Tools for Change
Digital tools for universal promotion

Ripple Effects personalized technology addresses the non-academic barriers to school success that students face. The positive youth development scope and sequences in this guide match to national standards for promoting social emotional competencies, "non-cognitive skills," positive mental health, and strong character.
Positive youth development

Exciting-but volatile-world is context
Today's youth will enter adulthood in a world that is dramatically different from anything their parents or teachers have previously experienced. For the first time in the history of the world, large numbers of people will live in a social and political context that is both free and diverse. Making this exciting, but potentially volatile, combination work for them will require a more sophisticated set of personal and social skills than ever has been required before.

Preventing risky behavior won't guarantee success
Avoiding school failure and staying off drugs and out of fights is not enough to equal personal and professional success.

Preventing high-risk behaviors . . . is not the same as preparation for the future. Indeed, an adolescent who attends school, obeys laws, and avoids drugs, is not necessarily equipped to meet the difficult demands of adulthood. Problem-free does not mean fully prepared. There must be an equal commitment to helping young people understand life's challenges and responsibilities and to developing the necessary skills to succeed as adults. What is needed is a massive conceptual shift — from thinking that youth problems are merely the principal barrier to youth development, to thinking that youth development serves as the most effective strategy for the prevention of youth problems (Pittman, 1991).

Strength-building programs
Positive youth development programs are all those programs in schools and community organizations based on universal strength building as a way to prepare young people for the challenges of adulthood in a rapidly changing world. They may be sports, religious or social programs; they may be school-based or community-based efforts. They may involve training teachers, training students, or supporting and training family members, faith leaders, or program workers in community based organizations.

An old concept redefined

Previously the cornerstone of religious education
Positive youth development is not a new concept. It's been part of religious education for centuries. It's been at the center of the Boy Scouts for almost a hundred years and of the YMCA 60 years longer than that (and later the Girl Scouts and YWCA). Both the Scouts and the "Y" consider their organizations non-sectarian, but they have operated within an explicitly Christian framework. It is this historical link between religious training and character education that has kept the latter out of public schools for so long.

Response to social problems in schools
Only when serious social problems began seeping into the schools, and the prevention efforts that worked best against them were shown to be those that developed students' personal strengths, did the idea of finding a way to fit character education into schools begin to take hold. To gain widespread acceptance three things needed to happen:

• It had to be separated from the context of religious tradition
• It had to be linked directly to the mission of schools
• Its efficacy had to be validated by scientific methods

All three have now been done.

Apart from sectarian religion, linked to safety and school success
Democratic institutions depend for their success on fair, inclusive policies, honest officials, and an engaged electorate. Thus fairness, honesty, inclusiveness and activism are democratic values, as well as sometimes religious ones. Empathy and assertiveness, and the abilities to manage feelings, solve problems, control impulses, stand up to peer pressure, and connect to community have all been positively linked to academic success. Thus, while these social-emotional attributes may be considered virtues in some religious traditions, they are also rightly considered school competencies, to be gained like other competencies, through instruction and practice. Finally, a growing mound of scientific evidence links specific affective, behavioral, and cognitive strategies to positive health, safety and educational outcomes.
Key concepts and objectives

Public health, public safety and public education all are linked to youth development. With funding from the DHHS, in 2002, The Social Development Research Group™ defined positive youth development programs as those that shared the following key objectives:

**Shared objectives**

1. Promote bonding
2. Foster resilience
3. Promote social competence
4. Promote emotional competence
5. Promote cognitive competence
6. Promote behavioral competence
7. Promote moral competence
8. Foster self-determination
9. Foster spirituality
10. Foster self-efficacy
11. Foster clear and positive identity
12. Foster belief in the future
13. Provide recognition for positive behavior
14. Provide opportunities for pro-social involvement
15. Foster pro-social norms

**A broad range of programs qualify**

Many of these objectives are included in programs to develop resilience, through “asset building” as defined by the Search Institute™; programs to develop social and emotional competence, as described by CASEL (Collaborative for Academic, Social and Emotional Learning); programs to strengthen character, such as those of character.org and Character Lab; programs to promote academic achievement for every learner, consistent with federal legislation and mandates; programs to promote healthy choices, consistent with national health standards and frameworks, programs to promote civic engagement as part of a social studies curriculum, and programs to promote self-determination, starting from a positive ethnic identity.

**Ripple Effects addresses all of them**

Ripple Effects addresses all of these objectives with more than 100 strength-building, multimedia tutorials. (There are also hundreds of additional tutorials for secondary prevention and differentiated intervention). Individual tutorials can be combined to create curricula for a range of youth development programs configured to fit the goals and constraints of your site.

Evidence of effectiveness

**Positive outcomes**

Some, but not all, positive youth development programs have been shown to be effective. That is, the evidence shows a link to positive outcomes, including better school attendance, higher academic performance, healthier peer and adult interactions, improved decision-making abilities, and less substance use and risky sexual behavior (Catalano, 2002).

**Value of consistency and adaptation**

Research has shown that having a method to maintain implementation consistency from group to group, or site to site, is important to program success (Catalano). However, research has also shown that the ability to adapt a program to site-specific opportunities and constraints is necessary for long term sustainability (Backer & Brounstein, 2002). The capacity to offer both fidelity and adaptation may account for the unprecedented success of Ripple Effects digital programs for promotion, prevention and intervention (Ray, 2000; Stern & Repa, 2002; Roona, 2004; DeLong, 2006).

**How much time is needed?**

Experts agree that programs require sufficient time for evidence of behavior change to occur, and to be measured. In general, long-term programs are more effective than one-shot programs for universal promotion (Greenberg, 2002). However, a single dose of intervention has been shown to be very effective when individualized to a particular student, facing a particular challenge. The capacity to offer both fidelity and adaptation may account for the unprecedented success of Ripple Effects digital programs for promotion, prevention and intervention (Ray, 2000; Stern & Repa, 2002; Roona, 2004; DeLong, 2006).

**Ripple Effects as stand alone or supplement**

Ripple Effects for teens and middle elementary students has been shown to be an effective supplement for a range of research-based programs. It has also successfully been used as a stand-alone, long-term continuous program for positive youth development.
Designing Scope and Sequences

Scope and sequence - more than a lesson list
Many programs provide just one recommended scope and sequence, arranged by grade level. While this creates an important sense of logical order, it assumes limited content, and provides little flexibility for adapting to site-specific situations. Traditional programs often don’t allow for differences in class length, teacher abilities, student backgrounds, learning and developmental differences, local curriculum requirements, district mandates, community values, or program boundaries.

Ripple Effects approach: expandable and contractible
Ripple Effects takes another approach. It has an expandable and contractible scope. Each tutorial leads to a series of logically related others through a hyperlink structure. Any topic can be covered in a single lesson, or can become the jumping off point for broader skill training of any length. The scope can be as wide or limited as you want. You can use the sample scopes that follow to adapt them to your constraints.

Be goal oriented
Start with your goal. Make sure it’s realistic within the time constraints you have. Tally the total number of hours your students can devote to the program. Multiply that by 4 to get the number of tutorials you can include. (They take about 15 minutes each.) Then let the outcomes you’re aiming for drive every decision about which tutorials to include. Use the sample curricula that follow as starting— not ending— points. Look at the links in the “How To” screen illustrations and the “Related topics” box to give you ideas about more topics to add. Once topics are chosen, no additional preparation time is required because everything’s in the program— audio-visuals, assessment materials and tracking mechanisms.

Involves students
Some settings require a teacher designated scope and sequence, but sometimes students are better served by letting them identify the skills they think are essential for meeting a particular outcome. For instance, if positive school climate is the goal, a number of different strategies have been proven effective in meeting it. Students are often the best judge of which of those strategies is most needed in their zone of action.

Social-emotional competence

Research shows it’s critical
Research has proven conclusively that social-emotional competence is critical to success at every stage of life. It’s more important to academic success than IQ, more connected to professional success than intelligence and technical expertise combined.

Not just one thing
But “it” is no one thing, rather it’s a constellation of abilities, which together result in a strong and healthy sense of self, and a deep and wide appreciation of others, along with skills to navigate the inevitable conflicts between these two ends. People who have these key abilities are at an advantage at every stage of life. People who lack one or more of these abilities are at risk of becoming victims—or perpetrators—of violence, of failing school, and of engaging in risky health-related behavior.

Learnable abilities
These social-emotional abilities can be learned. Hundreds of strategies have been shown effective in teaching one or more components of these key abilities. Affective, behavioral, cognitive and transpersonal strategies, alone and in various combinations, have been shown to be effective for various people, in various situations at various times. But no one strategy works best for developing all the key abilities; no one set of strategies works best with every person; and they are most effective when used in strategic combinations.

Different schema for naming and organizing
Leaders in the area of social-emotional learning have developed varying schema for naming and organizing these competencies. CASEL divides it into five core competencies; Ripple Effects follows this schema for its “Keys.” NIH identifies 19 core objectives. The Search Institute names 20 key internal assets. Character.org identifies 11 key principles, while Character Lab defines key strengths. These methods of organizing each have a strong internal logic and often overlap.

Compendium of proven effective approaches
Ripple Effects provides a compendium of proven effective strategies for users to organize according to whatever schema makes the most sense to them, given their diverse social and professional contexts. Those who want a built-in scope and sequence can simply click on the “Keys” button, and get Ripple Effects’ own schema. Others can use this guide for sample curricula for universal promotion, and refer to our other guides for sample prevention curricula and sample individual treatment plans.
The CASEL paradigm – Teens

Ripple Effects “Keys” match to CASEL skill clusters. You can use Ripple Effects for Teens for a 25 topic (6.5 hours) skill training course to strengthen the five core competencies CASEL has identified as essential to school and life success.

<table>
<thead>
<tr>
<th>CASEL SEL core competencies</th>
<th>Ripple Effects SEL equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Knowing yourself</td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>Knowing who you are</td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>Feelings, Strengths</td>
</tr>
<tr>
<td>Social awareness</td>
<td>Being aware of others</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>Empathy, Perspective-taking</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>Diversity – appreciating</td>
</tr>
<tr>
<td>Self-management</td>
<td>Controlling yourself</td>
</tr>
<tr>
<td>Managing emotions</td>
<td>Controlling impulses</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>Managing feelings</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Self-efficacy, Goals</td>
</tr>
<tr>
<td>Responsible decision making</td>
<td>Decision making</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>Problem-naming</td>
</tr>
<tr>
<td>Assuming personal responsibility</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Respecting others</td>
<td>Respect – showing it, Citizenship</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Relationship skills (relationships)</td>
<td>Connecting with others</td>
</tr>
<tr>
<td>Communication</td>
<td>Connected, Communication skills,</td>
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<tr>
<td></td>
<td>Asking questions, Listening to others</td>
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<td></td>
<td>Making friends</td>
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<td></td>
<td>Conflict resolving</td>
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<td></td>
<td>Refusal skills, Asserting yourself</td>
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</tbody>
</table>

The CASEL paradigm – Kids

Ripple Effects curriculum matches to CASEL skill clusters. You can use Ripple Effects for Kids for a 25 topic (8 hour) skill training course to strengthen the six core competencies CASEL has identified as essential to school and life success.

<table>
<thead>
<tr>
<th>CASEL SEL categories</th>
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<td>Self-awareness</td>
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<td>Responsible decision making</td>
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<td>Respect – showing it, Citizenship</td>
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<td>Problem-solving</td>
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<tr>
<td>Relationship skills (relationships)</td>
<td>Connecting with others</td>
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<tr>
<td>Communication</td>
<td>Connected, Conversations,</td>
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<tr>
<td></td>
<td>Asking questions, Listening to others</td>
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<td></td>
<td>Making friends</td>
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<td>Conflict resolving</td>
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Comprehensive SEL curriculum – Teens

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. Ripple Effects for Teens provides dozens of micro-skill building tutorials to scaffold training in core SEL competencies, as seen below.

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Social Awareness</th>
<th>Self-Management</th>
<th>Relationship Skills</th>
<th>Responsible Decision Making</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowing yourself</strong></td>
<td><strong>Being aware of others</strong></td>
<td><strong>Controlling yourself</strong></td>
<td><strong>Connecting with others</strong></td>
<td><strong>Decision Making</strong></td>
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<td>Body image</td>
<td>Asking questions</td>
<td>Controlling impulses</td>
<td>Apologies</td>
<td>Brainstorming</td>
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<td>Creativity</td>
<td>Body Language</td>
<td>Criticism - dealing with Effort</td>
<td>Asserting yourself</td>
<td>Decisions</td>
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<tr>
<td>Curiosity</td>
<td>Changing feelings</td>
<td>Expressing feelings</td>
<td>Assertive voice</td>
<td>Evaluating alternatives</td>
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<td>Family background</td>
<td>Diversity - ethnic</td>
<td>Grit</td>
<td>Assertive message</td>
<td>Problem - naming</td>
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<tr>
<td>Community history</td>
<td>Diversity - gender</td>
<td>Happiness - practicing</td>
<td>Assertive posture</td>
<td>Solutions - trying</td>
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<td>Feelings</td>
<td>Diversity - religious</td>
<td>Internal triggers</td>
<td>Assertive eyes</td>
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<td>Integrity</td>
<td>Diversity – physical</td>
<td>Outside triggers</td>
<td>Assertive reasons</td>
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<tr>
<td>Knowing who you are</td>
<td>Empathy</td>
<td>Relaxing</td>
<td>Authority - dealing with</td>
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<tr>
<td>Learning style</td>
<td>Gratitude</td>
<td>Letting go</td>
<td>Beliefs - Standing up for</td>
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<tr>
<td>Intelligences</td>
<td>Feelings-names for</td>
<td>Managing Feelings</td>
<td>Communicating feelings</td>
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<tr>
<td>Mindset</td>
<td>Mixed feelings</td>
<td>Anger</td>
<td>Communication skills</td>
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<td>Self-efficacy</td>
<td>Responsibility for feelings</td>
<td>Anxiety</td>
<td>Complaints - making</td>
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<tr>
<td>Self-esteem</td>
<td>Showing care</td>
<td>Disappointment</td>
<td>Confronting feelings</td>
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<tr>
<td>Sports &amp; exercise type</td>
<td>Paraphrasing</td>
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<td>Communication skills</td>
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<td>Temperament</td>
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<td>Embarrassment</td>
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<td>Values</td>
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<td>Envy</td>
<td>Confronting injustices</td>
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<td>Stereotypes</td>
<td>Frustration</td>
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<td>Hopeless</td>
<td>Courtesy</td>
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<td>Jealousy</td>
<td>Discussions - having</td>
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<td>Sadness</td>
<td>Fairness</td>
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<td>Shame</td>
<td>Expressing sympathy</td>
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<td>Mindfulness</td>
<td>Generosity</td>
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<td>Perseverance</td>
<td>Getting help</td>
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<td>Reflecting on performance</td>
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<td>Resilience</td>
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<td>Physical sensations</td>
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<td>Setting goals</td>
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<td>Stopping reactions</td>
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<td>Predicting consequences</td>
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<td></td>
<td></td>
<td>Stress</td>
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</tbody>
</table>

Ripple Effects for Teens provides dozens of micro-skill building tutorials to scaffold training in core SEL competencies, as seen below.
Comprehensive SEL curriculum - Kids

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. Ripple Effects for Kids provides dozens of micro-skill building tutorials to scaffold training in core SEL competencies, as seen below.

**Self-Awareness**

**Knowing yourself**
- Body type
- Brain
- Character
- Family background
- Feelings - knowing
- Honesty
- Knowing yourself
- Learning style
- Mindset
- Mistakes
- Self-awareness
- Self-esteem
- Smarts
- Strengths

**Social Awareness**

**Getting a feel for others**
- Caring - show it
- Diversity – appreciating
- Empathy
- Feelings - changing
- Feelings - mixed
- Feelings - predicting
- Listening
- Motives - understanding
- Point of view
- Prejudice
- Questions - asking
- Stereotypes - resisting
- Understanding feelings

**Self-management**

**Controlling yourself**
- Impulse control
- Reactions - controlling
- Consequences - predict
- Managing feelings
- Afraid
- Angry
- Anxious
- Ashamed
- Disappointed
- Discouraged
- Embarrassed
- Frustrated
- Hopeless
- Nervous
- Sad
- Self-talk
- Hands and feet
- Triggers - catching
- Relaxing
- Expressing feelings
- Letting go
- Goals
- Effort
- Perseverance
- Resilience

**Relationship Skills**

**Connecting with others**
- Apologies
- Assertive body
- Assertive message
- Assertive voice
- Assertiveness
- Beliefs
- Citizenship
- Communicating feelings
- Compliments
- Connecting with others
- Conversations
- Courtesy
- Fairness
- Forgiving
- Group - joining
- Help - getting it
- Help - giving it

**Responsible Decision Making**

**Decision making**
- Ignoring
- Introducing
- Inviting
- Kindness
- Making a complaint
- Making friends
- Peer pressure
- Permission - getting
- Refusing
- Resolving conflict
- Respect
- Responsibility
- Sharing
- Thanking someone
- Trust
## Developmental asset model

The Search Institute™ has identified forty internal and external assets that are correlated with success through adolescence. Of those, the internal assets are under student control and can be gained through learning and practice. The chart below shows which tutorials Ripple Effects offers to build these internal assets.

<table>
<thead>
<tr>
<th>Search Institute</th>
<th>Ripple Effects for Kids (Grades 2-5)</th>
<th>Ripple Effects for Teens (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to learning</td>
<td>Learning style</td>
<td>Learning style, curiosity</td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>Success at learning</td>
<td>Success</td>
</tr>
<tr>
<td>School engagement</td>
<td>School – hate it, Teacher - problems</td>
<td>School – habits, Teacher</td>
</tr>
<tr>
<td>Bonding to school</td>
<td>Connecting with others</td>
<td>Connecting with others (Belonging), Alone</td>
</tr>
<tr>
<td>Positive values</td>
<td>Beliefs</td>
<td>Values, Values - social</td>
</tr>
<tr>
<td>Caring</td>
<td>Caring – show it, Care – for yourself</td>
<td>Care – showing it, Care – for yourself</td>
</tr>
<tr>
<td>Equality and Social justice</td>
<td>Money – not enough, Fairness</td>
<td>Justice, equality, money – not enough</td>
</tr>
<tr>
<td>Integrity</td>
<td>Standing up, Respect</td>
<td>Integrity, Beliefs – Standing up for</td>
</tr>
<tr>
<td>Honesty</td>
<td>Honesty</td>
<td>Honesty</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Responsibility</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Restraint</td>
<td>Impulse control</td>
<td>Controlling impulses, Refusing sex,</td>
</tr>
<tr>
<td>Social competencies</td>
<td>Introducing, Compliments, Complaints, Apologies, Courtesy</td>
<td>Conversations, Compliments – giving, Compliments – receiving, Complaints – making, Courtesy, Apologies, Listening to others, Inviting someone, Introducing yourself</td>
</tr>
</tbody>
</table>

| Planning and decision making           | Goals, Decisions                     | Making decisions, Goals                |
| Interpersonal competence               | Empathy, Point of view, Making friends| Empathy, Perspective taking, Making friends|
| Resistance skills                      | Refusing, Assertiveness               | Refusal skills, Assertiveness          |
| Peaceful conflict resolution           | Resolving conflict                    | Resolving conflict                     |
| Positive identity                      | Strengths                             | Strengths, Self-efficacy, Identity     |
| Personal power                         | Perseverance, Resilience              | Control, Power, Luck, Perseverance, Grit, Agency |
| Self-esteem                            | Self-esteem                           | Self-esteem, Self-confidence           |
| Sense of purpose                       | Goals                                 | Goals                                 |
| Positive view of personal future       | Growth Mindset                        | Future, Optimism, Expectations, Hopeless, Mindset |
Yale Center for Emotional Intelligence has developed an approach to integrate universal SEL into schools by teaching those skills associated with Recognizing, Understanding, Labeling, Expressing, and Regulating emotion. With the RULER model, emotion is the bridge to all other learning, including behavioral training.

Ripple Effects programs supplement RULER by reinforcing in a format that is differentiated, engaging, and socially and culturally relevant to today’s students, as seen in the chart below.

Ripple Effect programs contain hundreds of topics that fortify RULER by providing students the opportunity to privately explore and problem solve their personal risk factors or challenges that may underlie their emotional distress, externalizing behaviors and/or school failure.

### RULER™ and Ripple Effects

<table>
<thead>
<tr>
<th>RULER™ (Grades K-8)</th>
<th>Ripple Effects for Kids (Grades 2-5)</th>
<th>Ripple Effects for Teens (Grades 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong> – Expressing emotions appropriately</td>
<td>Expressing feelings, Communicating feelings, Respect, Responsibility, Standing up – message, Distracted, Defiant, Fighting, Letting go</td>
<td>Feelings – expressing, Feelings – communicating, Respect – showing, Responsibility – for feelings, Standing up for yourself, Distracted, Defiant, Fighting, Letting go, Sympathy – expressing</td>
</tr>
</tbody>
</table>
Committee for Children’s universal social emotional learning (SEL) program, Second Step, develops the underlying social emotional skills students need for personal and academic success.

Ripple Effects programs can be used to fortify and supplement Second Step by:

- Enhancing Second Step lessons in a format that is differentiated, engaging, and socially and culturally relevant to today’s students.
- “Re-teaching” concepts. Ripple Effects for Teens and Ripple Effects for Kids reinforce lessons in the Second Step program for those students that need additional or targeted instruction in key skill areas.
- Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges without blame or shame.

Ripple Effects for Kids’ topics can be used to fortify and supplement Second Step lessons, as seen in the following chart.

<table>
<thead>
<tr>
<th>Second Step™ lessons</th>
<th>Ripple Effects for Kids topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS FOR LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Being Respectful</td>
<td>Respect – getting it, Respect-giving it, Point of view, Listening, Attention, Empathy,</td>
</tr>
<tr>
<td>Listening with attention</td>
<td>Listening, Connecting with others, Attention problems, Group - joining</td>
</tr>
<tr>
<td>Using Self-talk</td>
<td>Self-talk, Mindfulness</td>
</tr>
<tr>
<td>Being Assertive/Disagreeing respectfully</td>
<td>Assertive voice, Assertive message, Assertive body, Assertiveness, Making a complaint, Permission – getting, Refusing, Resolving conflict</td>
</tr>
<tr>
<td>Planning to Learn</td>
<td>Making a plan, Organized</td>
</tr>
<tr>
<td>Conversation and Compliments</td>
<td>Conversations, Compliments, Communicating feelings, Connecting with others, Introducing, Inviting, Thanking someone, Apologies, Ignoring</td>
</tr>
<tr>
<td>Joining in</td>
<td>Group - joining</td>
</tr>
<tr>
<td><strong>EMPATHY</strong></td>
<td></td>
</tr>
<tr>
<td>Empathy and Respect</td>
<td>Empathy, Respect</td>
</tr>
<tr>
<td>Identifying feelings</td>
<td>Feelings - knowing, Self-awareness</td>
</tr>
</tbody>
</table>

| **LEARNING MORE ABOUT FEELINGS/UNDERSTANDING COMPLEX FEELINGS** | | **EMOTIONAL MANAGEMENT** |
| Feeling confident | Self-esteem |
| Respecting different preferences | Motives – understanding, Questions asking, Diversity – appreciating |
| Accepting differences | Prejudice, Stereotypes – resisting, Different, Diversity – appreciating |
| Predicting feelings | Feelings – predicting |
| Showing/Responding with compassion | Caring – show it, Sharing, Courtesy, Kindness, Forgiving |

| **PROBLEM SOLVING** |                               |
| Solving Problems | Calming down, Problem solving, Problem – naming, Brainstorming, Options – weighing them, Solutions – testing, Decisions, Safety, Consequences – predicting |
| Making a plan | Goals, Perseverance, Organized |
| Dealing with peer pressure | Peer pressure, Assertiveness, Refusing |
| Taking responsibility | Responsibility, Apologies, Mistake |
| Responding to playground exclusion/Peer – exclusion problems | Left out, Inviting, Resolving – conflict, Making friends, Teased, Telling |
| Seeking help | Help – getting it |
| Playing fairly on the playground | Fairness, Sharing, Group – joining |
| Dealing with gossip | Gossip |
Committee for Children’s universal social emotional learning (SEL) program, Second Step, develops the underlying social emotional skills students need for personal and academic success.

Ripple Effects programs can be used to fortify and supplement Second Step by:

• Enhancing Second Step lessons in a format that is differentiated, engaging, and socially and culturally relevant to today’s students.

• “Re-teaching” concepts. Ripple Effects for Teens and Ripple Effects for Kids reinforce lessons in the Second Step program for those students that need additional or targeted instruction in key skill areas.

• Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges without blame or shame.

Ripple Effects for Teens’ topics can be used to fortify and supplement Second Step lessons, as seen in the following chart.

<table>
<thead>
<tr>
<th>Second Step™ lessons</th>
<th>Ripple Effects for Teens topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMPATHY AND COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>Working in Groups</td>
<td>Group skills, Listening to others, Making space, Discussions – having, Empathy, Feelings, Communication skills, Communicating feelings</td>
</tr>
<tr>
<td>Friends/Leaders and Allies</td>
<td>Friends, Empathy, Listening to others, Joining a group, Paraphrasing</td>
</tr>
<tr>
<td>Considering Perspectives</td>
<td>Perspective taking, Understanding motives, Differences</td>
</tr>
<tr>
<td>Disagreeing respectfully</td>
<td>Paraphrasing, Asking questions, Body language, Communication skills, Respect – showing, Respectful to authority, Criticism – dealing with</td>
</tr>
<tr>
<td>Being assertive</td>
<td>Asserting yourself, Assertive voice, Assertive posture, Assertive eyes, Assertive message</td>
</tr>
<tr>
<td>Negotiating and compromising</td>
<td>Negotiating, Problem – solving, Perspective taking, Understanding motives</td>
</tr>
<tr>
<td>Giving and getting support</td>
<td>Support – getting, Helping others, Discussions – having, Friend - helping</td>
</tr>
<tr>
<td>Handling a grievance</td>
<td>Complaint - making</td>
</tr>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td></td>
</tr>
<tr>
<td>Recognizing bullying</td>
<td>Bullying</td>
</tr>
<tr>
<td>Bystanders</td>
<td>Bystanders</td>
</tr>
<tr>
<td>Responding to bullying</td>
<td>Bullied, Courage</td>
</tr>
<tr>
<td>Cyber bullying</td>
<td>Bullying - online</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Sexual harasser, Harassment online, Harassment – target, Assertiveness</td>
</tr>
<tr>
<td>Bullying in friendships</td>
<td>Friends – fighting, Friends – choice of</td>
</tr>
<tr>
<td>Labels, stereotypes, and prejudice</td>
<td>Stereotypes, Prejudice, Naming-calling, Labeling</td>
</tr>
<tr>
<td>Bullying in dating relationships</td>
<td>Dating abuse</td>
</tr>
<tr>
<td><strong>EMOTION MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Emotions – Brain and Body</td>
<td>Brain, Body clues, Self-talk, Feelings – names for</td>
</tr>
<tr>
<td>Calming – down strategies</td>
<td>Calming down, Self-talk, Exercise</td>
</tr>
<tr>
<td>Understanding anger</td>
<td>Anger, Brains, Stopping reactions, Body clues</td>
</tr>
<tr>
<td>Staying in control</td>
<td>Control – taking, Calming down, Perspective taking</td>
</tr>
<tr>
<td>Coping with stress</td>
<td>Stress, Pressure, Self – talk, Getting support, Resources, Relaxing, Exercise, Self-care</td>
</tr>
<tr>
<td>De-escalating a tense situation</td>
<td>Calming down, Self-talk, Anger, Aggression, Conflict – resolving, Conflict –with teacher</td>
</tr>
<tr>
<td><strong>PROBLEM SOLVING</strong></td>
<td></td>
</tr>
<tr>
<td>Using the action steps</td>
<td>Problem – solving, Problem – naming, Brainstorming, Evaluating alternatives, Solutions – trying, Decisions</td>
</tr>
<tr>
<td>Making a plan</td>
<td>Making things right, Solutions – trying, Goals</td>
</tr>
<tr>
<td><strong>GOAL SETTING</strong></td>
<td></td>
</tr>
<tr>
<td>Making your plan</td>
<td>Setting goals</td>
</tr>
<tr>
<td>Evaluating your plan</td>
<td>Expectations, Evaluating alternatives, Reflecting on performance, Failure</td>
</tr>
<tr>
<td><strong>SUBSTANCE ABUSE PREVENTION</strong></td>
<td></td>
</tr>
<tr>
<td>Tobacco and marijuana</td>
<td>Addicted, Tobacco – chewing, Marijuana, Smoking, Predicting consequences</td>
</tr>
<tr>
<td>Alcohol and inhalants</td>
<td>Alcohol, Inhalants, Predicting consequences</td>
</tr>
<tr>
<td>Identifying hopes and plans</td>
<td>Hopeless, Future</td>
</tr>
<tr>
<td>Making a commitment</td>
<td>Commitments</td>
</tr>
<tr>
<td>Myths and Facts</td>
<td>Substance abuse, Risk and protection</td>
</tr>
<tr>
<td>Norms and attitudes</td>
<td>Norms, Attitudes, Commitment, Friends – using drugs</td>
</tr>
<tr>
<td>Making good decisions</td>
<td>Decisions</td>
</tr>
<tr>
<td>Identifying future goals</td>
<td>Future, Goals</td>
</tr>
<tr>
<td>Keeping your commitment</td>
<td>Perseverance</td>
</tr>
</tbody>
</table>
Social Decision Making/Problem Solving™

Rutgers University's social emotional learning (SEL) program, Social Decision Making/Problem Solving (SDM/PS) develops youths’ self-control, social awareness and decision-making skills in order for them to “make sound decisions, pursue healthy choices, and avoid the serious social problems.”

As shown in the following table, Ripple Effects programs can be used to fortify and supplement SDM/PS by:

- Enhancing SDM/PS key skills in a format that is differentiated, engaging, and socially and culturally relevant to today’s students.
- Reinforcing SDM/PS concepts for those students that need additional or targeted instruction in key skill areas.
- Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges, without blame or shame.

<table>
<thead>
<tr>
<th>SDM/PS (Grades K-8)</th>
<th>Ripple Effects for Kids (Grades 2-5)</th>
<th>Ripple Effects for Teens (Grades 6-8)</th>
</tr>
</thead>
</table>

**READINESS PHASE**

**Self-control Unit**

<table>
<thead>
<tr>
<th>Introduction to Social Decision Making/Problem Solving</th>
<th>Rules, Respect, Introducing, Knowing yourself, Diversity-appreciating</th>
<th>Rules, Respect-showing it, Introducing yourself, Knowing who you are, Talking in a group, Diversity-appreciating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Listening</td>
<td>Listening</td>
<td>Listening to others</td>
</tr>
<tr>
<td>Listening Power</td>
<td>Listening</td>
<td>Active listening, Paraphrasing</td>
</tr>
<tr>
<td>Strategies for Remembering</td>
<td>Learning style</td>
<td>Learning style</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Instructions-following</td>
<td>Following instructions</td>
</tr>
<tr>
<td>Role Play</td>
<td>Each topic contains a transfer training exercise, called “Role Play” in the “Apply It” section.</td>
<td></td>
</tr>
<tr>
<td>Be your BEST</td>
<td>Assertiveness, Assertive body (and eyes), Assertive message, Assertive voice</td>
<td>Assertiveness, Assertive body (and eyes), Assertive message, Assertive voice</td>
</tr>
<tr>
<td>Feelings</td>
<td>Feelings-predicting, Feelings-understanding</td>
<td>Feelings, Feelings-names for, Feelings-predicting</td>
</tr>
<tr>
<td>Trigger Situations</td>
<td>Feelings-control you, Triggers - catching</td>
<td>Triggers-outside, Triggers-inside, Self-Talk, Anger, Anxiety/Nervous, Feelings-frustrated</td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL PHASE**

<table>
<thead>
<tr>
<th>Feelings Identification</th>
<th>Feelings-knowing yours, Feelings-expressing</th>
<th>Solving Problems, Feelings-owning them, Feelings-expressing them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Problem</td>
<td>Problem Solving, Problem - naming</td>
<td>Identifying the problem</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Goals</td>
<td>Goals</td>
</tr>
<tr>
<td>Brainstorming Solutions</td>
<td>Ideas, Brainstorming naming</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>Anticipating Consequences</td>
<td>Predicting consequences</td>
<td>Consequences-predicting</td>
</tr>
<tr>
<td>Decide a Solution</td>
<td>Options - weighing them, Solutions - testing</td>
<td>Choices, Solutions-evaluation, Solutions-trying</td>
</tr>
<tr>
<td>Plan &amp; Practice</td>
<td>Decisions, Trying</td>
<td>Decisions, Effort</td>
</tr>
<tr>
<td>Anticipate Obstacles</td>
<td>Perseverance, Mindset</td>
<td>Perseverance, Mindset, Optimism</td>
</tr>
<tr>
<td>Try it and Rethink it</td>
<td>Solutions-testing, Keep Trying, Perseverance</td>
<td>Solutions-trying, Reflecting on performance, Perseverance</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Conflict</td>
<td>Conflict-resolving</td>
</tr>
</tbody>
</table>
### Application Phase

<table>
<thead>
<tr>
<th>Academic Applications</th>
<th>Ripple Effects programs provide numerous topics that align to SDM/PS's Academic Application areas. For a comprehensive list of related topics, see the “Academic Achievement – developing learners” scope in the Universal Promotion manual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test taking</td>
<td>Grades, Tests, Anxious Tests, Study habits, Getting organized, Time management, Anxiety</td>
</tr>
<tr>
<td>Literature</td>
<td>Ripple Effects programs promote a student's growth and proficiency in the area of literature (reading) by: developing associated attributes (i.e. Creativity, Cause and effect, Point of view, Understanding motives, etc.), the structure in which the lessons are delivered, and through the reading, writing, listening and speaking skills used in working with RE lessons.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>The programs’ “Brain,” “Apply It” and critical thinking questions provide students with opportunities to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Ripple Effects for Teens topic: Creativity</td>
</tr>
<tr>
<td>Health</td>
<td>Ripple Effects topics match to the National Health Education Standards developed by the US Department of Disease Control and Prevention. See “Health promotion” in the Universal Promotion manual for a complete list of topics.</td>
</tr>
<tr>
<td>History</td>
<td>Supplement with Kids topics (Point of view, Motives –understanding) or Teens topics (Perspective taking, Motives –understanding). Explore students' personal histories with the “Apply It” section’s “Friends and Family.” These exercises promote social communication aimed at shared meaning, a learning standard for language arts in most states. Related Kids topics (Background, Background – family) and Teens topics (Perspective taking, Sense of place, Community history, Background – family)</td>
</tr>
<tr>
<td>Current Events, Media Analysis, Science, Advertising, The News, Geography/Travel</td>
<td>Each topic includes critical thinking exercises applied to current technology, media, sports, arts, family, and community information. In the “Apply It” section of each topic is a “Media” analysis exercise that requires critical thinking specifically applied to technology, media and information.</td>
</tr>
<tr>
<td>Technology</td>
<td>Internet safety, Cell phone, Gaming, Internet – bullying, Internet – privacy, Internet – sharing, Social media</td>
</tr>
<tr>
<td>Addicted</td>
<td>electronics, Appearance, Cell phone, Connected, Gaming, Habits, Internet bullying, Internet safety, Online – friends, Online – gaming, Online – harassment, Online – hate, Online – rude, Online – sexual exploitation, Online – sharing, Online – etiquette, Online – reading people, Online-expression, Porn, Sexting, Social media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Real Life Applications</th>
<th>Ripple Effects programs provide numerous topics in SDM/PS Real Life Application areas. These contextual, culturally relevant topics promote opportunities for reinforcing the problem solving process. In addition to specific topics named below, related additional topics can be found in the suggested guides.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Bullying, Bully-you do it, Bystander; See “Bullying” list in Positive Behavior Intervention or Targeted Prevention manual</td>
</tr>
<tr>
<td>Teasing</td>
<td>Name calling, Teased, Teasing Put downs, Teasing</td>
</tr>
<tr>
<td>Tattling</td>
<td>Telling, Gossiping (related) Blabber mouth, Ratting out</td>
</tr>
<tr>
<td>Alcohol and Drugs</td>
<td>Alcohol, Drugs, Peer pressure Drugs, Alcohol, Pressure-resisting</td>
</tr>
<tr>
<td>Fairness and Prejudice</td>
<td>Discrimination, Stereotypes-resisting, Cultural differences; See “Diversity appreciation – Promoting respect” list in Universal Promotion manual</td>
</tr>
<tr>
<td>Problems in Our Lives</td>
<td>RE programs have hundreds of topics that students consider problems. Have students privately explore the programs to problem-solve their most pressing challenges.</td>
</tr>
<tr>
<td>Change Target Behaviors</td>
<td>See Positive Behavior Intervention manual for lists of target behaviors.</td>
</tr>
<tr>
<td>Academic Weak points</td>
<td>Effort, Study habits, Tests; See also “Academic achievement – developing learners” list in Universal Promotion manual</td>
</tr>
<tr>
<td>Class Problems</td>
<td>i.e. Blurtling out, etc.; See Positive Behavior Intervention manual for lists of problems that frequently occur in the classroom</td>
</tr>
<tr>
<td>Community Problems</td>
<td>Neighborhood problems; See “Civic engagement – doi’i democracy”, “Health promotion,” or “Restorative practices” lists in Universal Promotion manual</td>
</tr>
<tr>
<td>Community Service</td>
<td>Citizenship; See “Service learning” list in Universal Promotion manual</td>
</tr>
<tr>
<td>Student Government</td>
<td>See “Civic engagement – doi’i democracy” list in Universal Promotion manual</td>
</tr>
<tr>
<td>Common and Current Recess Problems</td>
<td>See “Disruptive outside class” list in Positive Behavior Intervention or Targeted Prevention manual</td>
</tr>
<tr>
<td>Problem Solving Discipline Remediation</td>
<td>See Positive Behavior Intervention manual for lists of most frequent discipline challenges.</td>
</tr>
</tbody>
</table>
Character Education

Flexible tools
Ripple Effects digital tools are flexible to address the needs for character education and safety training within the context of schools’ primary mission that all students learn.

Fitting with community standards
Character education outside the home is a controversial issue. In a diverse society “good” character can mean different things to different people. However, there are some values, like honesty, tolerance and fairness that are intrinsic to a democratic society. As such, they are appropriate to be taught in public programs. As with other subject areas, we encourage you to tailor the program to be consistent with your community standards.

Universal training and individualized intervention
Ripple Effects can be used both for universal training in character education (building strengths) and for targeted intervention with students who have breached school or community norms (positive behavioral intervention). Teachers can reach outside the proposed character education unit to additional topics, which address learning, safety and mental health issues that also affect children’s character development.

Customizable for religious schools
Christian, Jewish, Muslim, Hindu and Buddhist education programs can configure topics to fit their specific religious teachings and can delete any topics they consider inappropriate.

A Ripple Effects approach to character training – Teens

For universal character training, we recommend a curriculum that moves progressively from building a strong sense of self, to fostering a deep awareness of others, to developing a sense of justice and integrity, and then to deepening moral responsibility. Since the sample scope and sequence is oriented toward developing values-based decision making, we suggest starting the conversation of what this means, doing the topic “Character.” Continue on to the modules, where each potentially has both asset and challenge topics associated with it.

1 Build a strong sense of self
Knowing who you are
Values
Controlling impulses
Managing feelings

2 Foster a deep awareness of others
Empathy
Listening to others
Sharing
Helping others
Courtesy
Forgiving
Generosity
Kindness
Diversity appreciating

3 Deepen sense of justice
Justice
Fairness
(not) Cheating
(not) Stealing

4 Deepen moral responsibility
Honesty
Responsibility
Reliability
Apologies
Trustworthiness
Respect

Begin with the topic “character”
Character.org principles

For nearly three decades, character.org has worked “...to develop in young people core ethical and performance values that are widely affirmed across all cultures... to promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring, and contributing citizens.”

Not only specific content, but the learning processes built into Ripple Effects Whole Spectrum Learning System align with character.org principles of effective character education, as described below. Educators can choose topics in order to create a customized character education program that conforms to local mandates, or that aligns with local standards or school culture.

**Principle 1** Promotes core ethical and performance values as the foundation of good character.

**Ripple Effects for Teens:** Honesty, Fairness, Respect – getting it, Respect – showing it, Courtesy, Responsibility, Trustworthiness, Effort, Perseverance, Optimism

**Ripple Effects for Kids:** Honesty, Fairness, Respect, Courtesy, Responsibility, Trust, Perseverance, Effort

**Principle 2** Defines “character” comprehensively to include thinking, feeling, and doing.

**Thinking (Cognitive):** Each Ripple Effects topic is introduced with a problem-solving scenario and questions that involve critical thinking. Many topics include training in predicting consequences through the use of if/then sentences, brainstorming, and using objective criteria of fairness, safety, and rightness in making decisions.

**Ripple Effects for Teens:** Predicting consequences, Brainstorming, Making decisions, Fairness, Justice, Reflecting on performance

**Ripple Effects for Kids:** Consequences – predict, Brainstorming options, Decisions, Fairness

**Feeling (Emotional):** Journal activities for every topic include identification of feelings related to that topic. Inspirational True Stories in each tutorial are used as both an affective instructional technique and as motivational counseling.

**Ripple Effects for Teens:** Feelings, Feelings - predicting, Feelings - managing, Anger, Sadness, Fear, Discouraged, Embarrassment, Perspective taking, Empathy

**Ripple Effects for Kids:** Feelings - understanding, Feelings – predicting, Feelings – expressing, Angry, Sad, Afraid, Discouraged, Embarrassed, Point of view, Empathy

**Doing (Behavioral):** Several topics include training in refusal skills and impulse control, and specific behavior training matched to anti-social behavior that is commonly seen in schools, such as lying, cheating, stealing, fighting, teasing and breaking rules.

**Ripple Effects for Teens:** Refusal skills, Impulse control, Self-efficacy, Stopping reactions

**Ripple Effects for Kids:** Refusing, Impulse control, Reactions – controlling

**Principle 3** Uses a comprehensive, intentional and proactive approach to character development.

In addition to the Ripple Effects for Kids and Teens topics listed throughout this scope, there are almost 100 additional topics on related learning and safety issues that can be integrated into language arts, health, physical education or other academic curriculum. In addition, use the program to provide targeted prevention or interventions to support student learning in multiple Tier 2 and 3 settings. See Ripple Effects Targeted Prevention and Indicated Intervention manuals for pre-configured scopes and sequences. Every topic includes no fewer than ten proven effective strategies for developing affective, cognitive, and behavioral skills.

**Principle 4** Creates a caring school community.

**Ripple Effects for Teens:** Empathy, Sharing, Forgiving, Helping others, Making friends, Joining a group, Resolving conflict, Dispute – with teacher, School – unsafe, Belonging, Respect – getting it, Respect – showing, Respectful to authority, Care – showing it, Care for yourself

**Ripple Effects for Kids:** Empathy, Sharing, Forgiving, Helping – giving it, Making friends, Group – joining, Conflict, Teacher problems, Safety, Respect, Caring – show it
Principle 5  Provides students with opportunities for moral action.
Transfer training opportunities for friends, family, and sports situations and media analysis, as well as role-plays, are included in the “Apply it” section of each topic. Or, integrate the pre-configured Ripple Effects scope and sequences: Service Learning, Career Preparation, Doin’ Democracy, or Restorative Practices.

Principle 6  Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
Ripple Effects addresses the non-academic issues that affect academic success. Choose topics from the Academic Achievement scope and sequence in this guide to create a plan that helps students build the skills, problem solve the challenges, and address some of the underlying reasons (trauma) that impact their academic success.

Principle 7  Strives to foster students’ self-motivation.
Ripple Effects for Teens: Motivation, Effort, Goals, Frustration, Feelings, Discouraged, Self-efficacy, Resilience, Knowing who you are, Future, Self-confidence, What you love, Self-control, Perspective taking, Owning up, Mindset
Ripple Effects for Kids: Effort, Goals, Frustrated, Feelings – knowing, Discouraged, Resilience, Knowing yourself, Self-esteem, Mindset, Self-control, Point of view
Journal exercise for every topic specifically invites students to commit to specific goals.

Principle 8  Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
A companion product for teachers, Ripple Effects for Staff promotes the same core values with specific coaching techniques for setting and enforcing rules designed to support a safe, caring, moral community.

Principle 9  Fosters shared leadership and long-range support of the character education initiative.
Because the content expertise is built into the program, and not dependent on ongoing staff training, the program is sustainable over the long term. All Ripple Effects programs foster a sense of shared leadership and community through transfer training opportunities and topics that address connectedness issues.

Principle 10  Engages families and community members as partners in the character-building effort.
Every topic in the “Apply It” has extension activities for family and community. Every topic has a journal writing activity where students identify who in the community can help them when they are faced with life challenges. There are specific tutorials on talking to parents, reporting unsafe conduct, and getting help.

Principle 11  Evaluates the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.
Ripple Effects offers engaging digital tools to evaluate respect for persons and individual resilience, as well as planning tools to design personalized learning plans for each student.
Character Lab

Character Lab links school and life success to the development of three areas of character strengths:

• Interpersonal strengths enable harmonious relationships with other people
• Intrapersonal strengths enable achievement
• Intellectual strengths enable a fertile and independent life of the mind.

Ripple Effects programs include specific topics that align with these three kinds of personal strengths, as well as the underlying skills needed to build them. Students can choose how to explore assigned topics, and ideally have time for personal exploration of unassigned topics, deepening their sense of agency in the process. For example, a student struggling with personal challenges or living in an environment that is adverse to developing a sense of "purpose" or "optimism" about the future can seek out those specific topics ("Parent – drugs," "Dyslexia," "Beaten," etc.). Embedded in the topics are those skill building and knowledge components that address the foreshortened sense of future, developing purpose and optimism.

Interpersonal - Strengths of Heart

Character Lab: Self-control, Purpose, Gratitude


Ripple Effects for Kids: Thanking someone, Goals, Self-control, Predicting consequences, Calming down, Triggers – catching, Group – joining, Feelings – expressing, Sad, Discouraged, Smarts, Empathy, Connecting with others, Kindness, Respect, Conflict

Intellectual - Strengths of Mind

Character Lab: Curiosity, Zest, Self-control

Ripple Effects for Teens: Curiosity, Mindfulness, Bored, Learning style, Brain, Taking risks, Experimenting, Asking questions, Mistakes, What you love, Optimism, Future, Communication skills, Control-taking, Goals, Perseverance, Temptation, Procrastination, Organized, Paying attention

Ripple Effects for Kids: Self-awareness, Self-talk, Feelings control you, Learning style, Brain, Experimenting, Asking questions, Mistakes, Ideas, Connecting with others, Self-control, Goals, Perseverance, Late, Organized, Rules, Attention problems

Intrapersonal - Strengths of Will

Character Lab: Grit, Growth Mindset, Optimism


Ripple Effects for Kids: Growth mindset, Perseverance, Effort, Resilience, Brainstorming options, Success, Mistakes, Failure – school, Help – getting it, Learning style, Smarts, Hard things
Academic achievement – developing learners

Research shows ingredients for school success include: family involvement, parental discipline styles, strong executive function skills, strong school policies and leadership, peer support for achievement, high expectations from teachers and family, accommodation of learning differences, teacher content expertise, personal bonds between students and teachers, resilience in the face of trauma, and overall student engagement. Addressing this combination of external and internal factors is no small task, but Ripple Effects helps by breaking the pieces down into accessible skill-building units for both students and staff.

Success factors outside student control

While some of these factors can be controlled by students and strengthened with personalized skill training or problem solving, others lie entirely outside of students’ control. What students can control, however, is how they react to the outside stressors in their lives, which is why topics like “alcoholic parent”, “poverty,” and “racism” and many more are included in the student and programs. Give students the opportunity to spend time exploring these and other trauma-related topics. Use of Ripple Effects programs in this student-directed fashion is an effective motivational counseling tool and can work to mitigate these external risk factors.

Success factors within student control

Beyond giving students skills to deal with external barriers to academic success, Ripple Effects promotes academic success by building student awareness and confidence in who they are as learners by nurturing positive learning mindsets, developing executive function skills necessary to think critically and manage their own learning, and providing the social-emotional capacity to understand and connect with their school community. It is through this process that students develop a sense of agency – or self-efficacy -- about their learning, which in turn builds academic resiliency.

### Academic Achievement scope and sequence - Teens

<table>
<thead>
<tr>
<th>Understanding self as learner</th>
<th>Approach to learning</th>
<th>Learning efficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>After high school</td>
<td>Anxiety/Nerves</td>
<td>Active listening</td>
</tr>
<tr>
<td>Brain</td>
<td>Blurt out</td>
<td>Attendance</td>
</tr>
<tr>
<td>College</td>
<td>Cheating – in school</td>
<td>Cause and effect</td>
</tr>
<tr>
<td>Creativity</td>
<td>Discouraged</td>
<td>Goals</td>
</tr>
<tr>
<td>Drugs</td>
<td>Effort</td>
<td>Instructions – following</td>
</tr>
<tr>
<td>English language learner</td>
<td>Expectations</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Grades</td>
<td>Frustration</td>
<td>Open-ended questions</td>
</tr>
<tr>
<td>Introvert</td>
<td>Grit</td>
<td>Organized</td>
</tr>
<tr>
<td>Knowing who you are</td>
<td>Hopeless</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Learning disability</td>
<td>Luck</td>
<td>Paying – attention</td>
</tr>
<tr>
<td>Learning styles</td>
<td>Mindset</td>
<td>Predicting consequences</td>
</tr>
<tr>
<td>Risk and protection</td>
<td>Motivation</td>
<td>- (if/then structure)</td>
</tr>
<tr>
<td>Sense of place</td>
<td>Negative criticism</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Smarts/Intelligences</td>
<td>Optimism</td>
<td>Relaxing</td>
</tr>
<tr>
<td>Special Ed</td>
<td>Perseverance</td>
<td>Self-talk</td>
</tr>
<tr>
<td>Strengths</td>
<td>Pressure</td>
<td>Study Habits/Homework</td>
</tr>
<tr>
<td>Tests</td>
<td>Resilience</td>
<td>Time management</td>
</tr>
<tr>
<td>What you love/Passions</td>
<td>Rules</td>
<td>Mistakes</td>
</tr>
</tbody>
</table>

### Academic Achievement scope and sequence – Kids

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<th>Understanding self as learner</th>
<th>Approach to learning</th>
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</tr>
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<tbody>
<tr>
<td>Attention problems</td>
<td>Anxious</td>
<td>Active listening</td>
</tr>
<tr>
<td>Brain</td>
<td>Blurt out</td>
<td>Attendance</td>
</tr>
<tr>
<td>Drugs</td>
<td>Cheating</td>
<td>Cause and effect</td>
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<td>English language learner</td>
<td>Discouraged</td>
<td>Goals</td>
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<tr>
<td>Grades</td>
<td>Effort</td>
<td>Instructions – following</td>
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<tr>
<td>Knowing yourself</td>
<td>Expectations</td>
<td>Mindfulness</td>
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<td>Smarts</td>
<td>Motives - understanding</td>
<td>Paraphrasing</td>
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<td>What you love/passions</td>
<td>Resilience</td>
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<td>Rules</td>
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<td></td>
<td>Self-awareness</td>
<td>Self-talk</td>
</tr>
<tr>
<td></td>
<td>Skipping school</td>
<td>Study habits</td>
</tr>
</tbody>
</table>

### Academic Achievement scope and sequence – Teens

<table>
<thead>
<tr>
<th>Connectedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating feelings</td>
</tr>
<tr>
<td>Compliments – giving</td>
</tr>
<tr>
<td>Connecting with others</td>
</tr>
<tr>
<td>Dispute with teacher</td>
</tr>
<tr>
<td>Diversity – appreciating</td>
</tr>
<tr>
<td>Help – getting it</td>
</tr>
<tr>
<td>Helping others</td>
</tr>
<tr>
<td>Introducing yourself</td>
</tr>
<tr>
<td>Joining a group</td>
</tr>
<tr>
<td>Making friends</td>
</tr>
<tr>
<td>Mentors</td>
</tr>
<tr>
<td>New kid</td>
</tr>
<tr>
<td>Parent – talking to</td>
</tr>
<tr>
<td>Perspective taking</td>
</tr>
<tr>
<td>Resolving conflict</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Respect – giving</td>
</tr>
<tr>
<td>School – hate it</td>
</tr>
<tr>
<td>School – unsafe</td>
</tr>
<tr>
<td>Showing care</td>
</tr>
<tr>
<td>Suspended</td>
</tr>
</tbody>
</table>

### Academic Achievement scope and sequence – Kids

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<tr>
<td>Help – getting it</td>
</tr>
<tr>
<td>Introducing</td>
</tr>
<tr>
<td>Making friends</td>
</tr>
<tr>
<td>New kid</td>
</tr>
<tr>
<td>Parent – talking to</td>
</tr>
<tr>
<td>Point of view</td>
</tr>
<tr>
<td>Resolving conflict</td>
</tr>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>School – hate it</td>
</tr>
<tr>
<td>Suspended</td>
</tr>
<tr>
<td>Teacher problems</td>
</tr>
<tr>
<td>Communicating feelings</td>
</tr>
</tbody>
</table>
Civic Engagement

Two pronged approach
In a society that is both free and diverse, citizens must learn to do a balancing act between personal rights and the needs of the community. Conflict is inevitable. Both empathy (especially taking another’s point of view) and assertiveness (especially exercising rights) are crucial to the success of democracy in a diverse society. Ripple Effects teaches both, as well as the skills and social values that are essential parts of belonging to any community, including participating in groups, and resolving conflict.

Justice of the heart
In a world that is increasingly fractured along lines of class, race, gender, sexual orientation, physical, emotional and mental disabilities, and religion, it’s not enough to teach students traditional social-emotional skills – which are often culturally mediated – and expect that to automatically translate into healthy, non-violent behavior if we expect kids not to self-medicate with drugs or alcohol, and to avoid reckless, aggressive and/or passive behavior, then they need the skills to change the things in the world that are causing them pain. That is why we include skill training to promote social justice, or, “Justice of the heart,” along with skills for thriving despite adversity and trauma, and, of course, traditional social-emotional competencies. Tutorials on racism, poverty, religious difference, gender identity and sexual orientation all lead to the key skills needed to succeed in a democratic society – from participating in community, to exercising rights, to confronting institutional injustice.

Social studies supplement
Social studies teachers can use Ripple Effects as part of a current events program, by simply taking a major news item each day or week, and finding it (or a related topic) in the cell phone index. The rest of the preparation work is already done. Information, skill building, audio-visuals, transfer training opportunities and interactive assessments are all embedded within each topic.
Doin’ democracy

Motivates civic participation
With nearly half of the electorate abstaining from voting, there is little evidence that knowledge, or even critical thinking, is enough to motivate active engagement in the political process. Thus, Ripple Effects has created a “Doin’ Democracy” curriculum that expressly aims to create citizen activists from each new generation. In it, students learn to critically consider the key issues of their times, including social conflict in many forms. However, in addition to thinking they learn to ACT, in accordance with their own beliefs’ in a communal setting. They learn respect for constitutional rights; their own and others. The program promotes the values of democracy and encourages positive efforts to ensure greater justice for all.

Aligns with social studies standards
Social Studies standards require that students not only acquire a body of knowledge about history, government and current events, but that they develop the critical thinking skills to study the past and its relationship to the present. Ripple Effects is a catalyst for students to learn more about the history of their own communities and to reflect on the role of that history in their experiences today. It prompts understanding of constitutional rights. Practice in critical thinking is also embedded in every tutorial as part of the “case study” analysis that starts a topic, and in the journal writing exercises. Topics can be added or deleted in the following scope to conform to local mandates, align with standards or supplement a social studies curriculum.

Doin’ Democracy scope - Teens
Appreciating diversity
Commanding respect
Confronting injustice
Country
Courage
Cultural differences
Democracy - doing it/
Politics – being part of
Disabilities
Dissent/Politics - unpopular
Ethnic differences
Exercising rights

Doin’ Democracy scope - Kids
Background
Complaint
Courage
Cultural differences
Decisions
Different
Disabilities
Diversity - appreciating

Fairness
Gender differences
Hate crimes
Honesty
Immigrant
Including others
Institutional injustice
Justice
Lesbian/Gay
Making a complaint
Making Decisions
Patriotism/Loyalty to
country
Perseverance

Respect
Responsibility
Standing up
Standing up – message
Standing up – voice
Standing up – your body
Stereotypes - resisting

Personal preferences
Predicting Consequences
Racial differences
Resisting pressure
Resisting stereotypes
Resolving conflict
Respect
Responsibility
Self-efficacy
Standing up for a belief
Diversity Appreciation

Accelerated inter-group contact
21st century students will connect with people across racial and ethnic lines to a degree unknown before in the world. Technology accelerates that inter-group contact, enabling even students from isolated rural areas to cross ethnic, racial, religious and cultural barriers. However, it can also accelerate the spread of hate, and intensify inter-group distrust. Young adolescents are particularly at risk of getting caught up in the fears and bigotry of a fast changing society.

Promoting respect
The "Promoting Respect" scope and sequence is designed to help students explore their experiences, thoughts, and feelings about the complex issues of diversity, including prejudice and hate crimes – without shame or blame. There are many right answers to the questions this program raises. To find them, students need only be honest about what they think and how they feel. The program is intended as a starting – not ending – point of efforts to promote appreciation of diversity.

Scope and sequence divided into three parts
Topics in the first group are designed to raise awareness and prompt discussion as a way to change attitudes. There are positive and negative topics. But information and even attitude – by itself – does not always predict behavior. To make sure students live the values they believe in, they need two key skills: empathy and assertiveness.

The second group of topics develops empathy. They strengthen the ability to feel for others, to take others’ perspective and to translate feelings into signs of caring.

The third group of topics develops assertiveness, enabling students to resist peer pressure, express solidarity with targets of hate, and stand up for the rights of all.

Mix and match
There are many ways to mix and match topics between and within the three groups. Time and facilities available will determine your best choice. There are enough topics for a full semester. We recommend an absolute minimum of two sessions, covering six topics, two from each group. You can assign the topics or let students choose ones that interest them, then report back. Budget three topics per period if students are working on their own, or two per period if you’re facilitating discussion.

Promoting Respect recommended scope – Teens

<table>
<thead>
<tr>
<th>Raise awareness</th>
<th>Develop empathy</th>
<th>Asking questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class differences</td>
<td>Connecting with others</td>
<td>Asserting yourself</td>
</tr>
<tr>
<td>Diversity – appreciating</td>
<td>Feeling for others</td>
<td>Conflict – resolving</td>
</tr>
<tr>
<td>Diversity – cultural</td>
<td>Feelings</td>
<td>Confronting behavior</td>
</tr>
<tr>
<td>Diversity – gender</td>
<td>Feelings - changing</td>
<td>Help – getting it</td>
</tr>
<tr>
<td>Diversity – physical</td>
<td>Feelings - mixed</td>
<td>Injustice - confronting</td>
</tr>
<tr>
<td>Diversity – religious</td>
<td>Feelings - predicting</td>
<td>Needs - stating</td>
</tr>
<tr>
<td>Ethnic diversity/racial diversity</td>
<td>Feelings – names for</td>
<td>Online – courtesy</td>
</tr>
<tr>
<td>Physical disability</td>
<td>Feelings – owning them</td>
<td>Online expression</td>
</tr>
<tr>
<td>Respect</td>
<td>Hate crime – you do</td>
<td>Promote assertiveness</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Online – reading people</td>
<td>Resisting - stereotype</td>
</tr>
<tr>
<td></td>
<td>Perspective taking</td>
<td>Resisting – pressure</td>
</tr>
<tr>
<td></td>
<td>Predicting feelings</td>
<td>Solidarity - showing</td>
</tr>
<tr>
<td></td>
<td>Preferences</td>
<td>Standing up for yourself</td>
</tr>
<tr>
<td></td>
<td>Prejudice</td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

Promoting Respect recommended scope – Kids

<table>
<thead>
<tr>
<th>Raise awareness</th>
<th>Develop empathy</th>
<th>Promote assertiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural differences</td>
<td>Caring – show it</td>
<td>Asking questions</td>
</tr>
<tr>
<td>Different</td>
<td>Connecting with others</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>Disabilities</td>
<td>Feeling – for others</td>
<td>Help – getting it</td>
</tr>
<tr>
<td>Diversity - appreciating</td>
<td>Feelings – changing</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Poverty</td>
<td>Feelings – communicating</td>
<td>Resolving conflict</td>
</tr>
<tr>
<td>Respect</td>
<td>Feelings – dealing with</td>
<td>Standing up – message</td>
</tr>
<tr>
<td></td>
<td>Feelings – knowing yours</td>
<td>Standing up – voice</td>
</tr>
<tr>
<td></td>
<td>Feelings – mixed</td>
<td>Standing up – your body</td>
</tr>
<tr>
<td></td>
<td>Feelings – predicting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feelings – understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowing yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motives – understanding</td>
<td></td>
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<tr>
<td></td>
<td>Point of view</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prejudice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stereotypes - resisting</td>
<td></td>
</tr>
</tbody>
</table>
Health Promotion

National Health Education Framework
Ripple Effects topics match to the National Health Education Standards developed by the US Department of Disease Control and Prevention to “…establish, promote and support health-enhancing behaviors for students.” Educators can select topics to create a health curriculum that is developmentally appropriate and aligns with their state and local policies, as well as grade level.

National Health Framework scope recommendation – Kids

Communication
Apologies
Assertive body
Communicating feelings
Compliments
Conversations
Expressing feelings
Group – joining
Ignoring
Introducing
Inviting

Community
Addicted - parent
Authority - defying
Family background
Family problems
Family violence
Friend problems
Friends – making
Groups – joining
Help – giving it
Help – getting it
Peer pressure
Poverty
Resolving conflict
Rural
Sharing
Stereotypes – resisting

Consumer health
Diet
Drugs
Exercise
Making a complaint

Decision-making & Problem solving
Brainstorming options
Decisions
Experimenting
Options – weighing them
Peer Pressure
Problem – naming
Problem – solving
Solutions – testing
Health Promotion/ Disease Prevention
Asthma
Diabetes
Illness
Alcohol
Anxiety
Ashamed
Drugs
Family background
Hard things
Help – getting it
Managing Feelings
Nail-biting
Nervous
Not liking yourself
Resilience
Triggers - catching

Drug Prevention
Addicted - parent
Alcohol
Alcoholic parent
Decisions
Tobacco/Cigarettes
Transitions

Fitness & Nutrition
Body type
Diet
Exercise
Self-esteem
Stinky (body odor)
Weight

Goal setting
Expectations
Failure - school
Goals
Growth mindset
Perseverance

Growth and Development
Attachment objects
Beliefs
Brain
Cultural differences
Embarrassed
Experiencing
Hormones
Peer pressure
Period (menstruation)
Puberty
Refusing
Stinky (body odor)
Transitions

Cultural
Beliefs
Community background
Cultural differences
Different
Diversity - appreciating
Empathy
Family background
Respect
Rural
Shy

Media/Technology
Internet safety
Cell phone
Gaming
Internet - bullying
Internet - privacy
Internet – sharing
Social media
National Health Framework scope recommendation – Teens

Health Promotion/ Disease Prevention*  
Afraid of failing  
Anxiety  
Anxiety attacks/Panic attacks  
Asthma  
Chronic illness  
Counselor  
Depression  
Diabetes  
Drugs – anti-depressants  
Falling asleep/Insomnia  
Family background  
Fear of success  
Friends – suicidal  
Help – getting it  
HIV  
Hospitalization  
Hurt yourself/Cutting  
Internal triggers  
Managing Feelings  
Mental illness  
Nail-biting  
Not liking yourself  
Pressure  
Psychosomatic  
PTSD  
Resiliency  
Resources  
Shame  
STD/Sexual diseases  
Stress  
Suicidal  
Tics/Nervous habits  
Trauma  
Witness to violence

Drug Prevention  
Addicted - parent  
Addiction  
Alcohol  
Alcoholic - you  
Change – unplanned  
Cheer/Snuff  
Cigars  
Crack/cocaine  
Decision-making  
Drugs - painkillers  
Drugs – depressants  
Drugs – designer  
Drugs – hallucinogens  
Drugs – inhalants  
Drugs – prescription  
Drugs – stimulants  
Drunk driving  
Friends – choice of  
Habits - quitting  
Hard things  
Help – getting it  
Marijuana  
Peer pressure  
Predicting consequences  
Refusal skills  
Relapse  
Resources  
Substance Abuse  
Synthetic drugs  
Tobacco  
Transitions  
Vaping

Consumer health  
Diet  
Drugs  
Exercise  
Gambling  
Making a complaint  
Money  
Risk and protection  
Shopping

Communication  
Apologies  
Body language  
Communication skills  
Compliments – giving  
Compliments – receiving  
Expressing sympathy  
Expressing thanks  
Group – discussions  
Having conversations  
Ignoring  
Introducing yourself  
Inviting someone  
Negotiation

Community  
Addicted - parent  
Community  
Community history  
Community resources  
Dealing with authority  
Families - blended  
Family background  
Foster home  
Friends  
Groups – joining  
Hazing  
Help – getting it  
Helping others  
Keeping faith  
Legal rights  
Making space  
Mentors  
Norms  
Parent – selling drugs  
Peer pressure  
Relationships  
Resolving conflict  
Resources  
Rural  
Sharing  
Stereotypes

Fitness & Nutrition  
Appearance  
Body  
Body – ashamed  
Body image  
Body odor  
Diet  
Dieting  
Drugs – body-building  
Eating disorders  
Exercise type  
Exercise/ Fitness  
Fitness  
Free lunch  
Habits – quitting  
Staring yourself  
Weight  

Cultural  
Class differences  
Community background  
Diversity - appreciating  
Diversity – cultural  
Diversity – gender  
Diversity – physical  
Diversity – religious  
Ethnic diversity/racial diversity  
Family history  
Introvert/Shy  
Norms  
Personal history  
Respect  
Rural  
Sense of place

Decision-making & Problem solving  
Brainstorming  
Consent  
Decisions  
Evaluating alternatives  
Experimenting  
Owning up  
Peer Pressure  
Problem – naming  
Problem – solving  
Risky behavior  
Solutions – trying

Goal setting  
Goals  
After high school  
Education – higher  
Expectations  
Failing  
Future  
Performance  
Perseverance  
Self-efficacy  
Self-motivation  
Technical school

Media/Technology  
Addicted – electronics  
Appearance  
Cell phone  
Connected  
Gaming  
Habits  
Internet bullying  
Internet safety  
Online – friends  
Online – gaming  
Online – harassment  
Online – hate  
Online – rude  
Online – sexual exploitation  
Online – sharing  
Online – etiquette  
Online – reading people  
Online – expression  
Porn  
 Sexting  
Social media

Growth and Development  
Abstinence  
Acne  
Appearance  
Attachment objects  
Beliefs – standing up for  
Birth control  
Body odor  
Boyfriend/Girlfriend  
Boyfriend/Girlfriend – Abuse  
Brain  
Consent  
Cultural differences  
Dating  
Drugs – date rape  
Emotional maturity  
Experimenting  
Gender differences  
HIV  
Hormones  
 Masturbation  
Menstruation  
Peer pressure  
PMS  
Premenstrual  
Puberty  
Refusing sex  
Risk and protection  
Risky behaviors  
Sex  
Sex – safe  
STD/Sexual Diseases  
Transitions  
Values  
Values – social

For more in depth information regarding Mental Health Promotion, see Ripple Effects Mental Health Promotion manual.
Restorative Practices

Restorative practices are a set of approaches to strengthen relationships and build community. Restorative practices prevent and address conflict and challenging behaviors in a proactive, pro-social process that emphasizes belonging, safety and social responsibility. When harm does occur, restorative justice - a component of restorative practices - can work to restore relationships and repair the harm.

Whether community building or repairing harm, a fundamental idea of restorative practices is that the processes are not done to or for the student, but with the student (McCold and Wachtel, 2003). Ripple Effects programs augment and align to these “with” processes by offering student-directed, personalized support that expands, extends and fortifies the interpersonal aspects of restorative practices, as well as addressing intrapersonal challenges that lies behind the presenting behavior, from psychological issues, to family issues, to peer relations, to neighborhood context, to structural stressors such as poverty, and discriminatory policies.

Skills to build and maintain relationships
Grow a sense of belonging with pro-social skills that foster awareness and connection to community.

Ripple Effects for Teens topics – Connecting with others, Courtesy, Empathy, Gratitude, Perspective taking, Listening, Predicting feelings, Getting help, Making friends, Respect – showing it, Respect – getting it, Community history, Social values, Fairness, Generosity, Kindness, Justice, Reliability, Trustworthiness, Tolerance, Making space, Sharing, Resources, Communicating feelings, Asserting yourself, Group skills, Beliefs – standing up for, Confronting behaviors, Confronting injustices, Communication skills

Skills to repair harm
To facilitate circle or meeting conversations from multiple perspectives with interactive multi-media tutorials.

Ripple Effects for Teens – Predicting feelings, Understanding motives, Responsibility, Restitution (Restorative justice), Listening, Paraphrasing, Asking questions, Discussions – having, Authority – dealing with, Problem – naming, Solutions – trying, Apologies, Shaming, Fear, Anxiety, Anger, Disappointment, Embarrassment, Body language, Revenge

Additional topics specific to an infraction (Bullying, harassment, fighting, etc.) or anti-social behavior (Name-calling, Disrespect, etc.) are found within the program.

Skills to address personal and community trauma
To support students struggling with anti-social behaviors by addressing the reasons behind without blame or shame in a sensitive, culturally relevant way. Provide students with time to privately explore Ripple Effects topics they problem-solve and skill-build around intrapersonal challenges, often trauma-related that are challenging for them.

Skills to promote safety and social responsibility
To prevent future conflict or incidents of wrongdoing with personalized skill training for potential offenders and victims, as well as bystanders, see the Ripple Effects for Teens topics below.

<table>
<thead>
<tr>
<th>OFFENDER PERSPECTIVE</th>
<th>VICTIM PERSPECTIVE</th>
<th>BYSTANDER PERSPECTIVE</th>
<th>FOR ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Self-awareness</td>
<td>Bystander</td>
<td>Resolving conflict</td>
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<tr>
<td>Empathy</td>
<td>Assertiveness</td>
<td>Confronting behavior</td>
<td>Telling</td>
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<tr>
<td>Feelings</td>
<td>Respect – getting</td>
<td>Responsibility</td>
<td>Exercising rights</td>
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<tr>
<td>Feelings – predicting Stereotypes</td>
<td></td>
<td>Perspective taking</td>
<td>Responsibility</td>
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<tr>
<td>Perspective taking</td>
<td></td>
<td></td>
<td>Perspective taking</td>
</tr>
<tr>
<td>Impulse control</td>
<td>Controlling impulses</td>
<td>Decision-making</td>
<td>Understanding motives</td>
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<tr>
<td>Predicting consequences</td>
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<td>Expressing feelings</td>
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<tr>
<td>Stopping reactions</td>
<td>External triggers</td>
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<td>Resisting pressure</td>
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<tr>
<td>Outside triggers</td>
<td></td>
<td></td>
<td>Resisting pressure</td>
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<tr>
<td>Managing feelings</td>
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<tr>
<td>Managing feelings</td>
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<td>Aggression</td>
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<td>Mindfulness</td>
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<td>Anger</td>
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<tr>
<td>Body clues</td>
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<tr>
<td>Fear</td>
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<td>Frustration</td>
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<td>Letting go</td>
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<td>Sadness</td>
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<tr>
<td>Self-talk</td>
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<td></td>
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<tr>
<td>Resolving conflict</td>
<td>Resolving conflict</td>
<td>Resolving conflict</td>
<td></td>
</tr>
<tr>
<td>Discussions - having</td>
<td></td>
<td>Resolving conflict</td>
<td></td>
</tr>
</tbody>
</table>

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Service Learning

Service learning can be an effective model for combining pre-employment experience with academic goals; developing social-emotional skills; and giving service to the community. To aid in the development of high-quality projects that promote academic growth and civic engagement, the National Youth Leadership Council has set standards for quality practice, which draw on student needs for, and development of, social emotional learning skills. The Ripple Effects service learning topics align to those standards, building student understanding of oneself, connecting and being aware of others, and making decisions. Customize topics to support your project.

Meaningful service
Service-learning actively engages participants in meaningful and personally relevant service activities.

Ripple Effects for Teens: Belonging, Community history, Family background, Helping others, Knowing who you are, Values, What you love

Ripple Effects for Kids: Knowing yourself, Beliefs, Family background, Helping others, Giving it

Reflection
Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

Ripple Effects for Teens: Changing feelings, Empathy, Gratitude, Intelligences, Learning styles, Mixed feelings, Reflecting on performance, Strengths, Stress, Temperament

Ripple Effects for Kids: Empathy, Feelings – mixed, Feelings- understanding, Learning styles, Points of view, Smarts, Strengths

Link to curriculum
Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

- Chose topics based on the service learning project. For example, if the project is social studies based, consider choosing topics one of the civics scope and sequences.
- Each topic includes opportunities for students to communicate their thoughts through writing or speaking. Align these with the academic learning goals and/or content standards.

Diversity
Service learning promotes understanding of diversity and mutual respect among all participants.


Ripple Effects for Kids: Different, Diversity – appreciating, Points of view, Respect, Stereotypes – resisting, Trust

Youth voice
Service learning provides young people with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.


Ripple Effects for Kids: Assertive voice, Assertiveness, Brainstorming options, Decisions, Goals, Organized, Predicting consequences, Problem – naming, Problem-solving, Self-esteem

Progress monitoring
Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Ripple Effects for Teens: Creativity, Criticism – dealing with, Performance/Evaluating alternatives, Problem-naming, Problem-solving

Ripple Effects for Kids: Problem – naming, Problem-solving

Partnerships
Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Ripple Effects for Teens: Active listening, Communication skills, Helping others, Open-ended questions

Ripple Effects for Kids: Help – giving it, Listening, Questions – asking

Duration and intensity
Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Ripple Effects for Teens: Perseverance

Ripple Effects for Kids: Perseverance
Career Preparation

Description
The skills that young people will need as they become part of the 21st century workforce are often not the same ones that serve them best in traditional school settings. Since many, if not most, youth who end up in contact with juvenile justice are having problems in traditional school, this can actually be an opportunity for them.

Three skill sets needed
The Partnership for 21st Century Learning identifies three major areas that they think increasingly will separate those who thrive from those who fail in the complex work environments of the 21st century. Each of these areas include skills, knowledge, and expertise in domains that are considered “non-academic.” Ripple Effects programs include tutorials to help students gain the knowledge and build the skills and expertise to meet these three areas of focus.

Learning and innovation
Learning and innovation skills include:
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Communication and Collaboration

Ripple Effects programs address all three of these skill sets. “Creativity” is explicitly addressed in a tutorial that includes an interactive self-profile. The entire digital skill-building program is based on a real world, student-directed personal problem solving model. Each of the more than 400 topics is introduced with a case study that invites forth critical thinking. Problem-solving, communication and collaboration skills are all components of the “Five Keys” that not only can reduce risk of delinquency, but can increase chances of school and life success.

Ripple Effects recommended scope - Teens

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Problem solving</td>
<td>Asserting yourself</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Problem – naming</td>
<td>ConCerations skills</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Brainstorming</td>
<td>Conversations</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Evaluating alternatives</td>
<td>Group skills</td>
</tr>
<tr>
<td>Reflecting on performance</td>
<td>Predicting consequences</td>
<td>Discussions – having</td>
</tr>
<tr>
<td>Failure</td>
<td>Cause and effect</td>
<td>Resolving conflict</td>
</tr>
<tr>
<td>Courage</td>
<td>Solutions – trying</td>
<td>Reliability</td>
</tr>
<tr>
<td>Mindset</td>
<td>Decisions</td>
<td>Reasons – giving</td>
</tr>
<tr>
<td>Strengths</td>
<td>Perseverance</td>
<td>Responding to others</td>
</tr>
</tbody>
</table>

Life and career skills
The 21st century service-based economy, requires far more “people skills” than the manufacturing economies of the past. Industry leaders have specifically identified these desired outcomes for a successful career preparation program. Ripple Effects addresses the five key areas:

• Flexibility and Adaptability
• Initiative and Self-Direction
• Social and Cross-Cultural Skills
• Productivity and Accountability
• Leadership and Responsibility

Flexibility and Adaptability
Change – normal
Change – unplanned
Changing feelings
Criticism – dealing with
Growth Mindset
Resilience

Initiative and Self-direction
Effort
Future
Goals
Motivation
Performance
Responsibility
Self-efficacy
Time management

Social and Cross-Cultural Skills
Asking for help
Authority – defying
Authority – dealing with
Communication skills
Competition – winning
Discussions – having
Diversity – appreciating
Expressing feelings
Group skills
Groups – joining
Helping others
Introducing yourself
Making a complaint
Networking
Norms
Perspective taking
Resolving conflict
Values – social

Productivity and Accountability
Criticalism – dealing with
Reliability
Late
Mistakes
Organized

Leadership and Responsibility
Asserting yourself
Fairness
Respect
Responsibility
Justice

RELATED TOPICS
After high school
Education- higher
Expectations
Job
Mentors
Money
Success phobia
Technical school

Information, Media and Technology Skills
Ripple Effects includes critical thinking exercises applied to technology, media and information in each of the more than 400 topics in the program.

In the “Apply it” section of each topic is a media analysis exercise that requires critical thinking specifically applied to technology, media and information.
Know your resources: print, electronic, live

Print
- Users Guide for Staff
- Get Going Fast/Quick Tips Sheets

Guides for tiered intervention
- Universal Promotion: positive youth development outlined to match national standards
- Targeted Prevention: scopes and sequences for preventive risk reduction in 14 areas
- Mental Health: scopes and sequences for children's mental health and substance abuse
- Individualized Intervention: sample individual intervention plans for behavior problems
- Juvenile Justice: sample interventions for the 10 most common juvenile, criminal offenses

Guides for planning, training & technical support
- Implementation Planning: helps you build a site-specific plan for use, also as fillable pdf form
- Planning for RTI: create an individualized response
- Parents and community involvement: strategies and resources
- Trainer's Resources: agenda, training scenarios, evaluation forms, check-off lists, certificates
- Assessment Tools: which electronic measures to use for which outcomes
- Technology Support: comprehensive technical instructions and troubleshooting
- Evidence of Effectiveness: quantitative and qualitative studies

Software
Digital training tools:
- Ripple Effects for Kids (grades 2-5)
- Ripple Effects for Teens (grades 6-10)
- Ripple Effects - Rural
- Ripple Effects for Staff

Assessment tools:
- Screen for Strengths, Data Manage

Web
- Implementation: rippleeffects.com/support/implement
- Technical: rippleeffects.com/support/tech
- General: help@rippleeffects.com

Live 1.888.259.6618
- Free technology and implementation support
- Fee-based training evaluation services
- Call for pricing

Extra copies of these materials are available in print for a fee, or free to customers as a PDF.