

***RIPPLE EFFECTS***  
Software to *positively* change behavior



*Implementation Planning*

## ***Why Implementation Planning***

The ONLY time Ripple Effects software is not effective, is when it isn't used. The single thing that most affects long term student use is having an implementation plan that is matched to *your* real world needs, opportunities and constraints. This guide walks you through the process of making that plan.

## ***Implementation Planning***

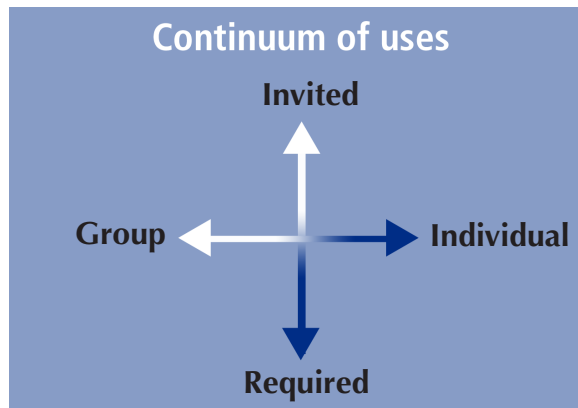
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## ***Creating an implementation plan***

Ripple Effects software is designed to be used how you need it, when you need it in the configuration you decide works best. You can approach it from a multitude of directions, depending on the goals, interests, learning styles, aptitudes and contexts of you and your students.

### **Continuum of uses**

The continuum of possible uses range from a one time intervention with an individual (like in a school nurses office, or when a student disrupts a classroom), to multiple tailored interventions in an ISS setting, to a long term prevention or positive youth development program for a whole group. Two key variables that affect usage planning are whether the program is being set up to serve individuals or groups, and whether student participation is required or invited.



A single topic takes about 15minutes to cover. There are hundreds in the program. You can create thousands of combinations to customize learning and provide systematic training, whether you have minutes, days, or months. To date, no two sites have chosen exactly the same combination.

The most important factor in implementation success is matching use of the program to your real world needs, opportunities and constraints. Use this fill-in-the-blanks implementation plan to do this. The following pages will walk you through the steps, or you can go to [www.rippleeffects.com/implement.html](http://www.rippleeffects.com/implement.html) to complete a fillable pdf file.

# ***1. Identify the context - Part I***

There are three things to consider in framing your plan: your students' context, your own personal and professional context, and the resources and constraints of the setting in which you are working. Start with your students.

## **A. Your students**

Number: \_\_\_\_\_ Age/Grade: \_\_\_\_\_

**Socio-economic background:** (family structure, ethnicity, income)

**Greatest strengths:** (spirit, imagination, resilience, hope, stubbornness, anger, humor, etc.)

**Greatest barriers to success:** (truancy, drugs, lack of family support, gangs, community violence, lack of social skills, negative attitude towards learning)

## ***The context - Part II***

### **B. For you**

**Social background:** (same as your students or different, how?)

What is the most important **standard** that you will be judged by this year?

**How** can this program help you achieve it?

What is your greatest **teaching strength**?

**How** can it be used to make this program a success?

What is your greatest **barrier** to success? (Emotional factors, administrative requirements, student behavior, skills level)

**How** can this program help deal with it?

## ***The context - Part III***

### **C. Structural resources and constraints?**

#### **Technology**

# computers available? \_\_\_\_\_

Headphones? Yes  No

Location? Lab \_\_\_\_\_ Back of classroom \_\_\_\_\_ Mobile laptops \_\_\_\_\_ Other \_\_\_\_\_

#### **Time and Space**

Time available for program? \_\_\_\_\_ Scheduled meeting time? \_\_\_\_\_

Scheduled duration? (semester, year, 8 weeks, etc.) \_\_\_\_\_

A few long sessions? \_\_\_\_\_ Or more short minutes? \_\_\_\_\_

Time for individual instruction? \_\_\_\_\_ Group instruction opportunities? \_\_\_\_\_

When do students have free time? \_\_\_\_\_ Study hall? \_\_\_\_\_

Is there an In School Suspension or Suspension Alternative program? \_\_\_\_\_

How long do students attend? \_\_\_\_\_

Are reading materials needed for English Language learners? Yes  No

Is Health Education an approved curriculum area? Yes  No

Do Social Studies frameworks include issues in RE program? (i.e. exercising rights, appreciating diversity, resolving conflict, doing democracy?) Yes  No

Is there time in Language Arts for journal writing, media analysis? Yes  No

Is there an Advisory period? Yes  No

Can it be used for group problem solving? Yes  No

% of time classroom teachers spend on discipline that could go to instruction? \_\_\_\_\_

Other curricular opportunities? \_\_\_\_\_

Non-curricular resources or constraints? \_\_\_\_\_

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## ***2. Define success***

**Identify 1-3 measurable outcomes that could define success.**

**Match them to the amount of time you have to give to the program.**

The desired outcomes can be at the level of the individual or the group. It can be in terms of building strengths, reducing risk, or changing problematic behavior. Having at least one academic outcome is often a good idea. It shows that the program is fully aligned with schools' primary missions.

Some examples of positive, measurable outcomes are: better grades, higher graduation rate, lower absenteeism, higher GED pass rate, fewer discipline referrals, higher test scores, fewer fights, more positive behavior, greater self understanding, higher aspirations, more courtesy, etc.

**1**

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**2**

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**3**

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### ***3. Pick a structure***

Check the boxes that fit with your context, goal, and constraints

#### **Who**

- Small teams
- Individuals
- Group
- Whole class
- Other\_\_\_\_\_

#### **What**

- Doing assigned lessons alone
- Exploring facilitated lesson together
- Exploring independently
- Working on targeted intervention
- Other\_\_\_\_\_

#### **Where**

- In School Suspension
- Classroom
- School office
- Nurses station
- Counselor
- Detention room
- Library
- Computer lab
- Other\_\_\_\_\_

#### **When**

- Advisory period
- Language arts
- Social studies
- Independently during free time
- Special Ed, life skills training
- Suspension period
- Other\_\_\_\_\_

## ***4. Create a scope and sequence***

Many traditional programs provide just one recommended scope and sequence, arranged by grade level. While this creates an important sense of logical order, it assumes limited content, and allows little flexibility for adapting to site-specific situations. It fails to allow for differences in class length, teacher abilities, student backgrounds, local curriculum requirements, district mandates, community values, or program boundaries. For this reason, Ripple Effects software takes another approach:



It has an **expandable/contractible scope**, made possible by its hyperlinked, structure. Any topic can be covered in a single lesson, or can become the jumping off point for broader skill training unit of any length.

It enables the development of **tailored configurations of scope and sequence** that can be as wide or as limited as each implementer desires. Once topics are chosen, these require no additional teacher preparation time, and no additional configuration time. Audio-visuals, assessment materials and tracking mechanisms are automatically included with each tutorial chosen.

The best scope and sequence for you is the one that meets your goals and fits into the real time constraints you have. You can access the available topics list for all Ripple Effects software by scrolling through the cell phone for each product, by clicking on the web button on your implementer training software, or by going to [www.rippleeffects.com/implement](http://www.rippleeffects.com/implement). There you can also review dozens of sample scope and sequence configurations developed by other implementers. Good luck!



## ***5. Describe how you'll measure success***

Outcome to measure:

Who will measure:

What you'll use as a yardstick:  
(Remember, Ripple Effects offers computer-based surveys for pre and post tests)

Who will keep track of the data:

Who you'll give data to:

## ***6. Get the support you'll need***

**A.** Who can support you in this program? (Nurse, counselor, parents, asst. principal, coach, other teachers, special ed staff, librarian)

**B.** If you have a tech problem, you'll . . .

**C.** If you feel a time conflict with other program goals, you'll . . .

**D.** If youth seem bored or not responsive, you'll . . .

## 7. Summarize your plan

### Implementation Plan for:

\_\_\_\_\_/\_\_\_\_\_  
(site name) (planner name)

For us success would be this outcome: \_\_\_\_\_

with these students \_\_\_\_\_ at these locations \_\_\_\_\_

We will begin implementing the program on (date): \_\_\_\_\_ this often \_\_\_\_\_  
for this long \_\_\_\_\_

We will cover this many tutorials \_\_\_\_\_, which are listed on page 8.

We'll use this to measure success: \_\_\_\_\_

### Percent of your time spent dealing with behavior issues

Today (before program)? \_\_\_\_\_

90 days into Program? \_\_\_\_\_

Date of outcome measure: \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### For technical and implementation support

help@rippleeffects.com

1-888-259-6618

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