. Simply put, as educators teach *Positive Action* lessons, their own skills in and attitudes toward teaching improve.

◆ ***Provides opportunities for professional development with resources provided from other sources for teachers, principals, and paraprofessionals.***

Positive Action, Inc. provides ongoing, high-quality training and professional development opportunities for faculty and staff. Various workshops are held throughout the implementation of the *Positive Action* program, helping to ensure maximum effects. The *Orientation Training Workshop* gets the program started by showing teachers and staff how to implement all components, which reinforce the critical skills of a highly qualified teacher. In the following years the *Ongoing Training Workshop* provides seven in-service workshops throughout the year to keep schools on track. Each workshop is led by a team and team leader who become experts for that component. The workshops focus on the five building blocks: the philosophy, the unit concepts, the classroom curriculum, the climate program, and the family and community programs. The *Media Training Workshop* provides strategies for sharing the positive results schools achieve with both print and broadcast media. These workshops assure that the program is implemented with fidelity and that the best outcomes can be attained.

◆ ***Provides strategies to increase parental involvement.***

The *Positive Action* program increases parental involvement. Curriculum lessons often require take home activities, encouraging students to share what they learn in the classroom. Parents have the opportunity to become more involved as members of the *Positive Action* Committee, representing family interests in the implementation of *Positive*

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Action. Parents take part in program goal setting and participate in the school curriculum and school-wide climate programs. They are encouraged to obtain a *Positive Action Family Kit* and teach lessons at home, further reinforcing the positive concepts for their children. They can also attend parenting classes using the *Family Kit Facilitator's Manual*, which teaches parents and families in just seven sessions how to use the *Family Kit*.

◆ Promotes coordination and integration of Federal, State, and local services and programs.

Positive Action strives to connect the dots by bringing schools, families, and communities together for positive change. The program works at the Federal, State, and local levels and has many sites where all the various levels are coordinated in doing the *Positive Action* program. *Positive Action* is a model program for the Substance Abuse and Mental Health Services Administration that has a community-based approach to integrate the Federal, State, and local service programs for solving problem behaviors in high need individuals, schools, families, and communities. This comprehensive approach to coordinated reform encourages schools to draw upon community sources for support. A *Community Kit* and a *Media Training Workshop* help facilitate the link between the *Positive Action* program, schools, families, and communities. Additionally, the *Possible Funding Sources Booklet* lists various external funding sources available to the school, including Federal, State, and local grants and funding streams.

Schoolwide Programs

Positive Action meets the criteria of Title I: Schoolwide Programs as defined by United States Department of Education Elementary and Secondary Education Basic Program requirements.

◆ ***Utilizes a comprehensive needs assessment.***

Schools generally seek out *Positive Action* after a needs assessment has been performed. Once areas of improvement have been identified, either behavioral or academic, the *Positive Action* program puts all key factors in place to create an environment where teachers perform at their highest levels, administrators lead with a clear shared vision, and students thrive and achieve.

◆ ***Employs schoolwide reform strategies with proven methods and techniques, grounded in scientifically based research.***

Positive Action is considered a schoolwide reform program. It has been named by a number of the school reform groups as a model program. It has a systemic approach that impacts all parts of the educational system. The *Positive Action* model, based upon multiple scientific theories of education and behavior change—including self-concept, social learning, cognitive behavior, social ecologies, and positive psychology—creates an effective program for school-wide reform. Research studies confirm that school-wide implementation of the *Positive Action* program improves school climate, creates a shared vision, and leads to improved academic achievement, attendance, and behavior of students. It is comprehensive because it contains components for the whole school community: K-12 curriculum, school-wide climate program, and counseling, family, and community materials. All of the components are aligned under the same philosophy and six focus units that define and explain the philosophy. The school-wide climate program, led by a committee with representatives, coordinates and supports teachers, administrators, and staff.

Positive Action offers high-quality ongoing professional development for teachers and staff with three training workshops. It includes measurable goals and benchmarks for student achievement and evaluation tools for monitoring implementation as well as outcomes. The staff at Positive Action, Inc. provides high quality technical support to its users.

◆ ***Provides instruction by highly qualified teachers.***

Positive Action lessons are scripted and all the materials to teach the lessons are provided. The lessons and materials are engaging for students and easy for teachers to use. Using *Positive Action* actually improves the quality of teachers. Each lesson a teacher presents serves as a mini in-service. The tenets of the *Positive Action* program remind teachers of core educational philosophies and values in which they are trained. Teachers are encouraged to model the positive behaviors they are teaching. Also, because *Positive Action* improves students' behavior and motivation, teachers can apply more of their knowledge and skills to their teaching. Simply put, as educators teach *Positive Action* lessons, their own skills in and attitudes toward teaching improve.

◆ ***Provides high-quality and ongoing professional development for school personnel to enable all students to meet academic achievement standards.***

Positive Action, Inc. provides ongoing, high-quality training and professional development opportunities for faculty and staff. Various workshops are held throughout the implementation of the *Positive Action* program, helping to ensure maximum effects. The *Orientation Training Workshop* gets the program started by showing teachers and staff how to implement all components. In following years the *Ongoing Training Workshop* provides seven in-service workshops throughout the year to keep schools on track. Each workshop is led by a team and team leader who become experts for that component.

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The workshops focus on the five building blocks: the philosophy, the unit concepts, the classroom curriculum, the climate program, and the family and community programs. The *Media Training Workshop* provides strategies for sharing the positive results schools achieve with both print and broadcast media. These workshops assure that the program is implemented with fidelity and that the best outcomes can be attained.

◆ ***Provides strategies to attract high-quality, highly qualified teachers to high-need schools.***

Positive Action makes school a better place to be for students, teachers, support staff, and administrators. As students' behavioral and academic performance improves, schools are able to attract and retain high-quality teachers. Teachers will be able to work in an environment where students are challenged, motivated, and respectful. They will be confident of the safety of their students and themselves. They will feel and witness pride in personal, school, and student achievement. They will know they are making a difference by helping students succeed. *Positive Action* schools create this environment and it attracts high-quality, highly qualified teachers.

◆ ***Provides strategies to increase parental involvement.***

The *Positive Action* program increases parental involvement. Curriculum lessons often require take home activities, encouraging students to share what they learn in the classroom. Parents have the opportunity to become more involved as members of the *Positive Action* Committee, representing family interests in the implementation of *Positive Action*. Parents take part in program goal setting and participate in the school curriculum and school-wide climate programs. They are encouraged to obtain a *Positive Action Family Kit* and teach lessons at home, further reinforcing the positive concepts for their children. They can also attend parenting classes using the *Family Kit Facilitator's Manual*, which teaches parents and families in just seven sessions how to use the *Family Kit*.

◆ ***Contains plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.***

Positive Action has a Pre-K program that helps preschool children prepare for transition into the local elementary school program by teaching the affiliative behaviors and preparatory academic skills essential to excelling in school. In their first lessons in the *Positive Action* Kindergarten program, children relearn that they feel good about themselves when they do positive actions, and there is always a positive way to do everything. Based upon this foundation, they learn the positive actions for the physical, intellectual, social, and emotional areas. Students learn specific positive actions for achieving in reading, math, and other content areas, as well as social skills, making good choices, and managing themselves. When students begin to grasp these intuitive concepts at a young age, they are better prepared to face the trials of a K-12 education. This early childhood development program is effective to equip children with all of the important skills and motivation they need to achieve.

◆ ***Includes teachers in decisions regarding academic assessments in order to improve the achievement of students and the program.***

The *Positive Action* Committee and the school-wide climate program involve teachers in planning and preparing for student academic assessments. Teachers are involved in every stage of the *Positive Action* program for academic success: needs assessment, planning, implementation, and assessment and evaluation.

◆ ***Promotes activities to ensure that students who experience difficulty mastering academic standards shall be provided with additional assistance.***

Positive Action promotes and provides for many kinds of support for students who experience difficulty mastering academic standards. It provides for extra counseling,

mentoring, and after-school programs. It also builds their self-esteem and intrinsic motivation by teaching that positive thoughts lead to positive actions, which lead to positive feelings about themselves, which then lead to more positive thoughts. This assumes the intrinsic motivation that everyone wants to feel good about themselves, and it brings this process to a conscious level and gives students specific positive actions to take to feel good about themselves.

Positive Action's climate program provides an environment that is encouraging, reinforcing, supportive, and safe for students who are having difficulty with mastering academic standards. The program also provides a *Family Kit* that parents can use to become more helpful and supportive of their children when they are experiencing these difficulties. *Positive Action* studies indicate that the program closes the gap between high-achieving and low-achieving students. It works best for students affected by poverty, high mobility, and multiple risk behaviors. The *Positive Action* program effectively increases positive behaviors and decreases negative behaviors, directly affecting academic achievement. When teachers don't have to spend most of their time disciplining students, they can spend more time teaching their class and giving special attention to those who need help, such as Special Education and at-risk students.

◆ ***Promotes coordination and integration of Federal, State, and local services and programs.***

Positive Action strives to connect the dots by bringing schools, families, and communities together for positive change. The program works at the Federal, State, and local levels and has many sites where all the various levels are coordinated in doing the *Positive Action* program. *Positive Action* is a model program for the Substance Abuse and Mental Health Services Administration that has a community-based approach to integrate the Federal, State, and local service programs for solving problem behaviors in high need individuals, schools, families, and communities. This comprehensive approach to coordinated reform encourages schools to draw upon community sources for support. A *Community Kit* and a *Media Training Workshop* help facilitate the link between the *Positive Action* program, schools, families, and communities. Additionally, the *Possible Funding Sources Booklet* lists various external funding sources available to the school, including Federal, State, and local grants and funding streams.

Comprehensive School Reform

Positive Action meets the criteria of Title I: Comprehensive School Reform as defined by United States Department of Education Elementary and Secondary Education Basic Program requirements.

◆ ***Employs proven methods and strategies that are grounded in scientifically based research.***

The *Positive Action* model, based upon multiple scientific theories of education and behavior change for Comprehensive School Reform and using up-to-date multiple-intelligence and brain research, has research studies that confirm it improves the academic achievement, attendance, and behavior of students by increasing positive behaviors and decreasing negative behaviors.

It has a systemic approach that impacts all parts of the educational system. The *Positive Action* model, based upon multiple scientific theories of education and behavior change—including self-concept, social learning, cognitive behavior, social ecologies, and positive psychology—creates an effective program for comprehensive school reform. Research studies show that comprehensive school reform using the *Positive Action* program improves academic achievement, attendance, and behavior of students. It is comprehensive because it contains components for the whole school community: K-12 curriculum, school-wide climate program, and counseling, family, and community materials. All of the components are aligned under the same philosophy and six focus units that define and explain the philosophy. The school-wide climate program, led by a committee with representatives, coordinates and supports teachers, administrators, and staff.

Positive Action offers high-quality ongoing professional development for teachers and staff with three training workshops. It includes measurable goals and benchmarks for student achievement and evaluation tools for monitoring implementation as well as outcomes. The staff at Positive Action, Inc. provides high quality technical support to its users.

◆ ***Integrates a comprehensive design with aligned components.***

The *Positive Action* program has a comprehensive design for effective school functions that aligns all program components. Beginning with the adoption process, in which a *Positive Action* Committee and Coordinator are appointed, the implementation of *Positive Action* runs smoothly. The Committee utilizes the *Implementation Plan*, which describes the program and how the components are aligned, to lead the organization and structure of a school. The program is designed as a comprehensive K-12 curriculum and includes components for students, teachers, administrators, counselors, families, and the community. All components are based on the same philosophy that you feel good about yourself when you do positive actions, and there is always a positive way to do everything. Six focus units address physical, intellectual, social, and emotional positive actions and unite all components, enabling the whole school, the family, and the community to share the same vision and have a common language and a common understanding. Together, these components provide a coherent program with consistency and continuity. They can work together as a whole comprehensive program, be used in any other combination, or each component can stand alone effectively. This approach ensures a united front in which the concepts students learn in the classroom are reinforced school-wide, in the home, and throughout the community.

◆ ***Provides ongoing, high-quality professional development for teachers and staff.***

Positive Action, Inc. provides ongoing, high-quality training and professional development opportunities for faculty and staff. Various workshops are held throughout

the implementation of the *Positive Action* program, helping to ensure maximum effects. The *Orientation Training Workshop* gets the program started by showing teachers and staff how to implement all components. In the following years the *Ongoing Training Workshop* provides seven in-service workshops throughout the year to keep schools on track. Each workshop is led by a team and team leader who are experts for that component. The workshops focus on the five building blocks: the philosophy, the unit concepts, the classroom curriculum, the climate program, and the family and community programs. The *Media Training Workshop* provides strategies for sharing the positive results schools achieve with both print and broadcast media. These workshops assure that the program is implemented with fidelity and that the best outcomes can be attained.

◆ ***Includes measurable goals and benchmarks for student achievement.***

The *Positive Action* program provides a “School Mission and Goals” worksheet. This worksheet is used as a guide for setting measurable goals and benchmarks for student performance and for reforming the school. New goals and benchmarks can be set each year based on achievements and issues from the previous year.

◆ ***Is supported within the school by teachers, administrators, and staff.***

The *Orientation Training Workshop* introduces faculty, staff and administration to the *Positive Action* program, and a *Positive Action* Coordinator and Committee are appointed. The Committee involves representatives of teachers, administration, support staff, and parents in the planning and implementing of *Positive Action*. Teachers, administrators, and staff participate in the school-wide climate program. The climate program includes activities and items to reinforce school-wide the positive actions being taught in the classrooms. Everyone in the school is included in the teaching and reinforcing of positive actions in the physical, intellectual, social, and emotional areas. The *Positive Action* Comprehensive School Reform program garners support from teachers, administrators, and staff for every part of the program.

◆ ***Provides support for teachers, administrators, and staff.***

The *Positive Action* Committee and school-wide climate program encourage support within the school. In addition, the excellent *Positive Action* staff is always available to provide technical support. For more information please call 800-345-2974, e-mail us at info@positiveaction.net, or visit our website at www.positiveaction.net.

◆ ***Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities.***

The *Positive Action* program increases parental involvement. Curriculum lessons often require take home activities, encouraging students to share what they learn in the classroom. Parents have the opportunity to become more involved as members of the *Positive Action* Committee, representing family interests in the implementation of *Positive Action*. Parents take part in program goal setting and participate in the school curriculum and school-wide climate programs. They are encouraged to obtain a *Positive Action Family Kit* and teach lessons at home, further reinforcing the positive concepts for their children. They can also attend parenting classes using the *Family Kit Facilitator’s Manual*, which teaches parents and families in just seven sessions how to use the *Family Kit*. Community members are encouraged to become part of the community coalition or steering committee, contributing to community-wide positive actions and helping with the school improvement effort.

◆ ***Uses high-quality external technical support and assistance from a partner with experience and expertise in school-wide reform and improvement.***

Positive Action has been doing Comprehensive School Reform for over 20 years and has been implemented in over 10,000 schools. Throughout these many years of

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experience, Positive Action, Inc. has developed a superior system for delivering high quality technical support and assistance. Assistance is also provided by means of the *Implementation Plan*, through the three training workshops previously mentioned, and through numerous publications. Materials are meticulously prepared and field-tested to avoid potential problems; nevertheless, technical support is also available through a toll-free number, e-mail, fax, and the *Positive Action* website.

◆ ***Annually evaluates strategies for the implementation of school reforms and for student results achievement.***

The *Positive Action* program provides ongoing evaluation strategies with implementation monitoring surveys, pre- and post-outcome survey instruments, and an experienced research and evaluation department for annually evaluating the strategies. The *Positive Action* evaluation staff is very familiar with the evaluation process and the necessity of doing needs assessments on which to base school planning. *Positive Action* provides materials to establish baseline data, set measurable goals, assess the implementation of the program, collect outcome data, and produce annual reports to determine the success of the program. Although external evaluators are available, schools can also opt to collect and evaluate their own data. Surveys, data collection forms, and questionnaires are available from Positive Action, Inc.

◆ ***Identifies resources to support and sustain the school's comprehensive reform effort.***

The *Possible Funding Sources Booklet*, available free of charge, lists State and Federal funding sources along with regional and national foundations. This booklet describes the process of approaching foundations and explains how to write successful grant applications. Throughout the entire process, *Positive Action* is there to provide schools with any needed assistance.

◆ ***Has been found to result in or has demonstrated strong evidence that it significantly improves the academic achievement of students.***

The *Positive Action* curriculum is supported by numerous studies that show the program has enabled students to meet challenging state content and performance standards. For example, on average, student achievement scores have improved from the 45th percentile before using *Positive Action* to the 70th percentile after one year of *Positive Action*. After the first year, student achievement scores continued to improve to the 90th percentile.¹

Use Positive Action for Title I!

The *Positive Action* program can reform any school, whether the purpose is Targeted Assistance, Schoolwide Programs, or Comprehensive School Reform. Furthermore, the most important outcomes for any school are positive academic and behavioral change, and the *Positive Action* program delivers these results unlike any other. Using a broad comprehensive approach to reform schools, meet the needs of disadvantaged children, and improve student academic performance and behavior, the *Positive Action* program closes the gap between the highest and lowest performing students. Furthermore, the *Positive Action* program can be implemented in any school, regardless of socioeconomic, ethnic, linguistic, or cultural characteristics. The bottom line is that *Positive Action* works, and it works well!

¹ Flay, B. R. and Allred, C. G. (2001) *Evaluations of the Positive Action program: Summary of Findings 1978-2001*. Positive Action, Inc., Twin Falls, ID.

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