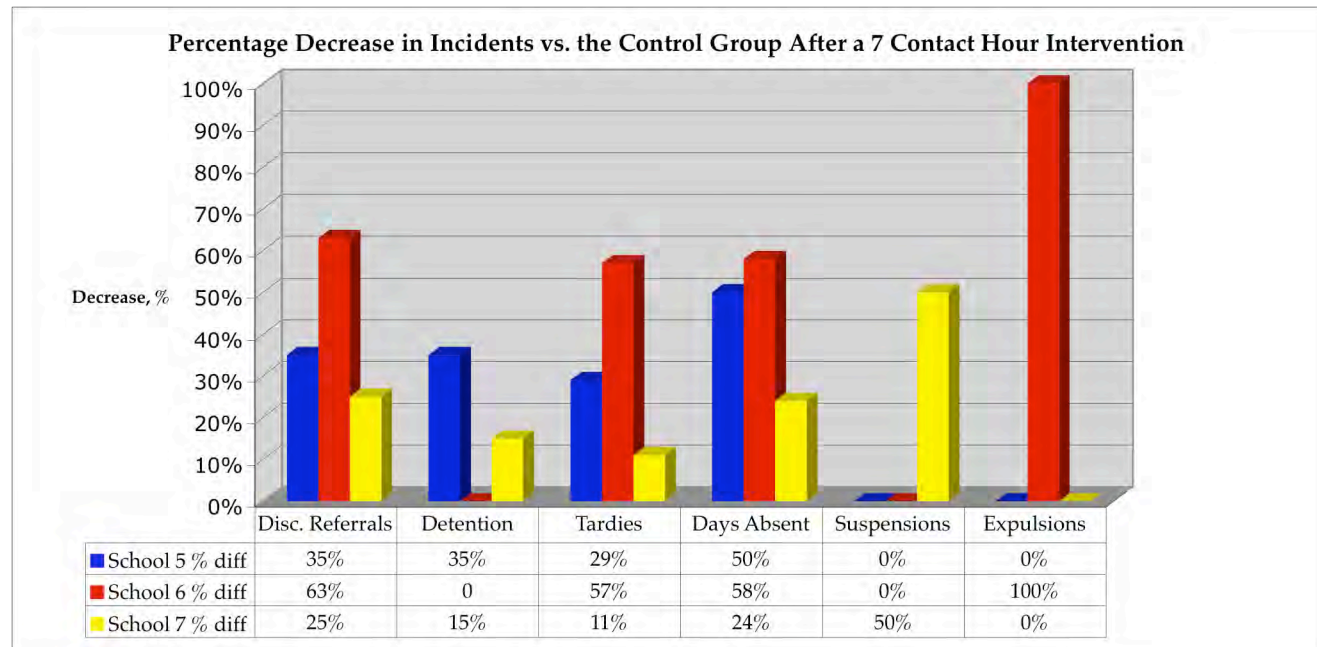


Summary of Effectiveness Studies on Ripple Effects Software

Study	San Francisco, CA	New York, NY	Kentucky	Bronx, NY	Trinidad, British West Indies	Oakland & Humboldt, CA
Date	1999	2000	2001-2002	2002	2003	2003-2004
Research Question re effects of software	Will it affect assertiveness (vis-a-vis passivity or aggression)?	Will it reduce aggression, improve academic achievement?	Will it reduce school violence?	Will it motivate middle school students with risk factors to aspire to good high schools?	To what extent can SEL software improve social behavior?	Can it affect risk and protective factors (attitudes, behavior academic performance)?
Intervention	5 lessons over 50 minutes	24 lessons over 12 weeks	Multiple, used RE software with offenders for ISS	24 lessons over 12 weeks	1 lesson, plus interview	42 lessons over 7 weeks
Participants	n= 34 9th and 10th, urban ethnically diverse, gender balanced	n=54 7th & 8th urban ethnically diverse, gender balanced	n=420 3 high schools mostly white, rural gender balanced	n=12 8th, urban, mostly African American, gender balanced	n=28 students n=19 teachers African and East Indian descent, and mixed - girls only	n= 527 urban and rural ethnically diverse gender balanced
Method	Random assignment of class, experimental and comparison groups, pre-post test (CABS survey)	Random assignment, 3 groups: control, plus 1 with and 1 w/o adult facilitation, post test observation, plus administrative records	Repeated measures design with two baseline scores and two intervention scores was used during a two year period	Student post-test questionnaire	Mixed quantitative and qualitative, student and teacher questionnaires, focus groups, interviews and observation	Randomized with control groups 2 pre and post surveys Administrative data from every school
Results	Statistically significant reductions in aggressiveness, trend toward reduction in passivity	Reduced remedial summer school referrals. Increased pro social behavior Decreased anti-social behavior	Student reports of perpetration significantly lower. Reported improved knowledge, and skills to implement violence prevention	At the end, students saw themselves as smart instead of dumb, able to solve problems that came up	Positive engagement led both teachers and students to expect it would positively affect behavior	Grades up, fatalistic thinking down significantly, discipline referrals down at every site, by every measure
Notes/ Unexpected findings	Very short intervention showed significant results	Students without adult guidance had twice the level of observed behavioral change as those with adult guidance	Couldn't separate effects of software from other elements of intervention	Typical of size, quality of evaluation available to community-based programs	First study in developing country, first study in religious school	Reduced perception of harm re: marijuana, but not disapproval of marijuana

Summary of Effectiveness Studies on Ripple Effects Software

Effectiveness of Ripple Effects Programs at Three Schools



Above is a summary of outcomes at three schools from the most recent effectiveness study on the use of Ripple Effects student programs. Funded by NIH, the study was conducted in the fall of 2003. These schools had very different ethnic composition, yet the outcomes of the 7 contact hour/7 week intervention compared to the control group were uniformly strong. The ethnic composition at the schools was as follows:

- School 5: 90% European American, 2% African-American, 8% other;
- School 6: 77% African-American, 16% Latino, 7% European American;
- School 7: 83% Latino, 17% African-American.

The complete study included 527 urban and rural, African-American (40%), Latino (31%), European American (23%) and Asian American and American Indian (6%) middle and high school students from six regular, alternative, charter, and continuation schools.

To get copy of our full report on this study please contact Lew Brentano at 888-259-6618.