



Dear Parent/Guardian,

BACODA is partnering with ADAPT this 2018-2019 school year to provide a tested and proven prevention program to students which not only empowers our youth to continue to learn about the dangers of substance use/abuse but the program also promotes making healthy choices. In addition, the program addresses and reinforces skills necessary to support positive growth and development, i.e. social skills throughout life.

Your youth has been invited to participate in our program. We will be using the Positive Action Curriculum. The programs consist of 20 lessons for 7<sup>th</sup> Grade students, 22 lessons for 8<sup>th</sup> Grade students and 30 lessons for High School students. All lessons will be conducted at ADAPT. BACODA works closely with ADAPT's Principal, Counselors and Teachers to ensure that our program does not interfere with your child's required core subjects or classes.

There is absolutely NO cost for your child to participate in our program, participation is voluntary. If you would like more information about this program you may visit Positive Action at [www.PositiveAction.net](http://www.PositiveAction.net).

Attached is a session outline of the Positive Action lessons and a copy of your youth's rights as a participant. If you have any questions or concerns, please contact Becky Buentello, Program Director for BACODA at 1-800-510-3111 or by email at [becky.buentello@bacoda.org](mailto:becky.buentello@bacoda.org).

This consent form expires August 31, 2019.

Please complete the **Signature Page** and return this consent form to the school or to BACODA's Prevention Specialist.



## YPS Consent Form Signature Page

*I would like my youth, \_\_\_\_\_, to participate in this program.*

*I do NOT wish for my youth, \_\_\_\_\_, to participate in this program.*

\_\_\_\_\_  
Print: Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature: Parent/Guardian

Section below line for office (Prevention Specialist) use only.  
\_\_\_\_\_

\_\_\_\_\_  
Signature: Prevention Specialist

\_\_\_\_\_  
Date Form was Returned

Group Number: \_\_\_\_\_ Participant Number: \_\_\_\_\_



## **Keep this Page**

### **Participant Rights**

#### **Participants shall have the right:**

- a. To be free from abuse, neglect, and exploitation.
- b. To be treated with dignity and respect.
- c. To file a complaint with BACODA or the Health and Human Services Commission at any time.
- d. To be free from unlawful discrimination based on race, color, national origin, religion, sex, age, or disability.
- e. To know about the prevention program, including the program content and the length of the program before agreeing to participate in it.
- f. Not participate in any session when they or their parents/guardians do not feel comfortable.
- g. To expect that all discussions will not be shared outside this group unless there is suspected harm to self or others.

***Complaints to the organization may be made by calling: 1-800-510-3111.***

***Complaints to the funding agency may be made to the Texas Health and Human Services Commission by calling 1-800-832-9623.***



*Positive Action* teaches how to achieve success and happiness, defined as feeling good about who you are and what you are doing. *Positive Action* is an evidence-based program designed to increase positive behaviors and decrease negative behaviors.

The following is the session outline of the curriculum lessons that will be taught for this program.

#### High School Session Outline

1. To articulate a definition of self-concept and to begin to develop a positive self-concept.
2. To make the connection between our self-concept and what kinds of actions we choose to take and to take actions to develop a positive self-concept.
3. To become more conscious of our self-concept through personal journaling and discussion and to continue working toward a positive self-concept.
4. To learn that the negative self-reinforcing circle can be interrupted with either positive thoughts or actions; to learn that the circle is either positive or negative; to learn that negative circles are dangerous; to learn that we can choose to be in a positive circle.
5. To apply the thoughts-actions-feelings circle to situations we may encounter in everyday life; to reinforce that we choose whether we operate in negative or positive circles, and we can make different choices at any time.
6. To analyze the thoughts-actions-feelings circle of people in news stories and how they reflect paradigms related to our culture; to reflect, through journaling, on how the thoughts-actions-feelings circle – and how the paradigms we live in – affect our lives.
7. To learn that teens seek stimulus and excitement, and might not be able to sort out which risks are healthy, positive, and sane and which are not; to identify risk-taking behaviors; to learn the positive actions that help us take care of ourselves.
8. To identify stranger danger; to discuss scanning the environment for safety; to discuss how friends help each other stay safe.
9. To play a game that demonstrates how infectious diseases move through a community; to learn the positive actions that are protective against communicable diseases; to reflect on making choices that help us take care of ourselves.
10. To learn and practice analysis by asking the “Five Whys;” to practice problem-solving using positive actions as a practical skill.
11. To practice problem-solving using positive actions as a practical skill; to practice developing an action plan based on positive actions; to evaluate our action plan.
12. To reflect on how practice with decision making and evaluation of action plans can help us be better problem solvers.
13. To introduce the personal resources of times, energy, talents, money, possessions, thoughts, actions, and feelings; to learn about time management strategies by assessing our current level of task completion .
14. To develop and use time management strategies; to develop autonomy by managing our time.
15. To reflect on how using time management and time management strategies will help us feel good about ourselves; to reflect on the process of developing autonomy from the perspective of the social and emotional positive action of time management.
16. To discuss the range of feelings of adolescents; to learn that positive thoughts and actions provide a foundation for positive mood management.
17. To apply intervention skills when amygdala hijacking occurs; to provide a foundation for positive mood management by applying positive thoughts and actions.



18. To reflect on the range of feelings of adolescents; to reflect on an amygdala hijacking life event, using journaling as a method for understanding what happened and for managing the trigger in the future.
19. To discuss the social and biological necessity for getting along with others; to discover a universal philosophy for understanding how to treat others.
20. To identify universal ways of how people want to be treated; to develop classroom, and personal Code of Conduct. To draw cluster charts of family-school-community connections; to use that information to identify clues about personal and social identity.
21. To explore the theory of multiple intelligences; to learn that most people have areas where they are strong and areas where they are weaker.
22. To take a survey based on physical, intellectual, social and emotional attributes that can provide students clues about their strengths and weaknesses. To learn that improving weaker or more challenging areas requires that they practice their positive actions in that area.
23. To share advice about how to develop strengths and deal with challenges.
24. To define rationalization and demonstrate examples; to learn that most people can spot rationalization quickly.
25. To create rationalizations, and then dissect them; to discuss the consequences and outcomes of using rationalizations; to discuss the physical, intellectual, social, and emotional ramifications of acknowledging the truth.
26. To track the Thoughts-Actions-Feelings Circle as the participants work through a personal challenge in acknowledging the truth
27. To learn that self-concept, character, and the four aspects of identity (physical, intellectual, social, and emotional positive actions) provide the power base for setting goals and achieving their dreams.
28. To use Goal Targets to create a web of physical, intellectual, social, and emotional goals to help them accomplish their dreams.
29. To have students think about where they will be in 10 years and in 25 years; to emphasize several of those options where they feel some level of excitement.
30. What keeps me from exploring what I want to explore? To explore the social and emotional positive actions of continually improving ourselves by broadening our horizons; to explore the physical, intellectual, social, and emotional thoughts, actions, and feelings that can hinder explorations and growth; to discover positive attitudes and expectations that can replace more negative thoughts, actions, and feelings, and lead to personal growth.