ripple effects

**Positive Behavioral Intervention:
Sample Individual Treatment Plans**

Contents

Introduction

Ripple Effects software is a resource for use as a positive, targeted intervention with individual students in a variety of learning, health and corrections settings. It can complement other ongoing approaches, methodologies, strategies and interventions. The elementary and teen products combined have more than 500 inter-linking tutorials that address social, emotional, behavioral and academic issues that can interfere with school and life success. Using this program effectively is as simple as these four steps:

1 Identify a student strength that can be a foundation for growth
Have each student complete the self-profile under the "Learning style" topic. For students, understanding how they learn most easily is a first step in recognizing how they can be successful learners. You can also have them complete the "Strengths" topic, which includes a self-profile.

2 Direct them to the issue that has caused immediate concern
The topic lists includes more than a hundred behavioral infractions recognized at most school districts (from talking back, to cheating, fighting, hate crimes, etc.). It also includes health and mental health issues that students face. The tutorial for each topic automatically leads students to training in social-emotional competencies that are correlated with solving the identified concerns. Simply tell them to follow the underlined words in the illustrations on the "How to" screens. These will link them to the appropriate skill training.

3 Have them seek out an underlying reason
Students exhibit the same problem behavior for a variety of different reasons. Guessing or interrogating students about personal issues are NOT productive ways to find out those reasons. Instead, ask students to scroll down the topic list to find something that interests them, or that they think could be connected to the underlying reason for the problem. Remind them the underlined links will take them deeper. Trust their instincts to find what they need. In many cases, after using the program in private, students will then disclose the underlying problem to a trusting adult.

4 End with building strengths in a key social-emotional ability
Present the program as a process of empowerment, not punishment. Ripple Effects organizes key abilities into five categories: knowing yourself, controlling yourself, being aware of others, connecting to others and decision making. They are broken down into building blocks of more than a hundred micro tutorials.

Research Base

Ripple Effects synthesizes research from many fields

Ripple Effects Whole Spectrum Learning System is an example of applied research. By synthesizing research from many different fields, including education, psychology, sociology, anthropology, learning, technology design, and business, the software makes hundreds of research-proven strategies accessible to people who don't need to personally know all the research in order to benefit from it.

In particular, the programs draw from work in four related fields:

- **Promotion of positive youth development**
  This approach focuses on building strengths, such as resilience, self-efficacy and social-emotional competence in all kids. It recognizes that the absence of things like addiction or school failure is not the same as fulfillment of potential, and emphasizes increasing protective factors over focusing on deficits and risk.

- **Comprehensive prevention**
  This approach recognizes that school failure, discipline problems and unhealthy behavior are interrelated issues. They share a common set of risk factors that are present in multiple domains. Since it's not possible to address every issue that might be a problem for every student, it makes sense to focus on reducing the risk and increasing the protective factors that affect multiple problems, from school failure, to gun violence, to HIV rates.

- **Personalized, positive behavioral intervention**
  This approach recognizes that some students need individualized intervention, in response to particular behavior or demonstration of need on their part. When negative behavior prompts the response, they need both skill building, precisely targeted to deal with the immediate problem, and general asset building to enhance protection and reduce risk.

- **Learning theory**
  This includes social learning research, which points to the importance of modeling, rehearsal, interactivity, affective education, and cognitive-behavioral training in developing social-emotional abilities. It also includes research about universal design for learning (UDL), which focuses on maximizing accessibility to students with diverse learning styles, abilities, attention spans, languages and cultural orientations.

Logistics

For each tutorial allow about 15 minutes

One 45-minute session generally allows time to cover three topics. A module made up of multiple topics can be spread out, or compressed, to fit a range of time constraints. For instance, with 15 minutes per day, for two weeks, teachers could cover a ten-topic module. A counselor could address those same topics in a two and a half hour continuous session. A case manger might cover them in eight, 45 minute weekly sessions over a semester.

Choose a mode of facilitation

Sessions can consist of a group assignment with discussion, or the assignment of an individual topic(s) to each student with or without follow-up discussion. Or, a session might consist of a combination of independent exploration and directed discussion. Tutorials can be completed whenever and wherever a student has access to the programs.

Respect student privacy

Again and again we have seen that students are more open to the program when they can explore it privately.

Do not over direct

There is no right or wrong way for a student to complete a particular topic. They do not need to use each available button or proceed from left to right. However, each student needs to complete the interactive "Got it?" "Brain" and "Profile" elements for every topic assigned. Monitor completion of the assigned topics by checking the student scorecard or using the Data Manager app. Note that students need to complete all sections of the "Brain" to get their checkmark.

Maintain a positive approach

Whether in counseling, discipline or remedial settings, whenever possible start with a strength and end with a strength.

Note: These plans have been developed with real world users in real world settings, with input from child psychiatrists, special education experts, school nurses, psychologists, teachers, parents, administrators and disciplinarians. Nonetheless, they are offered as suggested approaches, not required curriculum. They need to be interpreted and adapted to meet the needs of your students in your unique circumstance.

Creating your scope and sequence

It is not necessary to have a pre-defined, specific scope and sequence

The technology of the programs all for scope and sequence to be built into every tutorial. Once you set a student on the process of investigating a concern or interest, the program will guide them to the necessary skill building. Being able to customize the scope and sequence is an added benefit, not a requirement for using the program effectively.

Implementers can use already existing Individual Education Plans as scope and sequences

For instance, if a student's plan contains the goal of developing self-control, and/or greater success in managing feelings, simply assign those topics as a resource to help meet that goal. Because the program records student completion of interactive exercises and time spent using the program (dosage), you have an easy way to document the training each student has received.

Problematic behaviors may emerge around a recurring theme

In those cases, adult implementers may want a broader scope and sequence than is built into the links from a single tutorial. They can find additional ideas in the related topics box (lower, right text box of each topic) or can draw from the sample treatment plans in the following pages.

Discipline settings such as ISS may mandate a certain number of contact hours

Students are assigned to ISS for a variety of behavioral offenses, and have a variety of reasons for engaging in that behavior. Those overseeing ISS may feel they have neither the time nor the expertise to customize a themed curriculum for each student. Sample individual intervention plans for frequent problem behaviors in the following pages make it easier to address these situations.

Maximizing the effectiveness of the program

Many educators want to go beyond responding to particular problems (targeted intervention), to comprehensive prevention that addresses risk and protective factors in multiple domains. Ideally they would also go beyond prevention to promoting positive youth development. This guide offers sample treatment plans for behavior interventions (Tier 2). For ideas on using Ripple Effects for prevention and positive youth development ideas (Tier 1), please see those specific guides.

Angry - intentional, harmful

Concern

Angry, calculating behavior characterized by low affect and detached behavior that is directly or indirectly harmful to others.

Description

These students represent a small but significant group of the larger population of kids with anger problems. Rather than being characterized by impulsivity, they are characterized by a cold, calculating approach to violence and manipulation of others. They often seem to be detached, or without affect. In extreme cases they may torture or injure animals, or set fires. More often than not, they will manipulate others into doing something, but will not themselves be vulnerable to punishment. They are often experts at playing teachers/counselors/parents/peers against each other. Sometimes they seem to be without a conscience. Their lack of affect is a clue that they are missing empathy. There are many fewer of these kids than the reactive type, but they account for a disproportionate amount of social injury and civic damage.

There are several possible reasons why students may demonstrate this kind of anger. Boys who witness abuse of their mothers at an early age may learn to stop identifying with her - and others - as a defense mechanism to manage their own emotional pain. Girls who have been seriously sexually abused may learn to not feel as they disassociate from their bodies. Emotional abuse may also cause students to close off their emotional response to others in defense. Members of gangs may have been systematically trained to unlearn their feeling response.

Allowing time for students to explore topics like "Domestic violence" and/or "Abuse" may be necessary. However, it is not necessary to know the root of the problem to provide empathy training.

In a small minority of cases, students are manifesting a deep conduct disorder that needs professional treatment. This program is not designed to meet the needs of those students. Other professional resources must be sought out. However, Ripple Effects can be very helpful with students whose harmful behavior is learned. It can be unlearned and retrained.

Goals of intervention - students will:

- Develop empathy
- Manage their anger in appropriate ways
- Begin to understand reasons behind their behavior
- Understand the role of risk and protective factors in their actions
- Take responsibility for their actions
- Form positive connection to other students
- Leverage their learning style to develop social-emotional competence

Suggested scope and sequence - Teens

Knowing yourself
Learning styles
Temperament
Risk and protection
Strengths
Understanding feelings

Managing feelings
Changing feelings
Physical sensations
Triggers - inside
Trigger - outside
Anger
Frustration
Anxiety
Revenge
Depression
Letting go
Mindfulness
Self-talk
Calming down
Exercise

Identifying with others
Empathy
Perspective taking
Asking questions
Paraphrasing
Understanding motives
Consent

Body language
Showing you care
Body language

Challenge topics
Hurting animals
Rape
Mean
Drug dealing
Witness to violence
Abuse - sexual
Fire setting
Domestic violence

**Being part of
 a community**
Compliments - giving
Compliments - receiving
Conversations
Expressing feelings
Group discussions
Introducing yourself
Joining a group
Receiving compliment
Responsibility
Making apologies
Respect- showing
Giving help

Angry - reactive

Concern
Impulsive angry behavior, characterized by fighting, name calling, cursing, throwing things and often showing regret afterwards.

Description
These students are hot tempered. They may hurt someone one minute and regret it the next. Their problem is usually not lack of empathy, but lack of impulse control and the inability to manage feelings, especially frustration and anger.

A common precipitator of this behavior is frustration with the learning process. They may be frustrated by a mandate to learn by reading and listening, especially if their natural learning style is a more experimental one, or they may be struggling with a learning disability, or an attention disorder.

A greater number of boys than girls are represented in this group. One factor is persisting gender socialization that causes some boys to believe the only emotion that is gender appropriate is anger. They may use angry responses to cover fearful or sad ones, as well as when they are genuinely mad. In fact, many youth perpetrators admit their violent actions were prompted by fear, not anger.

Sometimes students react angrily when they experience something that feels unfair. Anger can be a powerful motivator to stand up to injustices. When students can manage their feelings and emotions, as well as have an understanding of how external factors impact their lives - sexism, racism, class bias - students can stay strong and calm in these situations, helping them to stand up for themselves and for others.

Goals of intervention - students will:
- Understand how learning styles affect feelings
- Stop reactions and think through consequences before acting
- Recognize physical cues for feelings
- Identify their feelings by name
- Monitor and control self-talk
- Express problematic feelings in an appropriate way
- Use problem-solving techniques to deal with frustration

A suggested scope and sequence - Teens

Knowing yourself
Learning styles
Stress
Goals
Criticism - dealing
 with
Communicating
 feelings
Knowing who you are
Brain

Managing Feelings
Mindfulness
Physical sensations
Triggers - inside
Triggers - outside
Self-talk
Making complaints
External triggers
Expressing feelings
Letting go

Calming down
Anger
Fear
Frustration
Envy
Reactions - stopping
Hitting
Managing feelings
Predicting conse-
 quences
Revenge
Empathy
Rude online

**Being part of a
 community**
Community
Responsibility
Making an apology
Giving help
Fairness

Resolving conflict
Respect
Justice
Race
Gender
Giving a compliment
Receiving a
 compliment

Making Decisions
Understanding mo-
 tives
Problem - naming
Brainstorming
Problem - solving
Evaluating
 alternatives
Solutions - trying
Decisions
Brain

**Standing up for
 yourself**
Assertive voice
Assertive eyes
Assertive message
Assertive posture
Assertive reasons
Needs - stating
Making complaints
Confronting injustice
Standing up for
 yourself
Racism
Discrimination
Sexism
Dealing with authority

A suggested scope and sequence - Kids

Knowing yourself
Learning styles
Goals
Hard things
Knowing yourself
Brain

Managing Feelings
Managing feelings
Self-awareness
Triggers - catching
Self-talk
Expressing feelings
Letting go
Calming down

Angry
Afraid
Frustrated
Envious
Reactions - controlling
Predicting
 consequences
Hitting
Pushing and shoving
Empathy

**Being part of a
 community**
Responsibility
Apologies

Help - giving it
Fairness
Resolving conflict
Respect
Compliments
Connecting with
 others

Making Decisions
Problem solving
Problem - naming
Brainstorming options
Options -
 weighing them
Solutions - testing

**Standing up for
yourself**
Assertive body
Assertive message
Assertive voice
Making a complaint
Discrimination
Standing up
Authority -defying

Attention seeking/needy

Concern
Demanding, needy behavior characterized by constant interruptions and ploys for attention, frequently coming up to your desk, pleading to be called on, and not working as soon as your attention drifts from him or her to another peer.

Description:
Students who clamor for attention may appear demanding, but they're usually very needy underneath. They often have been "shorted" on positive attention. Indeed, they may have learned that negative behavior is the only thing that really gets a response and connects them to others. A natural response to neediness, especially when a teacher is annoyed, is to withdraw emotionally from the student making the demands. This rarely works. The needy student usually responds by escalating their annoying behavior, which leads to increased emotional withdrawal by other students and the teacher, and so on in a seemingly endless loop.

Help break the negative loop by having these students identify their genuine strengths, so they can become more satisfied with themselves and less dependent on the attention of others. At the same time, direct them to training in interpersonal skills that will make them more attractive to their peers – things like listening skills and giving compliments. Often the kids who are most hungry for attention are the ones least skillful at doing the things that naturally attract it.

Remember, problem behavior is often a sign of strong needs that aren't being met in a student's life. Help them fulfill these needs in appropriate ways and everyone will win.

Goals of intervention - students will:
- Develop self-confidence
- Identify personal strengths
- Build positive links to other people
- Better understand their own attention seeking behavior

A suggested scope and sequence - Teens

Strengths	Conversation	Alone
Learning style	Joining a group	Cause and effect
Self-esteem	Active listening	
Connecting with others	Giving compliments	

A suggested scope and sequence - Kids

Strengths	Conversations	Clingy
Learning style	Group - joining	Lonely
Self-esteem	Listening	Consequences - predict
Connecting with others	Compliments	

Bias activity/hate crimes

Concern

Identity-based aggression around other students' race, ethnicity, religion, gender, sexual orientation, or physical or mental disability, as characterized by taunting, beating up, bullying, ridiculing or otherwise harassing.

Description

Contrary to popular belief, most hate crimes are not committed by hardened extremists. Rather, a surprisingly large number are youthful thrill seekers. Often, the perpetrators hope their acts of violence will earn them respect from their friends.

The second most common perpetrator of hate crimes, is the "reactive offender" who feels that he or she is responding to an attack by the victim -- a perceived insult, being overlooked for a job, interracial dating, the integration of his neighborhood. Often, "reactive offenders" imagine that the very existence of lesbians and gay men -- or having to compete with women on the job -- is an assault upon their values or their own identity.

Being unsure about oneself and needing desperately to belong to a powerful group are factors that can lead young people to commit hate crimes. If teens are surrounded by a community filled with prejudice toward particular groups, and if they have no personal experience of people different from themselves, they may be unable to empathize with potential victims. They may see them as objects or stereotypes, not as human beings. Thus a key goal in intervention with bias offenders is to develop empathy and strengthen or establish connection with the wider community.

The best way to prevent hate crimes is to prevent prejudice and to promote respect for all of the similarities and differences among people. However, once a bias offense has been committed, Restorative Justice requires both making things right and reconnecting the offender with the community.

Goals of intervention - students will:

• Examine and understand their own identity, life experiences and actions
• Build skills in managing feelings and controlling impulses
• Develop greater appreciation for the experience of others
• Develop capacity to understand bias
• Make things right
• Reconnect to a caring community, or begin connection to community

A suggested scope and sequence - Teens

Bias crimes - target
Prejudice
Bullying
Discrimination
Ethnic slurs
Gay bashing
Racial conflict
Religious attack
Sexually harassed
Managing feelings
Physical sensations
Persepctive - taking
Restitution (Restorative
 justice)
Empathy

Triggers - inside
Triggers - outside
Anger
Depression
Letting go
Controlling impulses
Reactions - stopping
Consequences - predicting
Breaking rules
Blurting out
Hitting
Teasing
Making things right
Owning up
Apologizes

Connecting with others
Power
Strengths
Respect - getting it
Reflecting on performance
Stereotypes
Diversity - preferences
Diversity - appreciating
Diversity - cultural
Diversity - disability
Diversity - ethnic
Diversity - gender
Diversity - physical
Diversity - religious

Bullying

Concern
Aggressive and unwanted behavior towards other students that involves a real or perceived power imbalance, characterized by taunting, hitting, harrassing, intimidating.

Description
Bullying is a "gateway" problem behavior and a pervasive one. Students who bully others during their school years, especially middle school, are much more likely than other students to get in trouble with the law as adults. Bullies often come from homes where physical punishment is the norm. This punishment may have crossed over into actual abuse.

Contrary to what used to be believed, research has shown bullies demonstrate little anxiety and report strong self-esteem. They often lack empathy for their victims, or blame them for "asking for it." A substantial number of bystander students actually agree with this analysis.

Because bullying is primarily about power dynamics, the most successful bully prevention programs are schoolwide ones that address these power dynamics from all three directions: bully, target and bystander. Nonetheless, individual interventions which target bullies and their victims separately can also be effective.

Goals of intervention - students will:
• Develop empathy
• Change norms about bullying
• Redirect desire for power and dominance
• Build impulse control
• Learn techniques to manage anger
• Understand reasons behind their anger

A suggested scope and sequence - Teens

Strengths	Physical sensations	Connecting with others
Power	Mindfulness	Making friends
Responsibility	Self-control	Bullied
Empathy	Reactions - stopping	Bully - offender
Perspective taking	Consequences - predicting	Bullying - online
Bystander	Managing feelings	Harrassment - online
Asserting yourself	Self-talk	Resolving conflict
Assertive posture	Anger	Aggression
Assertive voice	Fear	Teasing
Assertive message	Predicting feelings	Threats
Self-efficacy	Kindness	Mean

A suggested scope and sequence - Kids

Strengths	Managing feelings	Triggers - catching
Responsibility	Assertiveness	Feelings - knowing yours
Empathy	Self-awareness	Kindness
Point of view	Impulse-control	Connecting with others
Bullied	Reactions - controlling	Making friends
Bully - you do it	Consequences - predict	Conflict
Bullying online	Self-talk	Teasing
Bystander	Angry	Teased
Calming down	Afraid	Threats

Communication challenges

Concern
Difficulty interacting and communicating with others, characterized by being overly literal, misunderstanding directions, nonstop talking, or talking with repetition yet inattentive when others talk, missing non-verbal and verbal social cues.

Description
These are a range of problems that make it difficult to pick up clues from other people and respond appropriately. Many of them fall under the broad heading of "Austism Spectrum Disorders," which can present very differently from person to person.

Empathy is a common challenge for these students. They struggle to get inside others' hearts and minds, making it difficult to take someone else's point of view. This can then interfere with the socialization process. These kids also may miss jokes and expressions because they're too literal. They can be rigid and easily upset with change. Frustration as a result of these things can lead to aggression, compulsive behavior, or simply shutting down. These communication challenges can result in doing poorly in school, even though the academics may not be a problem.

Goals of intervention - students will:
• Become more comfortable with change
• Understand instructions
• Develop social skills that enable them to participate in conversation
• Develop empathy
• Reduce anxiety

A suggested scope and sequence - Teens

Temperament
Learning style
Obsessing
Instructions - following
Change - normal
Change - unplanned
Problem solving
Conversations
Communication skills
Introducing yourself
Inviting someone
Thanking someone

Expressing sympathy
Compliments - giving
Apologies
Paraphrasing
Asking questions
Making space
Perspective-taking
Joining a group
Group discussions
Group skills
Ignoring
Asserting yourself

Assertive eyes
Compulsive
Controlling impulses
Managing feelings
Teased
Anxiety
Frustration
Relaxing
Breathing
ASD/Autism
Isolated

A suggested scope and sequence - Kids

Learning style
Empathy
Instructions following
Changes - normal
Problem solving
Conversations
Asking questions
Assertiveness
Introducing

Teased
Assertive body
Assertive message
Assertive voice
Controlling impulses
Managing feelings
Ignoring
Group - joining
Inviting

Thanking someone
Compliments
Apologies
Ignoring
ASD/Autism
Motives - understanding
Point of view

Cultural alienation

Concern

Alienated, negative attitude and behavior characterized by truancy, lack of effort, continual conflict with teachers, putting down peers, disconnection from school environment.

Description

These students skip school, continually challenge authority and attribute failure to cultural insensitivity, disconnect, discrimination or injustice. These experiences may be real or perceived. They are often members of marginalized groups including ethnic or racial groups, socio-economic class, sexual orientation, gender identity, religious or political minorities, and/or students who look or act differently than the "norm." In many, if not most cases, these students are caught in a chicken-and-egg dance of perceived lower expectations and disproportionate discipline by adults, and student reactions that seem to confirm those negative preconceptions.

The overall goal with these students is to break through a shell of cynicism, getting them engaged in school and providing them opportunities to serve others. From a practical perspective, the easiest way to do that is to leverage their interest in social dynamics and power, so that alienation can be transformed into responsible activism. It is neither a good, nor fair, solution to simply try to talk these students out of their complaints. As long as there is the perception of inequality, there is some injury.

As students feel empowered to change the things they believe are unfair, they are less likely to drop out, or transfer their anger and frustration onto others, or become disengaged. When they begin to identify what they have in common with their peers, they are more likely to form positive social bonds that overcome isolation. When they realize they have something to give, and learn skills for giving, their self-worth is confirmed. Finally, as they are able to look at cultural differences and take pride in their own legacy, they can look at how their attitudes toward school are linked to historical community experiences and make conscious decisions about how to rewrite that history going forward.

Goals of intervention - students will:

- Appreciate their own heritage
- Appreciate individual differences in themselves and others
- Develop greater appreciation for cultural diversity
- Analyze perceived discrimination and injustice
- Understand motives
- Take others' point of view
- Identify positive contributions they can make to the community
- Become active participants in the democratic process
- Deepen their understanding of social justice
- Learn constructive ways to confront injustice
- Learn how to make complaints

A suggested scope and sequence - Teens

Background - family
Background - community
Curiosity
Ethnic diversity
Diversity - appreciating
Cultural differences
Religious diversity
Identifying with others
Perspective taking
Understanding motives
Risk and protection
Expectations
Stereotypes

Discrimination
Justice
Respect - getting it
Respect - showing it
Effort
Gay
Self-efficacy
Democracy - doing
Confronting injustice
Making complaints
Helping others
Ignored
Isolated

Picked on by peers
Power
Community
Restitution
Poor
Social values
Pride - national
Rude - online
Internet - expressing
 yourself
Resentment

Defiant

Concern
Antagonizing, defiant behavior, characterized by opposing authority, blaming others for mistakes, refusing to participate.

Description
A certain amount of defiance is a normal part of adolescence, but a pattern of defying adults, especially when tied to blaming others for mistakes and trying to turn people against each other, is a serious problem that must be addressed.

Some defiant students simply haven't been exposed to positive discipline. They learn by experimenting, and may consider every instruction from an adult a test of who is in control. Others may be carrying deep anger about another underlying issue like abuse. They may feel powerless in the abusive situation and transfer their anger and need to assert control to a safer environment, school. Still others have a related disorder, like ADHD or depression, that needs to be addressed for the behavior to change.

A good plan for these students is often to help them gain more control in their lives. Use personal exploration time to encourage these students to find what they think is the underlying reason to their defiant behavior. Help them recognize that they can't always control outside forces, but they can always control their response. Combine concentrated skill training in impulse control with training in anger management techniques. It can also be useful to help these students identify a passion - like sports, making music, art - or service learning opportunities into which they can channel some of the their potentially destructive energy. Ripple Effects for Staff has more concrete advice for engaging these students.

A small number of defiant students may actually have a conduct disorder that would require their placement in a special learning situation. The software may not be effective with these students.

Goals of intervention - students will:
• Understand their preferred learning style
• Identify, celebrate and enhance their strengths
• Set a goal that begins to fulfill their promise
• Master specific skills for controlling the particular behavior that is getting them in trouble, such as talking back or fighting
• Begin to take responsibility for their action
• Make apologies if necessary
• Understand the possible role of family struggles in their behavior
• Understand the possible role of depression or ADHD in their behavior

A suggested scope and sequence - Teens

Strengthening self
Strengths
Weaknesses
Passions
Learning style
Sports and exercise
 type
Goals
Brain
Self-efficacy
Curiousity

Impulse control
Fighting
Lying
Rebellion
Conflict - with
 teacher
Talking back
Controlling
 impulses
Cause and effect
Empathy
Empathy
Understanding
 feelings
Perspective
 taking

Managing feelings
Managing feelings
Anger
Frustration
Sadness
Depression
Self-talk
Calming down
Mindfulness

Community skills
Respectful to
 authority
Making apologies
Values - social
Restititution

**Learning
 challenges**
Learning disability
ADHD
Dyslexia

Personal issues
Depression
Alcoholic parent
Addicted parent
Drugs
Child abuse
Jealousy
Neglected

A suggested scope and sequence - Kids

Strengthening self
Strengths
Learning style
Goals
Brain

Impulse control
Authority - defying
Fighting
Lying
Talking back
Teacher problems
Impulse control
Consequences
Problem - naming

Empathy
Empathy
Understanding
 feelings
Point of view

Managing feelings
Managing feelings
Calming down
Self-awareness
Defiance
Sad
Frustrated
Angry

Community skills
Respect
Apologies

**Learning
 challenges**
Learning
 problems
ADHD
Dyslexia

Personal issues
Parents'
 Substance Use
Drugs
Domestic
 violence
Jealous
Beaten

Disrespectful

Concern
Rude, disrespectful behavior toward adults and peers, characterized by inappropriate use of profanity and discourteous replies.

Description
These students are not outright defiant, but may have the same effect on teachers and peers as if they were. They fail to observe the most basic signs of social respect and classroom/ civic conversational conventions. They are impolite, frequently bordering on the abusive.

Students may present disrespectful behavior simply because they have not seen courteous alternatives being consistently modeled.

They may believe that being courteous is a sign of weakness, or may simply confuse aggression with assertiveness. They may be observing group norms that have been developed for another environment and are inappropriate for school.

Whether their motivation is ignorance, desire for power, or misplaced norms, training is more effective if it is first focused on their understanding what it takes to get respect, then gaining respect for yourself from them. Ideally you can then use that gained respect to move them toward extending it to others.

Goals of intervention - students will:
- Develop an understanding of what respect is
- Develop a sense of mutuality in respect
- Develop respect for legitimate authority figures
- Learn basic manners
- Learn and practice conversation skills

A suggested scope and sequence - Teens

Temperament
Respect - getting it
Respect - showing
Authority - dealing with
Authority - defying
Making space
Group skills
Assertive message

Assertive technique
Making space
Courtesy
Courtesy - internet
Swearing
Talking back
Compliments - giving
Compliments -receiving

Conversations
Cultural differences
Showing care
Communication skills
Character
Kindness
Rude - online
Conflict with teacher

A suggested scope and sequence - Kids

Respect
Authority - defying
Group - joining
Assertiveness
Courtesy
Cursing

Talking back
Compliments
Conversations
Cultural differences
Character
Standing up

Kindness
Rude - online
Showing care
Communication skills
Teacher problems

Disruptive in class

Concern
Ongoing disruptive behavior, characterized by clowning around, making smart remarks, joking (often at the expense of others), dropping items, passing notes, chattering, poking at neighbors, etc.

Description
Disruptive behavior not only affects the teacher, it jeopardizes other students' ability and opportunity to learn. Some research has shown that it is the students in the middle who are most affected by distractions and disruptions. Thus, it should not be surprising that test scores overall go down when a few students are allowed to disrupt the learning process.

Students may disrupt the class for a variety of reasons. They may simply be bored, and want a little excitement. They may be trying to undermine authority, without risking outright defiance. They may want to divert attention away from their own learning problems or failure. They may be trying to "normalize" themselves, especially if they are either very gifted, or have serious learning disabilities. If they are

self-conscious about status, they may be trying to equalize relations with other students whom (they perceive) feel superior to them. They may be covering the pain of a difficult family situation or reacting to something or someone who is bothering them.

Some may have a genuine comic inside them looking for expression. If so, encourage them to develop this gift for comedy, but to choose a more appropriate time and place to share it. A hand signal may be enough to remind them.

Goals of intervention - students will:
- Curb the disruptive behavior
- Increase overall impulse control
- Identify underlying reason for behavior
- Provide resources for dealing with those reasons
- Provide an outlet for creative expression

A suggested scope and sequence - Teens

Strengths
Humor
Learning style
Creativity
Authority - defying
Authority - dealing with
Put downs

Controlling impulses
Stopping reactions
Predicting consequences
Blurting out
Learning disability
Disrespected
Bored

Intelligences
Trauma
Following instructions
Conflict with teacher

A suggested scope and sequence - Kids

Strengths
Attention problems
Reactions - controlling
Learning style
Picked on by peers
Authority

Predicting consequences
Impulse control
Blurting out
Hands and feet
Learning problems
Respect

Smarts
Instructions - following
Teacher problems
Connecting with others

Disruptive outside class

Concern

Ongoing disruptive behavior in unstructured enviornments (hallways, lunchroom, play-grounds), characterized by acting inappropriately in group settings; grabbling things, running around, and generally interfering with games and other activities in ways that alienate classmates.

Description

Some students have trouble adjusting from the more structured environment of elemen-tary school to the less structured middle school environment. They do all right in struc-tured classroom settings, but seem to lose their bearings when they enter the unstruc-tured world of the playground or cafeteria.

Other students have not internalized a set of norms for social conduct. Students who have been raised in very strict, punitive environments may have had such a strong exter-nal set of controls that they have never learned to internalize those controls or norms. They are literally adrift in situations where rules are relaxed. In addition, if they learn by experimenting (rather than watching and thinking) their inappropriate behavior may sim-ply be testing what is normal and what is not.

Other students, especially from very homogeneous environments, may not have learned the simple social skills needed to understand and participate in the dynamics of a di-verse group or community.

Some students, especially those who suffer from hyperactivity, may simply be blowing off steam after being cooped up in a closed, quiet environment. They need to learn more appropriate ways to do that.

Goals of intervention - students will:
• Know their strengths
• Know what exercise they could enjoy and stick with
• Internalize norms of good conduct
• Control impulses
• Be able to join with others in talk and play

A suggested scope and sequence - Teens

Strengths	Reactions - stopping	Triggers - outside
Exercise	Consequences - predict	Community
Making friends	Fighting	Controlling impulses
Conversations	Pushing	Kindness
Compliments - giving	Left out	Norms
Rules	Groups - joining	Courtesy
Hands and feet	Triggers - inside	

A suggested scope and sequence - Kids

Strengths	Reactions - controlling	Compliments
Exercise	Fighting	Impulse control
Making friends	Hitting	Courtesy
Conversations	Pushing and shoving	Teasing
Consequences - predict	Left out	Teased
Rules	Groups - joining	
Hands and feet	Triggers - catching	

Hyperactive

Concern

Continual, excessive energy as characterized by constant movement, fidgeting, touching others, dropping things, incessant talking, blurting out, difficulty waiting, being easily distracted and limited attention span or ability to focus.

Description

The ability to sustain intense activity can be a powerful asset in adulthood, in both work and sports. But in the classroom, it's often problematic.

The combination of constant motion and constant talking can make hyperactive students unpopular with other kids. It can distract other students from learning. Their tendency to blurt out answers and resistance to following directions, can grate on teachers' nerves as well.

Hyperactive behavior may - or may not - be associated with ADHD (Attention Deficit Hyperactive Disorder). Hyperactivity can also be a sign of giftedness. Gifted children often finish work in less than half the time allowed, then have to wait, bored, while others catch up. Errors related to a lack of attention, rather than lack of mastery, and reduction in hyperactivity when the student is academically challenged may be signs of giftedness.

There is a big overlap between kids who are considered hyperactive and those who are feeler-doers in how they learn best. Feeler-doers are quickly bored with reading and lectures. Thus identifying learning styles early is especially important.

A strong exercise program is a big help for hyperactive kids, so it's a good idea to include the "exercise" tutorials in your scope and sequence.

Goals of intervention - students will:

• Identify their preferred learning style
• Identify preferred exercise type
• Develop impulse control
• Know how to slow or stop reactions
• Predict consequences
• Develop social skills, especially making space for others
• Understand the role of ADHD on their behavior

A suggested scope and sequence - Teens

Learning style	Hands and feet	Blurting out
Making space	Controlling impulses	ADHD
Conversations	Reactions - stopping	Bored
Exercise type	Reactions - controlling	Distracted
Exercise	Predicting consequences	Mindfulness
Goals	Attention	

A suggested scope and sequence - Kids

Learning style	Goals	Attention
Conversations	Hands and feet	Blurting out
Exercise	Impulse control	ADHD
Distracted/ Attention problems	Reactions - controlling	Conversations
	Predicting consequences	Calming down

Impulsive

Concern

Impulsive, rash behavior characterized by blurting out, acting without thinking about consequences, starting and abandoning projects, appearing "thoughtless" by saying first thing on their mind.

Description

These kids leap before they look. When it comes to impulse control, some kids don't have it, because they haven't seen it modeled. Some kids don't have it, because their processing speed is so fast they operate more quickly and have many more ideas than others. Some students who have disabilities, like ADHD, struggle with impulse control and may find it difficult to learn.

There appears to be a high correlation between the "feeler-doer" learning style and impulsive behavior. These students are informed by feeling and prefer to learn by jumping in and doing, not by standing back and watching. Experience can be a harsh teacher. Their actions put them at risk not only of academic failure and discipline infractions, but of reckless behavior related to drugs, alcohol, sex and violence.

A disproportionate number of these students are placed in Special Ed programs. Many have some trouble with the basic concept of "if/then", "why/because." These language structures are the essential to good decision-making and understanding real life consequences. For some students, this impulsive behavior is tied to hyperactivity and inattention as well, which may signal ADHD.

Sometimes environmental factors make impulsivity a survival skill. Students with parents who are physically abusive, have substance abuse problems, are inconsistent with discipline or are in precarious financial positions, may learn that – when it comes to their behavior – there is not a direct connection between cause and effect. They learn that to react rapidly is a more useful skill than to think in a linear fashion.

Impulsive kids need teachers to establish boundaries and to enforce limits because they have difficulty regulating their emotions and behaviors on their own. In addition, highly impulsive children may have a harder time getting along with peers and say hurtful things they quickly regret. This can lead to low self-esteem, withdrawal from social interactions and depression.

Goals of intervention - students will:

- Understand their learning style and how that may contribute to impulsive behavior
- Develop the core skills of stopping reactions and predicting consequences
- Develop the ability to control specific impulses related to their infraction
- Master the process for systematic, step-by-step decision-making
- Include or exclude ADHD as a cause of behavior related problems
- Understand the role of family patterns in learning (and unlearning) impulsive behavior

A suggested scope and sequence - Teens

Learning
Learning styles
ADHD
Bored
Brain

Impulsivity
Impulsive
Mindfulness
Triggers - outside
Triggers - inside
Frustration
Controlling impulses

Reactions - stopping
Reactions -
 confronting
Predicting
 consequences
Perseverance
Understanding
 motives
Talking back
Cheating,
Stealing
Graffiti
Fighting
Punishment

Self-understanding
Goals
Strengths
Weaknesses
Self-acceptance
Responsibility
Background - family
Background -
 community
Addicted parent
Child abuse

Connection to others
Apologies
Peer pressure

Decision making
Making decisions
Identifying the
 problem
Brainstorming
Evaluating
 alternatives
Trying solutions

**Specific impulsive
 choices:**
Weapons
Smoking
Drinking
Drugs
Skipping

A suggested scope and sequence - Kids

Learning
Learning styles
ADHD
Brain

Impulsivity
Triggers - catching
Frustrated
Impulse control
Reactions -controlling
Predicting
 consequences

Perseverance
Motives -
 understanding
Talking back
Hitting
Cheating
Stealing
Fighting
Pushing & Shoving
Hands & Feet
Self-talk
Self-understanding

Goals
Strengths
Liking yourself
Responsibility
Background - family
Parents' substance
 use
Beaten
Connection to others
Apologies
Peer pressure

Decision making
Decisions
Problem naming
Brainstorming options
Options - weighing
 them
Solutions - testing
Smoking
Drugs

Isolated/loner

Concern
Students who struggle with social isolation, characterized by lacking friends, minimal social and interactive skills, being picked on by other kids, refusing to engage with teachers, or disengaging from learning community.

Description
These students are socially isolated through some combination of factors related to their own temperament, their learning style, extreme shyness, and rejection by peers. They are typically anxious, insecure and cautious, and often have a negative self-image.

Social isolation and being a target of bullies often go hand in hand. Socially isolated students are easier to victimize because they lack a clear zone of safety around them. They rarely defend themselves or retaliate when confronted by students who bully them. The act of being bullied tends to increase some students' isolation because their peers may not want to jeopardize either popularity or their own safety by association with victims. Being bullied often leads to depression and low self-esteem, problems that can lead to substance abuse and absenteeism. Depression and substance abuse can carry into adulthood with devastating effects on academic, economic and personal success.

The major defining characteristic of victims is that they tend to be considered physically weaker – which does not always mean smaller - than their peers. Other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significantly correlated with victimization. Mental disabilities and emotional disorders are high risk factors for students in this area.

In addition to the computer-based skill training in the scope and sequence, find tasks these students can do for the group to help bond them to peers. They are also ideal candidates to track and tally positive social behavior by classmates.

Goals of intervention - students will:
• Identify goals for themselves
• Develop self-confidence
• Master self-calming techniques
• Develop assertiveness
• Build social skills
• Strengthen bonds to school
• Strengthen bonds to peers

A suggested scope and sequence - Teens

Self-understanding
Strengths
Learning style
Goals
Shyness
Temperament
Self-confidence
Self-efficacy

Connecting to others
Active listening
Paraphrasing
Groups -joining

Compliment - giving
Compliment - receiving
Asking for help
Loner
Left out
Group - discussions
Bullied
Communication skills
Connecting with others
Community
Picked on by peers
Ignored
Curiousity

Assertiveness
Asserting yourself

Managing feelings
Relaxing
Anxiety
Depression
Managing feelings
Stress
Substance abuse
Loneliness

A suggested scope and sequence - Kids

Self-understanding
Strengths
Learning style
Goals
Shy
Self-esteem
Liking yourself

Connecting to others
Listening
Group -joining
Compliments
Askinging questions
Help - getting it
Making friends
Left out
Bullied
Connecting with others
Picked on by peers

Assertiveness
Assertiveness

Managing feelings
Lonely
Relaxing
Anxious
Managing feelings
Drugs

Poor judgement/decision making

Concern

Poor judgement and decison making characterized by pranks, threats, recklessness, weapons or drug possession, and risk-taking behavior.

Description

These students seem to be a study in bad decision-making. They often act precipitously, without a sense of predictable consequences. At school they may make foolish threats, not because they are filled with rage, but because "it seemed to make sense at the time." They may engage in vandalism or dangerous pranks on a dare, or because they're bored. The main issues for these students is not anger, even when they're aggressive, it's impulsivity.

Sometimes environmental factors foster recklessness. Students with parents who are physically abusive, have substance abuse problems, or are in precarious financial positions, may actually become addicted to the adrenaline connected to being in jeopardy, and do reckless things to get it.

The suggested interventions for this group focuses on two basic skills: impulse control and decision making. As with almost every group of students with problems at school, a good first step is to identify learning style factors that might adversely affect behavior.

Goals of intervention - students will:

- Understand the role of family patterns in learning (and unlearning) reckless behavior
- Become proficient in a systematic process for decision-making
- Understand their learning style and how that may contribute to impulsive behavior
- Develop the core skills of stopping reactions and predicting consequences
- Develop the ability to control specific impulses related to their infraction

A suggested scope and sequence - Teens

Learning
Learning styles
ADHD
Bored
Brain

Impulsivity
Controlling impulses
Stopping reactions
Predicting consequences
Understanding motives

**Specific offending
 behavior**
Cheating
Graffiti
Fighting

Responsibility
Punishment
Making apologies
Frustration
Impulsive
Mindfulness
Self-talk

Decision making
Making decisions
Problem solving
Problem naming
Brainstorming
Evaluating alternatives
Solutions - trying
Specific poor decisions:
 Weapons

Smoking
Drinking
Drugs
Recklessness
Making complaints

Personal
Addicted parent
Child abuse
Background - family
Goals
Strengths
Weaknesses
Self acceptance

A suggested scope and sequence - Kids

Learning
Learning styles
ADHD

Impulsivity
Impulse control
Reactions - controlling
Predicting consequences
Motives - understanding

**Specific offending
 behavior:**
Cheating,
Hitting
Gossiping
Fighting

Responsibility
Apologies
Frustrated
Self-talk
Self-awareness

Decision making
Decisions
Problem naming
Brainstorming options
Options - weighing them
Solutions - testing
Specific poor decisions:
Smoking
Skipping school
Breaking rules

Making complaints
Point of view

Personal
Parents' substance use
Child abuse
Background - family
Goals
Strengths
Weaknesses
Liking yourself

Rejected by peers

Concern
Rejection by peers, characterized by being ignored, ridiculed, picked on, intentionally excluded or shunned.

Description
Peer rejection is a strong risk factor for school failure, anti-social behavior, substance abuse and depression. Thus it is a concern that needs to be addressed, whether or not it leads immediately to observable behavior problems.

The dynamics of cliques, a bully's conduct, scapegoating, retaliation for perceived slights, prejudice based on race, class, religion, disability, sexual orientation or gender identity all may contribute toward rejection of a student by peers. The rejected student's own temperament, learning style, harsh judgements of others, shyness, aggressiveness, neediness, mental or physical disability, and/or lack of social skills and undeveloped emotional awareness may also cause or contribute to the problem.

Often these students have a damaged sense of self, even before they experience peer rejection. They may have been abused or neglected at home. They may have been subjected to systematic discrimination based on a personal characteristic not under their control. They may simply not have seen positive social behavior being modeled.

Students who are extroverts by temperament crave the attention and approval of others and will often go to great lengths to get it. Ironically, those "over the top" actions precipitate a negative response. It can also make them especially vulnerable to gang recruitment.

On the other hand, students who are introverts by nature may not even be aware that their interior orientation may cause them to appear unfriendly or "stuck up" to others. Thus understanding personal temperament and how they engage in the learning environment is a first step for these students in learning how to connect more closely to their peers.

Goals of intervention - students will:
• Understand their temperament and how it affects relations with others
• Understand how they learn and how that affects relationships
• Understand that their worth is independent of others
• Master the social skills to make positive connections with their peers
• Understand the dynamics of cliques and exclusion
• Name prejudice and discrimination when they encounter it
• Learn to manage feelings of loneliness, anger and sadness
• Develop social skills to bond more easily with their peers

A suggested scope and sequence - Teens

Self-understanding
Temperament
Learning styles
Shyness
Self-worth
Self-efficacy

Assertiveness
Asserting yourself

Managing feelings
Alone
Sad
Anger
Frustration
Managing feelings
Depression

Problem solving
Problem solving
Ignored
Left out
Cliques
Discrimination
Disability
Prejudice
Picked on by peers

Connectedness
Joining a group
Making friends
Conversations
Communication skills
Communicating feelings
Giving compliments
Asking questions
Giving help
Telling
Connected
Gossip
Making space
Community
Curiousity

A suggested scope and sequence - Kids

Self-understanding
Learning styles
Shy
Self-esteem
Self-awareness
Liking yourself

Assertiveness
Assertiveness

Managing feelings
Lonely
Sad
Anger
Frustrated
Managing feelings

Problem solving
Problem solving
Left out
Discrimination
Disabilities
Prejudice
Gossiping

Connectedness
Group - joining
Making friends
Conversations
Communicating feelings
Connecting with others
Compliments
Asking questions
Help - giving it
Telling
Picked on by peers

Sexual harassment

Concern
Sexual aggression and harassment of other students as characterized by uninvited sexually-oriented comments, snapping girls' bra straps, unwanted touching, applying sexual pressure, sexual aggression or acting out, sending/texting uninvited sexually-oriented content.

Description
These students range from the bully who uses sexual commentary or touch to intimidate others, to the reactive sexual victim who is acting out unresolved exploitation. This is different from the stalker, who is treated in a separate plan.

Some students make inappropriate sexual comments for no other reason than that is what they have seen modeled - in the media or at home. For them, changing their behavior is mostly a matter of consciousness raising and norm setting.

Other students are outright sexual bullies. They operate on a continuum from verbal harassment to brutal rape. The common theme at every point on the continuum is intimidation as a means to power or control. Regardless of why students end up at this point, they need to recognize the behavior is wrong, learn to practice self-control, and - as with all bullies - develop empathy that would preclude their treating other people as potential targets or victims.

A significant number of these students may have experienced sexual abuse at the hands of an older child or adult, usually someone well known to them. The may act out sexually in a failed effort to re-solve prior abuse. These students need to be directed to counseling resources.

If a student discloses abuse to a teacher or other mandated reporter, that abuse must be reported to the proper authorities.

Goals of intervention - students will:
• Understand that sexual harassment and sexual aggression,
  including forced sexual touching and sexual touching of a younger child,
  are wrong and illegal
• Develop core skills for stopping impulsive sexual reactions
• Develop empathy for the victims of harassment or aggression
• Recognize the role sexual abuse may play in their behavior
• Understand who to go to for help, if they have sexual problems

A suggested scope and sequence - Teens

Norms
Norms
Sexually harassed
Date rape - offender
Making out
Hate crime - perp
Molested
Dating abuse
Alcohol
Harrassment - perp
Porn

Empathy
Empathy
Understanding
 feelings
Perspective taking
Predicting feelings
Gay
Lesbian
Impulse control
Stopping reactions
Predicting
 consequences
Sex - restraint
Controlling impulses
Consent

Victimization
Molested
Child abuse
Anger
Shame
Domestic violence
Hate crime - target
Date rape - victim

Connecting to community
Getting help
Responsibility
Apologies
Internet - expressing
 yourself

Cyberspace
Harassment - online
Sexual exploitation - online

Spaced out/inattentive/disengaged

Concern

Distracted, inattentive behavior, characterized by lack of concentration, trouble following through on instructions, losing things easily, forgetting key details, and being easily distracted.

Description

These students seems spaced out almost all the time. They may sit in the back and doodle or stare out the window. They get lost in daydreams or forget what they set out to do at the outset. They get pulled into sights and sounds around them. They are forever losing things. A distractible child may imagine playing a whole game of basketball during a single class period.

There are many reasons for gross inattention. Students may be bored, have ADHD, be high on drugs, have some personal problem, have difficulty communicating because they have ASD or are an English Language Learner, have a Specific Learning Disability that impacts their executive function, or may be tired and/or hungry.

Sometimes this behavior is a sign of highly creative students. Albert Einstein was a serious space cadet. Robert Frost got kicked out of school for daydreaming. Bored students may retreat into their minds because the experience there is so much richer than what's available in the immediate environment.

Sometimes students lose track of their immediate surrounding because they are preoccupied with something upsetting, or even traumatic. They may be replaying difficult situations, like parental arguments or physical or sexual abuse, in the literal effort to resolve it. For this reason, giving them a chance to address the underlying reason is an important part of the solution.

Distractibility may, or may not, be part of a disability. Specific Learning Disabilities, like Dyslexia, affect memory, attention and student's ability to plan, organize, and manage time. Some learning disabilities, related to executive function impact the brain in ways that make students appear apathetic - but just because they aren't engaging or focusing, doesn't mean they don't care. Students with ASD might appear disengaged because they are reacting to a situation, do not have the social skills to interact or may be feeling socially isolated.

English language learners (ELLs) in the classroom can appear apathetic, but may actually be confused or behind as they struggle to learn academic content and the English language at the same time. They might be too shy or embarrassed - or not know how - to say they don't understand.

If an adolescent who's been doing fine, suddenly spaces out, look for other causes.

Goals of intervention - students will:
- Begin to understand what causes their attention problem
- Understand how they learn and ways to learn better
- Learn attentive behavior
- Develop skills for maintaining focus
- Ask for adult guidance, if they have an underlying problem

A suggested scope and sequence - Teens

Learning style	Trauma	Paying attention
Strengths	Drugs	Controlling impulses
Intelligences	ELL	Self-worth
Brain	ASD	Active listening
Curiousity	Stress	Goals
Creativity	Dyslexia	Following instructions
Bored	Organized	Asking for help
Distracted	Study habits	Problem solving
Mindfulness	Physical Sensations	

A suggested scope and sequence - Kids

Learning style	Directions following	Listening
Strengths	Paying attention	Drugs
Smarts	Controlling impulses	Goals
Brain	Self-awareness	Help - getting it
Distracted	Self-talk	Problem solving
Organized	Hard things	ASD
Study habits	Success at learning	ELL

Stalking

Concern

Unwanted attention, as characterized by glomming on to another student, not leaving them alone, stalking or harassing them.

Description

Almost all teenagers find themselves at least once in the position of having an unre-turned crush and making one or more social overtures that are rebuffed. A certain per-centage of those students refuse to get the message and may begin to stalk the target of their interest/ obsession. They may pester the target online, or through their phone. They may follow them between classes or arrange to bump into them again and again at school. They may act out of loneliness, unrealistic hope, resentment or revenge. The few who issue threats should be taken seriously.

In general, these students have low self-esteem and low social skills. They are not good at forming relationships. If they have been rebuffed by the object of their desire, they may gain some sense of control by following them around or finding out about them.

These students need help to firm up their sense of self, to form healthy, non-exclusive relationships and to master techniques for managing feelings, especially anger and jealousy.

Goals of intervention - students will:

- Understand that stalking or persisting in giving unwanted attention is wrong
- Develop a stronger sense of self
- Master basic skills for communicating with others and interacting with groups
- Develop empathy for the victims of stalking
- Learn to manage feelings of jealousy and anger

A suggested scope and sequence - Teens

Sense of self
Knowing who you are
Learning styles
Temperament
Body image
Self-esteem
Strengths
Weaknesses

Norm setting
Norms
Stalker
Date rape - offender
Making out
Hate crime - Perp
Molester
Dating abuse
Norms

Empathy
Perspective taking
Stalked
Empathy

Managing feelings
Anger
Disappointment
Jealousy
Letting go
Managing feelings

Social skills
Not popular
Communication skills
Conversations
Inviting someone
Consent

Traumatic stress response

Concern

Physical and emotional response to stress, as characterized by a heightened startle response, extreme withdrawal,disruptive behavior, inability to pay attention, regressive behaviors, irrational fears, irritability, outbursts of anger and fighting, stomach aches or other physical symptoms without a medical explanation, declining grades, depression, anxiety, a flat, non-responsive affect, substance abuse, and problems with peers.

Description

Natural disasters, the threat of terrorist violence, exposure to pervasive and persistent discrimination, are all "big picture" stressors that impact many children, often falling hardest on the poor. Physical and sexual abuse, neglect, neighborhood violence, bullying, divorce, chronic illness, death in the family – are harsh realities closer to home that affect more than half the nation's children, and often trigger a stress response in their wake. It's natural to be traumatized by such events.

The more traumatic experiences children have, and the longer they last, the more likely to impact their learning and behavior. Just four adverse experiences in childhood can result in32x more likely chance of a child having learning and behavior problems. Teachers often see the effects of traumatic stress without ever knowing its cause. Personal resilience and family support can mitigate the impact of traumatic experiences.

Many children are helped by talking about the traumatic event, right after it happens, but forcing discussion or repeatedly bringing up the catastrophic event may re-traumatize children. A strengths-based approach to helping children deal with trauma focuses on building resilience, especially the ability to deal with change, and controlling self-talk that interferes with healing, such as the belief that the traumatic event will happen again. Many children have strong family or cultural prohibitions against talking about "private" things in school settings. Trust the program to match each student's context to the most relevant set of evidence-based strategies for addressing them and be super careful about respecting student privacy in the process.

Children and adolescents who show avoidance behavior, such as resisting or refusing to go places that remind them of the place where the traumatic event occurred, emotional numbing, or a diminished emotional response or lack of feeling toward the event, may need the help of a professional to heal. Youngsters who have more common reactions including re-experiencing the trauma, or reliving it in the form of nightmares and disturbing recollections during the day, and hyper arousal, including sleep disturbances and a tendency to be easily startled, may respond well to supportive reassurance from parents, teachers and the guides within the software.

Goals of intervention - students will:

- Develop the strengths to handle many forms of adversity
- Understand what trauma is
- Learn to control self-talk and manage anger, fear and anxiety
- Develop problem solving and healthy coping skills
- Develop greater flexibility and optimism, two components of resilience
- Learn who and how to ask for help when it's needed

A suggested scope and sequence - Teens

Knowing your strengths
Knowing who you are
Temperament
Resilience
Optimism
Self-efficacy
Brain

Controlling your reactions
Hopeless
Humor
Reactions - controlling
Managing feelings
Relaxing
Self-talk
Triggers - outside

Mindfulness
Exercise

Problem solving
Change - unplanned
Making decisions

Common reactions
Aches and pains
Anger
Anxiety
Control - taking
Depression
Fear
Grief
Isolated
Nerves
Numbness
Recklessness

Sadness
Insomnia
Substance abuse
Eating disorder
Obsessing
Guilt
Hate
Vulnerable
Addicted
Anxiety attacks
Stress
Crazy feelings

Staying connected
Making friends
Asking for help
Keeping faith

Trauma
Abuse - child, domestic, emotional, sexual
Trauma
Natural disasters
Abandoned
Addicted parent
Beaten
Terrorism
Suicide
Witness to violence
Left behind
Passed away
Neglected
Refugee/ Immigrant
Human trafficking
Rape

A suggested scope and sequence - Kids

Knowing your strengths
Knowing yourself
Resilience
Brain
Risk and protection

Controlling your reactions
Reactions - controlling
Managing change
Relaxing

Self-talk
Triggers - catching
Self-awareness
Exercise

Problem solving
Change - unplanned
Decisions

Common reactions
Angry
Anxious

Afraid
Lonely
Nervous
Nail biting
Bed wetting
Sad
Drugs
Skipping school
Shame
Attachment objects
Clingy
Discouraged

Staying connected
Making friends
Help - getting it

Trauma
Poverty
Natural disasters
Addicted parent
Beaten
Death
Domestic violence
Hard things
Molested

Truancy

Concern
Missed school time, characterized by unexcused absences, tardiness, sleeping or deliberately not paying attention during class.

Description
Students stay away from school for a variety of reasons: boredom, academic failure, conflict with teachers, peer rejection, mental health, substance abuse and cultural alienation are the most common. Often these factors operate in tandem with each other.

The best intervention for strengthening the connection to school is the one that is most responsive to each individual student's personal cause for disconnect.

The suggested interventions that follow are grouped into categories based on the five above named factors. Substance abuse is included as an optional single topic. A more complete training plan is available for those students for whom drugs and alcohol are the primary concern in Ripple Effects Targeted Prevention Manual.

Goals of intervention - students will:
- Develop an understanding of how learning styles, learning disabilities, and creativity affect boredom, frustration and the learning experience
- Develop an understanding of the importance of goals and study habits to school success
- Develop social skills for connecting with peers
- Develop skills for resolving conflict with teachers, dealing with criticism, making complaints, and showing respect
- Develop an appreciation for one's own culture and the culture of others as it relates to the educational experience

A suggested scope and sequence - Teens

Academic failure
Learning styles
Goals
Creativity
Learning disability
Bored
Frustration
Discouraged
Failure
Expectations
Truancy
Curiosity
Mindset

Conflict with teacher
Conflict with teachers
Talking back
Conflict - resolving
Criticism - dealing with
Problem solving
Authority - dealing with
Authority - defying

Peer rejection
Temperament
Friends
Left out
Rejected
Alone
Communicating feelings
Cliques
Joining a group
Communication skills
Conversations
Compliments - giving
Humor
Making space
Asking questions
Body language
Paraphrasing
Helping others
Connectedness
Community

Cultural conflict, insensitivity or irrelevance
Background - community
Diversity
Ethnic pride
Immigrant
Discrimination
English language learner (ELL)
Sense of place
Values - social

Personal
Substance abuse
Money - not enough
Parents - not caring for you
Background - family
Feel powerless
Risk and protection

About using the topic lists

Following are topic lists to draw from in creating individualized, positive behavioral interventions. They include names for more than 500 unduplicated, multimedia tutorials. The combined list is much longer than 500 entries, because it includes synonyms (i.e. skipping, absent) and in some case opposites (i.e. honesty and lying, lead to the same tutorial). While professionals may prefer a strengths-based approach, students are often drawn to a tutorial from a "deficit" perspective. In fact, it was students who identified the long list of "nots" that are now included in the program.

There are separate topic lists for students in grades 3-5 (Ripple Effects for Kids) and middle and high school students (Ripple Effects for Teens).

For each product there is both an Index (reached through the "cell phone" button in the software) and a Table of Contents (reached through the "keys" button). The Table of Contents is divided into three categories: strengths, problems and reasons. Each of these is further subdivided.

Among students of the same age, there is a wide range of developmental readiness for various topics. The suggested scope and sequence for a given concern may include some tutorials available only in the teen edition. When working with younger children, you may choose to delete those topics, substitute one from the elementary product, or allow some younger children to have access to the teen product.

For suggestions on how to use this program for structured curricula for a range of prevention issues, see the accompanying sample curricula guide, or visit the web site at

Topic Index - for Teens

cheating-in school
chew
child abuse
choices
choosing friends
chronic illness
cigarettes
cigars
citizenship
class differences
clique
clothes-rules
cloud 9
club drugs
club drugs - fake
cocaine
codeine
coke
cold-hearted
college
commitments
communicating
 feelings
communication
 skills
community
community history
community
 resources
competition-losing
competition-winning
complaints-making
compliments-giving
compliments-
 receiving
compulsive
conceited
conflict-resolving
conflict-with teacher
conflicted
confronting behavior
confronting injustice
connected
connecting with
 others
consent
consequences-
 predicting

considerate
contact lenses
contraception
controlling impulses
control-taking
conversations
coping
cops
copying
counselors-using
country
courtesy
courtesy - internet
crack
cramps
crank
crazy feelings
creativity
criticism-dealing with
crude - online
cruel
crush
crying
crystal
cultural differences
curfew
curiosity
cursing
cussing
cutting class
cutting yourself
cyber safety

D
date rape drug
date rape-offender
date rape-victim
dating
dating abuse
deaf
dealing with
 authority
death
decisions
defiance
democracy-doing
dependability
deployment

depression
developmental delay
diabetes
diet
dieting
differences
dirty pictures
disability-hearing
disability-learning
disability-mental
disability-physical
disability-visual
disappointment
discipline
discouraged
discrimination
discussions-having
disputes
dispute-with teacher
disrespect
disrespected
dissent-supporting
dissin'
distracted
diversity-
 appreciating
diversity-cultural
diversity-disability
diversity-ethnic
diversity-gender
diversity-physical
diversity-preferences
diversity-religious
divorce
domestic violence
don't assert yourself
don't connect
don't feel for others
don't know yourself
don't manage
 feelings
don't persevere
don't problem-solve
don't try
dope
down
down for someone
downers

dress code
drinking
drinking too much
driving
driving drunk
dropping
dropping out
drug dealing
druggie
druggie parent
drugs
drugs-
 antidepressants
drugs-body building
drugs-date rape
drugs-depressants
drugs-designer
drugs-friend using
drugs-hallucinogens
drugs-inhalants
drugs-marijuana
drugs-painkillers
drugs-prescription
drugs-Ritalin
drugs-stimulants
drunk driving (DUI)
drunkie
DSI
dumped
dying
dyslexia

E
earthquake
eating disorder
economics
ecstasy
education-higher
effort
ELL
embarrassment
emotional abuse
emotional
 intelligence
emotional maturity
emotional style
emotions-yours
empathy

English language learner
envy
equality
errors
ethnic diversity
ethnic slurs
ethnicity
evaluating alternatives
excluded
exercise
exercise type
exercising rights
expectations
expelled
experimenting
express yourself online
expressing feelings
expressing sympathy
expressing thanks

F

failing
failure
failure-wanting
fairness
faith
falling asleep
falling down
families-blended
family background
family violence
family-embarrassing
fat
fatal attraction
fear
fear of failing
fear of success
feel powerless
feeling for others
feeling frustrated
feelings
feelings-changing
feelings-communicating
feelings-confusing
feelings-depressed

feelings-expressing
feelings-handling
feelings-mixed
feelings-names for
feelings-not
feelings-owning them
feelings-predicting
female roles
fibbing
fighting
fighting with parents
fingernails
fire
fire setting
fitness
fitting in
Five-0
flood
following instructions
fondling yourself
foreplay
forgiving
foster home
free lunch
freezing out
French kissing
friend-drinking
friend-helping
friending
friendly
friends
friends-choice of
friends-fighting
friends-making
friends-none
friends-suicidal
friends-turning in
friends-using drugs
frustration
funny
future

G

gambling
game freak
gaming

gangs
ganja
gay
gay bashing
gender differences
generosity
genes
getting even
getting help
getting organized
getting support
girl/boyfriend
girl/boyfriend abuse
girlie cycle
giving
giving compliments
giving help
giving up
glass
glasses
gloves
goals
goals-none
good sport
gossip
grades
graffiti
gratitude
grief
grit
group home
group skills
group-discussions
groups-joining
growth mindset
guilt
guns
guts

H

habits-nervous
habits-quitting
hallucinogens
hanging out
happiness-practicing
harassment online
harassment-perp
harassment-target

hard things
hard thing-surviving
hate
hate crime perp
hate crime-target
hate online
hate school
hating yourself
have to do it
having a mentor
having conversations
hazing
hearing impaired
heavy
help-getting it
helpers-adult
helping others
heritage
heroin
hiding-wanting to
high school - after
hitting
HIV
home alone
homeless
homesick
homework
homophobia
honesty
hood
hooker
hooking up
hopeless
hormones
hospitalization
how it is
huffing
humor
hung-over
hurting animals
hurting yourself

I

I statements
ice
ideas-finding
identifying the problem

identifying with others
identity
ignored
ignoring
illness
image-your body
immaturity
immigrant
impulsive
in-group
in-school suspension
incense
incest-perp
incest-victim
individuality
inhalants
injustice-confronting
insecure
insomnia
institutional injustice
instructions-following
insubordination
integrity
intelligences
intellectual disability
intercourse
internal triggers
internet privacy
internet safety
internet - bullying
internet - connected
internet - courtesy
internet - etiquette
internet - expressing yourself
internet - harrassment
internet - hate
internet - meet up
internet - reading people
internet - rude
internet - sexual exploitation
internet - sharing
internet - threats

intolerance
introducing yourself
introvert
invisible
in your head
inviting someone
irresponsible
irritating someone
isolated

J
jacking
jacking off
jail
jail - parent
jealousy
jerking off
job
joining a group
joints
jumped
justice
justice-restoring
juvey

K
k2
karma
keeping faith
keeping going
killing yourself
kindness
kissing
klepto
knives
knocked-up
knowing who you are

L
labeling
lack of effort
latchkey
late
laughing
laughing gas
learning disability
learning style
left behind
left out

legal rights
lesbian
let-down
letting go
liar
liking someone
liking yourself
limits-setting
lip locking
listening to others
little cigars
loneliness
loner
looks
loser
losing
losing someone
love
loyalty
loyalty to country
LSD
luck
lying

M
macking
mad
magic mushrooms
making apologies
making complaints
making decisions
making excuses
making friends
making out
making space
making things right
making up
male roles
managing change
managing feelings
manners
marijuana
marijuana - fake
mary jane
masturbation
MDMA
mean
meeting people

menstruation
mental disability
mental illness
mental toughness
mentally retarded
mentors
message
meth
meth cooker
middle child
military
mindfulness
mindset
mistakes
mixed feelings
mixed race
molested
molester
molly
mom & dad
money
money-not enough
morphine
motivation
motives-understanding
moving
muggin'
multi-racial
murder-threats
muscles
musty
mutilation-self

N
nail biting
name-calling
naming problems
narcotics
narcs
natural disasters
needs-stating
negative criticism
neglected
negotiating
neighborhood
neighborhood-new
nerves

reactions-stopping
read people online
reading problems
reasons-giving
rebellion
receiving
  compliments
recklessness
reflecting on
  performance
refugee
refusal skills
refusing sex
rejected
relapse
relating skills -
  communicating
relationship
relaxing
reliability
religion
religious attack
religious diversity
repeating back
reputation
resentment
resilience
resisting pressure
resisting stereotypes
resolving conflict
resources
respect-getting it
respect-showing
respectful to
  authority
responding to others
responsibility
responsibility - for
  feelings
restitution
restless
revenge
ride or die
rights-exercising
risk and protection
risky behavior
ritalin
rivalry-sibling

rock
roofie (rohypnal)
room for others
rubbers
rude - online
rules
rumors
running away
rural

S
sadness
safer sex
safety - internet
sarcasm
saying no
saying what you
  need
scared
school failure
school-dropping out
school-grades
school-habits
school-hate it
school-kicked out
school-skipping
school-unsafe
second language-
  English
secrets
security blanket
sedatives
seeing people hurt
seeing-can't
self-acceptance
self-advocacy
self-aware
self-care
self-centered
self-confidence
self-control
self-determination
self-efficacy
self-esteem
self-injury
self-reliance
self-talk
self-worth

selling drugs
sensations-physical
sense of place
separate
separating
Sept. 11
set you off
setting goals
setting limits
sex abuse - offender
sex abuse - target
sex - consent
sex - forced
sex - forcing
sex-not doing it
sex - porn
sex - postponing
sex - refusing
sex - restraint
sex - safe
sexism
sexting
sexual diseases
sexual exploitation
  online
sexual harasser
sexual orientation
sexuality
sexually abused
sexually harassed
shagging
shame
sharing
shootings
shoplifting
shoving
showing care
shrooms
shut up-can't
shyness
sibling rivalry
sick-a lot
sideshow
sisters
skinny
skipping class
skipping school
skunk

sleepy
sleaze - online
slow
slurs
smack
small cigars
smart phone
smarts
smelly-you
smirk
smoking
sniffing
snitch
snow
snuff
social media
social skills
social values
social-emotional
  skills
solidarity-showing
solutions-evaluating
solutions-trying
solvents
solving problems
somatic disorder
sore loser
sorry-you are
space-making
spacing out
spanking
speaking up
special ed
speech impediment
speed
sports & exercise
  type
sportsmanship
stalked
stalker
standing up for
  yourself
stank
staring
starving yourself
staying connected
STD
stealing

stepfamilies
stepping in their
  shoes
stereotypes
steroids
sticking to it
stimulants
stopping reactions
strength-inner
strengths
stress
study habits
study hall
stupid
stuttering
substance abuse
success-phobia
success-pressure
suicidal
suicidal friend
support-getting
supporting dissent
surviving hard times
survivor guilt
suspended
swearing
sweat
sympathy -
  expressing
symptoms - physica
synthetic drugs

T

tagging
taking care
taking chances
taking control
talents
talking
talking back
talking-in a group
talking-too much
tantrums
tardy
target
target-for bully
taste

teacher
teams
teams-joining
teasing
teen parent
television
telling
telling a secret
temper
temperament
temptation
terrorism
tests
thanking someone
theft
thoughtfulness
thoughts
thoughts-of suicide
threats - online
threats - internet
threats - to kill
throwing up
ticked off
tics
time management
tobacco-chewing
tolerance
tornado
torturing animals
touch
touching yourself
tranquilizers
transgender
transitions
trashing things
trauma
triggers-inside
triggers-outside
truancy
trustworthiness
truthfulness
trying
trying solutions
trying things out
turf
turning someone in

TV
tweak
twitches
twitter

U

ugly
understanding
  feelings
understanding
  motives
undocumented
undressing
unfairness
unhappy
uniforms
unlucky
unmotivated
untruthful
unworthy
using counselors
using resources

V

valium
values
values-social
vandalism
vicodin
victim
video games
violence
violence-guns
visual impairment
voice-using yours
vulnerable

W

want other people's
  stuff
wanting revenge
weaknesses
weakness-picking on
weapons
weed
weight
weight-losing
what you love

wheelchair
whippets
whistle-blower
why they do it
wildfire
willful defiance
winning
withdrawn
witness
witness to violence
wondering
work
working out
worry-wart

X

x
xbox

Y

youngest child
your mind
your strengths
your word-keep
yourself-accepting
yourself-aware of
yourself-caring for
yourself-cutting
yourself-feelings
  toward
yourself-killing
yourself-knowing
yourself-not liking
yourself-standing
  up for
yourself-starving
yourself-touching

Z

zits
zoloft

The CASEL Paradigm - Teens

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies, or skill clusters, as essential to school and life success. They are: Self-awareness, Social Awareness, Self-management, Responsible decision-making, Relationship Skills. Using Ripple Effects, you can select topics from a skill cluster to strengthen a student's competency in that area.

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

Social Awareness
Being aware of others
Empathy
Gratitude
Feelings-names for
Mixed feelings
Changing feelings
Perspective taking
Understanding motives
Predicting feelings
Responsibility for feelings
Showing care
Paraphrasing
Asking questions

Body Language
Stereotypes
Diversity - religious
Diversity - gender
Diversity - ethnic
Diversity - physical

Self-Management
Controlling yourself
Controlling impulses
Stopping reactions
Predicting Conse-quences
Stress
Letting go
Happiness - practicing
Setting goals
Effort
Perseverance
Reflecting on perfor-mance
Criticism - delaing with
Grit
Resilience
Managing Feelings
   Anger
   Anxiety
   Disappointment
   Discouraged
   Embarrassment
   Envy
   Fear
   Frustration
   Hopeless
   Jealousy
   Sadness
   Shame

Mindfulness
Physical Sensations
Internal triggers
Outside triggers
Relaxing
Expressing feelings

Relationship Skills
Connecting with others
Asserting yourself
Assertive voice
Assertive posture
Assertive eyes
Assertive message
Assertive reasons
Communicating feelings
Resisting pressure
Limits - setting
Saying what you need
Complaints - making
Exercising rights
Beliefs -
   Standing up for
Confronting behaviors
Confronting injustices
Connected
Communication skills
   Introducing yourself
   Conversations
   Inviting someone
   Thanking someone
   Expressing sympathy
   Compliments - giving
   Apologies
   Ignoring
Group skills

Joining a group
Making space
Discussions - having
Resolving conflict
Authority -
   dealing with
Getting help
Helping others
Sharing
   Resources
Social values
   Courtesy
   Fairness
   Generosity
   Kindness
   Justice
   Reliability
   Respect - showing
   Responsibility
   Trustworthiness
   Tolerance

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

CASEL's SEL scope and sequence - Teens

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

CASEL SEL categories

Self-awareness
   Identifying emotions
   Recognizing strengths

Social awareness
   Perspective-taking
   Appreciating diversity

Self-management
   Managing emotions
   Self-motivation
   Goal setting

Responsible decision making
   Analyzing situations
   Assuming personal responsibility
   Respecting others
   Problem solving

Relationship skills (relationships)
   Communication
   Building relationships
   Negotiation
   Refusal

Ripple Effects SEL equivalents

Knowing yourself
   Knowing who you are
   Feelings
   Strengths

Being aware of others
   Empathy
   Perspective-taking
   Diversity - appreciating

Controlling yourself
   Controlling impulses
   Managing feelings
   Self-efficacy
   Goals

Decision making
   Problem - naming
   Responsibility
   Respect - showing it, Citizenship
   Problem-solving

Connecting with others
   Connected
   Communication skills,
      Asking questions,
      Listening to others
   Making friends
   Conflict resolving
   Refusal skills, Asserting yourself

Topic Index - for Kids

sick a lot
sickness
sisters
skipping school
smart phone
smarts
smelly - you
smoking
snatched-afraid of
sniffing
social mapping
solutions-brain-
 storming
solutions-testing
solvents
spacing out
speech problems
standing up
standing up-mes-
 sage
standing up-voice
standing up-your
 body
stealing
stereotypes-resisting

sticking to it
stinky
strengths
study habits
stuttering
success
success at learning
sweat

T
talking back
tardy
teacher problems
teased
teasing
telling
tenacity
tests
texting
thanking someone
thoughts-controlling
threats
tobacco
touch
transitions

triggers-catching
trust
trying

U
understanding
 feelings
undocumented
unfair

W
weed
wetting bed
wheelchair
whippets
wildfire
winning

Y
your brain
yourself - aware of
yourself - not liking
yourself - strengths
yourself - talking to
yourself - under-
 standing

The CASEL Paradigm - Kids

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies, or skill clusters, as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. Using Ripple Effects, you can select topics from a skill cluster to strengthen a student's competency in that area.

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

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

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

Relationship Skills
Connecting with others
Assertiveness
  Assertive voice
  Assertive body
  Assertive message
Communicating feelings
Peer pressure
Refusing
Permission - getting
Making a complaint
Citizenship
Beliefs
Connecting with others
  Introducing
  Conversations
  Inviting
  Thanking someone
  Compliments
  Apologies
  Ignoring

Group - joining
Making friends
Resolving conflict
Help - getting it
Help - giving it
Sharing
Courtesy
Fairness
Kindness
Respect
Responsibility
Trust
Forgiving

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

CASEL's SEL scope and sequence - Kids

Ripple Effects curriculum matches to CASEL skill clusters. You can use Ripple Effects 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

Self-awareness
Identifying emotions
Recognizing strengths

Social awareness
Perspective-taking
Appreciating diversity

Self-management
Managing emotions
Self-motivation
Goal setting

Responsible decision making
Analyzing situations
Assuming personal responsibility
Respecting others
Problem solving

Relationship skills (relationships)
Communication
Building relationships
Negotiation
Refusal

Ripple Effects SEL equivalents

Knowing yourself
Knowing yourself
Feelings - knowing
Strengths

Getting a feel for others
Empathy
Point of view
Diversity - appreciating

Controlling yourself
Impulse control
Managing feelings
Mindset
Goals

Decision making
Problem - naming
Responsibility
Respect, Citizenship
Problem solving

Connecting with others
Connecting with others
Conversations,
   Asking questions, Listening
Making friends
Resolving conflict
Refusing, Assertiveness

Your notes

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
- **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

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