

Ripple Effects Whole Spectrum Intervention System

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Introduction

A sixth grade, urban Latina sits with her Advisory class in a computer lab supervised by a cafeteria worker. At her own pace, in her own way, over seven weeks, she completes 42 assigned, interactive lessons. They include training in cognitive-behavioral techniques, social skills, and decision-making. When she is finished with assigned lessons, she also looks up "sexual harassment" in the topic index and completes that lesson. She reports "It gave advice, I followed it, and it worked." She is part of a treatment group that scored significantly higher on personal and social responsibility than control group peers who had live instruction from certified teachers during the same advisory periods (Bass et al., 2008).

A 7-year-old, rural African American boy is referred to the counselor for fighting on the playground, his first offense. The counselor says, "We're going to assume you just didn't know the right way to behave, and give you a chance to learn it." The student completes the "fighting" lesson alone at a computer. A fourth grade European American girl, a second time offender, is also assigned the fighting lesson. In addition, she is asked to find a lesson that addresses what she thinks the underlying reason for her fighting might be. Thirty percent of elementary school students who took this second step looked up "beaten," and 30% looked up "alcoholic parent". District wide, In-School Suspension referral rates fell 28% from fall to spring, a reversal of the usual trend (Ray et al., 2008).

A 16-year-old African American girl from a community with high levels of violence and

poverty has a history of school failure. She is one of a randomly assigned group who go to the computer lab twice a week for seven weeks. In lieu of language arts or math class, they complete an assigned group of 42 of lessons that include developing self-awareness, as well as cognitive-behavioral strategies for emotional regulation and decision-making skills. A social worker supervises. The lessons include "learning style" and "success-phobia." Like all other students in her group, she takes advantage of the opportunity to also look up a topic that concerns her. She looks up "domestic violence." After nine weeks, scores for her

treatment group are more than a full point higher on baseline adjusted GPA than the control group, a significant difference (Perry et al., 2008).

A 15-year-old Latino boy has been flirting with gang activity for a year. He has been referred to the Juvenile Delinquency Intervention and Prevention Program in a large

urban high school, in a gang infested neighborhood. He is exposed to 30 Ripple Effects lessons as a psycho-social intervention over two, six week periods. At the end of the period, his cohort of students score significantly lower on the Beck depression scale, than they did at the beginning of the intervention (Koffman et al., 2009.)

A 12-year-old Filipina is one of a randomly selected group of students, who leave their class and go to the library computer lab, twice a week for seven weeks, to complete assigned skill-building lessons related to resilience. After a ten week period her group scores significantly higher from pre-to-post than a control group on two resiliency assets: empathy and problem solving. These characteristics are often lacking in students who break the law or injure others (De Long-Cotty, 2008).



Each of these students were participants in one of 11 studies of effectiveness of the Ripple Effects *Whole Spectrum Intervention System* (WSIS). All completed some lessons that formed a standardized protocol, and some that were specific to their personal interests and risk factors. All worked at their own pace, and in their own way, selecting the modes of learning that best met their needs. In each case, the site-and person-specific adaptations to allow self-paced, self-regulated learning and exploration of some self-selected content, occurred without compromising fidelity to core components of the program. In fact, site specific adaptation and individualization of the learning experience are cores component of the Ripple Effects system.

Part I: What it is

At its simplest, Ripple Effects is a computerized training intervention to build personal strengths, change behavior and address personal problems. Typically learners - youth and increasingly their teachers - use it in 15 to 45 minute bites, for an assigned length of time, under adult supervision, but not adult mediation of the experience.

An integrated set of resources

Underpinning a simple, engaging end-user experience is the Ripple Effects *Whole Spectrum Intervention System* (WSIS), a comprehensive, technology-enabled, system of integrated resources for effective, culturally competent, tiered interventions to address non-academic factors in school and life success.

It is designed to enable youth serving organizations to more easily provide evidence-based, scalable, sustainable, tiered interventions to meet the diverse, individual needs of the whole spectrum of today's youth, in a whole spectrum of site-specific circumstances, with special attention to youth most at risk of involvement with the juvenile justice system and negative health, safety and educational outcomes.

The purpose of this monograph is to describe

what that system is, its components and functions (Part I), as well as how it is implemented for stepped intervention with diverse populations in diverse settings. (Part II). Additional monographs address the multi-disciplinary theory that underpins the system, and present studies that provide evidence of effectiveness.

The components

The WSIS system consists of:

An integrated set of software tools 


- Needs Assessment
- Training
- Evaluation
- Data management

Implementation support resources 

- Live
- Print
- Electronic

A structure for tiered interventions 

- Primary
- Secondary
- Tertiary

Research under various conditions of use 

- Formative
- Process
- Outcomes

A community of users who: 

- Generate and contribute content
- Share wisdom about effective practices
- Offer continuing direction for new development

Ripple Effects *Whole Spectrum Intervention System* is a “smart system.” It has an integrated set of elements – identifiable here by simple icons - that offer multiple, customizable functions to an expanding network of users. User guides promote

“best practices” for successful use. Users can take advantage of all or any part of the system and easily personalize the system for their needs. Their collective participation adds value to all other users. There is a security system built in, in this case safeguards for fidelity and cultural competence. The importance of the system is not the technology, but the experience that it opens up for users, and the changes that happen in their lives because of that.



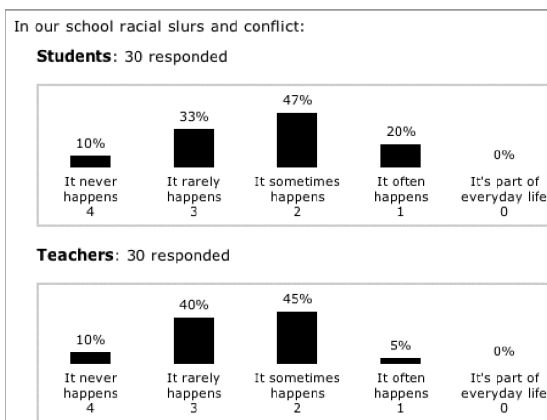
Software suite

Ripple Effects WSIS is anchored by an integrated suite of software and web-based tools designed to enable needs assessment, personalized, training, evaluation, and data management.

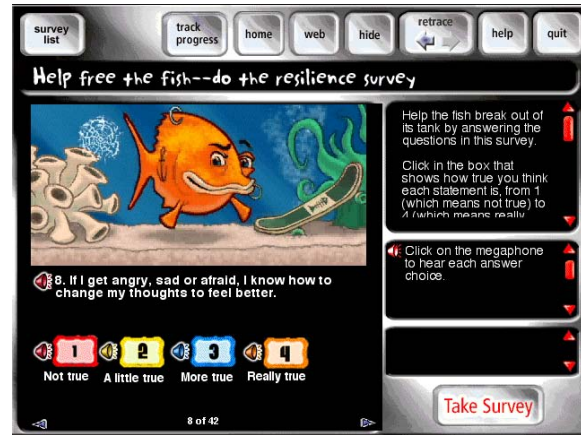


Needs assessment

Web-based, group-level, school climate profilers can quickly assess initial needs and measure group change, from student and staff perspectives.



Validated, computerized, personal surveys about attitudes and self-perception, enable pre- and post-testing for evaluation of internal intervention outcomes at both individual and group levels.



Sample screen: Pre/post survey on resilience

30 interactive self-profiles provide an immediate mirror of subjective assessments of personal strengths and opportunities for growth, along with suggestions for how to pursue that growth.



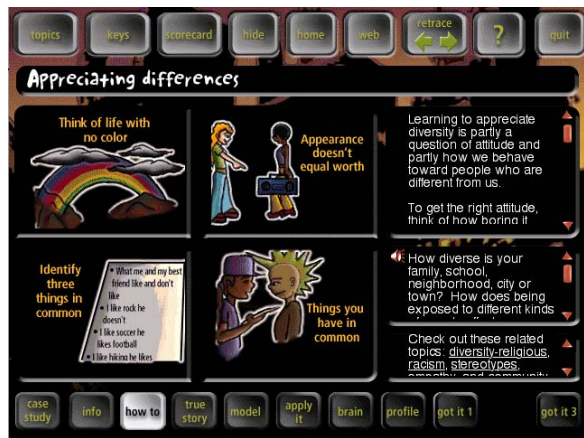
Sample interactive self-profile screen

Expert system training software

Expert system training software for children, youth, and the adults who work with them provides evidence-based, culturally competent, self-regulated training to positively affect knowledge, attitudes, behavior, and outcomes. It has received 27 awards of excellence from four industries, including nine CODIE (software industry Oscar) nominations for Educational Software; and the Best of Show Prize at the 2000 Partnerships for Health in the New Millennium Technology Games, sponsored by the U.S. Department of Health and Human Services.



Screen shot: *Ripple Effects for Kids* training software



Screen shot: *Ripple Effects for Teens* training software

The training software is an **Expert System** comprised of three key elements:

- A comprehensive **knowledge base** that includes a **library** of multimedia content and a set of rules governing relationships between its elements
- A flexible learning **platform** delivered through an award winning interface design
- An **inference engine** that matches individual needs and preferences to the most relevant set of best practices



Content library

The modular media elements in the large library comprise a Lego™-like set of connectable

elements that includes more than:

- 100,000 **sound and text files** / **9000+** screens
- 700 multi-ethnic **portrait photos**
- 5,000 hand-drawn, **illustrations**
- 100 first person video true stories
- 300 short **peer modeling videos**
- 2,400 **multiple-choice questions** and answers
- 2,100 sets of **discussion questions**
- 3,500 electronic, assisted **writing exercises**
- 45 sets of self profile questions
- 225 **self-profile descriptions**
- 20 **animation sequences**

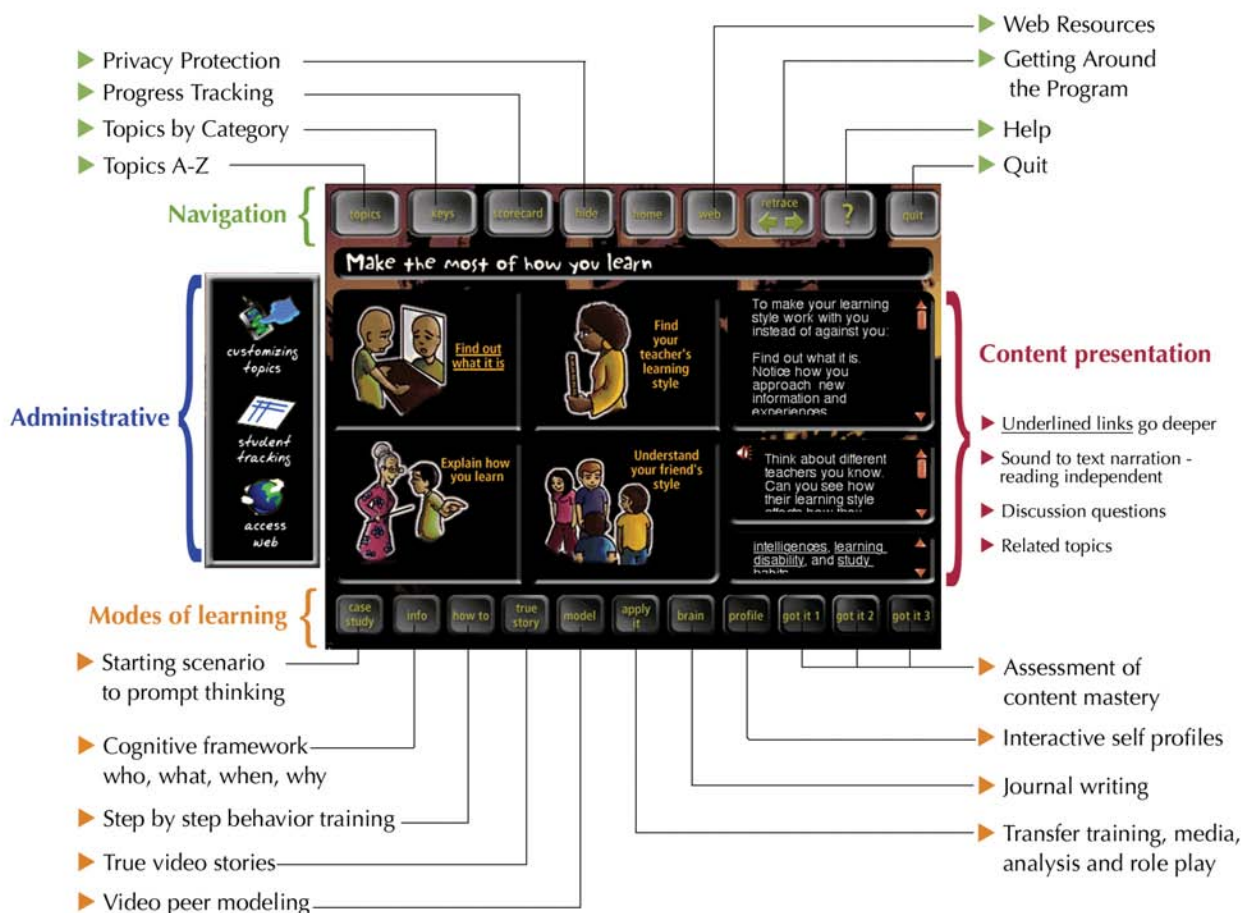
Together they present:

- Accurate, science-based information on 700 topics
- Evidence-based strategies for cognitive, behavioral, affective and social-skill building
- Best practices for personal guidance on sensitive issues

This modular set of elements is organized into a database, cross-indexed by topic and media category, enabling export to an Expert System and delivery through multiple formats in the *Whole Spectrum Learning Platform*.



➤ See Appendix A for index of lesson topics.



Learning platform

The *Whole Spectrum Learning Platform* is the structure through which a comprehensive set of learning/teaching/testing processes and delivery formats funnel content to users. It is a self-directed, self-regulated and self-paced set of learning approaches. It incorporates principles of universal design, making it responsive to specific needs of a variety of groups and subgroups. Rich media, including sound, video and interactive games, more easily accommodate learning differences. For instance, peer narration has special interest to the visually impaired, as well as to users who have low reading skills. Text-to-sound equivalents and colorful illustrations make

it more accessible to hearing impaired learners and English language learners. The short, modular lessons, and bite-sized learning moments, are of special interest to learners with short attention spans. Use of real images, stories, and modeling from widely diverse peers, increases identification with the training across populations.

The Learning Platform includes 13 different modes of learning. At least 11 are available for every lesson. Users access each mode through a series of buttons at the top and bottom of the screen. Learning options include:

- **Self-selection of content**, through A-to-Z index (reactive) or table of contents (structured)
- **Scenario-based case study** (problem solving scenarios with discussion questions)

- **Cognitive framework** (similar to the background concept in traditional lesson plans)
- Step-by-step **skill training** (attentional, cognitive-behavioral, emotional, social skill)
- **First person storytelling**
- **Peer modeling via video**
- **Transfer training to friends and family**
- **Transfer training to sports** settings
- **Media analysis**
- **Skill rehearsal** assignments
- **Journal writing** exercises
- **Subjective self-assessments**
- **Objective assessment of content** mastery
- Immediate **learner feedback**

Interactivity, an important element in successful prevention programs, is built in. Besides keeping students engaged, the interactive elements provide a practical learning path for kinesthetic learners.

The *Whole Spectrum Learning Platform* includes **protections for user confidentiality**, including a pull-down privacy screen, password protection at entry, and encryption of journal entries. It includes a guided introduction to the program.



See *From Multidisciplinary Theory to Multimedia Interventions: The Conceptual Framework of Ripple Effects Whole Spectrum SEL Intervention System* for a comprehensive, screen-by-screen description of the Learning Platform, with citations of the evidence base for each mode of learning.



Inference engine

The Inference engine is what links science-based information and practices, multimedia expressions of that information and those practices, user-friendly learning formats, and self-identified needs of the user, in one keystroke.

Because the content is fixed inside a closed system, and delivered directly to the learner by the computer, fidelity to evidence-based content is ensured, regardless of the level of expertise of

adult facilitators. The system stores all elements of the content library and all structures of the learning platform. Triggered by cues from learners, it sorts through millions of unique possible combinations, then automatically presents the small subset of science-based information and evidence-based techniques that is most relevant to each learner, based on that person's input and choices. It ties that delivery to data management tools to track progress and measure outcomes.

The expertise of a broad, multi-disciplinary group of professionals operates behind the scenes. Psychologists, psychiatrists, prevention practitioners, educators, technologists, film makers, researchers, social marketers and youth artists, actors, interns, advisors and users have provided, vetted, and tested the evidence-based content. The expert system capitalizes on the combination of storage memory, multimedia capacity, hyperlink structure, learning platform and processing speed, to capture their collective wisdom and redistribute it, so as to provide each learner a unique training experience. However, the visible experts in the system are none of these professionals, but an ethnically ambiguous pair of animated peer guides.

Enables differentiation

The Expert System - knowledge base, learning platform and inference engine combined - was designed with the recognition that multiple risk and protective factors from multiple domains interact with each other and operate on multiple levels. The extensive, multi-level, hyperlinked, branching logic in the expert system enables a wide range of learners to instantly address both symptoms and underlying causes, both meta-skills and their micro-skill components. The rich media of the *Whole Spectrum Content Library* and the educationally sound approaches of the *Whole Spectrum Learning Platform* are available at every choice point. This integrated, hyperlinked structure enables individual learners to start at the same lesson, and create unique personalized interventions, based on their individual choices.

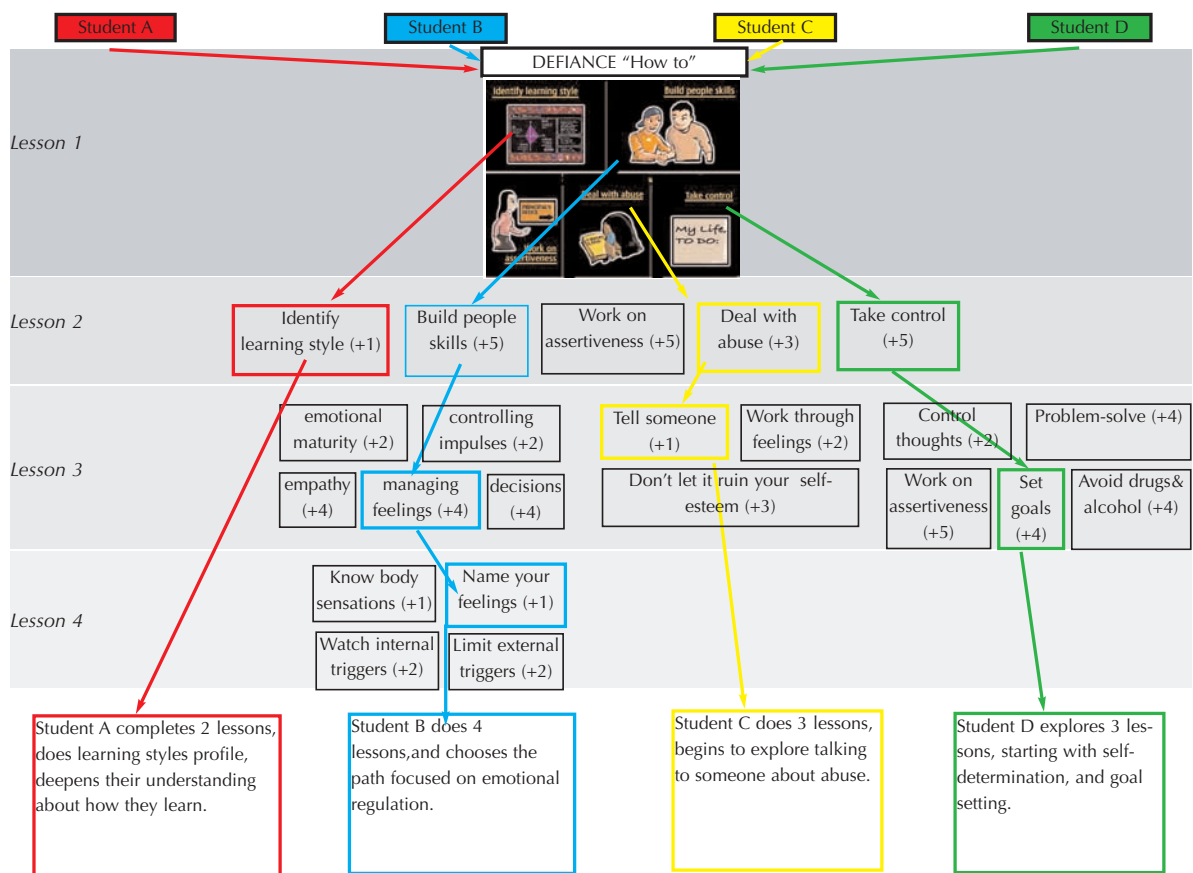
The following diagram presents four students' paths through the software during a single, short intervention. All have been assigned the topic "defiance." **Student A** is directed to Ripple

Effects by a teacher after refusing to participate in a reading assignment. **Student B** has talked back aggressively in another class, and uses it in the Vice Principals' office. **Student C** explores it during a session in the counselors office. **Student D** covers it as part of a treatment plan for her IEP. In each case, they are working directly on the computer, and after completing at least the interactive parts (core components) of that lesson, are encouraged to explore built-in links available from the "How To" screen. Each student is represented by a color; each chosen path through hyperlinked lessons is indicated by arrows in the same color. The numbers in parenthesis after the

lesson name (+5), show the number of alternative options that might have been followed from that point. Through the expert system, linking structure students own actions create four very different, individualized, interventions, which last from thirty minutes to an hour.

➤ See *From Multidisciplinary Theory to Multimedia Interventions: The Conceptual Framework of Ripple Effects Whole Spectrum Intervention System* for a more complete description of the expert system, and a sample of the concept mapping process that drives it.

Four sample user experiences of the expert system



Evaluation

A core component of the intervention, built-in evaluation tools assess content mastery for each lesson. A video game-style point scoring system keeps track of successful completion of each “Got it” interactive game. In addition to the game format, “Got it” assessment tools differ from traditional multiple choice tests in three ways:

- They are not dependent upon, or a proxy measure of, reading ability.
- Their goal is not to separate students into pass or fail, but to bring all students toward mastery. Spitting out wrong answers is part of the game; it is not finished until content is correct.
- For kinesthetic learners these games are the primary mode for learning, as well as the assessment of that learning.



Sample Screen shot: “Got It” Evaluation

Evidence of concept mastery is important, but it does not answer the question of whether an intervention also impacted measurable internal or external outcomes. Thus, Ripple Effects also encourages clients to use the survey tools (page 3) to make pre-to post comparisons on internal and external factors. In addition, clients are encouraged to evaluate all programs for success in impacting external factors that have been identified in advance. Truancy, grades and behavior are often easiest to measure in school settings, because they can be derived directly from administrative data. Use of alcohol and drugs is more difficult to measure, not only because it relies on self-report, but because many

school districts prohibit questioning students about involvement in illegal activity.

Data management systems

A data management function empowers administrators to customize content and delete lessons to meet local mandates and site-based needs, down to the level of the individual computer. It also enables them to control web access from the Ripple Effects program, within their environment. It enables implementers to track student progress against assigned goals. Finally, it allows researchers to conduct dosage-correlated evaluations, and enables administrators to meet high standards of accountability.

Data output from Ripple Effects takes various forms. Some, such as data from the web-based surveys, is both simple to use and simple to aggregate. Some, such as student scorecards, is simple to use at the individual level, though somewhat clunky at the group level and is currently being redesigned. All of it is SIF (Student Interoperability Format) compatible to make it easier to cross-correlate school administrative data to assess objective outcomes.

- Data from the web-based school climate surveys is automatically aggregated at the school level and can be viewed instantly.
- Data from the personal surveys can be exported and aggregated at multiple group levels, as well as the individual level, with appropriate protections for student confidentiality.
- Data output on completion of the content assessments can be analyzed to accurately gauge implementation rates.
- School administrative data can be correlated with program use to provide an objective measure of outcomes.
- For an additional fee, Ripple Effects can provide a narrative interpretation of implications for practice of aggregated school data, in terms of identified needs and recommended corrective strategies.



Sample progress monitoring and data export



Implementation Support System

Ripple Effects Expert system training software includes a wide range of methods that research has shown to be effective in changing the behavior of children, adolescents and the adults who work with them. But simply putting a large body of best practices in a software box, much less in a manual, does not – by itself – guarantee those outcomes. Even the best programs do not implement themselves. Implementation is both art and science, and is a critically important part of the Ripple Effects WSIS.

When it comes to preventing delinquency, school failure and poor mental health outcomes, the biggest challenge youth advocates and educators face is NOT in finding a program that is proven to work, nor even in finding a way to fund and start it. Over a period of time, most public agencies have funded a whole litany of theoretically excellent programs. Yet negative outcomes persist. One reason is that implementation of these excellent programs often fails, for a variety of diverse reasons.

The Ripple Effects WSIS was specifically designed to enable youth-serving organizations to more easily implement evidence-based, scalable, sustainable, tiered interventions to meet the prevention needs of a wide spectrum of users under a whole spectrum of site-specific, real-world circumstances.

The *Whole Spectrum Implementation Support System* includes live, print, digital, and video

resources for staff, administrators and parents to facilitate realistic planning and ensure effective implementation, standardized scalability and affordable sustainability.



Live training & support

Ripple Effects live training and print support materials provide a guided process for both district level planning and site-specific adaptation, helping users select from the literally millions of combinations of ways to implement, without losing standardization of content. Training and support materials clearly identify core components and optional elements, for both process and content, for various kinds of use. This provides a framework that explicitly recognizes the importance of both fidelity and adaptation.

Ripple Effects offers two levels of live training, and has trained hundreds of educators across the United States, and internationally, at both levels.

Staff training

Ripple Effects recommends a single, three hour staff training workshop for small teams from schools, juvenile justice settings, or community organizations, at a centralized location. In addition to becoming familiar with the software and how to facilitate it, participants get coaching in how to adapt Ripple Effects to target their goals, within their constraints. The physical outcome is a written, site-specific implementation plan, aligned with goals for that site. Ripple Effects staff and certified trainers around the U.S. lead staff training sessions.



Trainer training

Three-day Trainer Training sessions prepare participants to effectively train, support and coach others to implement Ripple Effects, and to use *Ripple Effects for Staff* training software in the process. Ripple Effects has a cadre of certified trainers across the country, providing capacity to meet a wide range of training needs and to provide ongoing coaching, support and technical assistance.

Live coaching and program support

Optional supplemental services include planning and coordination with site staff, and coordination of Ripple Effects programs throughout the district, including facilitating completion of site specific plans, confirming successful installation, and problem-solving with users as implementation challenges arise.

Technology support

Technology support services include:

- Comprehensive technical assistance for installation
- Comprehensive technical assistance for technology-related challenges, such as compatibility with security policies and network protocols.



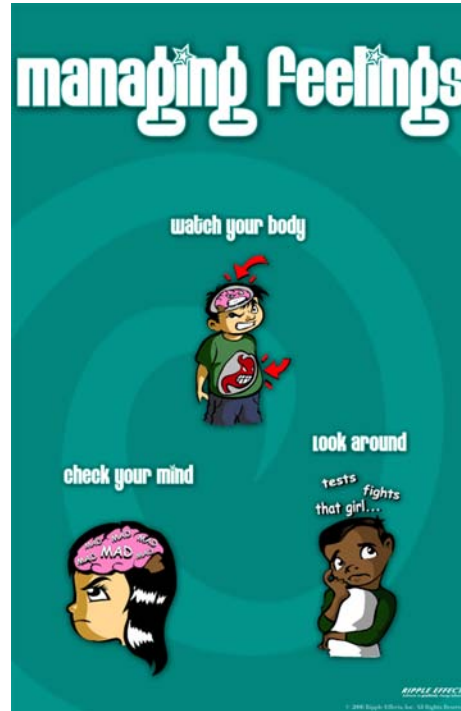
Print resources

A comprehensive set of print resources for implementers, parents, technologists and researchers include:

For implementers

- *User Guides* for Kids, Teens, Staff make it easy to start using the program
- Fill-in-the-blanks, site-based *Implementation Planning Guide*
- Fill in the blanks individual RTI planning guides
- An *Excel* template for planning district level objective and timelines and
- A set of manuals provide rationales and lesson plans for 60 curricula and treatment configurations to address primary, secondary and tertiary levels of intervention:
 - *Universal Promotion Curricula*

- *Targeted Risk Reduction Curricula*
- *Individualized Positive Behavioral Intervention Treatment Plans*
- *Individualized Therapeutic Sanction Plans for Juvenile Justice*
- Colorful Classroom Posters to reinforce key concepts and promote positive school climate
- Trainer resources



Classroom poster

For parents

- “Personal Trainer” coaches in parenting
- “Eagle Eye” Positive Communication Postcards alert parents when their children have demonstrated social-emotional competency

For technologists

- Technology Guide with FAQs provides technical support for those charged with managing the technology.

For researchers

- Separate monographs describe Ripple Effects theory base, research methods and outcomes for quantitative and qualitative research
- Scholarly articles on evidence of effectiveness are available upon request.



Digital resources

Supplemental digital resources include:

- Implementation coaching software
- Implementation support web site
- Animated web presentation of *Whole Spectrum System*
- Electronic copies of all manuals and guides
- Reproducible classroom posters
- Reproducible parent resources
- Feedback opportunities



Implementation support web site

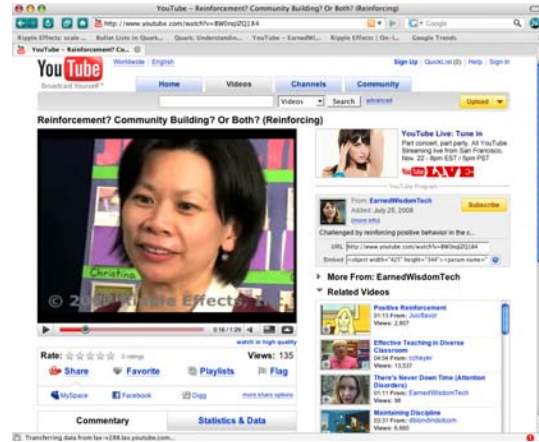
- Selected multimedia tutorials
- Real-world client stories
- Electronic copies of 60 sample scope and sequence configurations



Video resources

Ripple Effects provides video resources to use as presentation materials in the adoption process and to promote implementer success. These include:

- A three minute overview of the *Whole Spectrum Intervention System*
- Case studies
- News stories
- Educator stories on YouTube
- Video podcasts



Sample educator story on You Tube



Contact Ripple Effects to obtain access to the clients-only implementation support web site, including most of the resources listed here.

Part II: How it works



Users & Settings

Ripple Effects WSIS is delivered to individuals or groups, in a variety of ways, in various settings, for **tiered interventions** that result in measurable outcomes.



End users: populations served

Ripple Effects WSIS provides services to a wide range of children, adolescents and the adults who work with them. This currently includes Native American, African and African American, Asian and Asian American, Hispanic, (both immigrant and American born), Native Hawaiian and other Pacific Islander, White (European and Middle Eastern) American:

- Male and female
- Children, grades 2-5
- Adolescents, grades 6-11
- Parents
- Adult staff who work with children

Client risk factors

Identifiable risk factors increase the probability that anti-social behavior, illness, injury, or school failure will occur. They exist in multiple domains: individual, family, peer, school, community, and social structures. The sheer number of those risk factors that any one individual bears is predictive of behavioral, health and public safety outcomes.

Users of Ripple Effects WSIS are **weighted toward adolescents with co-occurring disorders, who have multiple risks** of poor social, health, safety and academic outcomes, including one or more of the following factors:

Individual factors – being a teen parent; having been exposed to serious trauma; having engaged in early, illegal substance use; having a history of aggression/violence, attention problems, learning disorders, delinquent behavior (breaking civil laws), having involvement with the juvenile justice system;

Academic problems – being behind grade level, having low grades, having dropped out in the past, having poor attendance, receiving special education services;

Family factors – parental addiction, mental-emotional disorders, negative communication style, inconsistent or overly severe discipline.

Peer factors and community factors – high levels of community violence, easy access to

alcohol, drugs and weapons; being involved in or living near gang activity; engaging in sexual activity/ especially exploitative activity;

Demographic factors – being a member of a racial or ethnic minority, being an English language learner; coming from a low income household.



From Multidisciplinary Theory to Multimedia Interventions: The Conceptual Framework of Ripple Effects Whole Spectrum SEL Intervention System provides a more thorough explanation of link between risk factors and, poor social, academic and health outcomes.

The Evidence of Effectiveness articles identify which group level, risk factors characterize populations that have been included in various effectiveness studies.

Geographic settings

Ripple Effects is currently in use in hundreds of rural, urban, suburban and tribal settings.

- 30 of the 66 largest **urban** districts that comprise the Council of Great City Schools use the system at some level.
- **Suburban** clients include medium-size districts that are commuting distance from many of those urban centers.
- There are clients from small **towns and rural** areas across the United States, in Canada, and on Caribbean and Pacific islands.
- The program is being used in **tribal** settings in New Mexico, Arizona, Wyoming and South Dakota, as well as in the Yupik community of Aniak, Alaska. It is also used in the Anchorage School District, which has the highest concentration of Yupik students in Alaska.

Institutional contexts

Institutional contexts within these settings include a wide range of youth-serving organizations. They include:

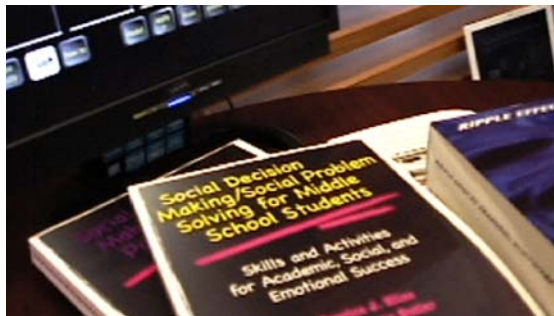
Elementary, middle and high schools, including alternative, charter, continuation and community schools. They use it in advisory, academic, computer lab, counseling, and discipline settings, including in-school and out-of-school suspension and detention settings.

Community-based programs, such as Boys and Girls Clubs. They use it in after school programs, as do faith-based organizations that provide child care and family support, especially in poor neighborhoods.

Health settings, including school nurse offices and school, community and hospital-based health and mental health clinics. They use it to provide accurate health information and to prompt disclosure of health-related problems.

Juvenile justice settings. They use it in probation programs, juvenile detention and residential treatment facilities. It is also beginning to be used for diversion programs, such as youth courts and community boards.

Complement and supplement



In many settings, Ripple Effects complements or supplements other programs. Often those programs are evidence-based, but lack the capacity for learning differentiation, personalization to address individual risk factors, calibration of dosage, instructional quality control, “locked content” to ensure fidelity to an accurate knowledge base, and mechanisms for data tracking, all of which contribute to positive outcomes in real world settings.

Implementers

The WSIS is a capacity-building tool for implementers in a wide range of roles.

Class advisors use it as a tool to promote a code of conduct and for collective problem solving.

Classroom teachers use it for group SEL as well as a positive first step in a graduated system of consequences.

Alternative School personnel use it to motivate and personalize SEL interventions for students at risk of dropping out.

Community-based program facilitators use it to mitigate the impact of limited content expertise and high attrition rates among non-professional staff, allowing them to deliver evidence-based strategies with limited resources.

Counselors, use it to triage a heavy load, so that they can focus on the most intensive personal intervention and follow up.

Special needs and RTI coordinators, mandated to ensure the least restrictive environment, reduce disproportionality, and implement **PBIS, CEIS, RTI, and IEPs**, use it to make personalized skill building easier to implement and document.

Nurses looking for a bridge to communication, offer it to their “frequent flyers” to help students identify underlying causes of their headaches and stomach aches, or to privately access information about sexual safety and other sensitive issues.

Disciplinarians, use it to offer immediate, remedial, positive behavioral intervention

Probation officers, social workers, and police use it at various points along the continuum of contact with delinquent or pre-delinquent youth.

Providers of other programs use it to



individualize and supplement their existing efforts, increasing the return on prior investments.

Administrators use it to have clear evidence of their efforts to reduce disproportionate discipline and bridge the behavior-related achievement gap.

Most of all, children and youth use it in their own ways to:

- Find accurate information
- Receive needed skill training
- Privately access guidance on sensitive issues in whatever way they learn best, wherever they can sit at a computer.



Clients integral to system

All of these Ripple Effects clients are an integral part of the *WSIS*. They form a trusted community, who:

- Generate original content, including true stories and treatment protocols
- Participate as equal partners in research studies
- Create technology work-arounds for system level incompatibilities
- Provide references and qualitative evaluation to and for each other
- Provide ongoing feedback that informs Ripple Effects continuing development of the system.

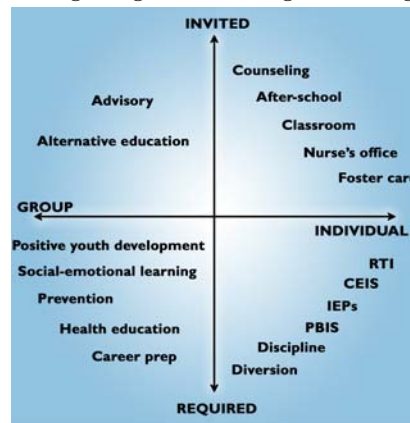
Adaptation with fidelity

Ripple Effects *WSIS* includes built-in features to ensure both that it can be easily adapted to site-specific circumstances, and that such adaptations do not compromise fidelity.

Adaptation capacity

Ripple Effects *WSIS* can be easily adapted for use in a range of individual and group settings, and for a range of learning goals, while maintaining fidelity. How much of the program is required, versus encourage or invited, is an important dimension of use. The continuum of possible uses range from a one-time, 15 minute intervention with an individual (for instance in a counselor's office, or when a student disrupts a classroom), to multiple, tailored interventions in an in-school suspension (ISS) setting, to longer-term, secondary prevention, to universal, positive youth development programs for a whole group. Adolescents can complete roughly four lessons per hour, while younger children, with the developmentally appropriate version, can do three.

With the help of print and web-based intervention guides, implementers choose the number and content of tutorials to match their specific learning goals. To Ripple Effects' knowledge, no two sites have chosen the exact same intervention configuration. The following chart demonstrates the continuum of options for individual and group use, and for a range of goals in a range of settings.



Simplest and most personalized use

The simplest and also most personalized way to use Ripple Effects Software to assign the lesson that matches a mandated curriculum that corresponds to a presenting concern (like bullying or defiance) and have students follow the built-in links as far as they can, in whatever direction makes the most sense for each student. This leverages the greatest strength of the program: the capacity to provide personalized guidance

and customized training to address personal risks and enhance personal protective factors.

Implementers need simply mandate that users complete the interactive parts of the software (“Got it,” “Brain/journal,” and “Profiles”). Tutorials can be completed whenever and wherever a student has access to a computer where the software is installed. More than 95% of students who have the opportunity elect to do so to also privately address individual risk factors, or personal interests, as part of the process.

More structured approaches

For guided use by groups of students, facilitators can have all students follow the same scope and sequence, using any of the 60+ pre-figured configurations developed by Ripple Effects, or can customize a scope and sequence, based on their specific goals. Sessions can consist of various combinations of independent exploration and directed group discussion.

Many sites find that technology constraints require, or they simply prefer, to do some group work with Ripple Effects. Sometimes the software is projected on a screen at the front of the room, and the facilitator “drives” it. In this context, facilitators can choose the topic, or let the group members choose, and then cover the first five learning modes, from left to right, first listening and watching, and then using built-in discussion questions to prompt brisk discussion. Facilitators then have students complete the interactive parts either as a single group activity, in smaller teams of 2-3, or independently, as computers are available. Implementers may assign “into the world” lessons as homework.

Combination approaches

Another model is for an implementer to introduce a topic to the group, then have individuals pursue the topic in their preferred style of learning, followed by group role plays and discussion to share insights.

Still another model is to assign a scope and sequence for all to complete, but have them do it privately, at their own pace, with or without discussion after completion.

Research on Ripple Effects student software

indicates that *adult facilitation of discussion or rehearsal is not required to achieve positive school outcomes.*

Change in implementer’s role

With most model prevention programs, the program developer presents a fixed, pre-set context for use, method of instruction, and set of intervention materials - and trains the adult implementers to carry it out. Ripple Effects differs substantially from interventions that depend upon a live person’s expertise (usually a teacher, counselor, psychologist, social worker, or other trained adult) for delivery of intervention content. Instead, with Ripple Effects an implementer’s primary role is to select which lessons to mandate, encourage students to privately explore additional lessons of their choice, and track and monitor student use of the intervention. As the “guide on the side,” facilitators are encouraged to do seven things to maximize their effectiveness:

- 1) Set high expectations
- 2) Orient students to the software
- 3) Ensure compliance, but not hover
- 4) Reinforce 3 times, or in 3 ways
- 5) Model skills for student rehearsal
- 6) Track student progress
- 7) Persevere in the face of challenge

Ripple Effects for Staff software provides training and coaching in each of these. The required lessons can be completed in less than two hours.

Core components




With so many options for effective ways to deliver the program, a prerequisite for ensuring adaptation with fidelity is clear identification of core components. **Ripple Effects has identified both process and subject matter core components** for various uses of the intervention. **Both adult facilitators and student learners have clearly identified responsibilities.** Core components of subject matter (assigned lessons) vary by use. Recommended scopes and sequences identify core content components for more than

60 uses, but student-selected content is equally important to fidelity. Because this is a self-directed intervention, students play a key role in delivery of core components. Fidelity to core components involves adherence to three basic requirements:

- 1) Implementers direct students to click assigned topics and buttons to explore them
- 2) Learners complete the activities they find there
- 3) Implementers and learners check scores to verify that lessons have been completed.

The table below outlines core content, learning process and data management components for both students and adult implementers.

CHART OF CORE COMPONENTS

	Facilitator directed	+	Learner directed
1	 <p>Subject matter</p> <p>Primary/Universal: Facilitator assigns whole group a scope and sequence of topics for universal skill-building in one of 10 domains. +/ Selected/Targeted: Facilitator assigns sets of students mandated topics based on group-level risks, for secondary prevention. +/ Tertiary/Indicated: Facilitator mandates custom set of topics to respond to individual student needs(s).</p>	+	<p>Learners have the <i>option</i> of exploring additional topics of personal interest.</p> <p>Learners are <i>encouraged</i> to choose additional topics to privately address personal interests or risk factors.</p> <p>Learners are <i>required</i> to self-select topics to privately address personal interests or risk factors.</p>
2	 <p>Learning modes</p> <p>Facilitator instructs learners to complete all available, <i>interactive learning modes</i> (Brain journal, Profile, Got It) for each assigned tutorial; and may assign other learning modes.</p>	+	<p>Learners can choose pace, order, for completion of required learning modes, and may use any additional learning modes, according to their personal preferences.</p>
3	 <p>Progress tracking</p> <p>Facilitator verifies each student's completion of assigned lessons by using progress tracking feature</p>	+	<p>Learner confirms completion of assigned lessons by checking personal scorecard</p>

Successfully “delivering” these core components is simply and easily measured.

Dosage

Because the system is used to address a range of goals, in a range of settings, dosage requirements vary widely. Each lesson takes roughly 15-20 minutes. Depending on context and goals, users have seen results with dosage levels that range from 45 minutes to twelve contact hours over as many weeks. In general, dosage levels should match the scope of the goal for the intervention, and individual student risk and protective factors, it should always include time for individual

learners to privately explore topics of their choice

As a tertiary intervention to address specific behavior problems in discipline and guidance settings, graduated dosage levels from 15 minutes (roughly one tutorial), to several hours are common. One study of 3,685 students found that repeat referrals to ISS dropped by 28% after an average of two contact hours with the software.

For targeted secondary prevention, four studies showed improved GPA with an average of 10 contact hours, or roughly 34 mandated tutorials, supplemented with one or more self-selected tutorials.

For universal promotion of resilience assets, one study demonstrated that dosage of 12 hours resulted in significant increases in scores for empathy and problem-solving.

Safeguarding fidelity

Recognizing that potential users vary widely in their levels of program readiness, content expertise, instructional expertise, cultural competence, motivation and simple access to resources, Ripple Effects has built safeguards for adaptation with fidelity to evidence-based practices into every level of its system, at every stage of the implementation process. Below are a list of features that serve this purpose.

Alignment with goals and framework

- 1) Matches to curricular standards and frameworks, and funding source requirements.
- 2) Provides a guided process of site-specific planning, with a wide range of options for combining elements of the program without losing standardization of content

Quality control of content & process

- 3) Clearly identifies what are process and content core components for various kinds of use, and what can be modified
- 4) Locates content expertise in the box to ensure fidelity to science without requiring extensive training
- 5) Embeds a whole spectrum of effective teaching processes in the design of the

software to ensure instructional excellence across learning styles

- 6) Changes implementer's role from "sage on the stage" to "guide on the side;" to keep facilitators involved, while maintaining implementation purity
- 7) Includes audio-visual and testing resources right in the software to prevent loss of supplemental materials, a common implementer complaint
- 8) Employs a multi-ethnic group of peers as narrators, rather than one Anglo adult, and includes multi-ethnic, gender-balance images as well as lessons specifically related to diversity issues, to increase cultural relevance for a larger group

Sustainability

- 9) Provides a simple, web-based, program overview available 24/7, to reduce non-participation due to unfamiliarity with the program, related to staff turnover
- 10) Embeds ongoing coaching and problem solving in the staff training software, to reduce the chance implementers will drop out when they encounter a challenge
- 11) Offers ongoing implementer support (Web and telephone-based) along with staff training software that promotes personal leadership, a key factor in implementer success

Measuring Progress

- 12) Provides an objective, automatic way to monitor implementation, track dosage, and measure effects, reinforcing efforts and promoting data driven decision-making

Cultural competence

Cultural competence refers to an explicit awareness of, positive attitude toward, respectful understanding of, and skillful interaction with members of various cultural groups, without stereotyping any of those groups. It is a vitally important set of abilities in the United States, the most diverse democracy in the history of the world. It is important not only as a necessary attribute of effective implementers, but as an important set of qualities for children themselves.

Unfortunately, in too many cases, true cultural competence is the exception for implementers, rather than the rule. A legacy of structural injustice has affected teacher practice and student behavior, with resulting disproportionate discipline rates among African American, Native American and Latino students. This same disproportionality continues into the juvenile justice system. Misbehavior cannot properly be addressed without providing tools to deconstruct racist expectations and restore justice, without blame and shame.

For all these reasons, **cultural competence** is a criteria for inclusion of every element at every level of the *Whole Spectrum Intervention System*. ***It is not a stand alone component of the system; it is a standard to which all elements of the system must adhere.*** Some examples of how that is expressed in Ripple Effects WSIS are:

- Web-based survey tools assess school climate and respect for persons, to help schools identify areas where lack of cultural sensitivity, and even outright racism may be a problem.
- Training software provides concrete lessons for kids and teens on appreciating diversity: physical, cognitive, ethnic, religious, gender, class, and sexual orientation.
- Staff software provides training for teachers on managing diverse learners, including respecting ethnic, religious, class, gender and learning differences. It deconstructs race-based attitudes and expectations without blame or shame.
- Inclusive voices and images appear in the software, comprised of 50% Caucasian, 15% each Africa American, Latino and Asian, and 5% Native American children and adults, with people with visible physical limitations included in every group.
- Content includes issues that may have particular relevance to specific groups and subgroups. For instance, the tutorial on English as second language (ELL) has special relevance to the immigrant community; the tutorial on "wheelchairs" is of special interest to the disabled community; the tutorials on "special education" and "dyslexia" are of special


interest to students with learning problems.

- Specific lessons have been designed to address ethnic conflict and intervene with both targets and perpetrators of bias activity.



Tiered Intervention

Effective delinquency prevention programs borrow from public health the triage model of service delivery; that is, a three tiered system of different levels of service. “Primary” refers to universal strategies aimed at promoting public safety, health, and school success, population-wide. “Secondary” refers to risk reduction strategies, aimed at subgroups sharing certain risks. “Tertiary” refers to indicated, intensive interventions to limit or reduce harm. *Ripple Effects Whole Spectrum System* enables intervention at all three of these levels.



From Multidisciplinary Theory to Multimedia Interventions: The Conceptual Framework of Ripple Effects Whole Spectrum Intervention System documents the theory base for design and use of the system as an integrated set of stepped interventions for primary, secondary and tertiary prevention of delinquent behavior, school failure, and poor health and mental health outcomes.



Primary prevention focuses on universally building core social-emotional abilities and pro-social values that are positively correlated with safe and supportive school environments, and that lead to school and life success. Also called "asset building," "universal promotion," "positive youth development," and "character education," this approach is designed to reach every student/parent/teacher in a developmentally appropriate way. *Ripple Effects* universal promotion program promotes seven core personal characteris-

tics: self-understanding, assertiveness, empathy, management of emotions, problem solving, impulse control, and a set of skills and values for connecting to community. The community skills set is comprised of personal communication and group participation skills. The values are those needed for a diverse and democratic society to flourish: honesty, fairness, responsibility, respect, etc.

These abilities are protective for all students. In fact, they are protective for all people of all ages. Though culturally mediated, they are important across cultures. They can often preempt and protect against negative behavior before it arises. They enable a resilient response when unexpected trauma occurs. They are also positively correlated with success in the classroom – for teachers as well as students.

Use of *Ripple Effects* as a primary prevention program promotes pro-social values, strengths-based resilience, positive social relations, academic achievement, civic participation, health and wellness. This is the first step in preventing anti-social behavior and negative health and school outcomes.

Ripple Effects has designed the *Whole Spectrum Intervention System* to be easily configured for use in a variety of universal promotion programs. They include:

Character education, with scope and sequence matched to Character Education Partnership principles.

Asset building, with scope and sequence matched to the Search Institute’s internal assets list.

Social emotional competence, with scope and sequence matched to the Collaborative for Academic, Social, and Emotional Learning (CASEL)’s model for competency and *Ripple Effects* model of “Seven Keys” (core abilities).

Academic achievement, with scope and sequence designed to address non-academic, school-related factors, like attitudes (including attitudes toward efforts and success), efficiencies (like learning style), attention problems, learning disorders, study habits and connectedness (including resolving peer and teacher conflict).

Civic engagement, with scope and sequence matched to national frameworks for social studies, and focused on building youth activists who know, appreciate, exercise and protect their rights.

Diversity appreciation, with scope and sequence developed in collaboration with the Leadership Conference on Civil Rights Education Fund and Partners Against Hate, to prepare students for the accelerated inter-group contact that will be a hallmark of the 21st century.

Health, safety and wellness, with scope and sequences matched to National Health Education Framework. That framework identifies 19 subjects for a comprehensive health course; all are included.



For a full description of the background and suggested scope and sequence for each of these primary prevention uses, see *Positive Youth Development: Sample Scope and Sequences for Universal Promotion*.



Secondary

Secondary prevention is comprised of targeted efforts to ward off anti-social behavior, illness, injury or school failure. It is aimed at people who have group level risks, in terms of anti-social tendencies, and/or psycho-emotional health. Those risks may be internal psychological factors, or may come from exposure to environmental factors in multiple domains.

Substance abuse prevention programs may target all children who share a developmental point that makes them vulnerable to peer pressure and/or the temptation to experiment with alcohol or drugs, and/or those who live in neighborhoods where drugs or weapons are easily available, and/or those who share a history of parental addiction or alcoholism. Bully prevention programs may target special education students who have higher risks of being bullied than other students. Both violence and PTSD prevention programs may especially target youth who live in neighborhoods with high levels of domestic or

gang violence.

Secondary prevention targets students with known risk factors. This level of prevention focuses on developing specific attitudes and skills that have been shown to reduce the risk of becoming either perpetrator or victim of specific unsafe, unhealthy or unlawful behavior. For example, perspective taking is a specific ability linked to appreciating diversity, a prerequisite to preventing hate crimes. Identifying with others is the basis for moving bystanders' to a position of solidarity with the victim in bullying situations. Assertiveness is what enables them to act on those feelings. It is also the key factor in effective resistance skills. The ability to put together an "if/then" sentence is essential to predicting consequences, which in turn is needed as part of a behavior management program for students who tend toward impulsivity.

This targeted prevention system also provides the capacity to address specific attitudes and behavior that disproportionately affect social groups who share the same risk factors. For instance, ambivalence about academic success is more often an issue for African American, urban boys than Asian American, suburban girls. So the "success-phobia" tutorial might be in order for the first group and the "pressure to succeed" lesson more appropriate for the second group. "Discrimination" is more likely to be a real world experience for children of color, than for Anglo children. Thus, that tutorial, with practical strategies for dealing with discrimination, will have more relevance to the former group.

Ripple Effects has developed background information and scopes and sequences for use of the WSIS for the following areas of secondary prevention:

Injury prevention


- Child abuse
- Bias offenses
- Bullying
- Sexual harassment
- Youth violence
- Dating abuse
- Online exploitation

Illness prevention

- Tobacco prevention
- Drug abuse prevention

Eating disorders & obesity
Depression & suicide
Post traumatic stress
STDs/Pregnancy/HIV& AIDS

Academic failure

 For a full description of the background and suggested scope and sequence for each of these uses for secondary intervention, see the guide, *Ripple Effects Targeted Prevention: Risk Reduction*

Tertiary

Tertiary, intensive intervention is indicated for individuals who have already been involved in anti-social behavior, or health-related, reckless behavior, or have experienced school failure. It is most often in the form of an individualized intervention. It may also be called RTI (Response to Intervention), PBIS (Positive Behavioral Interventions and Supports) and EIS (Early Intervening Services). This differentiated intervention is designed for students whose behavior has brought them into discipline settings or required their labeling as having "special needs." It comes into play after something has brought that student to the attention of authorities: failing grades, truancy, an act of defiance, a racially-charged taunt, bullying a weaker classmate, or being chronically bullied. This is also an efficient way to get quality training, aligned with an Individual Education Plan (IEP) to students with special needs.


For tertiary intervention to be successful, it needs to be differentiated. It needs to be matched to the learning needs of each student, address the underlying reason behind the unsafe or disrespectful behavior, and teach (including model) effective, positive alternatives that can also meet underlying needs. Ripple Effects integrates all these elements.

The most common first use of Ripple Effects in a school setting is as a positive, therapeutic, tertiary intervention for behavior problems, regardless of their origin. Ripple Effects provides a suggested protocol and individual treatment plans for a wide

range of behavior-related challenges.

Behavioral challenges

Angry acting out
Attention seeking/needy
Communicative disorder
Cultural alienation
Defiant
Disrespectful
Disruptive
Hyperactive
Impulsive
Isolated/loners
Poor judgment
Rejected by peers
Spaced out/inattentive
Traumatized
Truant

 For a full description of the background and suggested scope and sequence for each of these treatment plans, see *Ripple Effects' Positive Behavioral Intervention Guide*.

Juvenile Justice applications

The WSIS includes a separate manual with intervention plans for **therapeutic sanctions** for illegal behavior that has caused adolescents (and in a small percentage of cases, younger children) to become involved with the juvenile justice system. Ripple Effects offers sets of treatment plans for 14 criminal offenses, in the following categories:

- **Crimes against persons:** assault/battery, bias crimes, domestic violence, sexual offenses, prostitution
- **Property offenses:** shoplifting/theft, vandalism & graffiti, fire setting
- **Drug-related offenses:** drug dealing, possession of illegal drugs, drunk driving
- **Status offenses:** truancy, weapons charges, underage alcohol possession

Each of these plans also includes lessons on building skills, strengthening pro-social norms, and understanding and exercising legal rights.

➤ For a full description of the background and suggested scope and sequence as an intensive, therapeutic intervention for each offense, as well as special uses for continuing support for success, after disposition of a case, see *Ripple Effects: Guide for Uses in Juvenile Justice settings*.

Three levels for staff as well

In addition to direct services to students, Ripple Effects system offers three levels of computer-based professional development for staff, designed to build their capacity to facilitate, reinforce, sustain and expand student learning.

Primary prevention for staff promotes the social-emotional abilities that comprise effective leadership. Personal leadership, especially that of principals, but to some degree for all teachers, is the single factor that most affects school climate and students' behavioral outcomes.

Secondary prevention for staff might target first and second year teachers, who are least likely to have developed the skills needed for effective behavior management in the classroom. It may target staff whose social-cultural background is very unlike that of their students. The training modules most useful for these educators, as well as for their paraprofessionals would be in the second module, "Managing Diverse Learners."

Tertiary prevention for staff consists of providing "just in time, just for you" embedded coaching to help teachers respond to problems as they come up, including student behavior problems, such as insubordination, defiance, disruption, and attention-seeking behavior. It also provides a way for teachers to constructively respond to accusations of discriminatory behavior or expectations. Individualized tutoring in the context of a personal development plan provides teachers positive, differentiated, behavior-changing support in a private, non-judging environment.

➤ For a full description of this training, see the *Ripple Effects for Staff User Guide*.



Evidence of Effectiveness

An important part of Ripple Effects' WSIS is the process of collaborating with clients and third party researchers to continually collect and analyze both quantitative and qualitative data on the impact of Ripple Effects interventions in real-world settings.

Ripple Effects collects data on patterns of usage, implementation process variables, and direct and indirect outcomes, over the short term, and at follow-up points.

Not all of the uses in all of the settings discussed in this document, have been scientifically tested to prove impact. However, data from eleven scientific studies involving more than 4,500 students from 50 urban, suburban, and rural locations indicate that Ripple Effects WSIS consistently – but not universally – works at all three levels of prevention.

Statistically significant positive impacts have been documented for:

- Higher grades
- Reduced absenteeism
- Less tardiness

- Fewer discipline referrals
- Fewer in-school suspensions
- Fewer out-of-school suspensions
- Retention in school one year later

- Greater empathy
- Improved problem solving
- Greater assertiveness

- Reduced depression
- Extensive voluntary use for personal guidance with sensitive issues

WestEd conducted a randomized, controlled study, funded by the Lucille Packard Foundation for Children's Health, to examine the impact of Ripple Effects as a primary intervention to promote resiliency among students who had risk factors related to ethnicity and English Language Learner status. Positive effects were identified for two components of resilience: empathy and problem solving. Control students in the same classroom, who were exposed to the treatment group, had improved scores for connection to community.



See *"Can Computer-based Training Enhance Adolescents' Resilience? Results of a Randomized Controlled Trial"* in the **"Primary Prevention Outcomes"** volume of the *Evidence of Effectiveness* series.

A series of National Institute on Drug Abuse (NIDA)-funded studies examined the impact of Ripple Effects on group level risk and protective factors related to substance abuse. The data indicated positive effects on grades, behavior and attendance. In one study, attitudes against alcohol also improved significantly.



To read the complete series of research reports on impacts of use for targeted prevention of school failure and substance abuse see the volume on **"Secondary Prevention Outcomes"** in the *Evidence of Effectiveness* series.

Two real-world evaluations have examined the impact of use of this program as a tertiary intervention to address both presenting behavior problems and underlying risk factors, including mental health issues that may be motivating anti-social and dysfunctional behavior. Third party evaluation of a Safe Schools/Healthy Students-funded comprehensive project, involving more than 3,600 students from 40 schools, measured both process and outcome impacts of Ripple Effects as a personalized, positive behavioral intervention. Data indicated that offenses accounting for more than 99% of discipline referrals were specifically covered in the Ripple

Effects program. Over four years, students exposed to Ripple Effects intervention had substantially fewer repeat referrals to in-school suspension from fall to spring, when rates typically went up instead of down.

Data from another evaluation, of a multi-component, gang prevention program, in which Ripple Effects was the psycho-social intervention, indicated that after exposure to the program, students at risk of gang involvement scored significantly lower on a standard measure of depression, than prior to the intervention.



To read the complete research reports, see the articles *"Impact of Individualized, Computerized, Positive Intervention on Discipline Referrals and In-School Suspensions"* and *"Impact of Computer-Based, Psycho-Social Training on Depression, Among Youth At Risk for Gang Involvement and Other Forms of Delinquency,"* in the **"Tertiary Prevention"** volume of the *Evidence of Effectiveness* series.

Cost, ROI, and Guarantee

Licensing costs

The cost to license Ripple Effects software and access supplemental services is dependent on level of usage, from as much as \$549 for the first computer license to as little as \$2 per student, per year, when prorated over five years, for a district-wide license.

It represents a considerable cost advantage over live instruction programs that require intensive up-front training, because it has been proven effective, even when implemented by non-professionals with less than three hours training.

Because many students can each get individualized intervention, all at the same time and/or when each needs it, it also represents an opportunity to triage counselling services and stretch scarce resources further.

Return on investment (ROI)

Ripple Effects *Whole Spectrum Intervention System* is not intended to replace existing, evidence-based programs, which represent many millions of dollars in already incurred financial and human resource investments. Rather it is designed to supplement, strengthen, scale and sustain what is already in place. It can and does increase the return on those prior investments.

In those situations in which programs are ineffective or not yet in place, it can also add a technology-driven turn-key option to jump start success. As a stand alone program, it can add new, short-term financial value as well as social value. The increased revenue from reducing truancy rates in large urban schools, if used school-wide, can often pay for the program in less than two years.

Guarantee

Ripple Effects backs the *Whole Spectrum Intervention System* with a **money back guarantee of positive, objective outcomes within six months**, when used as directed.



Contact Ripple Effects for details.



Appendix A

Index of Topics in *Ripple Effects for Kids* (Grades 2-5)

A note about these lists: There are 140 unique lessons in the Kids version, 390 in the Teens version, and 136 in the Staff version, but in each case, many more topics appear in each index. This is because topics are listed under multiple names, to help ensure that learners will find their topic by the name they commonly use. For example, “smoking” and “cigarettes” both lead to the same lesson.

A

absent
afraid
alcohol
alcoholic parent
angry
apologies
ashamed
asking questions
assertive body
assertive message
assertive voice
assertiveness
asthma
attachment objects
attention problems
aware of yourself

B

background
bad grades
beaten
bed wetting
beliefs
blankie
blurting out
body type
bouncing back
brainstorming options
breaking rules
bullied
bully-you do it
bystander

C

calming down
can't bounce back
caring-show it
character

cheating
cigarettes
citizenship
clingy
communicating feelings
complaint
compliments
conceited
conflict
connecting with others
consequences-predict
controlling impulses
conversations
courtesy
crush
cultural differences
cursing

D

death
decisions
diabetes
diet
different
disabilities
disappointed
discipline
discouraged
discrimination
diversity-appreciating
divorce
don't assert yourself
don't connect with others
don't control impulses
don't feel for others
don't know yourself
don't problem-solve
don't set goals
don't try

drugs

E

effort
embarrassed
empathy
envious
exercise
experimenting
expressing feelings

F

failure-school
fairness
family problems
fat
feeling-for others
feelings control you
feelings-changing
feelings-communicating
feelings-dealing with
feelings-expressing
feelings-knowing yours
feelings-mixed
feelings-predicting
feelings-understanding
fighting
forgiving
friend problems
friends-making
frustrated

G

gangs
goals
gossiping
grades
group-joining

H

hands and feet
hard things
help-getting it
help-giving it
hitting
honesty
hormones

I

ideas
identifying with others
ignoring
illness
impulse control
instructions-following
introducing
inviting

J

jealous

K

keep trying
knowing yourself

L

late
learning problems
learning style
learning success
left out
letting go
listening
lying

M

making a complaint
managing feelings

marijuana
mistakes
molested
motives-understanding

N

name-calling
neighborhood problems
nervous

O

obese
options-brainstorming
options-weighing them
others

P

parent-talking to
parents' substance use
peer pressure
permission-getting
pet dying
physical differences
picked on-by peers
picked on-by teacher
point of view
predicting consequences
problem-naming
problem-solving
puberty
pushing and shoving

Q

questions-asking

R

reactions-controlling
refusing
relaxing
resilience
resolving conflict
respect
responsibility
Ritalin
rules

S

sad
safety
school failure

secrets
security blanket
self-awareness
self-control
self-esteem
self-talk
shame
sharing
shy
sick a lot
sickness
skipping school
smarts
smoking
snatched-afraid of
solutions-brainstorming
solutions-testing
standing up
standing up-message
standing up-voice
standing up-your body
stealing
stereotypes-resisting
strengths
study habits
success
success at learning

T

talking back
tardy
teacher problems
teased
teasing
telling
tests
thoughts-controlling
threats
tobacco
touch
triggers-catching
trust
trying

U

understanding feelings
unfair

W

weed
wetting bed

Y

yourself-aware of
yourself-strengths
yourself-talking to
yourself-understanding



Appendix B

Index of Topics in *Ripple Effects for Teens* (Grades 6-11)

A

absent
absent minded
abstinence
abuse-boy/girlfriend
abuse-child
abuse-domestic
abuse-drugs
abuse-emotional
abuse-physical
abuse-sex offender
abuse-sexual
accepting responsibility
accepting yourself
acid
acne
acquaintance rape-victim
active listening
activism
addicted
addicted parent
ADHD
ADHD-drugs
adopted
adult who cares
afraid
agency
aggression
AIDS
alcohol
alcoholic parent
alcoholic-you
all 'dat
alone
alone at home
alternatives-evaluating
angel dust
anger
animals-hurting
anorexia
anti-depressants
anxiety
anxiety attacks
apologies

appearance
appreciating diversity
arrest
arson
artsy
ashamed
asking for help
asking questions
asking someone out
assault
assertive eyes
assertive message
assertive posture
assertive reasons
assertive voice
assertiveness
asthma
athletic style
attachment objects
attendance
attention
Attention Deficit Disorder
authority-dealing with
authority-defying
avoiding triggers
aware

B

baby-yours
background-community
background-family
backlash target
back-talk
bad decisions
bad grades
bad words
barbiturates
bashing gays
beat up-victim
beaten
beauty
beer
behavior-confronting
being connected

beliefs-standing up for
believing
belonging
bias
bias crimes-target
bigotry
binge eating
bi-racial
birth control
birth order
blabber mouth
blankie
blind
blinking
blocked
blow
blunt
blurting out
body
body clues
body image
body language
body odor
body weight
body-ashamed
body-posture
booze
bored
bouncing back
boundaries
boy/girlfriend
boy/girlfriend-abuse
bra
bragging
brainstorming
breaking rules
breaking up
breathing deeply
broke
broken heart
broken home
brothers
buddies
bugging someone

bulimia
bullied
bullying
bully-offender
bully-target
bummed out
busted
bystander

C

calling something
calming down
cappin'
car theft
cards you're dealt
care-for yourself
care-showing it
cause and effect
celibacy
chair
chalk
change-normal
change-unplanned
changing feelings
character
Charlie
cheating-in school
chew
child abuse
choices
choosing friends
chronic illness
cigarettes
cigars
citizenship
clique
clothes-rules
club drugs
cocaine
codeine
coke
cold-hearted
college
commanding respect

commitments
communicating feelings
communication skills
community
community history
community resources
competition-losing
competition-winning
complaints-making
compliments-giving
compliments-receiving
compulsive
conceited
condoms
conflict-resolving
conflict-with teacher
confronting behavior
confronting injustice
connecting with others
consequences-predicting
considerate
contact lenses
contraception
controlling impulses
control-taking
conversations
coping
cops
copying
counselors-using
courtesy
crack
cramps
crank
crazy feelings
creativity
criticism-dealing with
cruel
crush
crying
crystal meth
cultural differences
curfew
cursing
cussing
cutting class
cutting yourself
cyberspace

D
date rape drug
date rape-offender
date rape-victim
dating
dating abuse
deaf
dealing with authority
death
decisions
defiance
democracy-doing
dependability
depression
developmental delay
diabetes
diet
dieting
differences
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'
diversity-appreciating
diversity-cultural
diversity-disability
diversity-ethnic
diversity-gender
diversity-physical
diversity-preferences
diversity-religious
divorce
do not assert yourself
do not connect
do not feel for others
do not know yourself
do not manage feelings
do not persevere

do not problem-solve
do not try
domestic violence
dope
down
down for someone
downers
dress code
drinking
drinking too much
driving
driving drunk
dropping
dropping out
drug dealing
druggie
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
dumped
dying
dyslexia

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

English language learner
envy
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
following instructions
fondling yourself
foreplay
foster home
freezing out
French kissing
friend-drinking
friend-helping
friendly
friends
friends-choice of
friends-fighting
friends-making
friends-none
friends-suicidal
friends-turning in
friends-using drugs
frustration
funny
future not there

G
gambling
game freak
gangs
ganja
gay
gay bashing
gender differences
generosity
genes
getting even
getting help
getting support
girl/boyfriend
girlfriend/boyfriend-abuse
girlie cycle
giving
giving compliments

giving help
giving up
glasses
gloves
goals
goals-none
good sport
gossip
grades
graffiti
grief
group home
group skills
group-discussions
groups-joining
guilt
guilt-survivor
guns

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
helpers-adult
help-getting it
helping others
heritage
heroin
hiding-wanting to
hitting
HIV

home alone
homeless
homework
homophobia
honesty
hood
hooker
hooking up
hopeless
hormones
hospitalization
how it is
huffing
humor
hung-over
hurting animals
hurting yourself

I
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ice
ideas-finding
identifying with others
identity
ignoring
illness
image-your body
immaturity
immigrant
impulsive
incest-perp
incest-victim
individuality
in-group
inhalants
injustice-confronting
in-school suspension
insecure
insomnia
institutional injustice
instructions-following
integrity
intelligences
intercourse
internal triggers
internet safety
internet-courtesy
internet-expressing yourself
internet-harassment
internet-hate

internet-info sharing
internet-meet up
internet-reading people
internet-sexual exploitation
internet-threats
intolerance
introducing yourself
introvert
inviting someone
irresponsible
irritating someone

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

K
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 out
legal rights
lesbian
let-down

letting go
liar
liking someone
liking yourself
limits-setting
lip locking
listening to others
loneliness
loner
looks
loser
losing
losing someone
love
loyalty
loyalty to country
LSD
luck
lying

M

macking
mad
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
Mary J
masturbation
MDMA
mean
meeting people
menstruation
mental disability
mental illness
mentally retarded
mentors
message
meth
middle child

mindfulness
mistakes
mixed feelings
mixed race
molested
molester
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
needs-stating
negative criticism
neighborhood
neighborhood-new
nervous
nervous habits
networking
new kid
nice
no goals
no to sex
norms
not athletic
not creative
not good-looking
not happy
not invited
not liking yourself
not motivated
not popular
not smart
not thin
not worthy
numbness

O

obesity
observers
obsessing
obsession-offender
obsession-victim
OC's
odds-defying
oldest child
on the rag
online clues
online expression
online harassment
online hate
online info sharing
online sexual exploitation
online threats
oops
open
open-ended questions
opinions
opium
options-coming up with
options-evaluating
outbursts
outside triggers
outsider
overeating
overweight
owning up
OxyContin

P

p.o.
painkillers
pals
panic attacks
paraphrasing
parent-alcoholic
parent-embarrassed by
parent-fighting with
parent-hits you
parenting-teen
parents
parents-break up
parent-talking to
passed away
passions
patriotism
paying attention

PCP

peer pressure
people smarts
perfect-having to be
performance
period
perseverance
personal history
personality
perspective taking
pet dying
peyote
physical abuse
physical differences
physical disability
physical sensations
picked on
picking on people
pimples
pissed off
playing with yourself
PMS
point of view
police
politics-being part of
politics-unpopular
poor
poor sport
popoe
poppers
popular
possibilities
posture
pot
poverty
power
practicing happiness
predicting consequences
predicting feelings
preferences
pregnancy-avoiding
pregnant
prejudice
premenstrual syndrome
prescription drugs
pressure
pressure to succeed
pressure-resisting
pride-national
prison

probation	religion	secrets	sideshow
problem-naming	religious attack	security blanket	sisters
problem-solving	religious diversity	sedatives	skinny
procrastination	repeating back	seeing-can't	skipping class
promises	resilience	self-acceptance	skipping school
props-giving	resisting pressure	self-aware	skunk
prostitution	resisting stereotypes	self-care	sleepy
Prozac	resolving conflict	self-centered	slow
PTSD	resources	self-confidence	slurs
puberty	respect online	self-control	smack
punishment	respectful to authority	self-esteem	smarts
pushing	respect-getting it	self-injury	smelly-you
put-downs	respect-showing	self-talk	smirk
putting off	responding to others	self-worth	smoking
	responsibility	selling drugs	sniffing
Q	responsibility-for feelings	sensations-physical	snitch
questions-asking	restitution	separating	snow
quiet	restless	Sept. 11	snuff
quitting	revenge	set you off	social skills
quitting habits	ride or die	setting goals	social values
quitting-school	rights-exercising	setting limits	social-emotional skills
	risk and protection	sex abuse-offender	solidarity-showing
R	risky behavior	sex abuse-target	solutions-evaluating
race	Ritalin	sex-forced	solutions-trying
race-mixed	rivalry-sibling	sex-forcing	solvents
racial conflict	rock	sexism	solving problems
racial diversity	roofie (rohypnal)	sex-not doing it	sore loser
racial slurs	room for others	sex-postponing	sorry-you are
racism	rubbers	sex-refusing	space-making
rape drug	rules	sex-restraint	spacing out
rape-offender	rumors	sex-safe	spanking
rape-victim	running away	sexual diseases	speaking up
ratting out	rural	sexual exploitation online	special ed
rave drugs		sexual harasser	speech impediment
reactions-stopping	S	sexual orientation	speed
reading problems	sadness	sexuality	sports & exercise type
reasons-giving	safer sex	sexually abused	sportsmanship
rebellion	sarcasm	sexually harassed	stalked
receiving compliments	saying no	shagging	stalker
recklessness	saying what you need	shame	standing up for yourself
reflecting on performance	scared	sharing	stank
refugee	school failure	shootings	staring
refusal skills	school-dropping out	shoplifting	starving yourself
refusing sex	school-grades	shoving	staying connected
rejected	school-grades	showing care	STD
relapse	school-habits	shrooms	stealing
relating	school-hate it	shut up-can't	stepfamilies
relationship	school-kicked out	shyness	stepping in their shoes
relaxing	school-skipping	sibling rivalry	stereotypes
reliability	school-unsafe	sick-a lot	steroids
	second language-English		

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

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- internet
threats-to kill
throwing up
ticked off
tics
time management
tobacco-chewing
tolerance
torturing animals
touch
touching yourself
tranquilizers
transitions
trashing things
trauma
triggers-inside
triggers-outside
truancy
trustworthiness
truthfulness
trying
trying solutions
trying things out
turf
turning someone in
TV
twitches

U

ugly
understanding motives
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

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
winning
withdrawn
witness
work
working out
worry-wart

Y

youngest child
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

Appendix C

Components of Ripple Effects *Seven Keys*

KNOWING YOURSELF

learning style
smarts
feelings
temperament
emotional intelligence
what you love
body
sports & exercise type
values
character
creativity
self-esteem
family background
risk and protection
community history
resilience
goals
accepting yourself

COMMANDING RESPECT

behavior-confronting
beliefs-standing up for
complaints-making
control-taking
feelings-communicating
injustice-confronting
limits-setting
needs-stating
pressure-resisting
rights-exercising

IDENTIFYING WITH OTHERS

feelings-names for
feelings-mixed
feelings-changing
feelings-owning them
feelings-predicting
perspective taking
motives-understanding
showing you care
paraphrasing
caring body language
asking questions

CONNECTING WITH OTHERS

Communication Skills

introducing yourself
conversations
thanking someone
sympathy-expressing
compliments-giving
compliments-receiving
apologies
ignoring

Social Skills

authority-dealing with
community resources
conflict-resolving
counselors-using
citizenship
discussions-having
dissent-supporting
diversity-appreciating
groups-joining
getting help
helping others
mentors
sharing
space-making
support-getting
solidarity-showing

Social Values

courtesy
fairness
generosity
justice
kindness
loyalty
reliability
respect-showing
honesty
character
responsibility
trustworthiness

MANAGING FEELINGS

mindfulness
physical sensations
triggers-inside
triggers-outside
relaxing
expressing feelings
letting go
laughing
practicing happiness

CONTROLLING IMPULSES

reactions-stopping
consequences-predicting

MAKING DECISIONS

problem-solving
problem-naming
brainstorming
alternatives-evaluating
solutions-trying



Appendix D

Ripple Effects for Staff Table of Contents

Ripple Effects for Staff presents 138 lessons in three areas: Strengthening your leadership, Managing diverse Learners, and Making programs work.

STRENGTHENING YOUR

LEADERSHIP

hold a vision
transform yourself
emotional intelligence

know who you are
learning style-yours
strengths
goals
feelings
social background-yours
resilience

have empathy
take perspective
show care

(assertiveness)
eyes
message
posture
reasons
voice

establish authority
set expectations
set rules
have consequences
confront behavior

manage feelings
anger
fear
hopelessness
self-talk
physical sensations

control impulses
stop reactions
predict consequences

make decisions
problem solve
name the problem
identify options
weigh alternatives
test solutions

connect in community
model social values
honesty
courtesy
fairness
respect
humor
kindness
trust
get support
involve parents
involve students
work with administrators

MANAGING DIVERSE LEARNERS

learning orientation
cultural background
socio-economic status

learning styles-students
feeler-doer learners
feeler-watcher learners
thinker-doer learners
thinker-watcher learners
balanced learners
bimodal learners

intelligences
learning-related challenges
academic disorders
attention disorders
giftedness

mental retardation

behavioral challenges
attention seeking
autism spectrum
defiance
disruptiveness in class
disruptive on playground
hyperactive
impulsive
oppositional disorder

MAKING YOUR PROGRAM WORK

prepare the way
engage stakeholders
parents
students
administrators
get buy-in
hold a vision
set the climate
provide training
create a plan
match to other programs
adapt with fidelity
use in context
discipline
counseling
advisory period
academic achievement
after school
testing
corrections
infuse into curriculum
language arts
social studies
health
decide dosage
customize scope & sequence

individualize
create IEP

implement effectively
introduce
use teachable moments
orient
lead discussion
model
direct rehearsal
reinforce
ensure compliance
persevere
handle disclosure

measure results
collect data
profiles
content assessment
surveys

scale and sustain
leverage technology
ripple effects software
learning system
research base
screen layout
privacy issues
administrative functions
monitoring progress
customizing content
using web resources
solving tech problems

Know your resources: print, electronic, live

SOFTWARE



Training software RE Coach for Kids (grades 2-5), Teens (grades 6-10), Staff

Assessment tools Surveys on risk and protective factors

PRINT



Users Guide The basics of using the software for Kids (grades 2-5), Teens (grades 6-10), Staff

Guides for Tiered Intervention



Universal promotion Positive youth development course outlines matched to national standards



Targeted Prevention Scopes and sequences for preventive risk reduction in 14 areas



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



Site-based Implementation Planning Helps build a site-specific plan for use (fillable pdf)



Planing for RTI



Personal Trainer for Parents Key skills to reduce risk and enhance protection for their children



Trainer's Resources Agenda, training scenarios, evaluation forms, check-off lists, certificates



Technology Support Comprehensive technical instructions and troubleshooting

Evidence of Effectiveness

Six volumes of evidence from 11 evaluation studies involving 4700 students.

WEB

- Free classroom posters
- Bibliographies
- Web-based survey tools
- PDFs of all manuals
- Tech support (help@rippleeffects.com)

LIVE 1-888-259-6618

- Free technology and Implementation support
- Fee-based training evaluation services.

RIPPLE EFFECTS
Software to *positively* change behavior

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