Supportive skill building & personal guidance

Steps for a personalized intervention to address problem behavior, build skills, and problem-solve underlying causes

Ripple Effects for Teens
Aggression
Alcohol
Attendance
Attention
Blurting out
Bragging
Breaking rules
Bullying
Cheating–in school
Chew
Curfew
Cursing
Cutting class
Defiance
Discipline
Dispute–with teacher
Disrespect
Disrupting class
Dress code
Driving drunk
Dropping out
Fighting
Gambling
Gossip
Graffiti
Hate crime
Hitting
Horseplay
Hurting animals
Huffing
Instructions – following
Lying
Marijuana
Mean
Name-calling
Prostituted
Pushing
Put-downs
Racial conflict
Rebellion
Recklessness
Selling drugs
Sexual harasser
Shoplifting
Slurs
Smoking
Stalker
Stealing
Suspended
Talking back
Teasing
Threats- to kill
Truancy
Vandalism
Vaping
Weapons

1. Start with a strength topic as a foundation for growth
For a first-time user, assign the student "Learning Styles" or "Strengths." For a returning user, either assign a strength-building topic that is related to #3 (ex. Assertive) or encourage a student to choose a topic in the "KEYS."

2. Next, assign the topic that has caused immediate concern/referral – (ex. Defiance)
The topic list includes dozens of behavioral infractions cited in schools. (See side bar) The multimedia tutorial for each topic automatically leads students to training in cognitive-behavioral strategies that are correlated with changing the specific problematic behavior.

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

4. End with skill training in core social-emotional abilities. Either you or the student can pick a skill to develop from the "Keys" list in the program — (example: Controlling impulses)
Present this as a process of empowerment, not punishment. The program organizes key abilities into five categories: knowing yourself, controlling yourself, being aware of others, connecting with others, and decision making.

5. Check student tracking system for completion
Have student show you their scorecard to confirm completion of assigned task. Check the Data Viewer for a record of student time (dosage). Continue to respect student privacy. If you see records of private exploration, do NOT ask the student about that exploration. If you do, they will cease to trust the program.

**Got It, Journal, and Profile will show completed. Not all topics have a Profile or Got It 2.

Ripple Effects for Kids
Absent
Alcohol
Attention - paying
Blurting out
Breaking rules
Bully – you do it
Cheating
Cigarettes
Cursing
Defiance
Fighting
Gossiping
Hands and feet
Hitting
Horseplay
Huffing
Instructions – following
Lying
Marijuana
Name-calling
Pushing and shoving
Respect
Rules
Smoking
Stealing
Talking back
Tardy
Teasing
Threats
Tobacco
Weapons

rippleeffects