

CONTEXT: Behavioral RTI/MTSS

Direct-to-learner delivery of tiered behavioral interventions

Lots of programs enable behavioral assessment and tracking of those assessments. Only Ripple Effects provides direct-to-learner, tiered delivery of a full spectrum of culturally responsive, actual behavioral interventions without loss of fidelity to best practices.

RTI – A formidable mandate

The legal mandate to provide early intervening services to all students whose behavior puts them at risk for referral to discipline or special education before exclusion from the classroom puts schools in a bind. They agree with the intent, but. . .

It may rest on impossible assumptions, implicitly assuming every teacher can:

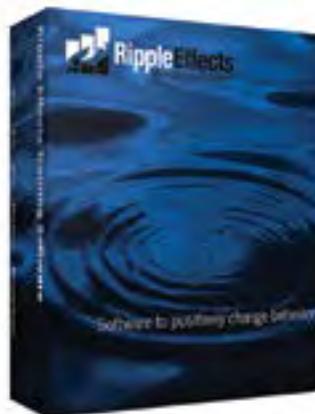
1. Master the whole range of proven strategies to affect student behavior
2. Know the whole range of underlying risk factors that propel problem behavior
3. Make the right match between the most relevant set of psychosocial strategies and the sum of each student's strengths + behavior + underlying risks

And do it all in ways that control for teachers' own possible cultural bias, all while still managing to teach all the other students to perform at grade level!

Ripple Effects Whole Spectrum, Software-based Intervention System:

- Builds in fidelity to best practice through locked content and expert system technology
- Provides more than 11 instructional modes per tutorial to reach diverse learners
- Is comprehensive; 700 self-contained multimedia interventions
- Includes three kinds of assessment tools
- Tracks dosage with easy to use Data Manager app
- Addresses behavior from teacher and student perspectives
- Is engaging, interactive, and culturally inclusive

A complete system of digital and print resources supports effective RTI



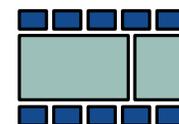
This is individualized; if a child is having a specific issue this week, that's what we focus on. We're not just doing a generic lesson, we're really able to choose according to the child's needs.

Susan Shershow, Special Education Teacher, LAUSD

Kids use it as a part of a larger intervention. So whatever topics I may be covering – violence prevention, family issues, substance abuse – they can use the program as part of that intervention.

Mary Ellis, Counselor/Teacher, Turning Point JHS, Arlington, TX

Five Key Elements



Learning System



Content Library



Expert System

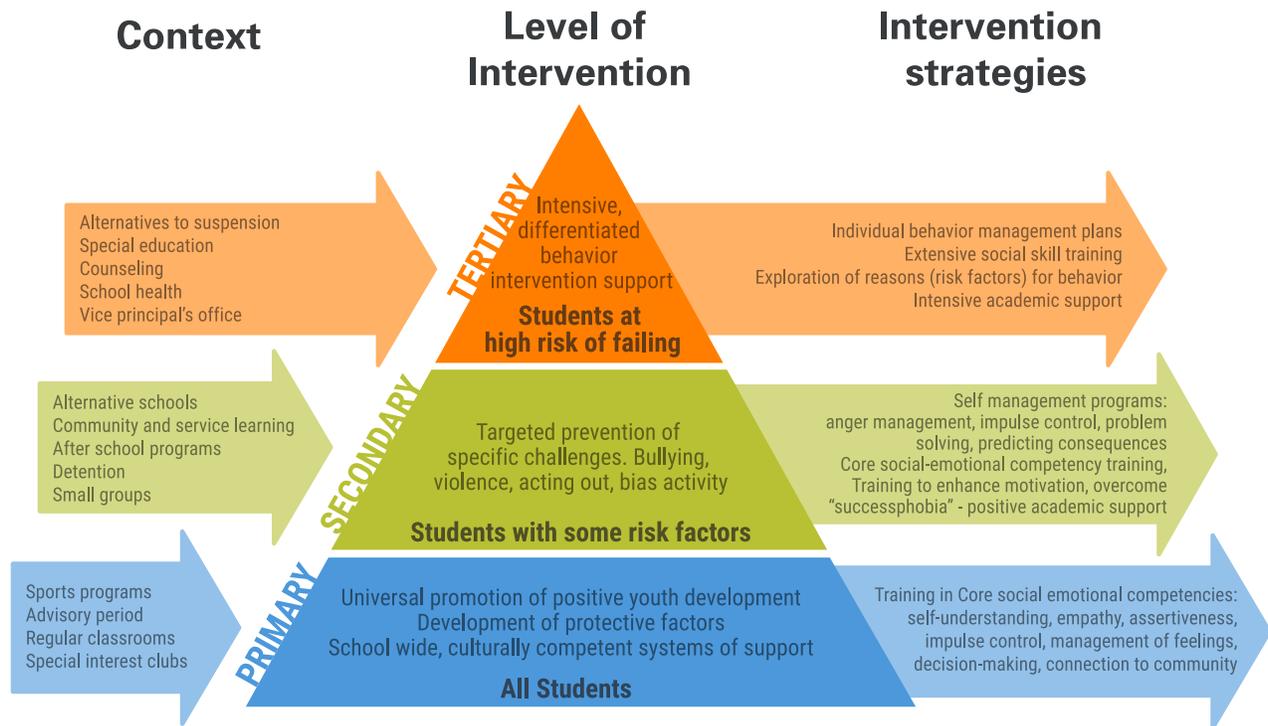


Data Management



Assessment

Ripple Effects for Early Intervening Behavioral Services



Adapted from: Sprague & Walker, 2004

USING RIPPLE EFFECTS FOR BEHAVIORAL RTI IS EASY, EFFICIENT AND EFFECTIVE

- 1. Identify a starting point: a specific barrier that can be flipped into a goal**
 Discipline infractions are often the starting point for levels 2 and 3
- 2. Direct students to the learning style tutorial first**
 Understanding how they learn most easily is usually students' best first step toward success with social-emotional, as well as academic, learning
- 3. Assign a topic that matches the behavioral concern you have identified**
 Social skill deficits and 95% of school-based infractions are included as topics. Each multimedia tutorial automatically leads to training in a relevant set of best practices and cognitive-behavioral strategies, for addressing that problem
- 4. Invite students to scroll through the topics and see if they can find an underlying reason**
 Trust their instincts to find what they need. Often after using the program, students will disclose the underlying problem. Meanwhile, respect their privacy. Don't hover or over-direct.
- 5. End with strength-training in core social-emotional abilities**
 Five core social-emotional abilities are broken down into 100 interlocking skill-building tutorials. Let students put together a set that matches their personal goal
- 6. Check for content mastery**
 Use student Scorecard and Data Manager app to confirm students have completed interactive parts
- 7. Measure outcomes**
 Export Ripple Effects dosage data to correlate outcomes with student information system and/or pre-to-post measures