Positive Behavioral Intervention:
Sample Individual Treatment Plans
Introduction

Ripple Effects software is a resource for use as a positive, targeted intervention with individual students in a variety of learning, health and corrections settings. It can complement other ongoing approaches, methodologies, strategies and interventions. The combined elementary and teen programs have more than 600 inter-linking tutorials that address social, emotional, behavioral and academic issues that can interfere with school and life success. Using this program effectively is as simple as these four steps:

1 **Identify a student strength that can be a foundation for growth**
   Have each student complete the self-profile under the “Learning style” topic. For students, understanding how they learn most easily is a first step in recognizing how they can be successful learners. You can also have them complete the “Strengths” topic, which includes a self-profile.

2 **Direct them to the issue that has caused immediate concern**
   The topic lists includes more than a hundred behavioral infractions recognized at most school districts (from talking back, to cheating, fighting, bias activity, etc.). It also includes health and mental health issues that students face. The tutorial for each topic automatically leads students to training in social-emotional competencies that are correlated with solving the identified concerns. To dig deeper, simply tell them to follow the underlined words in the illustrations on the “How to” screens. These will link them to the appropriate skill training.

3 **Have them seek out an underlying reason**
   Students exhibit the same problem behavior for a variety of different reasons. Guessing or interrogating students about personal issues are NOT productive ways to find out those reasons. Instead, ask students to scroll down the topic list to find something that interests them, or that they think could be connected to the underlying reason for the problem. Remind them the underlined links will take them deeper. Trust their instincts to find what they need. In many cases, after using the program in private, students will then disclose the underlying problem to a trusted adult.

4 **End with building strengths in a key social-emotional ability**
   Present the program as a process of empowerment, not punishment. Ripple Effects organizes key abilities into five categories: knowing yourself, controlling yourself, being aware of others, connecting to others and decision making. Either you or the student can pick a skill to develop from the “KEYS” list in the program.
Research Base

Ripple Effects synthesizes research from many fields
Ripple Effects Whole Spectrum Learning System is an example of applied research. By synthesizing research from many different fields, including education, psychology, sociology, anthropology, learning, technology design, and business, the program makes hundreds of research-proven strategies accessible.

In particular, the programs draw from work in four related fields:

• **Promotion of positive youth development**
  This approach focuses on building strengths, such as resilience, self-efficacy and social-emotional competence in all kids. It recognizes that the absence of things like addiction or school failure is not the same as fulfillment of potential, and emphasizes increasing protective factors over focusing on deficits and risk.

• **Comprehensive prevention**
  This approach recognizes that school failure, discipline problems and unhealthy behavior are interrelated issues. They share a common set of risk factors that are present in multiple domains. Since it’s not possible to address every issue that might be a problem for every student, it makes sense to focus on reducing the risk and increasing the protective factors that affect multiple problems, from school failure, to gun violence, to HIV rates.

• **Personalized, positive behavioral intervention**
  This approach recognizes that some students need individualized intervention, in response to particular behavior or demonstration of need on their part. When negative behavior prompts the response, they need both skill building, precisely targeted to deal with the immediate problem, and general asset building to enhance protection and reduce risk.

• **Learning theory**
  This includes social learning research, which points to the importance of modeling, rehearsal, interactivity, affective education, and cognitive-behavioral training in developing social-emotional abilities. It also includes research about universal design for learning (UDL), which focuses on maximizing accessibility to students with diverse learning styles, abilities, attention spans, languages and cultural orientations. Applications from the fields of Culturally Responsive Teaching and Neuroscience inform both the learning platform and presentations of content.
For each tutorial allow about 15 minutes
One 45-minute session generally allows time to cover two tutorials, plus time for personal exploration/self-directed learning. A personalized learning plan made up of multiple topics can be spread out, or compressed, to fit a range of time constraints. Use of the program to build a targeted intervention plan usually consists of 12-14 assigned topics, plus time for personal problem-solving.

Choose a mode of facilitation
Sessions can consist of a group assignment with discussion, or the assignment of an individual topic(s) to each student with or without follow-up discussion. Or, a session might consist of a combination of independent exploration and assigned tutorials. Tutorials can be completed whenever and wherever a student has access to the programs.

Respect student privacy
Again and again we have seen that students are more open to the program when they can explore it privately.

Do not over direct
There is no right or wrong way for a student to complete a particular topic. They do not need to use each available button or proceed from left to right. However, each student needs to complete the interactive “Got it” “Brain” and “Profile” elements for every topic assigned. Monitor completion of the assigned topics by checking the student scorecard or using the Data Viewer. Note that students need to complete all sections of the “Brain” to get their checkmark.

Maintain a positive approach
Whether in counseling, discipline or intervention settings, whenever possible start with a strength and end with a strength.

Note: The following scopes have been developed with real world users in real world settings, with input from child psychiatrists, special education experts, school nurses, psychologists, teachers, parents, administrators and disciplinarians. Nonetheless, they are offered as suggested approaches, not required curriculum. They need to be interpreted and adapted to meet the needs of your students in your unique circumstance.
Just-in-time approach
This is an approach that can be used across settings, when a student needs personalized support right away. Make the program available for student-directed problem solving around a personal challenge, possibly trauma-related; supplement and reinforce other curricula or therapy by assigning specific skill building topics; or use to address a specific problem behavior.

It is not necessary to have a pre-defined, specific scope and sequence
The technology of the programs all for scope and sequence to be built into every tutorial. Once you set a student on the process of investigating a concern or interest, the program will guide them to the necessary skill building. Being able to customize the scope and sequence is an added benefit, not a requirement for using the program effectively.

Implementers can use already existing Individual Education Plans
For instance, if a student’s plan contains the goal of developing self-control, and/or greater success in managing feelings, simply assign those topics as a resource to help meet that goal. Because the program records student completion of interactive exercises and time spent using the program (dosage), you have an easy way to document the training each student has received.

Addressing specific problematic behaviors
In those cases, educators may want a broader scope and sequence that targets a specific behavior or skill deficit. Use the related topics box (lower, right text box of each tutorial) or draw from the sample treatment plans in the following pages.

Meeting mandates for discipline settings
Students are assigned to discipline setting for a variety of behavioral offenses, and have a variety of reasons for engaging in that behavior. Sample individual intervention plans for frequent problem behaviors in the following pages make it easier to address these situations. Check the Student Scorecard for completion of assigned topics. Use the Data Viewer to document dosage.

Maximizing the effectiveness of the program
Many educators want to go beyond responding to particular problems (targeted intervention), to comprehensive prevention that addresses risk and protective factors in multiple domains. Ideally they would also go beyond prevention to promoting positive youth development. This guide offers sample treatment plans for behavior interventions (Tier 2 and 3). For ideas on using Ripple Effects for prevention and positive youth development ideas, please see the Universal Promotion and Targeted Prevention: Risk Reduction manuals at rippleeffects.com/teachers/.
Angry - intentional, harmful

**Concern**
Angry, calculating behavior characterized by low affect and detached behavior that is directly or indirectly harmful to others.

**Background information**
These students represent a small but significant group of the larger population of kids with anger problems. Rather than being characterized by impulsivity, they are characterized by a cold, calculating approach to violence and manipulation of others. They often seem to be detached, or without affect. In extreme cases they may torture or injure animals, or set fires. More often than not, they will manipulate others into doing something, but will not themselves be vulnerable to punishment. They are often experts at playing teachers/counselors/parents/peers against each other. Sometimes they seem to be without a conscience. Their lack of affect is a clue that they are missing empathy. There are many fewer of these kids than the reactive type, but they account for a disproportionate amount of social injury and civic damage.

There are several possible reasons why students may demonstrate this kind of anger. Boys who witness abuse of their mothers at an early age may learn to stop identifying with her - and others - as a defense mechanism to manage their own emotional pain. Girls who have been seriously sexually abused may learn to not feel as they disassociate from their bodies. Emotional abuse may also cause students to close off their emotional response to others in defense. Members of gangs may have been systematically trained to unlearn their feeling response.

Allowing time for students to explore topics like “Domestic violence” and/or “Abuse” may be necessary. However, it is not necessary to know the root of the problem to provide empathy training.

In a small minority of cases, students are manifesting a deep conduct disorder that needs professional treatment. This program is not designed to meet the needs of those students. Other professional resources must be sought out. However, Ripple Effects can be very helpful with students whose harmful behavior is learned. It can be unlearned and retrained.
Goals of intervention - students will:
• Develop empathy
• Manage their anger in appropriate ways
• Begin to understand reasons behind their behavior
• Understand the role of risk and protective factors in their actions
• Take responsibility for their actions
• Form positive connection to other students
• Leverage their learning style to develop social-emotional competence

Suggested scope and sequence - Teens

Knowing who you are
Learning styles
Temperament
Risk and protection
Strengths
Understanding feelings

Managing feelings
Changing feelings
Physical sensations
Triggers – external
Anger
Frustration
Anxiety
Revenge
Depression
Letting go
Mindfulness
Self-talk
Calming down
Calming breath
Exercise
Aggression

Identifying with others
Empathy
Perspective taking
Asking questions
Paraphrasing
Understanding motives

Body language
Showing you care
Body language

Challenge topics
Hurting animals
Rape
Mean
Drug dealing
Witness to violence
Abuse – sexual
Fire setting
Domestic violence

Being part of a community
Compliments – giving
Compliments – receiving
Conversations
Expressing feelings
Group discussions
Introducing yourself
Joining a group
Receiving compliment
Accepting responsibility
Making apologies
Respect – showing
Giving help
Confronting behavior
Complaints – making
Restoring justice
Angry - reactive, aggressive

**Concern**
Impulsive, aggressive behavior, characterized by fighting, name calling, cursing, throwing things and often showing regret afterwards.

**Background information**
These students are hot tempered. They may hurt someone one minute and regret it the next. Their problem is usually not lack of empathy, but lack of impulse control and the inability to manage feelings, especially frustration and anger.

A common precipitator of this behavior is frustration with the learning process. They may be frustrated by a mandate to learn by reading and listening, especially if their preferred learning style is a more experimental one, or they may be struggling with a learning disability, or an attention disorder.

A greater number of boys than girls are represented in this group. One factor is persisting gender socialization that causes some boys to believe the only emotion that is gender appropriate is anger. They may use angry responses to cover fearful or sad ones, as well as when they are genuinely mad. In fact, many youth perpetrators admit their violent actions were prompted by fear, not anger.

Sometimes students react angrily when they experience something that feels unfair. Anger can be a powerful motivator to stand up to injustices. When students can manage their feelings and emotions, as well as have an understanding of how external factors impact their lives - sexism, racism, class bias - students can stay strong and calm in these situations, helping them to stand up for themselves and for others.

**Goals of intervention - students will:**
- Understand how learning styles affect feelings
- Stop reactions and think through consequences before acting
- Recognize physical cues for feelings
- Identify their feelings by name
- Monitor and control self-talk
- Express problematic feelings in an appropriate way
- Use problem-solving techniques to deal with frustration
A suggested scope - Teens

**Knowing yourself**
- Brain
- Communicating feelings
- Goals
- Knowing who you are
- Learning styles
- Stress

**Managing Feelings**
- Aggression
- Anger
- Anxiety
- Breathing
- Calming down
- Depression
- Empathy
- Envy
- Expressing feelings
- Fear
- Frustration

**Being part of a community**
- Accepting responsibility
- Background – community
- Criticism – dealing with
- Fairness

**Managing feelings**
- Hitting
- Letting go
- Managing feelings
- Manners online
- Mindfulness
- Physical sensations
- Predicting consequences
- Reactions – stopping
- Revenge
- Self-talk
- Triggers - outside

**Making Decisions**
- Brain
- Brainstorming
- Decisions
- Evaluating alternatives
- Problem – naming
- Problem – solving

**Standing up for yourself**
- Arguing
- Assertive eyes
- Assertive message
- Assertive posture
- Assertive reasons
- Assertive voice
- Class Differences
- Confronting injustice
- Dealing with authority
- Discrimination
- Making complaints
- Needs – stating
- Racism
- Sexism
- Standing up for yourself

A suggested scope - Kids

**Knowing yourself**
- Brain
- Goals
- Hard things
- Knowing yourself
- Learning styles

**Managing Feelings**
- Afraid
- Angry
- Calming down
- Empathy
- Envious
- Feelings – showing
- Frustrated
- Hitting

**Being part of a community**
- Apologies
- Compliments

**Making Decisions**
- Brainstorming options
- Options – weighing them
- Problem – naming
- Problem solving
- Solutions – testing

**Standing up for yourself**
- Assertive body
- Assertive message
- Assertive posture
- Authority – defying
- Discrimination
- Making a complaint
- Standing up - what to say
Attention seeking/needy

Concern
Demanding, needy behavior characterized by constant interruptions and ploys for attention, frequently coming up to your desk, pleading to be called on, and not working as soon as your attention drifts from him or her to another peer.

Background information
Students who clamor for attention may appear demanding, but they’re usually very needy underneath. They often have been “shorted” on positive attention. Indeed, they may have learned that negative behavior is the only thing that really gets a response and connects them to others. A natural response to neediness, especially when a teacher is annoyed, is to withdraw emotionally from the student making the demands. This rarely works. The needy student usually responds by escalating their annoying behavior, which leads to increased emotional withdrawal by other students and the teacher, and so on in a seemingly endless loop.

Help break the negative loop by having these students identify their genuine strengths, so they can become more satisfied with themselves and less dependent on the attention of others. At the same time, direct them to training in interpersonal skills that will make them more attractive to their peers – things like listening skills and giving compliments. Often the kids who are most hungry for attention are the ones least skillful at doing the things that naturally attract it.

Remember, problem behavior is often a sign of strong needs that aren’t being met in a student’s life. Help them fulfill these needs in appropriate ways and everyone will win.

Goals of intervention - students will:
• Develop self-confidence
• Identify personal strengths
• Build positive links to other people
• Better understand their own attention seeking behavior
### A suggested scope - Teens

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<td>Giving compliments</td>
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### A suggested scope - Kids

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<td>Consequences - predict</td>
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Bias activity/hate crimes

Concern
Identity-based aggression around other students’ race, ethnicity, religion, gender or gender identity, sexual orientation, or physical or mental disability, as characterized by taunting, beating up, bullying, ridiculing or otherwise harassing.

Background information
Contrary to popular belief, most hate crimes are not committed by hardened extremists. Rather, a surprisingly large number are youthful thrill seekers. Often, the perpetrators hope their acts of violence will earn them respect from their friends.

The second most common perpetrator of hate crimes, is the "reactive offender" who feels that he or she is responding to an attack by the victim -- a perceived insult, being overlooked for a job, interracial dating, the integration of his neighborhood. Often, “reactive offenders” imagine that the very existence of lesbians and gay men -- or having to compete with women on the job -- is an assault upon their values or their own identity.

Being unsure about oneself and needing desperately to belong to a powerful group are factors that can lead young people to commit hate crimes. If teens are surrounded by a community filled with prejudice toward particular groups, and if they have no personal experience of people different from themselves, they may be unable to empathize with potential victims. They may see them as objects or stereotypes, not as human beings. Thus a key goal in intervention with bias offenders is to develop empathy and strengthen or establish connection with the wider community.

The best way to prevent hate crimes is to prevent prejudice and to promote respect for all of the similarities and differences among people. However, once a bias offense has been committed, Restorative Justice requires both making things right and reconnecting the offender with the community.

Goals of intervention - students will:
• Examine and understand their own identity, life experiences and actions
• Build skills in managing feelings and controlling impulses
• Develop greater appreciation for the experience of others
• Develop capacity to understand bias
• Make things right
• Reconnect to a caring community, or begin connection to community
A suggested scope - Teens

Accepting responsibility
Aggression
Anger
Apologies
Bias crimes – target
Blurting out
Body clues
Breaking rules
Bullying
Connecting with others
Consequences - predicting
Controlling impulses
Depression
Discrimination
Diversity – appreciating
Diversity – cultural
Diversity – disability
Diversity – ethnic
Diversity – gender
Diversity – racial
Diversity – physical
Diversity – preferences
Diversity – religious
Empathy
Slurs
Gay bashing
Hate
Hate crime – you do/Bias activity
Hitting
Immigrant/refugee
Letting go
Managing feelings
Owning up
Perspective – taking
Power
Prejudice
Racial conflict/Ethnic conflict
Reactions – stopping
Religious attack
Respect – getting it
Respect – showing
Restoring justice
Harassment – offender
Stereotypes
Strengths
Teasing
Triggers – inside
Triggers – outside
Undocumented (immigrant)
Bullying

Concern
Aggressive and unwanted behavior towards other students that involves a real or perceived power imbalance, characterized by taunting, hitting, harassing, intimidating.

Background information
Bullying is a “gateway” problem behavior and a pervasive one. Students who bully others during their school years, especially middle school, are much more likely than other students to get in trouble with the law as adults. Bullies often come from homes where physical punishment is the norm. This punishment may have crossed over into actual abuse.

Contrary to what used to be believed, research has shown bullies demonstrate little anxiety and report strong self-esteem. They often lack empathy for their victims, or blame them for “asking for it.” A substantial number of bystander students actually agree with this analysis.

Because bullying is primarily about power dynamics, the most successful bully prevention programs are schoolwide ones that address these power dynamics from all three directions: bully, target and bystander. Nonetheless, individual interventions which target bullies and their victims separately can also be effective.

Goals of intervention - students will:
• Develop empathy
• Change norms about bullying
• Redirect desire for power and dominance
• Build impulse control
• Learn techniques to manage anger
• Understand reasons behind their anger
### A suggested scope - Teens

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<th>Fear</th>
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### A suggested scope - Kids

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<th>Feelings – knowing yours</th>
<th>Impulse-control</th>
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Communication challenges

Concern
Difficulty interacting and communicating with others, characterized by being overly literal, misunderstanding directions, nonstop talking, or talking with repetition yet inattentive when others talk, missing non-verbal and verbal social cues.

Background information
These are a range of problems that make it difficult to pick up clues from other people and respond appropriately. Some fall under the broad heading of “Autism Spectrum Disorders,” which can present very differently from person to person.*

Empathy is a common challenge for these students. They struggle to get inside others’ hearts and minds, making it difficult to take someone else’s point of view. This can then interfere with the socialization process. These kids also may miss jokes and expressions because they’re too literal. They can be rigid and easily upset with change. Frustration as a result of these things can lead to aggression, compulsive behavior, or simply shutting down. These communication challenges can result in doing poorly in school, even though the academics may not be a problem.

Goals of intervention - students will:
• Become more comfortable with change
• Understand instructions
• Develop social skills that enable them to participate in conversation
• Develop empathy
• Reduce anxiety

* Social skill training has been shown to be an effective intervention for youth with mild to moderate ASD. Some young people with autism respond very well to tech-based interaction and instruction. For more information about ways Ripple Effects programs can be used to promote social and executive skill development, see the Mental and Behavioral Health Interventions manual at rippleeffects.com/teachers/
### A suggested scope - Teens

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<tr>
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<th>Joining a group</th>
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<td>Compulsive</td>
<td>Learning style</td>
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<td>Controlling impulses</td>
<td>Making space/</td>
</tr>
<tr>
<td>ASD/Autism</td>
<td>Conversations</td>
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<td>Brush it off</td>
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</table>

### A suggested scope - Kids

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<th>Controlling impulses</th>
<th>Learning style</th>
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<td>ASD/Autism</td>
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<td>Compliments</td>
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</table>
Cultural alienation

Concern
Alienated, negative attitude and behavior characterized by truancy, lack of effort, continual conflict with teachers, putting down peers, disconnection from school environment.

Background information
These students skip school or class, continually challenge authority and attribute failure to cultural insensitivity, disconnect, discrimination or injustice. These experiences may be real or perceived. They are often members of marginalized groups including ethnic or racial groups, socio-economic class, sexual orientation, gender identity, religious or political minorities, and/or students who look or act differently than the “norm.” In many, if not most cases, these students are caught in a chicken-and-egg dance of perceived lower expectations and disproportionate discipline by adults, and student reactions that seem to confirm those negative preconceptions.

The overall goal with these students is to break through a shell of cynicism, getting them engaged in school and providing them opportunities to connect with others. From a practical perspective, the easiest way to do that is to leverage their interest in social dynamics and power, so that alienation can be transformed into responsible activism. It is neither a good, nor fair, solution to simply try to talk these students out of their complaints. As long as there is the perception of inequality, there is some injury.

As students feel empowered to change the things they believe are unfair, they are less likely to drop out, or transfer their anger and frustration onto others, or become disengaged. When they begin to identify what they have in common with their peers, they are more likely to form positive social bonds that overcome isolation. When they realize they have something to give, and learn skills for giving, their self-worth is confirmed. Finally, as they are able to look at cultural differences and take pride in their own legacy, they can look at how their attitudes toward school are linked to historical community experiences and make conscious decisions about how to rewrite that history going forward.
Goals of intervention - students will:
• Appreciate their own heritage
• Appreciate individual differences in themselves and others
• Develop greater appreciation for cultural diversity
• Analyze perceived discrimination and injustice
• Understand motives
• Take others’ point of view
• Identify positive contributions they can make to the community
• Become active participants in the democratic process
• Deepen their understanding of social justice
• Learn constructive ways to confront injustice
• Learn how to make complaints

A suggested scope - Teens

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<th>Background – community</th>
<th>Helping others</th>
<th>Religious diversity</th>
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<tr>
<td>Expectations</td>
<td>Pride – national</td>
<td>Understanding motives</td>
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</tbody>
</table>
Defiant

Concern
Antagonizing, defiant behavior, characterized by opposing authority, blaming others for mistakes, refusing to participate.

Background information
A certain amount of defiance is a normal part of adolescence, but a pattern of defying adults, especially when tied to blaming others for mistakes and trying to turn people against each other, is a serious problem that must be addressed.

Some defiant students simply haven't been exposed to positive discipline. They learn by experimenting, and may consider every instruction from an adult a test of who is in control. Others may be carrying deep anger about another underlying issue like abuse. They may feel powerless in the abusive situation and transfer their anger and need to assert control to a safer environment, school. Still others have a related disorder, like ADHD or depression that needs to be addressed for the behavior to change.

A good plan for these students is often to help them gain more control in their lives. Use personal exploration time to encourage these students to find what they think is the underlying reason to their defiant behavior. Help them recognize that they can't always control outside forces, but they can always control their response. Combine concentrated skill training in impulse control with training in anger management techniques. It can also be useful to help these students identify a passion - like sports, making music, art - or service learning opportunities into which they can channel some of the their potentially destructive energy.

A small number of defiant students may actually have a conduct disorder that requires specialized supports. See the Mental and Behavioral Health manual for specific ways the program might support these students.

Goals of intervention - students will:
• Understand their preferred learning style
• Identify, celebrate and enhance their strengths
• Set a goal that begins to fulfill their promise
• Master specific skills for controlling the particular behavior that is getting them in trouble, such as talking back or fighting
• Begin to take responsibility for their action
• Make apologies if necessary
• Understand the possible role of family struggles in their behavior
• Understand the possible role of depression or ADHD in their behavior
### A suggested scope - Teens

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<th>Impulse control</th>
<th>Managing feelings</th>
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### A suggested scope and sequence - Kids

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<th>Community skills</th>
<th>Personal issues</th>
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<td>Problem – naming</td>
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**Learning challenges**
- Depression
- Addicted parent
- Alcoholic parent
- Betrayed
- Drugs
- Child abuse
- Jealousy
- Neglected
- Bullied

**Related personal topics**
- Drugs
- Domestic violence
- Jealous
- Beaten
Disrespectful

Concern
Rude, disrespectful behavior toward adults and peers, characterized by inappropriate use of profanity and discourteous replies.

Background information
These students are not outright defiant, but may have the same effect on teachers and peers as if they were. They fail to observe the most basic signs of social respect and classroom/civic conversational conventions. They are impolite, frequently bordering on the abusive.

Students may present disrespectful behavior simply because they have not seen courteous alternatives being consistently modeled.

They may believe that being courteous is a sign of weakness, or may simply confuse aggression with assertiveness. They may be observing group norms that have been developed for another environment and are inappropriate for school.

Whether their motivation is ignorance, desire for power, or misplaced norms, training is more effective if it is first focused on their understanding what it takes to get respect, then gaining respect for yourself from them. Ideally you can then use that gained respect to move them toward extending it to others.

Goals of intervention - students will:
• Develop an understanding of what respect is
• Develop a sense of mutuality in respect
• Develop respect for legitimate authority figures
• Learn basic manners
• Learn and practice conversation skills
## A suggested scope - Teens

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<tr>
<th>Active listening</th>
<th>Compliments – giving</th>
<th>Group skills</th>
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<td>Competition – winning</td>
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<tr>
<td>Competition – losing</td>
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## A suggested scope - Kids

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<th>Cultural differences</th>
<th>Showing care</th>
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<td>Conversations</td>
<td>Respect</td>
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<tr>
<td>Courtesy</td>
<td>Rude – online</td>
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</table>
Disruptive in class

Concern
Ongoing disruptive behavior, characterized by clowning around, making smart remarks, joking (often at the expense of others), dropping items, passing notes, chattering, poking at neighbors, etc.

Background information
Disruptive behavior not only affects the teacher, it jeopardizes other students’ ability and opportunity to learn. Some research has shown that it is the students in the middle who are most affected by distractions and disruptions. Thus, it should not be surprising that test scores overall go down when a few students are allowed to disrupt the learning process.

Students may disrupt the class for a variety of reasons. They may simply be bored, and want a little excitement. They may be trying to undermine authority, without risking outright defiance. They may want to divert attention away from their own learning problems or failure. They may be trying to “normalize” themselves, especially if they are either very gifted, or have serious learning disabilities. If they are self-conscious about status, they may be trying to equalize relations with other students whom (they perceive) feel superior to them. They may be covering the pain of a difficult family situation or reacting to something or someone who is bothering them.

Some may have a genuine comic inside them looking for expression. If so, encourage them to develop this gift for comedy, but to choose a more appropriate time and place to share it. A hand signal may be enough to remind them.

Goals of intervention - students will:
- Curb the disruptive behavior
- Increase overall impulse control
- Identify underlying reason for behavior
- Provide resources for dealing with those reasons
- Provide an outlet for creative expression
A suggested scope - Teens

- Asking for help
- Authority – dealing with
- Authority – defying
- Blurting out
- Bored
- Calming down
- Competition – losing
- Conflict with teacher
- Controlling impulses
- Creativity
- Discussions – having
- Disrespected
- Disrupting class
- Fairness/Unfair
- Following instructions
- Frustrated
- Goofing off
- Humor
- Intelligences
- Learning disability
- Learning style
- Predicting consequences
- Put downs
- Sharing
- Stopping reactions
- Strengths
- Swearing
- Talking back
- Talking – too much
- Thoughtfulness
- Trauma

A suggested scope - Kids

- Attention – paying
- Authority
- Blurting out
- Connecting with others
- Fairness/Unfair
- Frustration
- Goofing off
- Hands and feet
- Hard things
- Help – getting it
- Impulse control
- Instructions – following
- Learning problems
- Learning style
- Picked on by peers
- Predicting consequences
- Reactions – controlling
- Respect
- Sharing
- Smarts
- Strengths
- Swearing
- Talking back
- Teacher problems
Disruptive outside class

Concern
Ongoing disruptive behavior in unstructured environments (hallways, lunchroom, playgrounds), characterized by acting inappropriately in group settings; grabbing things, running around, and generally interfering with games and other activities in ways that alienate classmates.

Background information
Some students have trouble adjusting from the more structured environment of elementary school to the less structured middle school environment. They do all right in structured classroom settings, but seem to lose their bearings when they enter the unstructured world of the playground or cafeteria.

Other students have not internalized a set of norms for social conduct. Students who have been raised in very strict, punitive environments may have had such a strong external set of controls that they have never learned to internalize those controls or norms. They are literally adrift in situations where rules are relaxed. In addition, if they learn by experimenting (rather than watching and thinking) their inappropriate behavior may simply be testing what is normal and what is not.

Other students, especially from very homogeneous environments, may not have learned the simple social skills needed to understand and participate in the dynamics of a diverse group or community.

Some students, especially those who suffer from hyperactivity, may simply be blowing off steam after being cooped up in a closed, quiet environment. They need to learn more appropriate ways to do that.

Goals of intervention - students will:
• Know their strengths
• Know what exercise they could enjoy and stick with
• Internalize norms of good conduct
• Control impulses
• Be able to join with others in talk and play
### A suggested scope - Teens

<table>
<thead>
<tr>
<th>Asking for help</th>
<th>Fairness/Unfair</th>
<th>Pushing</th>
</tr>
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<tbody>
<tr>
<td>Community</td>
<td>Fighting</td>
<td>Reactions – stopping</td>
</tr>
<tr>
<td>Competition – losing</td>
<td>Frustrated</td>
<td>Rules</td>
</tr>
<tr>
<td>Competition – winning</td>
<td>Gossip/Rumors</td>
<td>Sharing</td>
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<tr>
<td>Compliments – giving</td>
<td>Groups – joining</td>
<td>Strengths</td>
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<tr>
<td>Consequences – predict</td>
<td>Horseplay</td>
<td>Swearing</td>
</tr>
<tr>
<td>Controlling impulses</td>
<td>Kindness</td>
<td>Thoughtfulness</td>
</tr>
<tr>
<td>Conversations</td>
<td>Left out</td>
<td>Triggers – inside</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Making friends</td>
<td>Triggers – outside</td>
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<tr>
<td>Exercise</td>
<td>Norms</td>
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### A suggested scope - Kids

<table>
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<tr>
<th>Asking for help</th>
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<th>Pushing and shoving</th>
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</thead>
<tbody>
<tr>
<td>Compliments</td>
<td>Gossiping</td>
<td>Reactions – controlling</td>
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<tr>
<td>Competition – winning</td>
<td>Groups – joining</td>
<td>Rules</td>
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<tr>
<td>Consequences – predict</td>
<td>Hands and feet</td>
<td>Sharing</td>
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<tr>
<td>Conversations</td>
<td>Hitting</td>
<td>Strengths</td>
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<tr>
<td>Courtesy</td>
<td>Horseplay/Goofing off</td>
<td>Swearing</td>
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<tr>
<td>Exercise</td>
<td>Impulse control</td>
<td>Teasing</td>
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<td>Fairness/Unfair</td>
<td>Left out</td>
<td>Teased</td>
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<tr>
<td>Fighting</td>
<td>Making friends</td>
<td>Teasing – catching</td>
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</tbody>
</table>

Hyperactive

Concern
Continual, excessive energy as characterized by constant movement, fidgeting, touching others, dropping things, incessant talking, blurting out, difficulty waiting, being easily distracted and limited attention span or ability to focus.

Background information
The ability to sustain intense activity can be a powerful asset in adulthood, in both work and sports. But in the classroom, it’s often problematic.

The combination of constant motion and constant talking can make hyperactive students unpopular with other kids. It can distract other students from learning. Their tendency to blurt out answers and resistance to following directions, can grate on teachers’ nerves as well.

Hyperactive behavior may - or may not - be associated with ADHD (Attention Deficit Hyperactive Disorder). Hyperactivity can also be a sign of giftedness. Gifted children often finish work in less than half the time allowed, then have to wait, bored, while others catch up. Errors related to a lack of attention, rather than lack of mastery, and reduction in hyperactivity when the student is academically challenged may be signs of giftedness.

There is a big overlap between kids who are considered hyperactive and those who are feeler-doers in how they prefer to learn. Feeler-doers can be quickly bored with reading and lectures. Thus identifying preferred learning styles early is especially important.

A strong exercise program is a big help for hyperactive kids, so it’s a good idea to include the “exercise” tutorials in your scope and sequence.

Goals of intervention - students will:
• Identify their preferred learning style
• Identify preferred exercise type
• Develop impulse control
• Know how to slow or stop reactions
• Predict consequences
• Develop social skills, especially making space for others
• Understand the role of ADHD on their behavior
### A suggested scope - Teens

<table>
<thead>
<tr>
<th>ADHD</th>
<th>Attention</th>
<th>Blurting out</th>
<th>Bored</th>
<th>Calming breath</th>
<th>Calming down</th>
<th>Controlling impulses</th>
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<td>Exercise</td>
<td>Exercise type</td>
<td>Goals</td>
<td>Hands and feet</td>
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<td>Talking – too much</td>
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<td>Mindfulness</td>
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<td>Reactions – stopping</td>
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### A suggested scope - Kids

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<th>Calming down</th>
<th>Conversations</th>
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<td>Predicting consequences</td>
<td>Problems</td>
<td>Reactions – controlling</td>
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<td>Exercise</td>
<td>Goals</td>
<td>Hands and feet</td>
<td>Learning style</td>
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<tr>
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<td>Distracted/Attention</td>
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Impulsive

Concern
Impulsive, rash behavior characterized by blurting out, acting without thinking about consequences, starting and abandoning projects, appearing "thoughtless" by saying first thing on their mind.

Background information
These kids leap before they look. When it comes to impulse control, some kids don’t have it, because they haven’t seen it modeled. Some kids don’t have it, because their processing speed is so fast they operate more quickly and have many more ideas than others. Some students who have disabilities, like ADHD, struggle with impulse control and may find it difficult to learn.

There appears to be a high correlation between the “feeler-doer” learning style and impulsive behavior. These students are informed by feeling and prefer to learn by jumping in and doing, not by standing back and watching. Experience can be a harsh teacher. Their actions put them at risk not only of academic failure and discipline infractions, but of reckless behavior related to drugs, alcohol, sex and violence.

A disproportionate number of these students are placed in Special Ed programs. Many have some trouble with the basic concept of “if/then”, “why/because.” These language structures are the essential to good decision-making and understanding real life consequences. For some students, this impulsive behavior is tied to hyperactivity and inattention as well, which may signal ADHD.

Sometimes environmental factors make impulsivity a survival skill. Students with parents who are physically abusive, have substance abuse problems, are inconsistent with discipline or are in precarious financial positions, may learn that – when it comes to their behavior – there is not a direct connection between cause and effect. They learn that to react rapidly is a more useful skill than to think in a linear fashion.

Impulsive kids need teachers to establish boundaries and to enforce limits because they have difficulty regulating their emotions and behaviors on their own. In addition, highly impulsive children may have a harder time getting along with peers and say hurtful things they quickly regret. This can lead to low self-esteem, withdrawal from social interactions and depression.
Goals of intervention - students will:

• Understand their learning style and how that may contribute to impulsive behavior
• Develop the core skills of stopping reactions and predicting consequences
• Develop the ability to control specific impulses related to their infraction
• Master the process for systematic, step-by-step decision-making
• Better understand ADHD as a cause of behavior related problems
• Understand the role of family patterns in learning (and unlearning) impulsive behavior

A suggested scope - Teens

Learning
ADHD
Bored
Brain
Learning styles

Impulsivity
Blurting out
Breathing
Cheating
Controlling impulses
Frustration
Impulsive

Mindfulness
Perseverance
Predicting consequences
Reactions – stopping
Risky behavior
Self-talk
Talking – too much
Triggers – outside
Understanding motives

Self-understanding
Addicted parent
Background – community
Background – family
Child abuse
Goals
Responsibility
Self-acceptance
Strengths

Connection to others
Apologies
Peer pressure

Decision making
Decisions
Problem – solving
Problem – naming
Brainstorming
Evaluating
Alternatives
Solutions – trying

Specific impulsive choices:
See topic index for infraction

A suggested scope - Kids

Learning
ADHD
Brain
Learning styles

Impulsivity
Cheating
Fighting
Frustrated
Hands & Feet
Hitting
Horseplay
Impulse control

Motives – understanding
Perseverance
Predicting consequences
Pushing & Shoving
Reactions – controlling
Self-talk
Stealing
Talking back
Triggers – catching

Self-understanding
Background – family
Beaten
Goals
Liking yourself
Parents’ substance use
Responsibility
Strengths

Connection to others
Apologies
Connecting with others
Peer pressure

Decision making
Decision making
Problem naming
Brainstorming options
Options – weighing them
Solutions – testing

Specific impulsive choices:
See topic index for infraction
Isolated/“loner”

**Concern**
Students who struggle with social isolation, characterized by lacking friends, minimal social and interactive skills, being picked on by other kids, refusing to engage with teachers, or disengaging from learning community.

**Background information**
These students are socially isolated through some combination of factors related to their own temperament, their learning style, extreme shyness, and/or rejection by peers. They are typically anxious, insecure and cautious, and often have a negative self-image.

Social isolation and being a target of bullies often go hand in hand. Socially isolated students are easier to victimize because they lack a clear zone of safety around them. They rarely defend themselves or retaliate when confronted by students who bully them. The act of being bullied tends to increase some students’ isolation because their peers may not want to jeopardize either popularity or their own safety by association with victims. Being bullied often leads to depression and low self-esteem, problems that can lead to substance abuse and absenteeism. Depression and substance abuse can carry into adulthood with devastating effects on academic, economic and personal success.

The major defining characteristic of victims is that they tend to be considered physically weaker – which does not always mean smaller - than their peers. Other characteristics such as weight, dress, being new, or unable to afford what is considered “cool” can put students at risk of victimization. Youth with disabilities, emotional disorders, and LGBTQ may be at higher risk in some environments.

In addition to the skill training, find tasks these students can do for the group to help bond them to peers.

**Goals of intervention - students will:**
- Identify goals for themselves
- Develop self-confidence
- Master self-calming techniques
- Develop assertiveness
- Build social skills
- Strengthen bonds to school
- Strengthen bonds to peers
A suggested scope - Teens

Self-understanding
Goals
Learning style
Confidence – self
Self-efficacy
Shyness/Introvert
Strengths
Temperament

Connecting to others
Alone
Active listening
Asking for help
Bullied
Communication skills
Community resources

Compliment – giving
Compliment – receiving
Connecting with others
Curiosity
Group – discussions
Groups – joining
Ignored
Left out
Making friends
Paraphrasing
Picked on by peers
New kid
Saying what you need

Assertiveness
Asserting yourself

Managing feelings
Anxiety
Calming breath
Depression
Embarrassment
Expressing feelings
Loneliness
Managing feelings
Rejected
Relaxing
Shame
Stress
Substance abuse

A suggested scope - Kids

Self-understanding
Goals
Learning style
Liking yourself
Self-efficacy
Self-esteem
Shy
Strengths

Connecting to others
Asking questions
Bullied
Compliments
Connecting with others
Curiosity
Group – joining
Help – getting it
Left out
Listening
Making friends
Picked on by peers

Assertiveness
Assertiveness

Managing feelings
Anxious
Drugs
Lonely
Managing feelings
Relaxing
Poor judgment/decision making

Concern
Poor judgment and decision making characterized by pranks, threats, recklessness, weapons or drug possession, and risk-taking behavior.

Background information
These students seem to be a study in bad decision-making. They often act precipitously, without a sense of predictable consequences. At school they may make foolish threats, not because they are filled with rage, but because “it seemed to make sense at the time.” They may engage in vandalism or dangerous pranks on a dare, or because they’re bored. The main issues for these students is not anger, even when they’re aggressive, it’s impulsivity.

Sometimes environmental factors foster recklessness. Students with parents who are physically abusive, have substance abuse problems, or are in precarious financial positions, may actually become addicted to the adrenaline connected to being in jeopardy, and do reckless things to get it.

The suggested interventions for this group focuses on two basic skills: impulse control and decision making. As with almost every group of students with problems at school, a good first step is to identify learning factors that might adversely affect behavior.

Goals of intervention - students will:
• Understand the role of family patterns in learning (and unlearning) reckless behavior
• Become proficient in a systematic process for decision-making
• Understand their learning style and how that may contribute to impulsive behavior
• Develop the core skills of stopping reactions and predicting consequences
• Develop the ability to control specific impulses related to their infraction
A suggested scope - Teens

Impulse control
- Controlling impulses
- Stopping reactions
- Mindfulness
- Body clues
- Calming down
- Calming breath
- Predicting consequences
- Self-talk
- Resisting pressure
- Avoiding triggers
- Experimenting
- Frustration
- Risky behavior
- Horseplay

Decision making
- Decisions
- Problem-solving
- Problem – naming
- Brainstorming
- Evaluating alternatives
- Solutions – trying

Learning
- Learning styles
- ADHD
- Bored
- Brain
- Goals
- Self-acceptance
- Strengths

Taking responsibility
- Accepting responsibility
- Discipline
- Apologies
- Restoring justice

Specific poor decisions or offending behavior
- See Teens topic index for specific infraction

Related personal topics
- Addicted parent
- Background – family
- Child abuse
- Digital citizen
- Social media

A suggested scope - Kids

Impulse control
- Impulse control
- Mindfulness
- Reactions controlling
- Calming down
- Predicting consequences
- Self-talk
- Triggers – catching
- Experimenting
- Frustrated
- Horseplay

Decision making
- Decision-making
- Problem-solving
- Problem – naming
- Brainstorming options
- Options – weighing them
- Decisions
- Solutions – testing

Learning
- Learning styles
- ADHD
- Brain
- Goals
- Liking yourself
- Strengths

Taking responsibility
- Apologies
- Responsibility
- Discipline

Specific poor decisions or offending behavior
- See Kids topic index for specific infraction

Related personal topics
- Background – family
- Child abuse
- Parents’ substance abuse
Rejected by peers

Concern
Rejection by peers, characterized by being ignored, ridiculed, picked on, intentionally excluded or shunned.

Background information
Peer rejection is a strong risk factor for school failure, anti-social behavior, substance abuse and depression. Thus it is a concern that needs to be addressed, whether or not it leads immediately to observable behavior problems.

The dynamics of cliques, a bully’s conduct, scapegoating, retaliation for perceived slights, prejudice based on race, class, religion, disability, sexual orientation or gender identity all may contribute toward rejection of a student by peers. The rejected student’s own temperament, learning style, harsh judgments of others, shyness, aggressiveness, neediness, mental or physical disability, and/or lack of social skills and undeveloped emotional awareness may also cause or contribute to the problem.

Often these students have a damaged sense of self, even before they experience peer rejection. They may have been abused or neglected at home. They may have been subjected to systematic discrimination based on a personal characteristic not under their control. They may simply not have seen positive social behavior being modeled.

Students who are extroverts by temperament crave the attention and approval of others and will often go to great lengths to get it. Ironically, those “over the top” actions precipitate a negative response. It can also make them especially vulnerable to gang recruitment.

On the other hand, students who are introverts by nature may not even be aware that their interior orientation may cause them to appear unfriendly or “stuck up” to others. Thus understanding personal temperament and how they engage in the learning environment is a first step for these students in learning how to connect more closely to their peers.

Goals of intervention - students will:
• Understand their temperament and how it affects relations with others
• Understand how they learn and how that affects relationships
• Understand that their worth is independent of others
• Master the social skills to make positive connections with their peers
• Understand the dynamics of cliques and exclusion
• Name prejudice and discrimination when they encounter it
• Learn to manage feelings of loneliness, anger and sadness
• Develop social skills to bond more easily with their peers
### A suggested scope - Teens

<table>
<thead>
<tr>
<th><strong>Self-understanding</strong></th>
<th><strong>Managing feelings</strong></th>
<th><strong>Connecting with others</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing who you are</td>
<td>Alone</td>
<td>Asking questions</td>
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<tr>
<td>Learning styles</td>
<td>Sad</td>
<td>Communicating feelings</td>
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<td>Shyness</td>
<td>Anger</td>
<td>Communication skills</td>
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<td>Self-worth</td>
<td>Frustration</td>
<td>Community</td>
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<tr>
<td>Self-efficacy</td>
<td>Managing feelings</td>
<td>Competition - losing</td>
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<tr>
<td>Temperament</td>
<td>Depression</td>
<td>Conversations</td>
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<tr>
<td><strong>Assertiveness</strong></td>
<td><strong>Problem solving</strong></td>
<td>Curiosity</td>
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<td>Asserting yourself</td>
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<td>Internet - sharing</td>
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<td>Joining a group</td>
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<td>Prejudice</td>
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<td>Problem solving</td>
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### A suggested scope - Kids

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<th><strong>Connectedness</strong></th>
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<td>Liking yourself</td>
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<td>Self-efficacy</td>
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<td>Curiosity</td>
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<td>Self-esteem</td>
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<td>Group - joining</td>
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<td>Prejudice</td>
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</table>
Sexual harassment

Concern
Sexual aggression and harassment of other students as characterized by uninvited sexually-oriented comments, snapping girls’ bra straps, unwanted touching, applying sexual pressure, sexual aggression or acting out, sending/texting uninvited sexually-oriented content.

Background information
These students range from the bully who uses sexual commentary or touch to intimidate others, to the reactive sexual victim who is acting out unresolved exploitation. This is different from the stalker, who is treated in a separate plan.

Some students make inappropriate sexual comments for no other reason than that is what they have seen modeled - in the media or at home. For them, changing their behavior is mostly a matter of consciousness raising and norm setting.

Other students are outright sexual bullies. They operate on a continuum from verbal harassment to brutal rape. The common theme at every point on the continuum is intimidation as a means to power or control. Regardless of why students end up at this point, they need to recognize the behavior is wrong, learn to practice self-control, and - as with all bullies - develop empathy that would preclude their treating other people as potential targets or victims.

A significant number of these students may have experienced sexual abuse at the hands of an older child or adult, usually someone well known to them. The may act out sexually in a failed effort to re-solve prior abuse. These students need to be directed to counseling resources.

If a student discloses abuse to a teacher or other mandated reporter, that abuse must be reported to the proper authorities.

Goals of intervention - students will:
• Understand that sexual harassment and sexual aggression, including forced sexual touching and sexual touching of a younger child, are wrong and illegal
• Develop core skills for stopping impulsive sexual reactions
• Develop empathy for the victims of harassment or aggression
• Recognize the role sexual abuse may play in their behavior
• Understand who to go to for help, if they have sexual problems
A suggested scope - Teens

Norms
Norms
Harassment – offender
Harassment – sexual
Harassment – online
Sexual exploitation online
Date rape offender/ Sex - forcing
Dating abuse
Stalker
Porn
Making out

Empathy
Empathy
Perspective taking
Predicting feelings
Understanding feelings
Sexual orientation

Self-control
Controlling impulses
Stopping reactions
Predicting consequences
Consent
Sex – resisting temptation

Connecting to community
Getting help
Responsibility – accepting
Apologies
Courtesy – internet

Victimization
Victim
Anger
Child abuse
Date rape – victim
Domestic violence
Bias crimes – target
Isolated
Molested
Shame
Stalked
Spaced out/inattentive/disengaged

**Concern**
Distracted, inattentive behavior, characterized by lack of concentration, trouble following through on instructions, losing things easily, forgetting key details, and being easily distracted.

**Background information**
These students seem spaced out almost all the time. They may sit in the back and doodle or stare out the window. They get lost in daydreams or forget what they set out to do at the outset. They get pulled into sights and sounds around them. They are forever losing things. A distractible child may imagine playing a whole game of basketball during a single class period.

There are many reasons for gross inattention. Students may be bored, have ADHD, be high on drugs, have some personal problem, have difficulty communicating because they have ASD or are an English Language Learner, have a Specific Learning Disability that impacts their executive function, or may be tired and/or hungry.

Sometimes this behavior is a sign of highly creative students. Albert Einstein was a serious space cadet. Robert Frost got kicked out of school for daydreaming. Bored students may retreat into their minds because the experience there is so much richer than what’s available in the immediate environment.

Sometimes students lose track of their immediate surrounding because they are preoccupied with something upsetting, or even traumatic. They may be replaying difficult situations, like parental arguments or physical or sexual abuse, in the literal effort to resolve it. For this reason, giving them a chance to address the underlying reason is an important part of the solution.

Distractibility may, or may not, be part of a disability. Specific Learning Disabilities, like Dyslexia, affect memory, attention and student’s ability to plan, organize, and manage time. Some learning disabilities, related to executive function impact the brain in ways that make students appear apathetic - but just because they aren’t engaging or focusing, doesn’t mean they don’t care. Students with ASD might appear disengaged because they are reacting to a situation, do not have the social skills to interact or may be feeling socially isolated.
English language learners (ELLs) in the classroom can appear apathetic, but may actually be confused or behind as they struggle to learn academic content and the English language at the same time. They might be too shy or embarrassed - or not know how - to say they don’t understand.

If an adolescent who’s been doing fine, suddenly spaces out, look for other causes.

**Goals of intervention - students will:**
- Begin to understand what causes their attention problem
- Understand how they learn and ways to learn better
- Learn attentive behavior
- Develop skills for maintaining focus
- Ask for adult guidance, if they have an underlying problem

**A suggested scope - Teens**

<table>
<thead>
<tr>
<th>Active listening</th>
<th>Dyslexia</th>
<th>Self-worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>ELL</td>
<td>Sleepy</td>
</tr>
<tr>
<td>ASD/Autism</td>
<td>Following instructions</td>
<td>Strengths</td>
</tr>
<tr>
<td>Asking for help</td>
<td>Goals</td>
<td>Stress</td>
</tr>
<tr>
<td>Bored</td>
<td>Intelligences</td>
<td>Study habits</td>
</tr>
<tr>
<td>Brain</td>
<td>Learning style</td>
<td>Time management</td>
</tr>
<tr>
<td>Controlling impulses</td>
<td>Mindfulness</td>
<td>Trauma</td>
</tr>
<tr>
<td>Creativity</td>
<td>Organized</td>
<td>Unmotivated</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Paying attention</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>Distracted</td>
<td>Physical sensations</td>
<td></td>
</tr>
<tr>
<td>Drugs</td>
<td>Problem-solving</td>
<td></td>
</tr>
</tbody>
</table>

**A suggested scope - Kids**

<table>
<thead>
<tr>
<th>ADHD</th>
<th>Goals</th>
<th>Problem-solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD/Autism</td>
<td>Hard things</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>Brain</td>
<td>Help – getting it</td>
<td>Self-talk</td>
</tr>
<tr>
<td>Controlling impulses</td>
<td>Instructions – following</td>
<td>Smarts</td>
</tr>
<tr>
<td>Directions following</td>
<td>Learning style</td>
<td>Strengths</td>
</tr>
<tr>
<td>Distracted</td>
<td>Listening</td>
<td>Study habits</td>
</tr>
<tr>
<td>Drugs</td>
<td>Mindfulness</td>
<td>Success at learning</td>
</tr>
<tr>
<td>ELL</td>
<td>Organized</td>
<td></td>
</tr>
<tr>
<td>Falling asleep</td>
<td>Paying attention</td>
<td></td>
</tr>
</tbody>
</table>
Stalking

Concern
Unwanted attention, as characterized by glomming on to another student, not leaving them alone, stalking or harassing them.

Background information
Almost all teenagers find themselves at least once in the position of having an unreturned crush and making one or more social overtures that are rebuffed. A certain percentage of those students refuse to get the message and may begin to stalk the target of their interest/ obsession. They may pester the target online, or through their phone. They may follow them between classes or arrange to bump into them again and again at school. They may act out of loneliness, unrealistic hope, resentment or revenge. The few who issue threats should be taken seriously.

In general, these students have low self-esteem and low social skills. They are not good at forming relationships. If they have been rebuffed by the object of their desire, they may gain some sense of control by following them around or finding out about them.

These students need help to firm up their sense of self, to form healthy, non-exclusive relationships and to master techniques for managing feelings, especially anger and jealousy.

Goals of intervention - students will:
• Understand that stalking or persisting in giving unwanted attention is wrong
• Develop a stronger sense of self
• Master basic skills for communicating with others and interacting with groups
• Develop empathy for the victims of stalking
• Learn to manage feelings of jealousy and anger
A suggested scope - Teens

**Sense of self**
- Knowing who you are
- Body image
- Self-esteem
- Strengths
- Temperament

**Norms**
- Norms
- Stalker
- Harassment – offender
- Harassment – sexual
- Harassment – online
- Hate crime – you do
- Dating abuse
- Molester
- Making out

**Empathy**
- Empathy
- Perspective taking
- Stalked

**Managing feelings**
- Managing feelings
- Letting go
- Anger
- Betrayed
- Disappointment
- Jealousy
- Rejected
- Revenge

**Social skills**
- Communication skills
- Consent
- Conversations
- Inviting someone
- Asking someone out
- Courtesy – internet
- Social media
Traumatic stress response

**Concern**
Physical and emotional response to stress, as characterized by a heightened startle response, extreme withdrawal, disruptive behavior, inability to pay attention, regressive behaviors, irrational fears, irritability, outbursts of anger and fighting, stomach aches or other physical symptoms without a medical explanation, declining grades, depression, anxiety, a flat, non-responsive affect, substance abuse, and problems with peers.

**Background information**
Natural disasters, the threat of terrorist violence, exposure to pervasive and persistent discrimination, are all “big picture” stressors that impact many children, often falling hardest on the poor. Physical and sexual abuse, neglect, neighborhood violence, bullying, divorce, chronic illness, death in the family – are harsh realities closer to home that affect more than half the nation’s children, and often trigger a stress response in their wake. It’s natural to be traumatized by such events.

The more traumatic experiences children have, and the longer they last, the more likely to impact their learning and behavior. Just four adverse experiences in childhood can result in 32x more likely chance of a child having learning and behavior problems. Teachers often see the effects of traumatic stress without ever knowing its cause. Personal resilience and family support can mitigate the impact of traumatic experiences.

Many children are helped by talking about the traumatic event, right after it happens, but forcing discussion or repeatedly bringing up the catastrophic event may re-traumatize children. A strengths-based approach to helping children deal with trauma focuses on building resilience, especially the ability to deal with change, and controlling self-talk that interferes with healing, such as the belief that the traumatic event will happen again.

Many children have strong family or cultural prohibitions against talking about “private” things in school settings. Trust the program to match each student’s context to the most relevant set of evidence-based strategies for addressing them and be super careful about respecting student privacy in the process.

Children and adolescents who show avoidance behavior, such as resisting or refusing to go places that remind them of the place where the traumatic event occurred, emotional numbing, or a diminished emotional response or lack of feeling toward the event, may need the help of a professional to heal. Youngsters who have more common reactions including re-experiencing the trauma, or reliving it in the form of nightmares and disturbing recollections during the day, and hyper arousal, including sleep disturbances and a tendency to be easily startled, may respond well to supportive reassurance from parents, teachers and the guides within the software.
Goals of intervention - students will:

- Develop the strengths to handle many forms of adversity
- Understand what trauma is
- Learn to control self-talk and manage anger, fear and anxiety
- Develop problem solving and healthy coping skills
- Develop greater flexibility and optimism, two components of resilience
- Learn who and how to ask for help when it’s needed

A suggested scope - Teens

Knowing your strengths
- Strengths
- Mental Toughness
- Optimism
- Resilience
- Risk and protection
- Self-efficacy
- Temperament

Controlling your reactions
- Brain
- Calming breath
- Control – taking
- Exercise
- Hopeless
- Humor
- Managing feelings
- Mindfulness
- Reactions – controlling
- Relaxing
- Self-talk

Problem solving
- Change – unplanned
- Problem solving

Common reactions
- Aches and pains
- Addicted
- Anger
- Anxiety
- Anxiety attacks
- Control – taking
- Crazy feelings
- Depression
- Eating disorder
- Fear
- Grief
- Guilt
- Hate
- Hopeless
- Insomnia
- Isolated

Triggers – outside
- Luck/Fate
- Nerves
- Numbness
- Obsessing
- Recklessness
- Sadness
- Skipping school
- Stress
- Substance abuse
- Vulnerable

Staying connected
- Asking for help
- Community resources
- Connecting with others
- Keeping faith
- Making friends

Related personal topics
- Abandoned/left behind
- Abuse – child, domestic, emotional, sexual
- Addicted
- Addicted parent
- Bullied
- Death
- Divorce
- Human trafficking/Prostituted
- Incest – victim
- Natural disasters
- Neglected
- Parent in jail
- Poor
- Rape
- Refugee/Immigrant
- Suicide
- Terrorism
- Trauma
- Undocumented
- Violence/Shootings
- Violence – guns
- Witness to violence

A suggested scope - Kids

Knowing your strengths
- Strengths
- Resilience
- Self-efficacy

Controlling your reactions
- Brain
- Exercise
- Managing feelings
- Mindfulness
- Reactions – controlling
- Relaxing

Problem solving
- Change – unplanned
- Managing change
- Problem-solving

Common reactions
- Afraid
- Angry
- Anxious
- Attachment objects
- Bed wetting

Self-talk
- Triggers – catching

Clingy
- Discouraged
- Drugs
- Lonely
- Nail biting
- Nervous
- Sad
- School – missing
- Shame

Staying connected
- Help – getting it
- Making friends

Related personal topics
- Addicted parent
- Beaten
- Death
- Domestic violence
- Hard things
- Immigrant – undocumented
- Molested
- Natural disasters
- Poverty
- Refugee/Immigrant
Truancy

Concern
Missed school time, characterized by unexcused absences, tardiness, sleeping or deliberately not paying attention during class.

Background information
Students stay away from school for a variety of reasons: boredom, academic failure, conflict with teachers, peer rejection, mental health, substance abuse and cultural alienation are the most common. Often these factors operate in tandem with each other.

The best intervention for strengthening the connection to school is the one that is most responsive to each individual student’s personal cause for disconnect.

The suggested interventions that follow are grouped into categories based on the five above named factors. Substance abuse is included as an optional single topic. A more complete training plan is available for those students for whom drugs and alcohol are the primary concern in Ripple Effects Targeted Prevention Manual.

Goals of intervention - students will:
- Develop an understanding of how learning styles, learning disabilities, and creativity affect boredom, frustration and the learning experience
- Develop an understanding of the importance of goals and study habits to school success
- Develop social skills for connecting with peers
- Develop skills for resolving conflict with teachers, dealing with criticism, making complaints, and showing respect
- Develop an appreciation for one’s own culture and the culture of others as it relates to the educational experience
A suggested scope - Teens

**Academic failure**
- Bored
- Creativity
- Curiosity
- Discouraged
- Expectations
- Failing
- Fear of failing
- Fear of Success
- Frustration
- Grit
- Goals
- Intelligences
- Learning disability
- Learning styles
- Mindset
- Responsibility
- Skipping class
- Temperament
- Time management
- Truancy/Attendance
- Unmotivated

**Conflict with teacher**
- Arguing
- Authority – dealing with
- Authority – defying
- Conflict – resolving
- Conflict with teacher
- Criticism – dealing with
- Problem solving
- Talking back

**Peer rejection**
- Alone
- Asking questions
- Body language
- Cliques
- Communicating feelings
- Communication skills
- Compliments – giving
- Connectedness
- Conversations
- Friends
- Harassment – sexual
- Helping others
- Humor
- Joining a group
- Left out
- Making space
- Paraphrasing
- Rejected

**Cultural conflict, insensitivity or irrelevance**
- Background – community
- Discrimination
- Diversity
- English language learner (ELL)
- Immigrant/Refugee
- Sense of place
- Undocumented (immigrant)
- Values – social

**Related personal topics**
- Afraid
- After high school
- Background – family
- Discrimination
- Feel powerless
- Foster home
- Hopeless
- Money – not enough
- Nervous/anxious
- Not safe – school
- Parents – not caring for you
- Risk and protection
- Running away
- School – hate it
- Substance abuse
- Trauma
- Unworthy
- Withdrawn
About using the topic lists

Following are topic lists to draw from in creating individualized, positive behavioral interventions. They include names for more than 600 unduplicated, multimedia tutorials. The combined list is much longer than 600 entries, because it includes synonyms (i.e. skipping, absent) and in some case opposites (i.e. honesty and lying, lead to the same tutorial). While professionals may prefer a strengths-based approach, students are often drawn to a tutorial from a “deficit” perspective. In fact, it was students who identified the long list of “nots” that are now included in the program.

There are separate topic lists for students in grades 3-5 (Ripple Effects for Kids) and middle and high school students (Ripple Effects for Teens).

For each product there is both an Index (reached through the “Topics” button in the program) and a Table of Contents (reached through the “Keys” button). The “Keys” are divided into five categories aligned with CASEL’s core competencies.

Among students of the same age, there is a wide range of developmental readiness for various topics. The suggested scope and sequence for a given concern may include some tutorials available only in the teen edition. When working with younger children, you may choose to delete those topics, substitute one from the elementary product, or allow some younger children to have access to the teen product.
Topic Index - for Teens

A
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abuse-drugs
abuse-emotional
abuse-neglected
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abuse-sexual
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asking questions
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attention problems
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body clues
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hood
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hurricane
hurting animals
hurting yourself
hyperactive

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identifying the
problem
identifying with others
reflecting on performance reflexes refugee refusal skills refusing sex rejected relapse relating-communicating relationship relaxing reliability reliance-self religious attack religious diversity repeating back reputation resentment resilience resisting pressure resisting stereotypes resolving conflict resources respect-getting it respect-showing respectful to authority respectfully disagreeing responding to others responsibility responsibility-accepting responsibility-for feelings restless restoring justice revenge ride or die rights-exercising risk and protection risky behavior Ritalin rivalry-sibling rock roofie (rohypnal) room for others roughhousing rubbers rules rumors running away sadness safer sex safety-internet sarcasm saying no saying what you need scared school failure school-dropping out school-grades school-habits school-hate it school-kicked out school-skipping school-unsafe scripts second language-English secrets security blanket sedatives seeing people hurt seeing-can’t self-acceptance self-advocacy self-aware self-care self-centered self-control self-determination self-efficacy self-esteem self-injury self-talk selling drugs sensations-physical sense of place separate Sept. 11 set you off setting goals setting limits sex sex abuse-offender sex abuse-target sex-consent sex-forced sex-forcing sex-porn sex-postponing sex-protection sex-resisting temptation sex-safer sexism sexting sexual diseases sexual exploitation online sexual harasser sexual orientation sexually abused sexually harassed sexy photo shame sharing shootings shoplifting showing showing care showing up shows-watching TV shrooms shut up-can’t shyness sibling rivalry sick-a lot sisters skinnyweight skipping class skipping school SLD sleaze-online sleep problems slurs smack small cigars smart phone smarts smoking sniffing snitch snitch snow snuff social media social skills social values social-emotional skills solidarity-showing solutions-evaluating solutions-trying solvents solving problems somatic disorder sore loser sorry-you are space-making spacing out spanking speaking up special ed speech impediment speed spice sports & exercise type sportsmanship stalked stalker standing up for yourself staring starving yourself status-illegal staying connected STD/STI stealing stepfamilies stepping in their shoes stereotypes steroids sticking to it stimulants stopping reactions strength-inner strengths stress strong body strong voice strong words 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
symptoms-physical
synthetic drugs
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taking care of yourself
taking chances
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talking back
talking-in a group
talking-too much
tardy
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target-for bully
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teacher
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telling a secret
telling on
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temperament
temptation-sex
tenacity
terrorism
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texting-sexy photos
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threats-internet
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ticked off
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tobacco-smoking
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understanding
motives
undocumented
undressing
unfairness
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unlucky
unmotivated
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unsafe at school
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unworthy
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using resources
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vicodin
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video games
violence
violence-guns
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want revenge
weakness-picking on weaknesses
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weed
weight-losing
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wheelchair
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worry
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youngest child
your mind
your strengths
your word-keeping
yourself-accepting
yourself-aware of
yourself-caring for
yourself-knowing
yourself-not liking
yourself-standing
up for
yourself-starving
yourself-touching
Z
zits
Zoloft
The CASEL Paradigm - Teens

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies, or skill clusters, as essential to school and life success. They are: Self-awareness, Social Awareness, Self-management, Responsible decision-making, Relationship Skills. Using Ripple Effects, you can select topics from a skill cluster to strengthen a student’s competency in that area.

**Self-Awareness**
- **Knowing yourself**
  - Knowing who you are
  - Learning style
  - Brain
  - Intelligences
  - Temperament
  - Feelings
  - What you love
  - Body image
  - Sports & exercise type
  - Values
  - Integrity
  - Curiosity
  - Creativity
  - Family background
  - Community history
  - Strengths
  - Self-efficacy
  - Self-esteem

**Self-Management**
- **Controlling yourself**
  - Controlling impulses
  - Stopping reactions
  - Predicting consequences
  - Managing feelings
    - Anger
    - Anxiety
    - Disappointment
    - Discouraged
    - Embarrassment
    - Envy
    - Fear
    - Frustration
    - Hopeless
    - Jealousy
    - Sadness
    - Shame
  - Mindfulness
  - Breathing
  - Physical sensations
  - Internal triggers
  - Outside triggers
  - Relaxing
  - Expressing feelings
  - Stress
  - Letting go
  - Happiness-practicing
  - Setting goals
  - Courage

**Stereotypes**
- Diversity-religious
- Diversity-gender
- Diversity-ethnic
- Diversity-physical

**Effort**
- Perseverance
- Reflecting on performance
- Criticism – dealing with Grit
- Resilience

**Relationship Skills**
- **Connecting with others**
  - Asserting yourself
    - Assertive voice
    - Assertive posture
    - Assertive eyes
    - Assertive message
    - Assertive reasons
    - Communicating feelings
    - Resisting pressure
    - Limits-setting
    - Saying what you need
    - Complaints-making
    - Exercising rights
    - Beliefs – standing up for
    - Confronting behavior
    - Confronting injustice
  - Communication skills
    - Introducing yourself
    - Conversations
    - Inviting someone
    - Thanking someone
    - Expressing sympathy
    - Compliments-giving
    - Apologies
    - Accepting responsibility
    - Ignoring

- Arguing
- Group skills
- Belonging
- Joining a group
- Making space
- Discussions-having
- Resolving conflict
- Authority-dealing with
- Getting help
- Counselors-using
- Helping others
- Sharing
- Resources
- Social values
- Courtesy
- Fairness
- Generosity
- Kindness
- Justice
- Reliability
- Respect-showing
- Responsibility
- Trustworthiness
- Tolerance
- Digital citizen

**Responsible Decision Making**
- **Decision Making**
  - Decisions
  - Problem-solving
  - Problem-naming
  - Brainstorming
  - Evaluating alternatives
  - Solutions – trying
CASEL’s SEL scope and sequence - Teens

Ripple Effects curriculum matches to CASEL skill clusters. You can use Ripple Effects for a 24 topic (8 hour) skill training course to strengthen the five core competencies CASEL has identified as essential to school and life success.

**CASEL SEL categories**

**Self-awareness**
- Identifying emotions
- Recognizing strengths

**Social awareness**
- Perspective-taking
- Appreciating diversity

**Self-management**
- Managing emotions
- Self-motivation
- Goal setting

**Responsible decision making**
- Analyzing situations
- Assuming personal responsibility
- Respecting others
- Problem solving

**Relationship skills (relationships)**
- Communication
- Building relationships
- Negotiation
- Refusal

**Ripple Effects SEL equivalents**

**Knowing yourself**
- Knowing who you are
- Feelings
- Strengths

**Being aware of others**
- Empathy
- Perspective-taking
- Diversity - appreciating

**Controlling yourself**
- Controlling impulses
- Managing feelings
- Self-efficacy
- Goals

**Decision making**
- Problem - naming
- Responsibility, Responsibility - accepting
- Respect - showing it, Citizenship
- Problem-solving

**Connecting with others**
- Communication skills,
  - Asking questions
  - Listening
- Connecting with others
- Making friends
- Conflict resolving, respectfully disagreeing
- Refusal skills, Asserting yourself
A
absent
addicted parent
ADHD
adopted
afraid
agency
alcohol
alcoholic parent
angry
anxious
apologies
appreciating differences
arguing-respectfully
ASD
ashamed
asking for help
asking questions
assertive body
assertive message
assertive voice
assertiveness
asthma
attachment objects
attention - paying
autism
aware of yourself

B
background
background - family
bad grades
beaten
bed wetting
being nice
beliefs
believe you can
belonging
bias
blankie
blurting out
body odor
body type
bothered
bothering others
bouncing back
bra
brain
brainstorming options
breaking rules
broke
brothers
bullied
bully - you do it
bullying - online
bystander - bully

C
calming down
caring-show it
cell phone
change - normal
change - unplanned
character
cheating
chronic illness
cigarettes
clingy
communicating feelings
complaint
competition - winning
compliments
conceited
conflict
connecting with others
connected online
consequences - predicting
considerate
contact lenses
controlling impulses
conversations
cops
country
courtesy
crash
cultural differences
curiosity
cursing
cyberbullying

d
death
decision making
defiance
deployment
diabetes
diet
different
digital citizen
dip
directions - following
disabilities
disagreeing
disappointed
disaster
discipline
discouraged
discrimination
diversity - appreciating
domestic violence
don't assert yourself
don't connect with others
don't control impulses
don't feel for others
don't know yourself
don't like yourself
don't persevere
don't try
don't want to do
down
drama - friends
drinking parent
drugs
drugs - marijuana
dumb
dyslexia

E
e-cigarette
earthquake
effort
ELL
embarrassed
empathy
English language learner
envious
exercise
experimenting
expressing feelings
eye problems

F
failure-school
fairness
falling asleep
family background
family problems
family violence
fat
fear
feeling - for others
feelings control you
feelings - changing
feelings - communicating
feelings - dealing with
feelings - knowing yours
feelings - mixed
feelings - predicting
feelings - showing
feelings - understanding
fighting
fingernails
flood
following rules
forgiving
friend problems
friends - making frustrated

G
games - winning
gaming
gangs
getting in trouble
going organized
glasses
goals
goofing off
gossiping
grades
group-joining
guns

hands and feet
hard things
hate school
hating yourself
healthy diet
help - getting it
help - giving it
hitting
honesty
hormones
horseplay
huffing
hurricane

ideas
identifying with others
ignoring
illness
immigrant
immigrant - illegal status
impulse control
instructions - following
internet - bullying
internet - citizen
internet - gaming
internet - safety
introducing
inviting

jealous

keep trying
keeping to yourself
kindness
knowing yourself

late
learning problems
learning style
learning success
left out
letting go
liking someone
liking yourself
listening
lonely
lying

making a complaint
making decisions
making friends
managing change
managing feelings
manners
marijuana
mean friend
mean parent
mean teacher
menstruation
messing around
military
mindfulness
mindset
missing school
mistakes
molested
money - not enough
motives - understanding
moving

nail biting
name-calling
natural disasters
neighborhood problems
neighborhood - new
nervous
new kid
nice

not telling someone
not liking yourself
not popular

obese
on time
online bullying
online gaming
online safety
online - citizen
online - connected
options - brainstorming
options - weighing them
organized
others - listening to

papers - undocumented
parent - talking to
parent - hitting
parents' substance use
participate - don't want to
paying attention
peer pressure
period
permission-getting
perseverance
personal safety
pet dying
phone
phone - safety
physical differences
picked on by peers
picked on by teacher
plans upset
play fighting
point of view
police
poor
pot

poverty
predicting consequences
prejudice
problem - naming
problem - solving
problem - thinking of ideas
problems - thinking things through
problems - trying to solve
puberty
pushing and shoving

questions-asking

reactions - controlling
reading - can't
refugee
refusal skills
relaxing
resilience
resolving conflict
respect
respect - when disagreeing
responsibility
ritalin
rivalry - sibling
rude
rules
rural

sad
safety
safety - online
saying
saying thank you
scared
school failure
school - hard
school - hate it
school - missing
screen time
second language - English
secret - touch
secrets
security blanket
self-awareness
self-control
self-efficacy
self-esteem
self-talk
shame
sharing
shy
sibling rivalry
sick a lot
sickness
sisters
SLD
sleep
smarts
smelly - you
smoking
snatched - afraid of
sniffing
snitch
social media
solutions - brainstorming
solutions - testing
solving problems
speech problems
sports type
standing up
standing up - voice
standing up - what to say
standing up - your body
stealing
stereotypes - resisting
sticking to it
strengths
study habits
stuttering
success at learning
swearing

T
talking back
tardy
tattling
teacher problems

V
televised
vaping
video games

W
watching bullying
weapons
weed
weight - too heavy
wetting bed
wheelchair
why they do that
wildfire
winning
worry

Y
your brain
yourself - aware of
yourself - not liking
yourself - strengths
yourself - talking to
yourself - understanding

U
uncomfortable touch
understanding
feelings
undocumented
unfair
# The CASEL Paradigm - Kids

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies, or skill clusters, as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. Using Ripple Effects, you can select topics from a skill cluster to strengthen a student’s competency in that area.

<table>
<thead>
<tr>
<th><strong>Self-Awareness</strong></th>
<th><strong>Self-management</strong></th>
<th><strong>Relationship Skills</strong></th>
<th><strong>Responsible Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing yourself</strong></td>
<td><strong>Controlling yourself</strong></td>
<td><strong>Relating to others</strong></td>
<td><strong>Decision making</strong></td>
</tr>
<tr>
<td>Knowing yourself</td>
<td>Impulse control</td>
<td>Assertiveness</td>
<td>Decision making</td>
</tr>
<tr>
<td>Learning style</td>
<td>Reactions – controlling</td>
<td>• Assertive voice</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Smarts</td>
<td>Consequences – predicting</td>
<td>• Assertive body</td>
<td>Problem-naming</td>
</tr>
<tr>
<td>Brain</td>
<td>Managing feelings</td>
<td>• Assertive message</td>
<td>Brainstorming options</td>
</tr>
<tr>
<td>Mindset</td>
<td>• Angry</td>
<td>• Communicating feelings</td>
<td>Options – weighing them</td>
</tr>
<tr>
<td>Curiosity</td>
<td>• Nervous</td>
<td>• Peer pressure</td>
<td>Solutions - testing</td>
</tr>
<tr>
<td>Character</td>
<td>• Disappointed</td>
<td>• Saying no</td>
<td></td>
</tr>
<tr>
<td>Feelings – knowing yours</td>
<td>• Discouraged</td>
<td>• Permission – getting</td>
<td></td>
</tr>
<tr>
<td>Body type</td>
<td>• Embarrassed</td>
<td>• Making a complaint</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>• Frustrated</td>
<td>• Beliefs</td>
<td></td>
</tr>
<tr>
<td>Mistakes</td>
<td>• Envious</td>
<td>Connecting with others</td>
<td></td>
</tr>
<tr>
<td>Family background</td>
<td>• Sad</td>
<td>• Introducing</td>
<td></td>
</tr>
<tr>
<td>Strengths</td>
<td>• Ashamed</td>
<td>• Conversations</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td>Self-talk</td>
<td>• Inviting</td>
<td></td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Hands and feet</td>
<td>• Thanking someone</td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Triggers – catching</td>
<td>• Compliments</td>
<td></td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>Relaxing</td>
<td>• Apologies</td>
<td></td>
</tr>
<tr>
<td><strong>Getting a feel for others</strong></td>
<td>Expressing feelings</td>
<td>• Ignoring</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Letting go</td>
<td>• Digital citizen</td>
<td></td>
</tr>
<tr>
<td>Understanding feelings</td>
<td>Goals</td>
<td>• Group – joining</td>
<td></td>
</tr>
<tr>
<td>Feelings – mixed</td>
<td>Effort</td>
<td>• Making friends</td>
<td></td>
</tr>
<tr>
<td>Feelings – changing</td>
<td>Perseverance</td>
<td>• Resolving conflict</td>
<td></td>
</tr>
<tr>
<td>Point of view</td>
<td>Resilience</td>
<td>• Disagreeing</td>
<td></td>
</tr>
<tr>
<td>Motives – understanding</td>
<td></td>
<td>• Help – getting it</td>
<td></td>
</tr>
<tr>
<td>Feelings – predicting</td>
<td></td>
<td>• Help – giving it</td>
<td></td>
</tr>
<tr>
<td>Caring – show it</td>
<td></td>
<td>• Sharing</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>• Courtesy</td>
<td></td>
</tr>
<tr>
<td>Questions – asking</td>
<td></td>
<td>• Fairness</td>
<td></td>
</tr>
<tr>
<td>Stereotypes – resisting</td>
<td></td>
<td>• Kindness</td>
<td></td>
</tr>
<tr>
<td>Diversity – appreciating</td>
<td></td>
<td>• Respect</td>
<td></td>
</tr>
</tbody>
</table>

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CASEL’s SEL scope and sequence - Kids

Ripple Effects curriculum matches to CASEL skill clusters. You can use Ripple Effects for a 25 topic (8 hour) skill training course to strengthen the six core competencies CASEL has identified as essential to school and life success.

**CASEL SEL categories**

**Self-awareness**
- Identifying emotions
- Recognizing strengths

**Social awareness**
- Perspective-taking
- Appreciating diversity

**Self-management**
- Managing emotions
- Self-motivation
- Goal setting

**Responsible decision making**
- Analyzing situations
- Assuming personal responsibility
- Respecting others
- Problem solving

**Relationship skills (relationships)**
- Communication
- Building relationships
- Negotiation
- Refusal

**Ripple Effects SEL equivalents**

**Knowing yourself**
- Knowing yourself
- Feelings - knowing
- Strengths

**Getting a feel for others**
- Empathy
- Point of view
- Diversity - appreciating

**Controlling yourself**
- Impulse control
- Managing feelings
- Mindset
- Goals

**Decision making**
- Problem - naming
- Responsibility
- Respect
- Problem solving, Decision making

**Connecting with others**
- Connecting with others
- Conversations,
  - Asking questions, Listening
- Making friends
- Refusal skills, Disagreeing,
- Resolving conflict
Know your resources

Print & Digital

Guides for tiered intervention

- Universal Promotion: positive youth development outlined to match national standards
- Targeted Prevention: scopes and sequences for preventive risk reduction
- Individualized Intervention: sample individual intervention plans for behavior problems
- Mental & Behavioral Health: guide to address mental-social-emotional disorders
- Juvenile Justice: sample interventions for the most common offenses

Guides for planning, training & technical support

- Implementation Planning: helps you build a customized site-specific plan
- Planning for RTI: create an individualized response plan
- Family engagement: strategies and resources

Trainer’s Resources

- Assessment Tools: which electronic measures to use for which outcomes
- Technology Support: comprehensive technical instructions and troubleshooting
- Evidence of Effectiveness: quantitative and qualitative studies
- Get Going Fast/Quick Tips Sheets

Software

Digital training tools

- Bouncy’s You Can Learn: (pre-K – grade 2)
- Ripple Effects for Kids: (grades 3-5)
- Ripple Effects for Teens: (grades 6-11)
- Ripple Effects for Teens- Rural: (grades 6-11)
- Ripple Effects for Staff

Educator/implementer tools

- Planning & Assessment Kit
- Screen for Strengths
- Data Viewer

Web

- Implementation: rippleeffects.com/teachers
- Technical: rippleeffects.com/support/tech
- General: help@rippleeffects.com

Live 1.888.259.6618

- Free technology and implementation support
- Fee-based training evaluation services
- Call for pricing