

# CONTEXT: Suspension Alternatives

Using Ripple Effects to support - not segregate - students with behavioral challenges

Ripple Effects is an ideal intervention for classroom-based, supportive discipline, as well as for use in ISS and detention settings. It provides a graduated system of logically related, skill building consequences that are positive, specific, fair, and tailored to each student's underlying needs, concerns, interests and learning aptitudes.

### Develops personal assets to build resiliency

Ripple Effects provides personalized skill training in core social emotional competencies that are more correlated with school success than IQ or specific risk factors.

### Specifically addresses more than 95% of discipline infractions

Ripple Effects provides personalized problem solving, skill-building and motivational counseling for more than 95% of school-based infractions: from talking back and disrupting class, to lying, cheating, fighting, bullying, theft, graffiti, hate crimes, etc.

### Addresses underlying risk factors in multiple domains

Ripple Effects personalized training is adapted to each student's risk factors, and addresses not only specific behavior problems, but also hundreds of underlying reasons for those problems. It provides culturally relevant emotional and behavioral supports, in a form that students embrace.

### Addresses causes of disproportionate discipline referrals

- Structural unfairness: Ripple Effects for Staff provides training in how to form policies that minimize discretion; standardizing interventions to avoid charges of unfairness
- Unconscious bias: Ripple Effects provides students with culturally responsive interventions. To change the teacher side of behavioral equation, it provides staff with a way to explore their own attitudes and behavior without blame or shame
- Discriminatory treatment: Ripple Effects provides students with training in how to confront apparent discrimination by teachers in a constructive, non-aggressive way and provides staff with training in how to respond when charges of prejudice arise
- True behavior differences: Ripple Effects provides specific skill training and personal guidance to address underlying risk factors that propel behavior problems

Evaluations have consistently shown 98% of students who are exposed to Ripple Effects, for any reason, will go on to privately use the program for personal guidance, often on trauma related issues.

Every time they walk away from the program their behavior improves.

Perri Zepeda, Teacher, Delta Vista High School (for incarcerated youth), Byron, CA

After a few weeks use, teachers report that students' communication skills and willingness to talk with adults about academic and social problems have improved dramatically and teacher conflict is significantly reduced.

Shakeel Ali, CEO, Ask Academy

A resistant student was directed to sit down to use it. In 5 minutes he was hooked! Right afterwards, he told me it was helping him.

Counselor, Luke C. Moore High School, Washington, D.C.



# Positive, Supportive, Specific Discipline

5 steps to personalized intervention for problem behavior and its causes:

## 1. Identify a student strength

With Ripple Effects, strengths-not weaknesses, are the foundation for growth. The simplest way is to have each student complete the self-profile under the "Learning style" topic. Understanding how they learn most easily is a first step in recognizing how to become successful learners. Students can also complete the tutorial, "Strengths," including its self-profile

## 2. Direct student to the issue that prompted referral

The topic list includes dozens of behavioral infractions cited in schools. The multimedia tutorial for each topic automatically leads students to training in cognitive-behavioral strategies that are correlated with changing the specific problematic behavior

## 3. Have them seek out an underlying reason

Students exhibit the same problem behavior for a variety of different reasons. Don't guess or interrogate them about what those reasons are. Instead, ask students to scroll through the topic list to find what they think might be connected to their behavior. The program addresses health and mental health issues and risk factors in multiple domains. Trust their instincts to find what they need. Respect their privacy, don't hover or over direct. In many cases, after using the program in private, students will disclose the underlying problem to a trusting adult

## 4. End with building another strength

Present this as a process of empowerment, not punishment. The program organizes key abilities into five categories: Knowing yourself, Being aware of others, Controlling yourself, Decision making and Connecting to others. Either you or the student may choose where to start. Direct students to the "Keys" button to find these topics

## 5. Check Scorecard and use Data Manager to track progress

Check the student scorecard to confirm completion of assigned task. The Data Manager app will allow you to measure program usage, compliance and dosage



Once a student is engaged, no matter how initially reluctant, they remain on-task with interest.

Gregory Allbright, teacher, South Fork HS,

## Elementary Interventions

alcohol	late
blurting out	lying
breaking rules	name-calling
bully-you do it	pushing and shoving
cheating	skipping school
cursing	stealing
fighting	talking back
gossiping	teasing
hands and feet	threats
hitting	tobacco
instructions	

## Teens Interventions

aggression	instructions
alcohol	late
animals-hurting	lying
blurting out	marijuana
breaking rules	mean
bullying	meth
cheating	prostitution
cursing	pushing
cutting class	selling drugs
defiance	sexual harasser
disputes	shoplifting
drinking	skipping school
driving drunk	smoking
dropping out	stalker
drugs	stealing
ethnic slurs	talking back
fighting	teasing
gambling	threats
gossip	tobacco - chew
graffiti	vandalism
hate crime	weapons
hitting	