

# 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.



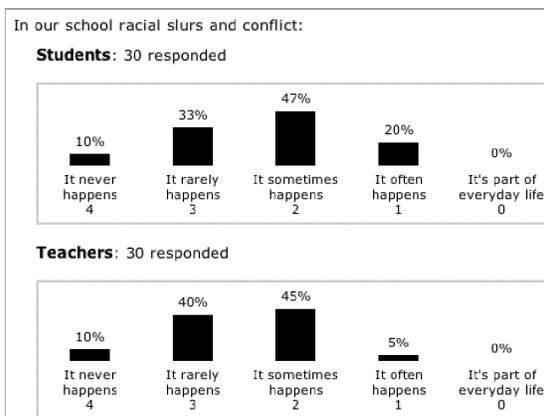
## Software suite

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.

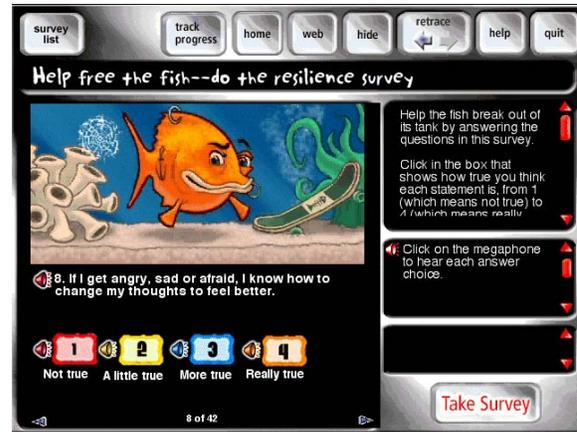


## Needs assessment

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.





## 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.

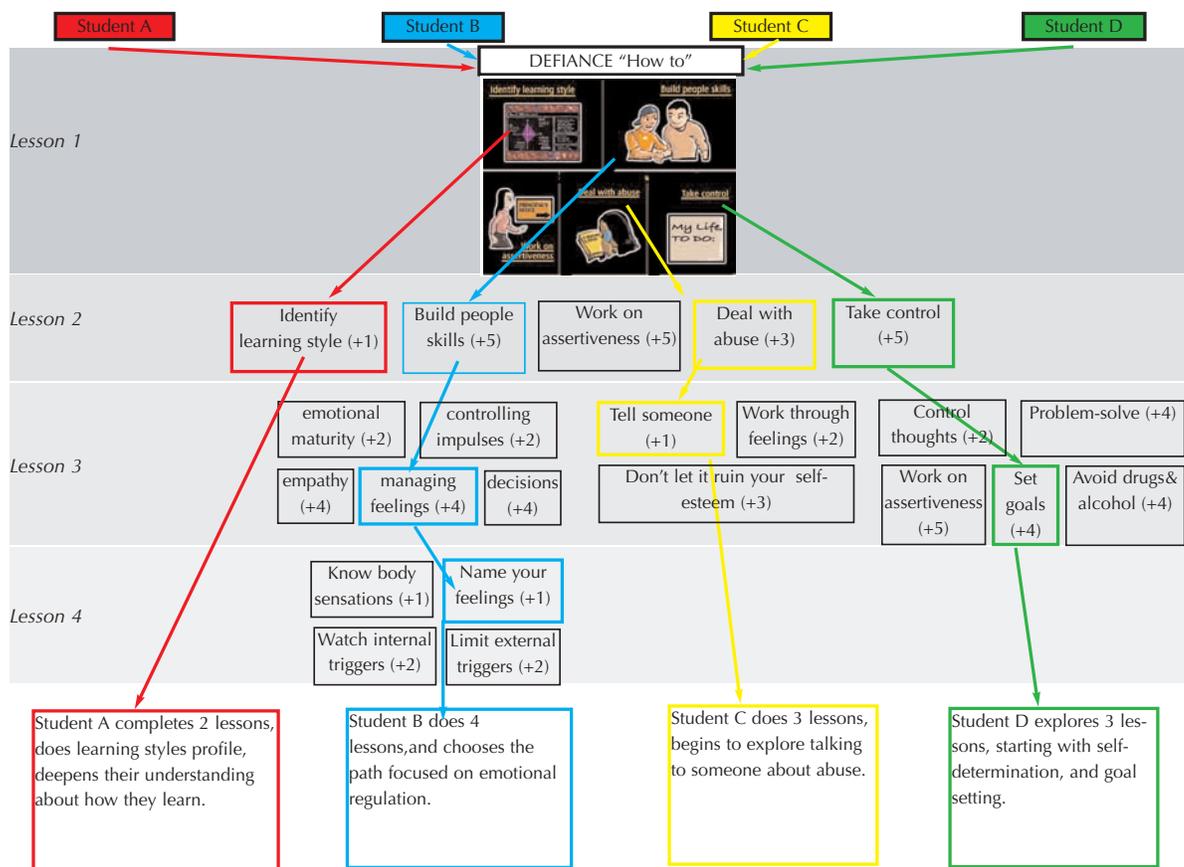
The following diagram presents four students' paths through the software during a single, short intervention. All have been assigned the topic "defiance." **Student A** is directed to Ripple

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

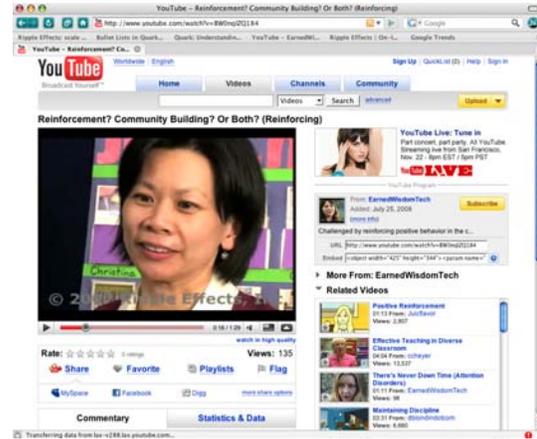
- Selected multimedia tutorials
- Real-world client stories
- Electronic copies of 60 sample scope and sequence configurations



## 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 YouTube



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:

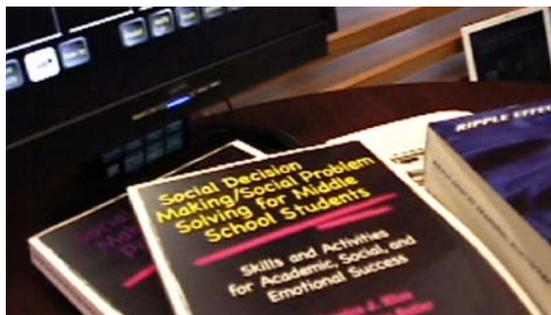
**Elementary, middle and high schools**, including alternative, charter, continuation and community schools. They use it in advisory, academic, computer lab, counseling, and discipline settings, including in-school and out-of-school suspension and detention settings.

**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.

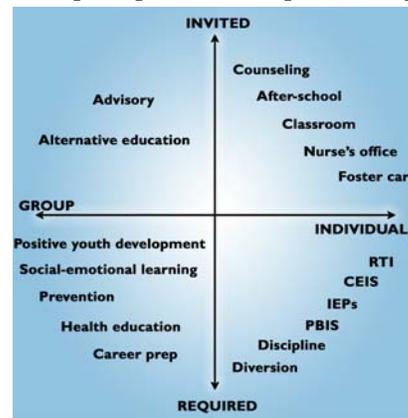
## Adaptation with fidelity

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
<b>1</b>	 <p><b>Subject matter</b></p> <p><b>Primary/Universal:</b> Facilitator assigns whole group a scope and sequence of topics for universal skill-building in one of 10 domains. +/ <b>Selected/Targeted:</b> Facilitator assigns sets of students mandated topics based on group-level risks, for secondary prevention. +/ <b>Tertiary/Indicated:</b> 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>
<b>2</b>	 <p><b>Learning modes</b></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>
<b>3</b>	 <p><b>Progress tracking</b></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  
embarrassment  
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**  
I statements  
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
<b>Q</b>	responsibility	selling drugs	sniffing
questions-asking	responsibility-for feelings	sensations-physical	snitch
quiet	restitution	separating	snow
quitting	restless	Sept. 11	snuff
quitting habits	revenge	set you off	social skills
quitting-school	ride or die	setting goals	social values
<b>R</b>	rights-exercising	setting limits	social-emotional skills
race	risk and protection	sex abuse-offender	solidarity-showing
race-mixed	risky behavior	sex abuse-target	solutions-evaluating
racial conflict	Ritalin	sex-forced	solutions-trying
racial diversity	rivalry-sibling	sex-forcing	solvents
racial slurs	rock	sexism	solving problems
racism	roofie (rohypnal)	sex-not doing it	sore loser
rape drug	room for others	sex-postponing	sorry-you are
rape-offender	rubbers	sex-refusing	space-making
rape-victim	rules	sex-restraint	spacing out
ratting out	rumors	sex-safe	spanking
rave drugs	running away	sexual diseases	speaking up
reactions-stopping	rural	sexual exploitation online	special ed
reading problems	<b>S</b>	sexual harasser	speech impediment
reasons-giving	sadness	sexual orientation	speed
rebellion	safer sex	sexuality	sports & exercise type
receiving compliments	sarcasm	sexually abused	sportsmanship
recklessness	saying no	sexually harassed	stalked
reflecting on performance	saying what you need	shagging	stalker
refugee	scared	shame	standing up for yourself
refusal skills	school failure	sharing	stank
refusing sex	school-dropping out	shootings	staring
rejected	school-grades	shoplifting	starving yourself
relapse	school-grades	shoving	staying connected
relating	school-habits	showing care	STD
relationship	school-hate it	shrooms	stealing
relaxing	school-kicked out	shut up-can't	stepfamilies
reliability	school-skipping	shyness	stepping in their shoes
	school-unsafe	sibling rivalry	stereotypes
	second language-English	sick-a lot	steroids

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

33 New Montgomery St., Ste. 290, San Francisco, CA 94105  
Phone: 415-227-1669 Fax: 415-227-4998  
info@rippleeffects.com www.rippleeffects.com