rippleeffects

Ripple Effects for Kids
Implementer's Guide

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Introduction

Ripple Effects for Kids is used across settings and tiers, with both groups and individuals, for students in grades 2 to 5. The program can be student-directed, educator-directed, or a combination of both. This guide serves three purposes. To provide implementers:

    1) A starting place for planning program delivery
    2) Best practices of use
    3) An overview of the learning system and suggestions to facilitate a lesson

After reading this introduction, choose the right place to start for you:

- **If you are using the program as a one-time intervention**, see "Using *Ripple Effects for Kids* as a One-time Intervention" for the suggested protocol.

- **If you are designing a multi-session individualized or group plan**, see the section "Designing a Targeted Plan." Then, decide what content to offer, using the Universal-Tier 1, Prevention-Tier 2, Behavioral-Tier 2/3 or Mental Health/Behavioral manual.

- **If you want to learn more about the learning system and how you might facilitate a lesson**, see the section "Facilitating the *Ripple Effects Whole Spectrum Learning System*."

Need more guidance developing your site's implementation plan? Check out the "Implementation Planning Guide" or other resources on the Implementation Support Webpage.

We are also here to support! Contact us for implementation or technical support at support@rippleeffects.com

Guidelines for Using *Ripple Effects for Kids*

Ripple Effects for Kids is designed to be used with different learners in different ways. Research shows the program is most effective when youth at least partly direct their own use, consistent with their developmental readiness. In the elementary setting, facilitative use of the program is especially important for: students in grades 2 and 3; use during group/class instruction; and use with any student who can only partly direct their own learning or asks for your support.

The primary role of the educator/implementer is to be a bridge to student success, by facilitating use of *Ripple Effects for Kids* to the degree necessary. This may range from only providing an introduction to the program, login directions and a brief assignment to get started, to helping students navigate the program and providing assistance as needed, like support completing the journal writing exercise. For some youth in some settings, walking through the entire lesson with the students and facilitating the exercises will be most effective.

When introducing *Ripple Effects for Kids*, do these things to help ensure success:

1. Emphasize that it's a tool for learning, not entertainment, a game or punishment. Let them know the program's purpose is to help youth build strengths/skills, learn more about themselves, solve problems, and understand reasons for problems.

2. Cover the basics. Make sure students know how to log in, and let them know if program use is required that you will be checking to see if they have completed the interactive parts of the topic(s) or any other work that you have assigned. Let them know you are there to help them navigate the program, and that you are there for them to talk if hard or strong feelings come up for them.

3. Connect the work to expected behavior, community values, academic objectives or something meaningful to the student. Identify the specific behavioral expectation you will have of the student as a result of using the program.

Possible prompts to introduce the program (insert your context specific language in underlined areas):

- *"We want you to be <u>(i.e. successful here at school/a successful learner)</u>. This is a program that we have students use to help them learn more about themselves and build the skills they need to be successful…"*

- *"We want you to <u>(i.e. get along with your classmates)</u> and my guess is that you want that too. Because when students <u>(i.e. fight/bully)</u> it not only hurts the other person, but also hurts <u>you/other students</u>. This is a program we use to help students build skills to deal with <u>(i.e. stuff/challenging situations/frustration/ feelings/reasons behind/etc.)</u>."* Follow up by suggesting a skill-building topic (see the KEYS tab for ideas) or start with a behavior topic for which they were referred.

Prompts to encourage student-directed personal problem-solving:

- *"Choose a topic that's on your mind. You don't need to talk to me about the topics you choose, but if you want to, or want help using the program, I'm here for you."*

- *"This is a program lots of students have said is helpful to them for solving problems or dealing with hard things in their lives. I'll show you how to sign in, then you look through the TOPICS list and choose a topic that you want to do. I won't be able to see what they are."*

- *"A lot of times when kids get in trouble, they have some hard things going on in their life. Lots of topics are on this list. Find one that works for you.* (Maybe scroll through the list with the student just to provide knowledge of the range of topics. Avoid the urge to "direct" them to what you think the issue might be.)

- *"What is a challenge or problem you are having in school. What do you think is the reason behind it? See if you can use the program to help problem-solve it. I'm here if you have any questions or would like to talk."*

# Using *Ripple Effects for Kids* as a One-time Intervention

Steps for a personalized, trauma-informed intervention to address problem behavior, build skills, and problem-solve underlying causes or personal challenges

1. Determine if you will facilitate use or if learner will work through program independently. If independently, help learner access the program and sign in. Introduce the program to student and set expectations of use. If you are facilitating the program, create your own account in the program.

2. Choose the problem/presenting behavior lesson from the **TOPICS** list or select a related skill-building topic from one of the **KEYS**. Assign the learner the topic or facilitate the lesson.


3. After the assigned lesson is completed, ask the learner to use the **TOPICS** list to choose a topic that they think is connected to their behavior or something that is challenging them. If a learner requests a specific topic or needs support navigating the program, help them to the degree needed or requested. Otherwise, provide them with privacy.

Another way that learners can independently explore the program and find topics that are important to them is to choose a topic from the "**Related topics**" listed on the sidebar of the topic they were originally assigned.
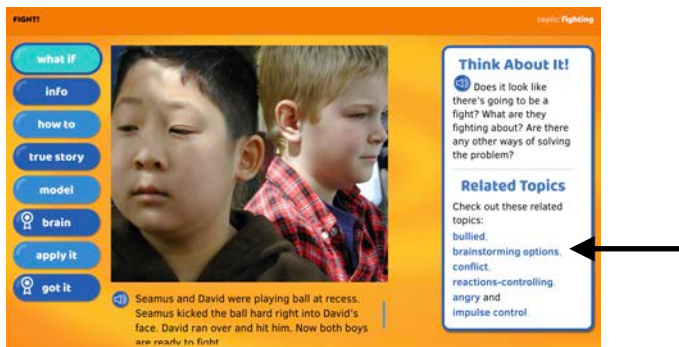
4. Check the program's **SCORECARD** or the educator tool, *Data Viewer,* for completion of interactive parts of assigned topics or for usage data.
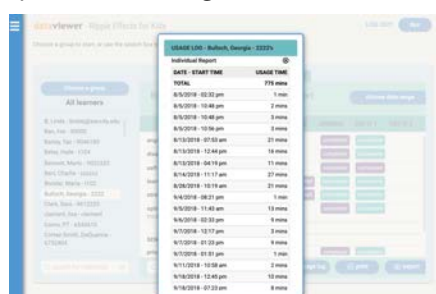
> **"Problem behavior" lessons in *Ripple Effects for Kids***
>
> Absent
> Alcohol
> Attention - paying
> Blurting out
> Breaking rules
> Bully - you do it
> Bullying online
> Cheating
> Cursing
> Defiance
> Fighting
> Gossiping
> Keeping to yourself
> Hitting
> Horseplay
> Huffing
> Instructions - following
> Lying
> Marijuana
> Name-calling/Put-downs
> Prejudice/Bias
> Pushing and shoving
> Respect
> Stealing
>   Talking back
>   Teacher problems
>   Teasing
>   Threats
>   Tobacco/Vaping
> Weapons

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Guidelines for Designing a Targeted Plan (multi-session)

While the guidelines below are primarily intended for use of the program in Tier 2 & 3 settings, they can also be applied to some universal, curricular applications. For more information about designing implementations across tiers, see the implementation manuals on the Implementation Support Webpage.
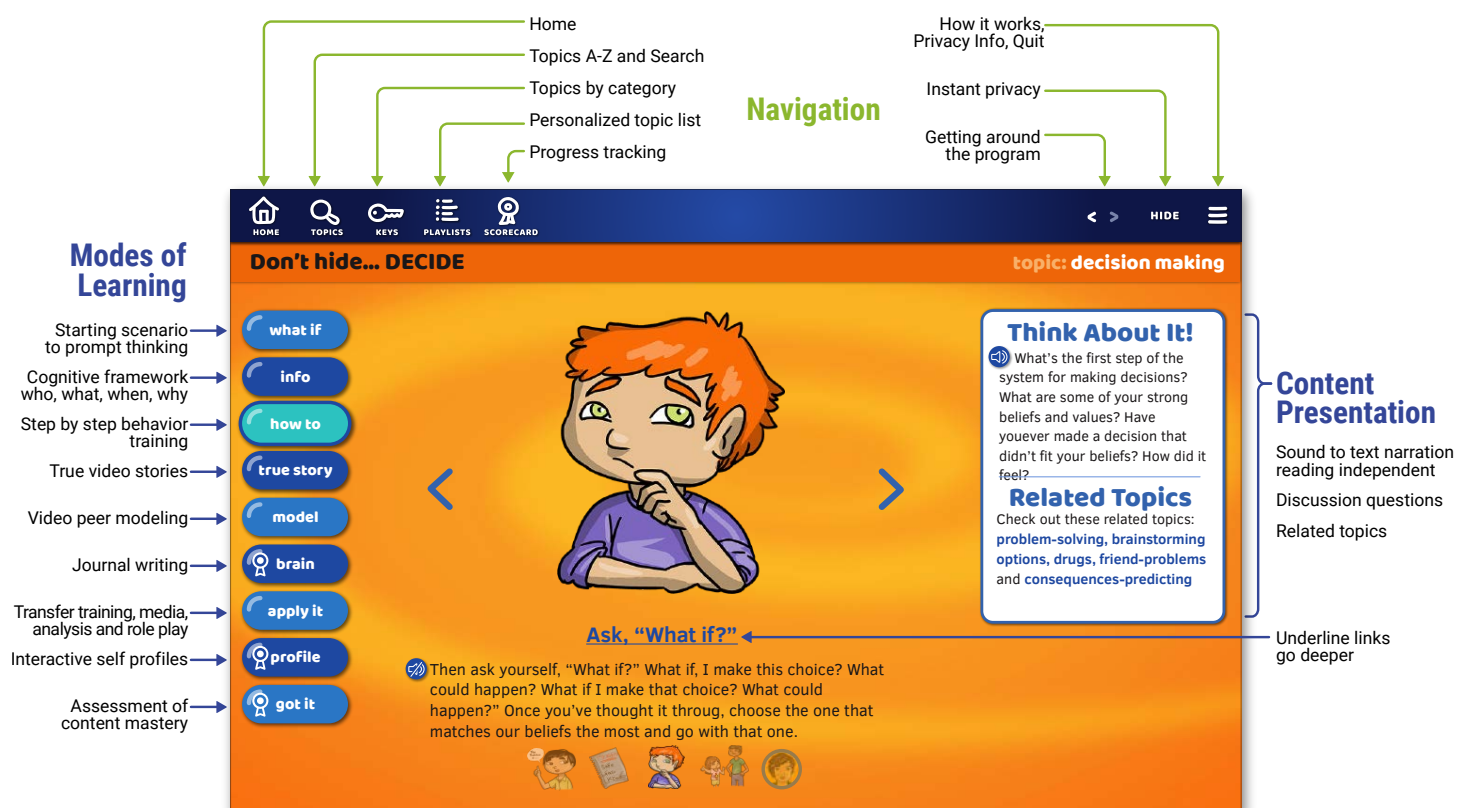
Research to date shows that:
- 3 ½-4 hours of content aimed toward one outcome/learning objective. This is 12-14 topics (lessons). Allow time for personal exploration.

- Those 12-14 lessons can be structured to the configuration that best matches the technology, staffing, constraints (time) and learning objective(s).

- Topics take on average 20 minutes to complete. One 30-minute session generally allows time to cover one topic and time for personal/student-directed exploration.
- Consistent with their developmental readiness, encourage youth to choose lessons, based on their own interest; the rest being assigned by the implementer.

- This can be translated into one or more sessions per week. The only constraint is that sessions be spread out enough to allow youth opportunities to practice and internalize what they are learning.

- Some youth in Special Education, or similar settings, will require more intensive skill building in the targeted area beyond the 12-14 lessons or more extensive skill training across skills. These youth might have two or more targeted intervention plans over the course of a year.

- In the elementary setting, facilitative use of the program is especially important for: students in grades 2 and 3; use during group/class instruction; and use with any student who can only partly direct their own learning or asks for your support.

- Many youth, across settings and grades, report that they enjoy leading parts of lessons and participating in group exercises & discussions using the programs activities.The "apply it" exercises are a great place to find ideas.

- Select topics from the scope and sequences in the implementation manuals found at https://rippleeffects.com/teachers/

TIP: For youth who present as unwilling to participate or have an Oppositional Defiance Disorder, recommend more emphasis on "putting youth in the driver's seat" to activate use of self-determination and control to engage. For example, create a list of 20 topics and have a youth choose the 12 topics that they think might be most beneficial to them. Or, if facilitating a lesson, have youth choose the mode of learning they want to do next.

Facilitating *Ripple Effects Whole Spectrum Learning System*™

The overview diagram below introduces the *Ripple Effects Whole Spectrum Learning System*. Each peer-narrated lesson includes up to 13 modes of learning. On the following pages is a walkthrough of nine of the learning modes, including brief suggestions how you might facilitate and promote effective use. Although the walkthrough follows the order of a traditional lesson plan, the order can be up to your discretion, matching your instructional needs and adapting to the interests of your students. Project the program onto a screen if working with a group, or sit next to a student if working one-to-one.

Navigation

- Home
- Topics A-Z and Search
- Topics by category
- Personalized topic list
- Progress tracking
- How it works, Privacy Info, Quit
- Instant privacy
- Getting around the program

Modes of Learning

- Starting scenario to prompt thinking — **what if**
- Cognitive framework who, what, when, why — **info**
- Step by step behavior training — **how to**
- True video stories — **true story**
- Video peer modeling — **model**
- Journal writing — **brain**
- Transfer training, media, analysis and role play — **apply it**
- Interactive self profiles — **profile**
- Assessment of content mastery — **got it**

Screen content:

HOME TOPICS KEYS PLAYLISTS SCORECARD   < >   HIDE ☰

Don't hide... DECIDE   topic: **decision making**

Think About It!
What's the first step of the system for making decisions? What are some of your strong beliefs and values? Have you ever made a decision that didn't fit your beliefs? How did it feel?

Related Topics
Check out these related topics: **problem-solving, brainstorming options, drugs, friend-problems** and **consequences-predicting**

Ask, "What if?"
Then ask yourself, "What if?" What if, I make this choice? What could happen? What if I make that choice? What could happen?" Once you've thought it throug, choose the one that matches our beliefs the most and go with that one.

Content Presentation

- Sound to text narration reading independent
- Discussion questions
- Related topics
- Underline links go deeper

Learning Mode: what if

BACKGROUND INFO

A mini-case study, this screen starts the lesson by setting up a challenging situation (like those many students face), providing a structure for self-reflection. Designed to develop higher order thinking skills, the sidebar questions invite reflection on the how and why behind each situation and its potential solutions. No right or wrong answers.

FACILITATOR ROLE

Play the narration. Use the question prompts to start discussion. Remember to provide think time, seven to ten seconds, before taking the first response to broaden participation. If your group is large, consider pair-sharing to include more voices. This exercise is to start thinking. Spend 2-3 minutes. You might revisit this scenario at the end of the lesson as a check for understanding.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning Mode: info

BACKGROUND INFO

This learning mode answers the "who?" "what?" "when?" and "why?" questions about the topic being explored. Not all students learn from pure information, but many feel respected by having access to it. Others are curious as to the "why," especially for more personal topics. Remember information by itself, doesn't always translate into changed behavior.

FACILITATOR ROLE

Have students listen privately (if one-to-one), or together projected on a screen. In either case, use the questions in the sidebar to help scaffold or deepen the learning. Students can answer with pair sharing and then share out to the whole group, or invite students to respond in writing, or through art. If pair sharing, use a timer to ensure equal participation and keep the sharing to 2 to 3 minutes. If there are hyperlinks, invite learners to choose one to dive deeper into content.

IMPLEMENTATION NOTES/IDEAS:

Learning Mode: how to

BACKGROUND INFO

"How to" is direct instruction in skill building relevant to the topic. A set of 3 to 5 skills per lesson are presented, with some skills hyperlinked, to deeper skill-building in that area. If facilitating use of the program with a small group or individual student, encourage them to follow the links to get to the skill-building most meaningful to them. All of the evidence-based strategies offered have been shown to be effective in addressing risk, and building protective factors associated with school and life success, as well as health and well-being.

FACILITATOR ROLE

Play or read the narration, then choose/create the instructional supports that match the kind of skills being demonstrated. Behavioral skills, like assertiveness, lend themselves well to kinesthetic, group activities. For instance, give each student a chance to hold a passive, assertive or aggressive position. Affective skills (i.e. understanding and recognizing feelings) lend themselves better to exploration with pictures or video. Find some in shared posters or text books in your classroom. Graphics in this learning mode can also be used. Cognitive skills, like predicting consequences, are helped by using the questions in the sidebar. The "apply it" button provides suggestions for concrete exercises for every lesson.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning Mode: true story

BACKGROUND INFO

Storytelling has been the primary affective mode of teaching and learning for thousands of years. It inspires and motivates all ages, and deepens learning. Here, young people, one developmental level older, tell first person stories of how they faced a problem and dealt with it. Questions in the sidebar promote empathy with the protagonist and understanding of the character's choices and consequences.

FACILITATOR ROLE

Be sure to let the stories talk for themselves, as the authenticity of real youth sharing their stories, in their own words, is key to their power. Facilitate the sidebar questions as part of discussion, or use as writing prompts for reflection. Often students will be inclined to share their own stories, so be sure to establish guidelines for sharing. NEVER permit them to disclose abuse or victimization in a group setting, as it can set them up for further exploitation.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning Mode: model

BACKGROUND INFO

A peer modeling video demonstrates one of the skills introduced in the "how to." Social learning theory underscores the importance of observational learning and of concrete modeling of specific behaviors, as key elements of social emotional learning. These videos feature youth who are one developmental level above the learner, to reduce the experience gap and increase identification between models and learners.

FACILITATOR ROLE

Use the videos as a point of reference for developing role play activities. Assist students in adapting the modeling to their context. Refer back to the "how to" for more skills to role play. Or, have learners create their own modeling videos to create their own personal library or learning portfolio. Assist students in adapting the modeling to their context. Most importantly, in your everyday teaching, model the behaviors you see here. When you apply the skills outside the lesson, the teaching is reinforced.

YOUR IMPLEMENTATION NOTES/IDEAS:

# Learning Mode: brain (journal activity)

BACKGROUND INFO

Reflective journaling helps students understand new material and fit it into the particular context of their lives. This set of five journal writing exercises follows a problem solving, goal-setting structure and serves four purposes: 1) it empowers students to be creators of their own thought and memories; 2) prompts reflection on experience that leads to internalizing the skill-building content; 3) scaffolds language development; and 4) becomes a bridge to communication. Peer-narrated, "drag and drop" words and phrases scaffolds communication for English Language Learners or those learners with less developed language skills.

FACILITATOR ROLE

Your role is to help students get an early success with this exercise, while still allowing them a sense of personal control. If possible, have students create their own account in the program and record their thoughts. Word prompts are *not* narrated, so read them to learners who need help. Accommodate students who may need/ask to narrate their thinking. Show them how to save their "memories." Over time, these "memories" become a learning portfolio of their experience and learning. If it does not work in your setting to have students enter their thoughts directly into the program, use paper and pencil. Allow youth to use emojis where technology allows.

YOUR IMPLEMENTATION NOTES/IDEAS:
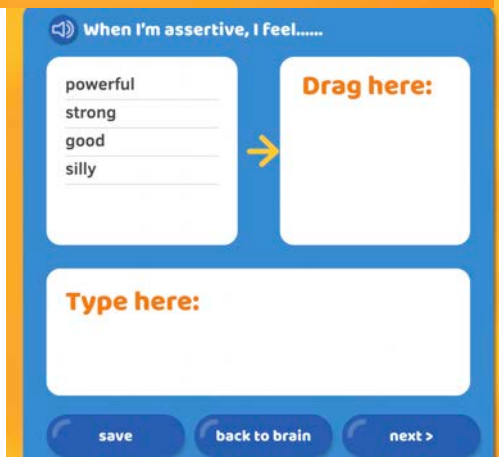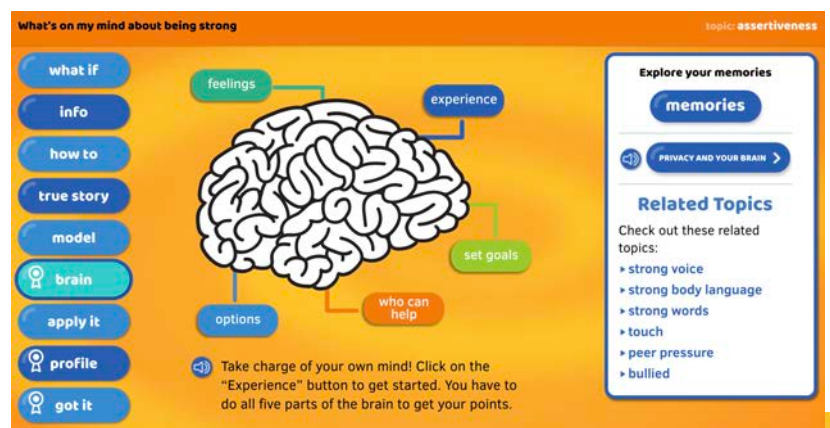
Learning Mode: apply it (transfer training/extension activities)

BACKGROUND INFO

These activities provide opportunities for real world application of newly learned skills in settings involving family, friends, media use, and sports/activities. Social-emotional abilities are often quickly learned, but just as quickly forgotten or not applied to the setting where a learner needs it. Brain science shows that when students learn something in a personally meaningful setting, where many parts of the brain are involved at once, they are more likely to remember it and transfer it to other contexts. This transfer training acts as a "fixative" for new skills.

FACILITATOR ROLE

Some of these exercises, especially the ones oriented to "Friends," can be done in the classroom. Others, in "Sports" and "Family," can be assigned as homework, to be talked about the next day. The "Media" analysis exercises may be too sophisticated for grades 2 and 3. Look for opportunities to integrate these activities in other academic areas, as well as PE and recess. Print and export function available.
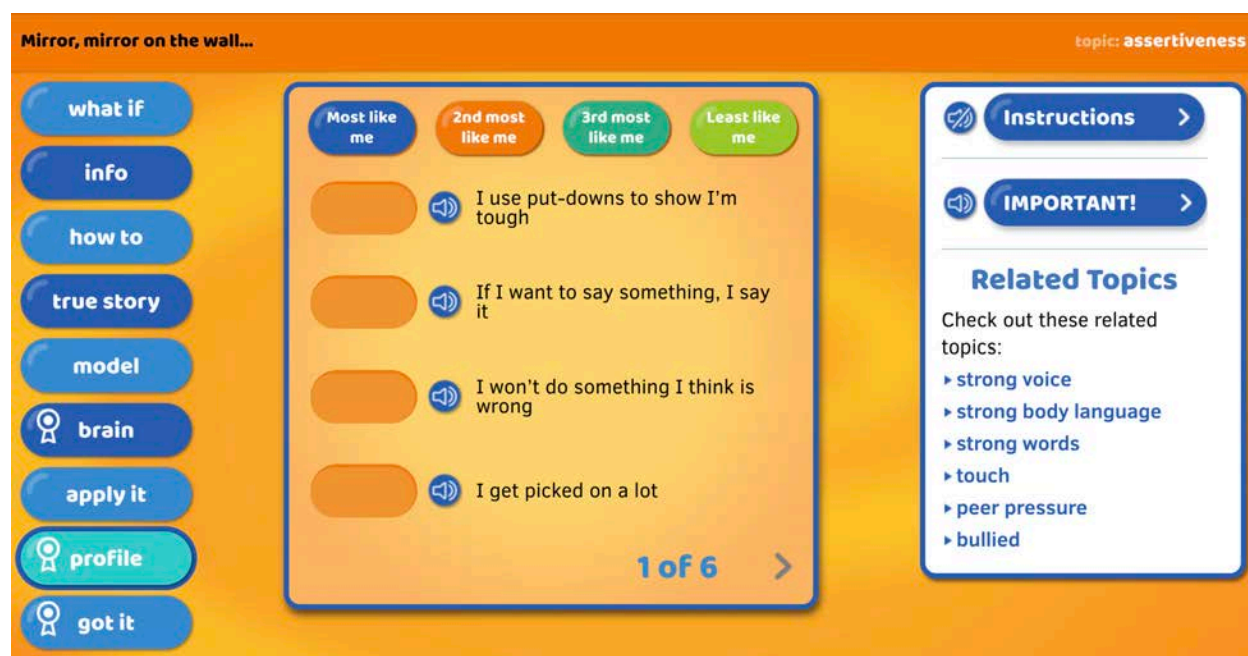
YOUR IMPLEMENTATION NOTES/IDEAS:

Learning Mode: profile (Interactive, self-assessment)

BACKGROUND INFO

These social media-like, self-assessments provide students with feedback about themselves using strength-based language. The science-based, engaging exercises use a motivational interviewing approach to help learners identify strengths and risk factors and provide personal guidance on ways they can grow. The "profile" mimics proven counseling approaches by mirroring participant input back to them, making them feel heard. Within the program, they are available in seven lessons: "Strengths," "Assertiveness," "Caring - show it," "Attention - paying," "Exercise," "Learning style," and "Bouncing back (Resilience)."

FACILITATOR ROLE

Let learners know this is a tool to help them understand themselves. For younger students or those with literacy challenges, facilitate at their side, but avoid guiding answers. Printing and discussing the report together can be a way to build understanding between you and your learner(s). The program does not save results as not to lead students into thinking their results are fixed, but rather a snapshot of where they are in this moment in time. (A good place to start with the program is the "Strengths" profile.)

IMPLEMENTATION NOTES/IDEAS:

Learning Mode: got it

BACKGROUND INFO

"Got it" are gamified, multiple choice exercises. They differ from multiple choice quizzes in that they are not designed to sort students into categories of relative success or failure, but to use the process of interactive testing to bring every learner closer to mastery. Wrong answers are rejected with humor, enabling a trial and error approach to learning. The "game" isn't over, until every answer is right. The interactive approach also serves as additional exposure and practice with the content in the "info" and "how to."

FACILITATOR ROLE

This is a great place to turn your facilitator role over to students and give them a chance to move around. Our research shows they love getting out of their seats to take turns facilitating this exercise, exploring why some answers might seem right to them but are wrong in the program and vice versa. Alternatively, have each student log into their program account and complete the "got it." When they do this is it will earn them 100 points in their Scorecard.
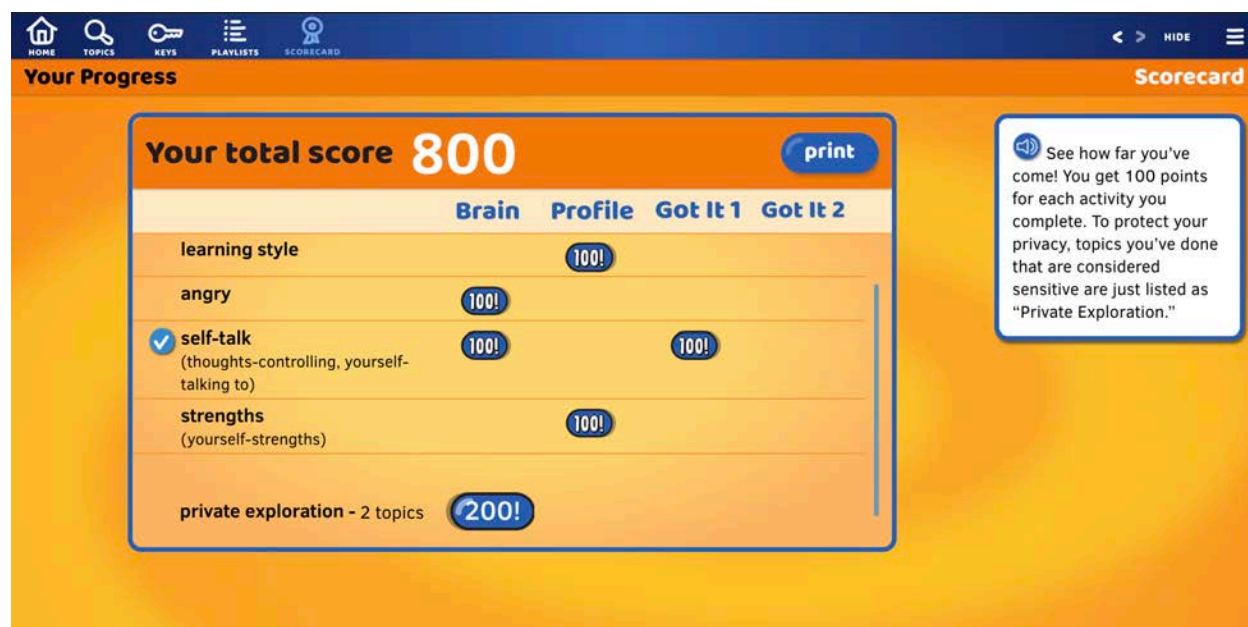

IMPLEMENTATION NOTES/IDEAS:

SCORECARD

BACKGROUND INFO

A motivational, progress monitoring, or reinforcement tool, the built-in "Scorecard" records completion of the interactive learning modes (brain, profile and got it). Learners earn 100 points for each activity that they complete. For some learners, earning points or completing all the interactive parts of a lesson represents a fun challenge or progress towards a goal, motivating them to engage. When learners click on the "Scorecard" to see their progress they get immediate and ongoing reinforcement for participation (positive learning behavior), a key factor in shaping, changing and maintaining behavior. Topics that are considered "sensitive" in the program do not appear by name, but are grouped under "private exploration." To see which topics are considered "sensitive" in the program, see the Ripple Effects for Kids topic list on the implementation support webpage.

FACILITATOR ROLE

Check the learner "Scorecard" (or the educator tool, *Data Viewer*) to verify completion of assigned lessons. Or, build agency & independence by letting students monitor their own progress using the "Scorecard." The check mark at the beginning of the topic name indicates completion of all interactive components for that topic.

Use the points as part of an incentive system or as way to set a specific goal. "When you reach _____ points, _____."

IMPLEMENTATION NOTES/IDEAS:

Extending Learning Beyond the Program

1. Look for opportunities to **reinforce positive behaviors** outside of the program. Ripple Effects offers the following support resources:
   - Posters – to use in your classrooms and hallways. See https://rippleeffects.com/teachers/
   - Coloring sheets – useful for internalizing messages and calming/de-escalation. See https://rippleeffects.com/teachers/
   - Reinforcement tools – whether you use Ripple Effects' *Pounce* or your own tool, find an easy way to notice and record positive behaviors. Focusing on positive behaviors increases school-wide levels of positive reinforcement and contributes to a supportive school climate, and provides the student with positive feedback on their progress.

2. **Model** the core social-emotional competencies for your students

3. **Engage families** by communicating with them about the work you and your students are doing; what the program is; and report on students' successes. See the "Extending Program Reach" section on the [Implementation Resource Webpage](#) for materials.