

Teacher rating of changes in students as a result of participating in *Positive Action*

Please think about the time you have had this student in *Positive Action* classes. During this time, has this student improved or gotten worse on each of the following attributes? Please use the following rating scale, and print the number of your response in the column second from the right. You will then be able to compare areas in which this student did and did not improve. You will also be able to add up numbers to create a total score for the student.

Please rate **the extent to which this student has changed** on each item, using the following scale. Use zero if the student has not changed at all. Use negative values if the student has gotten worse and positive values if the student has gotten better, with larger numbers reflecting greater change.

-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10
Got a										No										Got a
lot worse										Change										lot better

For each student, you can create scores for areas corresponding to the *Positive Action* Units. You do not need to do this if someone is compiling your scores for you. Each score is the sum of 3 items, so the score could range from -31 to +30. A score of zero means that this student showed no change while in the *Positive Action* classes; a negative score means that they got worse while in *Positive Action* classes; and a positive score means they improved while in the *Positive Action* classes. The greater the magnitude of the score, the greater the amount of change in the student during the time they have been in *Positive Action* classes.

Ten sub-scores are possible; they correspond with the *Positive Action* units as follows:

- Unit 1 has two scores, one for understanding of the *Positive Action* circle/philosophy and one for self concept.
- Unit 2 has two scores, one for the physical self and one for the intellectual self.
- Unit 3 has two scores, one for self-management and one for self-control.
- Unit 4 has two scores, one for pro-social behavior (treating others the way you like to be treated) and one for social bonding with others.
- Unit 5 has one score for honesty (with self and others).
- Unit 6 has one score for self-development/improvement.

At the bottom, you can create an overall score for the student – simply sum up each of the subscale scores. The total scores could range from -300 to +300. Their interpretation is the same as described for the subscales above.

Before you start rating this student, please answer the following questions about them:

Student Name: _____

Today's date: _____

For how many weeks have you been teaching *Positive Action* to this student? _____

How many days per week have you been teaching *Positive Action* to this student? _____

How many 15-minute *Positive Action* lessons have you taught to this student? _____

Student Name: _____

During his/her time in *Positive Action* classes, how much has this student changed in his/her...?

#	Behavior/Understanding/Character	Item Scores	Scale scores
1.	Understanding of the <i>Positive Action</i> circle and philosophy		
2.	Understanding which behaviors are positive and which are negative		
3.	Understanding that positive/negative actions lead to positive/negative thoughts which lead to further positive/negative actions		
	<i>Score for Improvement in Understanding of PA</i>		
4.	Feeling good when they do positive actions		
5.	Feeling bad when they do negative actions		
6.	General feeling about themselves (self-concept)		
	<i>Score for Improvement in Self-Concept</i>		
7.	Physical health behaviors (such as physical exercise and healthy nutrition)		
8.	Personal hygiene and cleanliness (including dental)		
9.	Avoidance of unhealthy substances (including tobacco, alcohol and other drugs)		
	<i>Score for Improvement in Physical Health</i>		
10.	Level of involvement/engagement in learning (in the classroom, completing homework, etc)		
11.	Ability to think clearly and creatively		
12.	Ability to engage in good problem solving and make positive decisions		
	<i>Score for Improvement in Intellectual Self</i>		
13.	Self-management of their time and energy		
14.	Responsible management of their possessions and money		
15.	Control of their thoughts and feelings (anger, fear, worry, love, etc.)		
	<i>Score for Improvement in Self-Management</i>		
16.	Likelihood of violence (hitting others, fighting, etc.)		
17.	Likelihood of being disruptive in class		
18.	Likelihood of destroying others' property		
	<i>Score for Improvement in Self-Control</i>		
19.	Ability to treat others the way they would like to be treated		
20.	Ability to treat others with empathy, respect, kindness		
21.	Ability to treat others with fairness, cooperation, helping others		
	<i>Score for Improvement in Pro-Social Behavior</i>		
22.	Liking to spend time with parents		
23.	Liking to be with teachers		
24.	Liking to be with and doing things with their peers		
	<i>Score for Improvement in Social Bonding</i>		
25.	Self-honesty (not blaming others, making excuses, lying, cheating, etc.)		
26.	Being realistic about themselves, knowing their strengths and weaknesses		
27.	Honesty with others (doing what they say they will do, keeping promises, telling the truth, taking responsibility for their own actions)		
	<i>Score for Improvement in Honesty</i>		
28.	Ability to set goals for themselves, try to be their best		
29.	Belief in their potential, courage to try new things		
30.	Ability to turn problems into challenges and persist in tasks		
	<i>Score for Improvement in Self-Development</i>		
	TOTAL SCORE		