



FEARLESS

AFFECTIVE SKILLS PROGRAM

INTRODUCTION

An infused resource of social, academic, and life skill development; Fearless empowers students to excel academically and socially by teaching behavior modification, resiliency, character development, accountability, virtues, academic awareness, and the discipline to become a stronger self-driven student; driving every child to own their responsibility, and inspire their possibility through incentives.

Students have the ability to change their social, academic, and cognitive identifiers which reflect their daily attitude, aptitude, and ability to elevate their altitude of opportunities. Conditioned Minds Fearless Affective Skills Program identifies and targets students in grades nine through twelve to help reinforce focus, reenergize, and commit each participant's potential to experiential learning applications. The Affective Skills Program curriculum creates a positive, structured space to expand self, explore new ideas, cultivate empathy, strengthen connections and develop life skills that will help each individual move through adolescence and beyond. By addressing the whole - heart, body, soul, and social connection, the Fearless Affective Skills Program creates an innate ability for young learners to better understand their potential, their fears, and how to attack both.

PHASE I: Preparation

Instructional Goal Planning serves as a simple framework for schools aligned with measures of standards, core modeling, critical content, and key skills designed to provide data based evidence through a differential and comprehensive approach.

Teacher Professional Development allows administrators and teachers' pre-planned direction and resource tools used for anchoring curriculum, group interaction, and individual learning during each classroom session.

PHASE II: Program Implementation

Curriculum Mapping (for students) addresses both content and skills with two teaching approaches including 1) an instructional teacher based learning method, in which the teacher directly instructs the student; and 2) interactive software technology which allows the student to maneuver through curriculums using technology while assessing, tracking, and redirecting each students' outcomes.

PHASE III: Software Integration & Data Mining

E.P.I.C. Analytical Software compiles relevant ABC data including absences, tardies, referrals, NTI assignments and overall grade average based on percentage. Data is graphed for viewing by lead program teachers, administrators, and parents.



Intervention Component includes engaging all students based on their appropriate grade levels through remediation. Such redirection includes realignment of attitude, bad grades, testing, peer influencers, unorganized management skills, home life, self-destructive behaviors, and teacher relationships. The overall outcomes of the intervention component help students redirect graduation opportunities, college opportunities, and preparation for employment and careers.

Incentivized Structuring provides an organized infrastructure aligning positive outcomes to fear of failure by providing unique weekly incentives (ticket based), and larger monthly incentives. Conditioned Minds combines this program with its community quality control program in order to align internship and job incentive opportunities as well as incentives designed to keep students balanced and engaged in their respective schools socially, emotionally, and academically.

Critical Content - Students will gain understanding of real life application regulating attention, risk assessments, decision making, time management, and social skills; overall becoming more focused learners.

Key Skills - Transferable skills (help students redesign a direction to make stronger decisions on their own) that will be introduced and/or refined for students to successfully master the unit's essential understandings (generalizations).

Performance Assessment

The capstone/summative assessment for this unit includes:

- Claims - Changing values often shape and/or determine the future of direction. The format creates trigger/disruptor or resolve.
- Product/Evidence - A,B,C, reporting is used to provide evidence of students' mastery of the key generalizations.
- Differentiation - Multiple modes including individual roles and responsibilities, group work, written work, and oral presentations will help express each students' mastery of the key generalizations.

TEACHER PROFESSIONAL DEVELOPMENT

- **Curriculum** – Lead program teachers are provided offline and online month to month curriculum mapping access and worksheets for students.
- **E.P.I.C. Analytical Software** – Lead program teacher is led in depth through software use, how to collect data, and distribution process of data.



INCENTIVIZED STRUCTURING

The Fearless affective skills program offers incentivized programming designed to keep students engaged weekly, monthly, and throughout the semester.

Weekly – A board is provided to each class which shows the students weekly progress. The board includes ABC progress, teacher-parent communication, and agenda sheet. Based on the student's performance both academically and behavior, they have an opportunity to pick out of an incentive bag filled with headphones, candy, inspirational notepads, pens, and many other goodies.

Monthly – At the end of each month, those students who have excelled academically, lowered tardies, are awarded meals and trips.

Conditioned Minds



COURSE PREPARATION & STANDARDS

Instructional Goal Planning serves as a simple framework for schools aligned with measures of standards, core modeling, critical content, and key skills designed to provide data based evidence through a differential and comprehensive approach.

Standards embedded throughout the curriculum:

GLE H.S.1: Students will develop communication skills by tackling touchy topics, finding conversational common ground, using social media as a conversational prep, and types of communication that work for each student.

GLE H.S.2: Students will understand role management by shaping leadership through preparation and development by aligning them with mentors.

GLE H.S.3: Students will place balance into success by applying time management skills by developing a plan.

GLE H.S.4: Students will define roles of responsibility by handling peer pressure and becoming a strong role model through problem solving.

GLE H.S.5: Students will conquer their insecurity of failure by participating at a competent level in a variety of cognitive and socioemotional activities.

GLE H.S.6: Students will create a drive factor by understanding follow through, perseverance, and consequences within communication skills.

The Course Is Divided Into Nine Units:

UNIT 1: Engaging Positive Outline Factors

UNIT 2: Maintaining Boundaries – S.M.A.R.T. Goals

UNIT 3: Mentorship

UNIT 4: Employment

UNIT 5: Identity, Cohesion, & Belonging

UNIT 6: Self-Expression

UNIT 7: Body Language

UNIT 8: Conflict Resolution

UNIT 9: Cognitive Experiential Learning



PROGRAM IMPLEMENTATION / DATA MINING

Formative Assessments assesses knowledge as it is being formulated. Points are rewards based on the general rubric. Formative assessments include written responses, reflections, and participation in class discussions and or small group discussions.

- **Written Responses:** Each response should be ten to fifteen sentences in length, written after reading/discussing an issue or watching a podcast. Responses must show the student has gained insight into the topic. All responses must be legible and include the student name at the top right, the date, and the title given for each topic. Specific response assignments are detailed in the curriculum (10 possible points awarded for each response).
- **Written Reflection:** Each reflection should be a paragraph to one page in length, written after researching new information. Student must show insight and a personal connection to the information.

Performance Assessments are the capstone/summative assessment for this unit and includes:

- *Claims* - Changing values often shape and/or determine the future of direction. The format creates trigger/disruptor or resolve.
- *Product/Evidence* - A,B,C, reporting is used to provide evidence of students' mastery of the key generalizations.
- *Differentiation* - Multiple modes including individual roles and responsibilities, group work, written work, and oral presentations will help express each students' mastery of the key generalizations.

Intervention Component is led by the school psychologist and school counselors and includes engaging all students based on their appropriate grade levels through remediation. Such redirection includes realignment of attitude, bad grades, testing, peer influencers, unorganized management skills, home life, self-destructive behaviors, and teacher relationships. The overall outcomes of the intervention component help students redirect graduation opportunities, college opportunities, and preparation for employment and careers.



GRADING RUBRIC

90 – 100 / 8 – 10 points / A

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply and/or demonstrate them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

80 – 89 / 6-7 points / B

A good general understanding of the required knowledge and skills, and the ability to apply and/or demonstrate them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

70 – 89 / 4 – 5 points / C

Limited achievement in terms of the insights and quality of work based on the requirements and directions given and/or clear difficulties in some areas.

60 – 69 / 2 – 3 points / D

Very limited achievement in terms of the insights and quality of work based on the requirements and directions given. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations.

50 – 59 / 1 – 2 points / F:

Minimal achievement in terms of the insights and quality of work based on the requirements and directions given.



AFFECTIVE SKILLS – Administrative Work Session

Focusing Lens:

The frame through which students filter information. The lens brings together concepts and content for deeper thinking and meaning making; it draws instruction (and students) continually back to the significance of what they are studying

Concepts: The Fearless Affective Skills program provides the standard that transcends specific places, cultures, and times in each student's development.

Inquiry Questions (Engaging- Debatable): These are relevant, catch students' interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one "correct" answer)

Individual Class Lesson	Instructor to lead the discussions. Will also have speakers come in and present to the group.
Current Classroom Structure:	



Engaging Positive Outline Factors (UNIT 1)

Learning Experience:		Instructor Use
Generalization Connection(s):	The class will define its structure by aligning rules and a point system in place for all to adhere to.	
Assessment:	Understanding the interaction between the student’s history, current environments, behavior styles, and interventions used that have worked for the child individually and in a group setting.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Risk Factors: (Variables that increase the likelihood of future behavioral difficulties.) – These factors can include family factors such as poverty, abuse, and conflict; emotional factors such as low self-esteem, difficult temperament, and peer rejection; academic factors such as learning disability; ecological factors such as neighborhood violence and racial injustice; and stressful life events such as parent death, war, and other traumatic events.</p>	<p>Resilience Factors: (Variables that decrease the likelihood of emotional and behavioral difficulties developing in the face of adversity.) – These factors can include good intellectual functioning, a close relationship with a family member, authoritative structured parenting.</p> <p>This decreases EBD development.</p>
Extensions for depth and complexity:	Open-ended dialogue of how to engage positive outcome.	Creation of a proactive intervention by providing clear behavior expectations, teaching expected behaviors, having consistent responses to rule violations, and individualized programming for chronic bad behavior.
Critical Content:	Entering a conversation using the listen, hear, process, and analyze technique before communicating.	
Key Skills:	Analyze cause and effect relationships between social values and individual lives.	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	<p><u>Positive Behavior Support</u> – Used to control outcomes of disruptive behavior. Preventative measures and positive approaches for addressing problem behavior instead of emphasizing the negative end results.</p> <p><u>Comprehensive Classroom Management</u> – Emphasizes the importance of following the rules set while allowing a reward program to help instill self-motivation within each student.</p> <p><u>Re-Education</u> – Finding the middle ground of not too easy where it is boring, but not too too difficult where it is defeating. Bring out daily joy, what the student is good at doing (pursuit of SMART Goals), living in the now, understanding self-control, and understanding they have a supportive community.</p> <p>** Each Unit requires a video assignment and written response.</p>	



UNIT 1: “Engaging Positive Outline Factors”

Activity #1: Barriers or Bridges - A Matter of Attitude

Video Assignment & Written Response

Activity #2: Social Skills of Communicating and Listening

Video Assignment & Written Response

Activity #3: How Can You See Your Future?

Project Assignment & Written Reflections

Activity #4: Communication Skills for Teenagers

Video Assignment & Written Response

Activity #5: Teacher Pupil Communication

Video Assignment & Written Response



Maintaining Boundaries (UNIT 2)

Learning Experience:		Instructor Use
Teacher Resources:	Teacher knowledge of S.M.A.R.T. Goals	
Assessment:	A student's ability to stay focused on positive outcome.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Words that help align the students' mission with their purpose and allows them guidance leading in to the counselor meeting and asking the right questions.	Challenge students to communicate effectively with their counselor to find out exactly what they need to do to graduate.
Extensions for depth and complexity:	Research of S.M.A.R.T. Goals and what each letter stands for.	How the S.M.A.R.T. Goals align with understanding how to get through High School.
Learning Notes:	<p><u>Measurable</u> – How much? How many? How will you know when it is accomplished? (Example: time to complete a project) Is just saying you are going to graduate High School a measurable concept? Why?</p> <p><u>Achievable</u> – How can I accomplish this goal? How realistic is the goal, based on other constraints, such as financial factors? (Example: decide whether you have the time to learn the skill or complete the project)</p> <p><u>Relevant</u> – Does this seem worthwhile? Is this the right time? Does this match your other efforts? (Example: make sure you are the right person for this role)</p> <p><u>Timely</u> – When? What can I do today? (Example: a realistic time frame of when something can be accomplished)</p>	



UNIT 2 – Maintaining Boundaries

Activity #1: S.M.A.R.T. Goals

Video Assignment & Written Response

Activity #2: Understanding Your S.M.A.R.T. Goal Pathway

Project Assignment & Written Reflections

Activity #3: Show Us Who You Are

Project Assignment & Written Reflections

Activity #4: Deciding to Meet with Your Counselor

Written Reflections

Activity #5: Reflection on Experience with Your Counselor

Written Reflections



Mentorship (UNIT 3)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may use mentorship as a connection tool so that students can have a personable face to face conversational experience to help them create follow through.	
Teacher Resources:	Teacher knowledge of various mentoring platforms	
Student Resources:	How Mentoring Can Work For You In A Positive Way	
Assessment:	The ability to use mentoring as a design to tap into the subconscious behaviors of negative dispositions.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Students developing communication techniques in a non-stressful academic environment.</p> <p>Student Involvement – Everyone getting involved to understand the pathway to proper mentoring, follow through and communication skills.</p>	Students create a small journal where they journey through their fears, their happiest moments, what they need to gain positive traction, etc. as social leaders.
Extensions for depth and complexity:	Discussion on how we can attack our dreams through mentorship right now.	How do we inadvertently get caught up in the wrong direction by not having mentors?
Critical Content:	Specific offerings of understanding while creating a personal label with feelings attached to having a mentor.	
Key Skills:	Analyze cause and effect of mentorship as it relates to positive outcomes.	
Critical Language:	Mentorship	
Learning Notes:	The effects of dynamic mentoring.	

UNIT 3 – Mentorship

Activity #1: Why We All Need a Mentor

Video Assignment & Written Response

ACTIVITY #2: Identifying Your Mentor

Written Reflections

ACTIVITY #3: Every Kid Needs A Champion

Video Assignment & Written Response

FEARLESS

Employment (UNIT 4)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may touch on various job opportunities available for short term while in high school, and then long term for career.	
Assessment:	Generating communication, preparation, and follow-through skills necessary for the workplace.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Understanding that it takes longer to recover from the action than to create the action.</p> <p>Students fill out an employment application.</p>	<p>Student's role play through change in their attitudes towards how they apply for a job.</p> <p>Students discuss ways to develop natural conversation in order to secure job opportunities at school and outside of school. Illustrate ways in which we use eye contact and body positioning so that students can learn to own their space as a possibility to interpersonal skills.</p>
Extensions for depth and complexity:	Understand ability to lead by being educated on the need for community leadership.	Students design an algorithmic board of problems in their community, how they evolve through the problem, and into a clear direction of opportunity.
Critical Content:	Entering a conversation about community, home life, and pathways out of those problems through employment and stability.	
Key Skills:	Analyze cause and effect relationships between where the situation is, what others say, and how to reach outside of that stigma.	
Critical Language:	Accountability; Demanding Results of Self	
Learning Notes:	Boundaries and Expectations – Understanding if the student has boundaries at home with clear rules and consequences and are they aligned with school and neighborhood boundaries. Adult role models as a necessity in the student's life as well as positive peer influence. Students should have high expectations set of them by all adults in the student's circle.	

UNIT 4 – Employment

ACTIVITY #1: How to Get What You Want

Written Reflections

ACTIVITY #2: Why Should They Hire You

Video Assignment & Written Response

ACTIVITY #3: What Is Your Dream Job?

Written Reflections

ACTIVITY #4: Filling Out A Job Application

Project Assignment

ACTIVITY #5: Why Should They Hire You

Video Assignment & Written Response



Tackling Touchy Topics: Identity, Cohesion, & Belonging (UNIT 5)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may touch on current events in the media that have a direct influence on how we see ourselves in the future, so that students can engage in how the direct influencers sway the perception of how outcome is judged.	
Teacher Resources:	Teacher knowledge of subject matter in discussing differences of listening, hearing, processing, analyzing, and Communication techniques.	
Student Resources:	Internet & Print Media - Searching for photos and other visuals that identify where students see themselves in the future.	
Assessment:	Generating communication by creating a classroom definition of the type of communication which is most effective in community development, workplace/schools, and at home. Distinguish this from the necessities and/or longstanding social traditions.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Photos and/or pictorial representations of relevancy to those who look like they are listening verses those who hear; those who are processing verses those who are analyzing.	Students create a visual mosaic that presents the differences between those who in strong leadership roles and those in non-leadership roles as it pertains to their effectiveness in the community and positive outcomes which come from each leader's roles.
Extensions for depth and complexity:	Open-ended dialogue of how to tackle inconsistent behaviors by others, content by others, and predictive outcomes of others.	Students create a pathway goal chart of how they will act in face to face moments within the community and with their peers.
Critical Content:	Entering a conversation using the listen, hear, process, and analyze technique before communicating.	
Key Skills:	Analyze cause and effect relationships between social values and individual lives.	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:		

UNIT 5 – Tackling Touchy Topics: Identity, Cohesion, & Belonging

ACTIVITY #1: How Mass Media Influences Our Society

Video Assignment & Written Response

ACTIVITY #2: Social Media vs. Social Reality

Video Assignment & Written Response

ACTIVITY #3: Tackle the Touchy Topic

Written Reflections

ACTIVITY #4: Turning Negative Controversy To Positive Outcomes

Video Assignment & Written Response

ACTIVITY #5: What Would You Do?

Video Assignment & Written Response

FEARLESS

Self-Expression (UNIT 6)

Learning Experience:		Instructor Use	
Generalization Connection(s):	1) The teacher may change values of conversation so that students can learn to bring out various perceptions that shape and determine the direction of where they want the conversation to go. 2) The teacher may use a non-verbal communication approach as a tool so that students can learn how to create positive communication outcomes.		
Assessment:	Engaging students to create new leadership roles within role play while conquering communication barriers.		
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Descriptive words that the student uses to describe themselves.	Students may create a leadership chart which describes themselves and find the common thread that connects all of those in the room.	
Extensions for depth and complexity:	How to change the mirror of what people see and perceive into higher personal expectations.	Students may create a leadership chart of how they will act in face to face moments within the class and with their peers for positive and sustainable outcome reflection.	
Critical Content:	Specific offerings of understanding while creating a personal label with feelings attached.		
Key Skills:	Analyze cause and effect relationships between communication and collaboration in leadership roles.		
Critical Language:	Communication; Relationships; Collaboration		
Learning Notes:	<p><u>Be Specific (Command the Room)</u> - Be as clear as possible. Avoid words that will derail a good point you are trying to make. We all use different words that we feel appropriate and non-appropriate.</p> <p><u>Label Your Feelings (Remember to Listen, Breathe, Hear, Breathe, & Process)</u> - Let the other person know what you're feeling in a calm way and bring them back into discussion slowly.</p> <p><u>Accept Partial Responsibility and/or Offer to Help (Use for Argumentative Scenarios)</u> - Accept your role in any situations. We all play some role. Offer ways in which you can help place a resolve on the topic.</p> <p><u>Commitment to Learning</u> – Facing the uphill battle of students wanting to commit to learning. The students must be given</p>		

UNIT 6 – Self Expression

ACTIVITY #1: How Can Our Actions Correct Our Words

Role Play Assignment

ACTIVITY #2: Focus on Yourself and Not Others

Video Assignment & Written Response

ACTIVITY #3: Bullying

Video Assignment & Written Response

ACTIVITY #4: What Would You Do - Bullying

Written Reflections

ACTIVITY #5: Identify the Emotion

Video Assignment & Written Response



Body Language (UNIT 7)

Learning Experience:		Instructor Use
Generalization Connection(s):	1) The teacher may use dialogue so that students can develop natural conversation while learning how to follow conversation with a related question. 2) The teacher may illustrate ways in which we use eye contact and body positioning in leadership so that students can learn to own their space as a possibility to interpersonal skills.	
Teacher Resources:	Teacher knowledge to open tactics which can lead to productive conversation; ways to approach a conversation without beginning with a question; and ways to keep those around you interested in consistent communication.	
Assessment:	A student's ability to stay focused on positive conversation all the way through while enhancing leadership techniques.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Words that can potentially have double meaning in both positive and negative context.	Team challenges to help direct the patterns of using positive expression for stronger outcomes. Speak in a role play situation and figure out how to have common dialogue. The student should make the other person feel a part of the conversation.
Extensions for depth and complexity:	Dictionary research of words that can have double meaning (both positive and negative) about our views in a societal context.	Individual challenges to help direct the patterns of using positive expression for stronger outcomes. Teacher plays devil's advocate, opposes a political topic of believe, wind them up and let them go. Teacher must be careful not to go too far with controversy, particularly around emotional subjects.
Critical Content:	Specific offerings of understanding while creating a personal label with feelings attached.	
Key Skills:	Analyze cause and effect relationships of analysis and presentation	
Critical Language:	Critical Thinking	
Learning Notes:	Students chat when there is conflict. When they are passionate about a subject they may go on forever.	

UNIT 7 – Body Language

ACTIVITY #1: Body Language

Video Assignment & Written Response

ACTIVITY #2: What Is Your Body Language?

Written Reflection Assignment

ACTIVITY #3: Why Body Language Is Important

Written Reflection Assignment

Conditioned Minds



Conflict Resolution (UNIT 8)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may create a conflictive environment in which students argue their way out of their frustration.	
Teacher Resources:	Teacher knowledge of subject matter in discussing differences of listening, hearing, processing, analyzing, and Communication techniques.	
Student Resources:	Internet & Print Media - Searching for photos and other visuals that identify changes in social behaviors of leadership figures and how those behaviors affect the positions of those who follow the leadership.	
Assessment:	Measuring increased stress levels and emotions during conversations. Measuring effects which cause students to guard their emotions and arm conflictive measures.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Creating Long Term Stability – Becoming your own best friend by defining who you want to be, and not who you are. Not letting family, friends, peers, and administration dictate your goals (only towards positive outcome).	Psychological dimensions of conflict – As a young person, you are a targeted group during conflict. Home life is multiplied in a disruptive environment as a negative outbreak towards what you must bring to school. Adults do the same thing, but because we are adults, we mask those imperfections and only show students the other side.
Extensions for depth and complexity:	Preventing violent conflict – The short-term affect is not where you have been, but rather it is the where you are going. Your psychological dimensions do not determine your long-term stability.	
Critical Content:	Ways to stay away from conflict and create resolve within personal space.	
Key Skills:	Implementing accountability, visual identity, and communication skills are the key to breaking down the assigning blame game and potential violence	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	A Tribute to His Mom: https://www.youtube.com/watch?v=Li7vpzLA9uw	

UNIT 8 – Conflict Resolution

ACTIVITY #1: Conflict Resolution

Video Assignment & Written Response



Cognitive Experiential Learning (UNIT 9)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may help students understand their ability to think outside of the box and the importance of honesty.	
Assessment:	Measuring increased stress levels and emotions during challenging game performance to see if students take the easy way out in order to win, or are honest with their reality.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Learn how to design in your head before placing on paper. Use this form of critical thinking to make better decisions in everyday school performance.	Understanding your ability to be creative without the consistency of cutting corners.
Critical Content:	Ways to be creative in learning.	
Key Skills:	Cognitive Development; Critical Thinking	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	<p>Constructive Use of Time – Taking action and getting past the negative influencers which hold students back from going after their take action plans.</p> <p>Commitment to Learning – Facing the uphill battle of students wanting to commit to learning. The students must be given a map to the end result.</p> <p>Positive Values – Understanding if the student has boundaries at home with clear rules and consequences and are they aligned with school and neighborhood boundaries. Adult role models as a necessity in the student’s life as well as positive peer influence. Students should have high expectations set of them by all adults in the student’s circle.</p>	



FEARLESS PROGRAM COST BREAKDOWN

OPTION 1	OPTION 2	OPTION 3
<p>Professional Development (2 Hours)</p> <p>Curriculum License</p> <p>On-Site Classroom Assessments (5x)</p>	<p>On-Site Instructor</p> <p>Curriculum Implementation</p> <p>Data Collection & Analysis</p> <p>Intervention Program</p>	<p>Professional Development (4 Hours)</p> <p>Curriculum License</p> <p>Tablets for Students</p> <p>Teacher Workstation Laptop</p>
<p>Curriculum Licensing & Incentive Programming</p>	<p>Curriculum Implementation (includes: Instructor)</p>	<p>Curriculum License & B.A.R.I.N. Technology</p>
<p>FINANCIAL (Up to 30 Students)</p> <p>Curriculum License / Online: \$5,200 Data Analysis Assessments: \$502 Incentivized Program: \$1800 Pro Development: Included Annual Total: \$7500 (\$750/month)</p> <p>Data Management System: Additional \$2,100</p>	<p>FINANCIAL (Up to 25 Students)</p> <p>Curriculum & Materials: \$4,000 Quality Control (Data Analysis): \$1,475 Intervention Sessions: \$1,250 Instructor Rate (2x per week): \$4,325 Annual Total: \$11,050 (\$1100/month)</p>	<p>FINANCIAL (Up to 15 Students)</p> <p>Software Orientation: \$160 Technology Curriculum: \$8,000 Tablets (15) Rental: \$1,125 System/Data Retrieval and Analysis: \$7,500 Tax 8% Annual Total: \$18,127.91</p> <p>Each Additional Student: \$1,208.53</p>