



**Universal Promotion  
Scope and sequences for  
positive youth development**

# 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.



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# 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 a 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 terms 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. What the minimum effective dosage is has not been empirically proven. Several major universal promotion programs are designed for continuous delivery over a full school year. However, few school districts have the time to devote a whole year to such a program, so flexibility in program design is important.

## 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-visuales, assessment materials and tracking mechanisms.

## Involve 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.

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

# 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.

CASEL SEL categories	Ripple Effects SEL equivalents
<b>Self-awareness</b> Identifying emotions Recognizing strengths	<b>Knowing yourself</b> Knowing yourself Feelings – knowing, Strengths
<b>Social awareness</b> Perspective-taking Appreciating diversity	<b>Getting a feel for others</b> Empathy, Point of view Diversity – appreciating
<b>Self-management</b> Managing emotions Self-motivation Goal setting	<b>Controlling yourself</b> Impulse control Managing feelings Mindset, Goals
<b>Responsible decision making</b> Analyzing situations Assuming personal responsibility Respecting others Problem-solving	<b>Decision making</b> Problem-naming Responsibility Respect, Citizenship Problem solving
<b>Relationship skills (relationships)</b> Communication  Building relationships Negotiation Refusal	<b>Connecting with others</b> Connected, Conversations, Asking questions, Listening Making friends Resolving conflict Refusing, Assertiveness



# 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.

## **Self-Awareness**

### ***Knowing yourself***

Body image  
Creativity  
Curiosity  
Family background  
Community history  
Feelings  
Integrity  
Knowing who you are  
Learning style  
Intelligences  
Mindset  
Self-efficacy  
Self-esteem  
Sports & exercise type  
Temperament  
Values  
What you love

## **Social Awareness**

### ***Being aware of others***

Asking questions  
Body Language  
Changing feelings  
Diversity - ethnic  
Diversity - gender  
Diversity - religious  
Diversity – physical  
Empathy Gratitude  
Feelings-names for  
Mixed feelings  
Responsibility for feelings  
Showing care  
Paraphrasing  
Perspective taking  
Understanding motives  
Predicting feelings  
Stereotypes

## **Self-Management**

### ***Controlling yourself***

Controlling impulses  
Criticism - dealing with  
Effort  
Expressing feelings  
Grit  
Happiness - practicing  
Internal triggers  
Outside triggers  
Relaxing  
Letting go  
Managing Feelings  
Anger  
Anxiety  
Disappointment  
Discouraged  
Embarrassment  
Envy  
Fear  
Frustration  
Hopeless  
Jealousy  
Sadness  
Shame  
Mindfulness  
Perseverance  
Reflecting on performance  
Resilience  
Physical sensations  
Setting goals  
Stopping reactions  
Predicting consequences  
Stress

## **Relationship Skills**

### ***Connecting with others***

Apologies  
Asserting yourself  
Assertive voice  
Assertive message  
Assertive posture  
Assertive eyes  
Assertive reasons  
Authority - dealing with  
Beliefs - Standing up for  
Communicating feelings  
Communication skills  
Complaints - making  
Compliments - giving  
Confronting behaviors  
Confronting injustices  
Connected  
Conversations  
Courtesy  
Discussions - having  
Exercising rights  
Expressing sympathy  
Fairness  
Generosity  
Getting help

Group skills  
Helping others  
Ignoring  
Introducing yourself  
Inviting someone  
Joining a group  
Justice  
Kindness  
Limits - setting  
Making space  
Resolving conflict  
Resources  
Resisting pressure  
Reliability  
Respect - showing  
Responsibility  
Saying what you need  
Sharing  
Social values  
Thanking someone  
Tolerance  
Trustworthiness

## **Responsible**

### ***Decision Making***

***Decision Making***  
Brainstorming  
Decisions  
Evaluating alternatives  
Problem - naming  
Problem - solving  
Solutions - trying

# 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

Ignoring  
Introducing  
Inviting  
Kindness  
Making a complaint  
Making friends  
Peer pressure  
Permission - getting  
Refusing  
Resolving conflict  
Respect  
Responsibility  
Sharing  
Thanking someone  
Trust

## **Responsible**

### **Decision Making**

***Decision making***  
Problem - solving  
Problem - naming  
Brainstorming options  
Options - weighing them  
Solutions - testing



# 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.

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

Planning and decision making	Goals, Decisions	Making decisions, Goals
Interpersonal competence	Empathy, Point of view, Making friends	Empathy, Perspective taking, Making friends
Cultural competence	Diversity – appreciating, Cultural differences, Physical differences,	Diversity – cultural, Diversity – appreciating, Diversity – disability, Diversity – ethnic, Diversity – gender, Diversity – physical, Diversity – preferences, Diversity – religious, Sexual orientation
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

# RULER™ and Ripple Effects

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.

<b>RULER™ (Grades K-8)</b>	<b>Ripple Effects for Kids (Grades 2-5)</b>	<b>Ripple Effects for Teens (Grades 6-8)</b>
R – Recognizing emotions in self and others	Feelings – knowing yours, Self-awareness, Empathy, Point of view	Feelings, Feelings – owning them, Feelings – not, Empathy, Perspective taking, Mindfulness, Body clues
U – Understanding the causes and consequences of emotions	Understanding feelings, Feelings – mixed, Feelings – changing, Feelings – predicting, Triggers – catching, Brain	Feelings – changing, Feelings – mixed, Feelings – predicting, Internal triggers, Outside triggers, Creativity, Brain
L – Labeling emotions accurately	Afraid, Angry, Anxious, Nervous, Disappointed, Discouraged, Embarrassed, Frustrated, Hopeless, Sad, Ashamed, Envious/Jealous, Lonely, Left out	Anger, Anxiety, Disappointment, Discouraged, Embarrassment, Envy/Jealousy, Fear/Scared, Frustration, Hopeless, Sadness, Shame, Feel powerless, Feelings – depressed, Curious, Gratitude, Resentment, Optimism, Rejected, Hate, Excluded
E – Expressing emotions appropriately	Expressing feelings, Communicating feelings, Respect, Responsibility, Standing up –message, Distracted, Defiant, Fighting, Letting go	Feelings – expressing, Feelings – communicating, Respect – showing, Responsibility – for feelings, Standing up for yourself, Distracted, Defiant, Fighting, Letting go, Sympathy - expressing
R – Regulating emotions effectively	Managing feelings, Reactions – controlling, Impulse control, Calming down, Help – getting it, Resolving conflict, Self-talk, Mindset	Managing feelings, Reactions – stopping, Controlling impulses, Calming down, Help-getting it, Pressure, Happiness – practicing, Mindset, Stress

# Second Step™ and Ripple Effects for Kids (grades 2-5)

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.

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

Learning more about feelings/ Understanding complex feelings	Feelings –mixed, Feelings – changing, Afraid, Angry, Anxious, Nervous, Disappointed, Discouraged, Embarrassed, Frustrated, Hopeless, Sad, Ashamed, Envious/Jealous, Lonely, Left out
Understanding different perspectives	Point of view
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
<b>EMOTIONAL MANAGEMENT</b>	
Introducing emotion management	Feelings - knowing, Self-awareness, Brain, Managing feelings, Triggers - catching
Managing embarrassment	Embarrassed
Handling making mistakes	Mistakes
Managing anxious feelings	Anxious, Calming down, Self-talk
Managing hurt feelings	Calming down, Point of view, Motives - understanding
Managing Anger	Angry, Feelings – expressing, Assertive message
Finishing tasks	Calming down, Self-talk
Managing disappointment	Disappointed, Goals, Perseverance
Managing frustration	Frustrated, Managing feelings
Handling put-downs	Teased, Gossiping
Resisting revenge	Consequences - predicting
Avoiding jumping to conclusions/ Avoiding assumptions	Feelings control you, Calming down, Point of view, Resolving conflict, Motives – understanding, Assertiveness
<b>PROBLEM SOLVING</b>	
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	Gossiping

# Second Step™ and Ripple Effects for Teens (Grades 6-8)

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.

Second Step™ lessons	Ripple Effects for Teens topics
<b>EMPATHY AND COMMUNICATION</b>	
Working in Groups	Group skills, Listening to others, Making space, Discussions – having, Empathy, Feelings, Communication skills, Communicating feelings
Friends/Leaders and Allies	Friends, Empathy, Listening to others, Joining a group, Paraphrasing
Considering Perspectives	Perspective taking, Understanding motives, Differences
Disagreeing respectfully	Paraphrasing, Asking questions, Body language, Communication skills, Respect – showing, Respectful to authority, Criticism – dealing with
Being assertive	Asserting yourself, Assertive voice, Assertive posture, Assertive eyes, Assertive message
Negotiating and compromising	Negotiating, Problem – solving, Perspective taking, Understanding motives
Giving and getting support	Support – getting, Helping others, Discussions – having, Friend - helping
Handling a grievance	Complaint - making

<b>BULLYING PREVENTION</b>	
Recognizing bullying	Bullying
Bystanders	Bystanders
Responding to bullying	Bullied, Courage
Cyber bullying	Bullying - online
Sexual harassment	Sexual harasser, Harassment online, Harassment – target, Assertiveness
Bullying in friendships	Friends – fighting, Friends – choice of
Labels, stereotypes, and prejudice	Stereotypes, Prejudice, Naming-calling, Labeling
Bullying in dating relationships	Dating abuse
<b>EMOTION MANAGEMENT</b>	
Emotions – Brain and Body	Brain, Body clues, Self-talk, Feelings – names for
Calming –down strategies	Calming down, Self-talk, Exercise
Understanding anger	Anger, Brains, Stopping reactions, Body clues
Staying in control	Control – taking, Calming down, Perspective taking
Coping with stress	Stress, Pressure, Self –talk, Getting support, Resources, Relaxing, Exercise, Self-care
De-escalating a tense situation	Calming down, Self-talk, Anger, Aggression, Conflict – resolving, Conflict –with teacher
<b>PROBLEM SOLVING</b>	
Using the action steps	Problem – solving, Problem – naming, Brainstorming, Evaluating alternatives, Solutions – trying, Decisions
Making a plan	Making things right, Solutions –trying, Goals
<b>GOAL SETTING</b>	
Making your plan	Setting goals
Evaluating your plan	Expectations, Evaluating alternatives, Reflecting on performance, Failure
<b>SUBSTANCE ABUSE PREVENTION</b>	
Tobacco and marijuana	Addicted, Tobacco – chewing, Marijuana, Smoking, Predicting consequences
Alcohol and inhalants	Alcohol, Inhalants, Predicting consequences
Identifying hopes and plans	Hopeless, Future
Making a commitment	Commitments
Myths and Facts	Substance abuse, Risk and protection
Norms and attitudes	Norms, Attitudes, Commitment, Friends – using drugs
Making good decisions	Decisions
Identifying future goals	Future, Goals
Keeping your commitment	Perseverance

# 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.

SDM/PS (Grades K-8)	Ripple Effects for Kids (Grades 2-5)	Ripple Effects for Teens (Grades 6-8)
<b>READINESS PHASE</b>		
<b>Self-control Unit</b>		
Introduction to Social Decision Making/Problem Solving	Rules, Respect, Introducing yourself, Diversity-appreciating	Rules, Respect-showing it, Introducing yourself, Knowing who you are, Talking-in a group, Diversity-appreciating
Effective Listening	Listening	Listening to others
Listening Power	Listening	Active listening, Paraphrasing
Strategies for Remembering	Learning style	Learning style
Following Directions	Instructions-following	Following instructions
Role Play	Each topic contains a transfer training exercise, called "Role Play" in the "Apply It" section.	
Be your BEST	Assertiveness, Assertive body (and eyes), Assertive message, Assertive voice	Assertiveness, Assertive body (and eyes), Assertive message, Assertive voice
Feelings	Feelings-predicting, Feelings-understanding	Feelings, Feelings-names for, Feelings-predicting
Trigger Situations	Feelings-control you, Triggers - catching	Triggers-outside, Triggers-inside, Self-Talk, Anger, Anxiety/Nervous, Feelings-frustrated

Feeling Fingerprints	Feelings-understanding	Stress, physical sensations
Keep Calm	Calming down, Controlling impulses,	Self-control, Breathing deeply, Feelings-dealing with, Feelings Control, Self-talk, Calming down, Controlling impulses, Managing feelings, Relaxing
Trigger Journals/ Problem Diaries	Each topic contains an interactive, journal writing exercise, "Brain," which utilizes a structured and assisted process of reflective inquiry. See also Ripple Effects for Teens topic "Reflecting on performance."	
<b>Improving Social Awareness Unit</b>		
Friendship Skills	Friends-making	Friends, Friends-making, Friends-choice of
Conversation Skills	Conversations, Inviting, Thanking someone, Ignoring	Conversations, Asking questions, Introducing yourself, Inviting someone, Thanking someone, Expressing sympathy, Ignoring
Giving and Receiving Praise	Compliments	Compliments-giving, Compliments-receiving
Giving and Receiving Help	Help-giving it, Help-receiving it	Asking for help, Expressing thanks, Helping others
Giving Constructive Criticism	Complaint	Complaints-making, I Statements, Needs-stating, Confronting behavior
Receiving Criticism	Apologies	Criticism-dealing with, Accepting responsibility, Apologies, Letting go
Understanding Different Points of View	Point of view	Perspective taking, Understanding motives
Joining a New Group	Group-joining, New kid	Joining a group, New kid
<b>INSTRUCTIONAL PHASE</b>		
Feelings Identification	Feelings-knowing yours, Feelings-expressing	Solving Problems, Feelings-owning them, Feelings-expressing them
Identify the Problem	Problem Solving, Problem - naming	Identifying the problem
Goal Setting	Goals	Goals
Brainstorming Solutions	Ideas, Brainstorming options	Brainstorming
Anticipating Consequences	Predicting consequences	Consequences-predicting
Decide a Solution	Options –weighing them, Solutions -testing	Choices, Solutions-evaluation, Solutions-trying
Plan & Practice	Decisions, Trying	Decisions, Effort
Anticipate Obstacles	Perseverance, Mindset	Perseverance, Mindset, Optimism
Try it and Rethink it	Solutions-testing, Keep Trying, Perseverance	Solutions-trying, Reflecting on performance, Perseverance
Conflict Resolution	Conflict	Conflict-resolving

APPLICATION PHASE		
Real Life Applications	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.	
Bullying	Bullied, Bully-you do it, Bystander; See "Bullying" list in Positive Behavior Intervention or Targeted Prevention manual	Bullying, Bullied-target, Bully-offender, Bystander, Bullying-online; See "Bullying" list in Positive Behavior Intervention or Targeted Prevention manual
Teasing	Name calling, Teased, Teasing	Put downs, Teasing
Tattling	Telling, Gossiping (related)	Blabber mouth, Ratting out
Alcohol and Drugs	Alcohol, Drugs, Peer pressure	Drugs, Alcohol, Pressure-resisting
Fairness and Prejudice	Discrimination, Stereotypes-resisting, Cultural differences; See "Diversity appreciation – Promoting respect" list in Universal Promotion manual	Cultural differences, Injustice-confronting, Injustice-confronting; See "Diversity appreciation – Promoting respect" list in Universal Promotion manual
Problems in Our Lives	RE programs have hundreds of topics that students consider problems. Have students privately explore the programs to problem-solve their most pressing challenges.	
Change Target Behaviors	See Positive Behavior Intervention manual for lists of target behaviors.	
Academic Weak points	Effort, Study habits, Tests; See also "Academic achievement – developing learners" list in Universal Promotion manual	Effort, Study habits, Tests; See also "Academic achievement – developing learners" list in Universal Promotion manual
Class Problems	i.e. Blurting out, etc.; See Positive Behavior Intervention manual for lists of problems that frequently occur in the classroom	i.e. Cutting class, Copying, etc.; See Positive Behavior Intervention manual for lists of problems that frequently occur in the classroom
Community Problems	Neighborhood problems; See "Civic engagement – doin' democracy", "Health promotion," or "Restorative practices lists in Universal Promotion manual	Gangs, Money-not enough; See "Civic engagement – doin' democracy", "Health promotion," or "Restorative practices" lists in Universal Promotion manual
Community Service	Citizenship; See "Service learning" list in Universal Promotion manual	Democracy-doing; See "Service learning" list in Universal Promotion manual
Student Government	See "Civic engagement – doin' democracy" list in Universal Promotion manual	
Common and Current Recess Problems	See "Disruptive outside class" list in Positive Behavior Intervention or Targeted Prevention manual	
Problem Solving Discipline Remediation	See Positive Behavior Intervention manual for lists of most frequent discipline challenges.	

Academic Applications	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.	
Test taking	Grades, Tests, Anxious	Tests, Study habits, Getting organized, Time management, Anxiety
Literature	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.	
Creative Writing	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	
Health	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.	
History	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)	
Current Events, Media Analysis, Science, Advertising, The News, Geography/Travel	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.	
Technology	Internet safety, Cell phone, Gaming, Internet – bullying, Internet – privacy, Internet – sharing, Social media	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



# 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

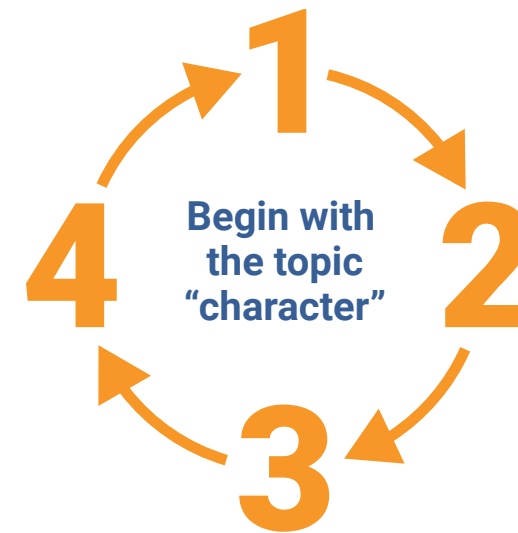
Ripple Effects can be used both for universal training in character education (building strengths) and for targeted intervention with students who have breached school or community norms (positive behavioral intervention). Teachers can reach outside the proposed character education unit to additional 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

# 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 on-going 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 Teens:** Gratitude, Future, Goals, Self-control, Motivation, Cause and Effect, Luck, Reactions – stopping, Predicting consequences, Calming down, Criticism – dealing with, Triggers – outside, Making space, Group skills, Feelings – expressing, Expressing thanks, Depression, Emotional style, Emotional intelligence, Empathy, Emotional maturity, Courtesy, Conflict – resolving, Respect – showing, Change – normal, Change – unplanned

**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 Teens:** Grit, Growth Mindset, Optimism, Future, Self-efficacy, Effort, Reflecting on performance, Resilience, Perseverance, Brainstorming, Courage, Fear of success, Fear of failing, Control taking, Support – getting, Learning style, Intelligences, Mistakes, Hard things – surviving, Hard things, Passions

**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

Understanding self as learner	Approach to learning	Learning efficiencies	Connectedness
After high school	Anxiety/Nerves	Active listening	Communicating feelings
Brain	Blurting out	Attendance	Compliments –giving
College	Cheating – in school	Cause and effect	Connecting with others
Creativity	Discouraged	Goals	Dispute with teacher
Drugs	Effort	Instructions – following	Diversity – appreciating
English language learner	Expectations	Mindfulness	Help –getting it
Grades	Frustration	Open-ended questions	Helping others
Introvert	Grit	Organized	Introducing yourself
Knowing who you are	Hopeless	Paraphrasing	Joining a group
Learning disability	Luck	Paying – attention	Making friends
Learning styles	Mindset	Predicting consequences - (if/then structure)	Mentors
Risk and protection	Motivation	Problem solving	New kid
Sense of place	Negative criticism	Procrastination	Parent – talking to
Smarts/Intelligences	Optimism	Relaxing	Perspective taking
Special Ed	Perseverance	Self-talk	Resolving conflict
Strengths	Pressure	Study habits/Homework	Resources
Tests	Resilience	Time management	Respect –giving
What you love/Passions	Rules	Mistakes	School – hate it
	School – dropping out		School – unsafe
	School failure		Showing care
	Self-control		Suspended
	Self-determination		
	Self-efficacy		
	Skipping class		
	Skipping school		
	Success – fear of		

## Academic Achievement scope and sequence – Kids

Understanding self as learner	Approach to learning	Learning efficiencies	Connectedness
Attention problems	Anxious	Asking questions	Compliments
Brain	Blurting out	Cause and effect	Connecting with others
Drugs	Cheating	Goals	Diversity – appreciating
English language learner	Controlling impulses	Instructions – following	Help – giving it
Grades	Discouraged	Listening	Help –getting it
Knowing yourself	Effort	Mistakes	Introducing
Learning problems	Failure – school	Organized	Making friends
Learning styles	Frustrated	Predicting consequences - (if/then structure)	New kid
Smarts	Mindset	Problem solving	Parent – talking to
Strengths	Motives - understanding	Procrastination	Point of view
Tests	Nervous	Relaxing	Resolving conflict
	Perseverance	Repeating	Respect
	Resilience	Self-talk	School – hate it
	Rules	Study habits	Suspended
	Self-awareness		Teacher problems
	Skipping school		Communicating feelings
	Success		
	Success at learning		



## 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 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	Fairness	Personal preferences
Commanding respect	Gender differences	Predicting Consequences
Confronting injustice	Hate crimes	Racial differences
Country	Honesty	Resisting pressure
Courage	Immigrant	Resisting stereotypes
Cultural differences	Including others	Resolving conflict
Democracy - doing it/ Politics – being part of	Institutional injustice	Respect
Disabilities	Justice	Responsibility
Dissent/Politics - unpopular	Lesbian/Gay	Self-efficacy
Ethnic differences	Making a complaint	Standing up for a belief
Exercising rights	Making Decisions	
	Patriotism/Loyalty to country	
	Perseverance	

## Doin' Democracy scope – Kids

Background	Fairness	Respect
Complaint	Honesty	Responsibility
Courage	Immigrant	Standing up
Cultural differences	Peer pressure	Standing up – message
Decisions	Perseverance	Standing up – voice
Different	Predicting Consequences	Standing up – your body
Disabilities	Resolving conflict	Stereotypes - resisting
Diversity - appreciating	Respect	

# 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

### Raise awareness

- Class differences
- Diversity – appreciating
- Diversity – cultural
- Diversity – gender
- Diversity – physical
- Diversity –religious
- Ethnic diversity/racial diversity
- Physical disability
- Respect
- Sexual orientation

### Develop empathy

- Connecting with others
- Feeling for others
- Hate
- Feelings
- Feelings - changing
- Feelings - mixed
- Feelings - predicting
- Feelings – names for
- Feelings – owning them
- Hate crime – you do
- Online – reading people
- Perspective taking
- Predicting feelings
- Preferences
- Prejudice
- Racism
- Showing care
- Stereotypes
- Understanding motives

### Asking questions

- Asserting yourself
- Conflict – resolving
- Confronting behavior
- Help –getting it
- Injustice - confronting
- Needs - stating
- Online – courtesy
- Online expression
- Promote assertiveness
- Resisting - stereotype
- Resisting – pressure
- Solidarity - showing
- Standing up for yourself
- Tolerance

## Promoting Respect recommended scope – Kids

### Raise awareness

- Cultural differences
- Different
- Disabilities
- Diversity - appreciating
- Poverty
- Respect

### Develop empathy

- Caring – show it
- Connecting with others
- Feeling – for others
- Feelings – changing
- Feelings – communicating
- Feelings – dealing with
- Feelings – knowing yours
- Feelings – mixed
- Feelings – predicting
- Feelings – understanding
- Knowing yourself
- Motives - understanding
- Point of view
- Prejudice
- Stereotypes - resisting

### Promote assertiveness

- Asking questions
- Assertiveness
- Help –getting it
- Problem solving
- Resolving conflict
- Standing up – message
- Standing up – voice
- Standing up – your body

# 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  
Afraid  
Anxious  
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  
Drugs  
Drugs – inhalants  
Drunk driving  
Experimenting  
Hard things  
Marijuana  
Peer pressure  
Predicting consequences  
Refusing  
Tobacco/Cigarettes  
Transitions

### Cultural

Beliefs  
Beliefs  
Community background  
Cultural differences  
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

### 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  
Experimenting  
Hormones  
Peer pressure  
Period (menstruation)  
Puberty  
Refusing  
Stinky (body odor)  
Transitions

## National Health Framework scope recommendation – Teens

### 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

### Consumer health

Diet  
Drugs  
Exercise  
Gambling  
Making a complaint  
Money  
Risk and protection  
Shoplifting

### Decision-making & Problem solving

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

### 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  
Hurting 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  
Chew/ 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

### 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

### 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

### 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  
Starving yourself  
Weight

### Goal setting

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

### 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  
Pregnant  
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, Shame, 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.

OFFENDER PERSPECTIVE	VICTIM PERSPECTIVE	BYSTANDER PERSPECTIVE	FOR ALL
<p><b>Empathy</b> Empathy Feelings Feelings – predicting Stereotypes Perspective taking</p> <p><b>Impulse control</b> Controlling impulses Predicting consequences Stopping reactions Internal triggers Outside triggers</p> <p><b>Managing feelings</b> Managing feelings Aggression Mindfulness Anger Body clues Fear Frustration Letting go Sadness Self-talk</p> <p><b>Resolving conflict</b> Resolving conflict Discussions - having</p>	<p><b>Self-awareness</b> Self-aware</p> <p><b>Assertiveness</b> Respect – getting it Resisting pressure Asserting yourself Limits –setting Getting help Resources</p> <p><b>Decision-making</b> Brainstorming Decisions Trying solutions Telling</p>	<p>Bystander Confronting behavior Solidarity – showing</p>	<p>Resolving conflict Telling Exercising rights Responsibility Perspective taking Understanding motives Expressing feelings Resisting pressure</p>



# 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, Help- 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 Teens:** Curiosity, Diversity – appreciating, Diversity – cultural, Diversity – disability, Diversity – ethnic, Diversity – gender, Diversity – preferences, Diversity – religious, Perspective taking, Relating skills, Respect, Stereotypes, Trust

**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 Teens:** Agency, Self-determination, Self-efficacy, Assertive voice, Assertiveness, Brainstorming, Control – taking, Decisions, Goals, Organized, Predicting consequences, Problem – naming, Problem-solving, Self-confidence

**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

### Creativity and Innovation

Creativity  
Brainstorming  
Asking questions  
Mistakes  
Reflecting on performance  
Failure  
Courage  
Mindset  
Strengths

### Critical Thinking and Problem Solving

Problem solving  
Problem – naming  
Brainstorming  
Evaluating alternatives  
Predicting consequences  
Cause and effect  
Solutions – trying  
Decisions  
Perseverance

### Communication and Collaboration

Asserting yourself  
Communications skills  
Conversations  
Group skills  
Discussions – having  
Resolving conflict  
Reliability  
Reasons – giving  
Responding to others  
Responsibility  
Perspective taking  
Diversity – appreciating

## 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

Criticism – 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

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

## 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](http://rippleeffects.com/support/implement)

• **Technical:** [rippleeffects.com/support/tech](http://rippleeffects.com/support/tech)

• **General:** [help@rippleeffects.com](mailto:help@rippleeffects.com)

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