Positive Behavioral Intervention:
Sample Individual Treatment Plans
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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, trauma-informed tutorials that address social, emotional, behavioral and academic issues that can interfere with school and life success.
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.
Your intervention approach

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 scopes in this manual 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.

**Using program as a one-time behavioral intervention**
To address a problematic behavior or area of concern in a single session, use the four step framework on the following page as a guide. This is the most common approach to using the program in school-based discipline settings.

**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. For documentation of skill-training, go to the Data Viewer. Here you will see the records of all interactive lesson components completed and time spent using the program (dosage) at the individual and group level.

**Addressing specific problematic behaviors – extensive, intensive skill-building**
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. Refer to “Guidelines for Designing Treatment Plans” on the following page for developing the intervention plan.

**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/.
Using program as one-time intervention

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.
Guidelines for Designing Treatment Plans (multi-session)

Research to date shows that:

• 3½-4 hours of content aimed toward one outcome/learning objective. This is 12-14 topics (lessons). Allow time for personal exploration.

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

• Topics take on average 10-20 minutes to complete. One 30-minute session generally allows time to cover one topic and time for personal/student-directed exploration.

• Direct/encourage youth to choose one out of every four tutorials, based on their own interest; the rest being assigned by the implementer.

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

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

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

Note: For Oppositional Defiant, or other youth who present as non-compliant, recommend more emphasis on “putting youth in the driver’s seat” to activate use of self-determination and control to engage. For example, create a list of 20 topics and have a youth choose the topics that they think might be most beneficial to them.
Aggression – proactive

**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:
• Begin to understand reasons behind their behavior
• Develop empathy
• Manage their anger in appropriate ways
• Understand the role of risk and protective factors in their actions
• Take responsibility for their actions
• Form positive connection to other students

Ripple Effects for Teens – Topics

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<th>Possible related topics</th>
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Aggression – reactive

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:
• 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
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### Ripple Effects for Kids – Topics

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<td>Thoughtfulness</td>
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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:**
- Identify personal strengths
- Develop self-confidence
- Build positive links to other people
- Better understand their own attention seeking behavior
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<td>Blurt out&lt;br&gt;Disrupting class&lt;br&gt;Goofing off&lt;br&gt;Teasing&lt;br&gt;Breaking rules</td>
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<td>Develop self-confidence&lt;br&gt;Confidence-self</td>
<td><strong>Better understand their own attention seeking behavior</strong>&lt;br&gt;Predicting consequences&lt;br&gt;Making space</td>
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### Ripple Effects for Kids – Topics

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<td>Develop self-confi dence&lt;br&gt;Liking yourself</td>
<td><strong>Better understand their own attention seeking behavior</strong>&lt;br&gt;Predicting consequences&lt;br&gt;Motives - understanding</td>
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Bias activity

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
### Ripple Effects for Teens – Topics

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<th>Skill Training</th>
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<td>Bias activity&lt;br&gt;Bullying&lt;br&gt;Aggression&lt;br&gt;Teasing&lt;br&gt;Slurs&lt;br&gt;Gay bashing&lt;br&gt;Hitting&lt;br&gt;Online hate&lt;br&gt;Online threats&lt;br&gt;Religious attack&lt;br&gt;Online harassment&lt;br&gt;Harassment-offender</td>
<td>Feel powerless&lt;br&gt;Bias crimes-target&lt;br&gt;Depression&lt;br&gt;Discrimination&lt;br&gt;Hate&lt;br&gt;Racial conflict&lt;br&gt;Stereotypes&lt;br&gt;Cultural differences&lt;br&gt;Class differences&lt;br&gt;Physical differences&lt;br&gt;Diversity-physical&lt;br&gt;Diversity-gender&lt;br&gt;Diversity-religious&lt;br&gt;Racial diversity&lt;br&gt;Sexual orientation&lt;br&gt;Immigrant&lt;br&gt;Undocumented 0</td>
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<td><strong>Manage feelings and control impulses</strong>&lt;br&gt;Managing feelings&lt;br&gt;Managing anger&lt;br&gt;Controlling impulses&lt;br&gt;Body clues&lt;br&gt;Consequences-predicting&lt;br&gt;Reactions-stopping&lt;br&gt;Brush it off</td>
<td><strong>Make things right</strong>&lt;br&gt;Accepting responsibility&lt;br&gt;Making things right&lt;br&gt;Apologies&lt;br&gt;&lt;br&gt;<strong>Reconnect to a caring community, or begin connection to community</strong>&lt;br&gt;Connecting with others&lt;br&gt;Respect-getting it&lt;br&gt;Respect-showing</td>
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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
### Ripple Effects for Teens – Topics

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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/
### Ripple Effects for Teens – Topics

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<td>Isolated</td>
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<td>Inviting someone</td>
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<td>Brush it off</td>
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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
• 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

Ripple Effects for Teens – Topics

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<td>Courtesy – internet</td>
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Defiance

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 strengths and learning style preferences
• 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
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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
### Ripple Effects for Teens – Topics

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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
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| **Provide an outlet for creative expression**<br>Creativity<br>Humor<br>Strengths<br>Intelligences<br>Learning style | |

| **Provide an outlet for creative expression**<br>Creativity<br>Humor<br>Strengths<br>Intelligences<br>Learning style | |
Disruptive outside of 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
### Ripple Effects for Teens – Topics

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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:
• Expand their understanding of their learning
• Identify physical outlets for their energy
• Develop impulse control
• Know how to slow or stop reactions
• Predict consequences
• Develop social skills, especially making space for others
• Understand the possible role of ADHD on their behavior
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**Possible related topics**: ADHD

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**Possible related topics**: ADHD
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 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
(Goals of intervention continued)

- 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

### Ripple Effects for Teens – Topics

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### Possible related topics

- ADHD
- Bored
- Frustration
- Insecure
- Child abuse
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 peers and school
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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:
• Become proficient in a systematic process for decision-making
• Understand their learning 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
• Understand the role of family patterns in learning (and unlearning) reckless behavior
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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
- Develop the social skills to make positive connections with their peers
- Understand the dynamics of cliques and exclusion
- Name bias and discrimination when they encounter it
- Learn to manage feelings of loneliness, anger and sadness
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### Ripple Effects for Kids – Topics

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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
## Ripple Effects for Teens – Topics

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

**Ripple Effects for Teens – Topics**

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**Get support**
- Asking for help
- Problem-solving
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
### Ripple Effects for Teens – Topics

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

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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 scopes that follow are grouped into categories that skill-build around the above named factors. To provide more extensive skill-building in the area of substance abuse and mental health see the Targeted Prevention or the Mental & Behavioral Health manuals.

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
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About using the topic lists

Following are topic lists to draw from in creating individualized, positive behavioral interventions. They include names for nearly 700 unduplicated, multimedia tutorials. The A-Z for RE for Kids and RE for Teens is much longer than 700 entries because most topics include synonym topic names. For example, in RE for Teens “skipping” and “absent” have the same content. For a list of all topic names and their equivalents, go to the implementer’s resource page at rippleeffects.com/teachers/.

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).

Within each program, topics (lessons) are listed as an A-Z index of all topics (“Topics” button); a pre-set CASEL aligned SEL curriculum (“Keys” button); and an implementer assigned playlist (“Playlist” button).

Among students of the same age, there is a wide range of developmental readiness for various topics. For this reason any given concern in this manual, some topics will only appear in the RE for Teens scope and sequences. When working with youth for who these topics may not be an appropriate fit, you may choose to not use those topics or substitute topics from RE for Kids program. Vice versa, use the Teen’s program for younger youth who need access to broader content.
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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

Planning, implementing & technical support resources
- Implementation Planning helps you build a customized site-specific plan
- Planning for RTI create an individualized response plan
- Family engagement strategies and resources

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
- Pounce
- Individual Playlist Creator
- Group Playlist Creator
- Seeing I to I

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

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