



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 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.

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 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

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

Being part of a community

Accepting responsibility
Background – community
Criticism – dealing with
Fairness

Gender identity
Giving a compliment
Giving help
Justice
Making an apology
Making complaints
Race
Receiving a compliment
Resolving conflict
Respect
Restoring justice

Making Decisions

Brain
Brainstorming
Decisions
Evaluating alternatives
Problem – naming
Problem – solving

Solutions – trying
Understanding motives

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

Letting go
Managing feelings
Predicting consequences
Pushing and shoving
Reactions – controlling
Self-awareness
Self-talk
Triggers - catching

Being part of a community

Apologies
Compliments

Connecting with others
Disagreeing
Fairness
Help - giving it
Resolving conflict
Respect
Responsibility

Making Decisions

Brainstorming options
Options – weighing them
Problem – naming
Problem solving
Solutions – testing

Standing up for yourself

Assertive body
Assertive message
Assertive voice
Authority – defying
Discrimination
Making a complaint
Standing up - what to say

Attention seeking/needy

Concern

Demanding, needy behavior characterized by constant interruptions and pleads 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

Active listening	Conversation	Learning style
Alone	Disrupting class	Confidence – self
Blurting out	Giving compliments	Strengths
Cause and effect	Goofing off	
Connecting with others	Joining a group	

A suggested scope - Kids

Clingy	Conversations	Lonely
Compliments	Group – joining	Self-esteem
Connecting with others	Learning style	Strengths
Consequences - predict	Listening	

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

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

Accepting responsibility	Digital citation	Reactions – stopping
Aggression	Empathy	Resolving conflict
Anger	Fear	Restoring justice
Asserting yourself	Harassment – online	Self-control
Assertive message	Kindness	Self-efficacy
Assertive posture	Making friends	Self-talk
Assertive voice	Managing feelings	Social media
Bullied	Mean	Speaking up
Bullying	Mindfulness	Strengths
Bullying – internet	Perspective taking	Teasing
Bystander/Observer	Physical sensations	Threats
Connecting with others	Power	
Consequences - predicting	Predicting feelings	

A suggested scope - Kids

Afraid	Connecting with others	Reactions – controlling
Angry	Consequences – predict	Responsibility
Assertiveness	Empathy	Self-awareness
Bullied	Feelings – knowing yours	Self-talk
Bully – you do it	Impulse-control	Strengths
Bullying online	Kindness	Teased
Bystander - bully	Making friends	Teasing
Calming down	Managing feelings	Threats
Conflict	Point of view	Triggers – catching

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

Active listening	Compliments – giving	Joining a group
Anxiety	Compulsive	Learning style
Apologies	Controlling impulses	Making space/ Talking – too much
ASD/Autism	Conversations	Managing feelings
Asking questions	Expressing sympathy	Obsessing
Asserting yourself	Frustration	Paraphrasing
Assertive eyes	Group discussions	Perspective-taking
Breathing	Group skills	Problem solving
Boundaries/Setting limits	Ignoring	Relaxing
Brush it off	Instructions – following	Teased
Change	Introducing yourself	Temperament
Change – unplanned	Inviting someone	Thanking someone
Communication skills	Isolated	

A suggested scope - Kids

Apologies	Controlling impulses	Learning style
ASD/Autism	Conversations	Managing feelings
Asking questions	Disagreeing	Motives – understanding
Assertive body	Empathy	Point of view
Assertive message	Group – joining	Problem solving
Assertive voice	Ignoring	Teased
Assertiveness	Instructions following	Thanking someone
Changes – normal	Introducing	
Compliments	Inviting	

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

Background – community	Helping others	Religious diversity
Background – family	Identifying with others	Rejected
Belonging	Ignored	Resentment
Confronting injustice	Internet – expressing yourself	Respect – getting it
Cultural differences	Isolated	Respect – showing it
Curiosity	Justice	Restoring justice
Democracy – doing	Making complaints	Risk and protection
Discrimination	Perspective taking	Rude – online
Diversity – appreciating	Picked on by peers	Self-efficacy
Effort	Poor	Social values
Ethnic diversity	Power	Stereotypes
Expectations	Pride – national	Understanding motives
Gay		

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

Strengthening self

Strengths
 Passions
 Learning style
 Sports & exercise type
 Goals
 Brain
 Self-efficacy
 Curiosity
 Self-determination

Impulse control

Fighting
 Lying
 Rebellion
 Conflict – with teacher
 Talking back
 Controlling impulses
 Predicting consequences

Empathy

Empathy
 Understanding feelings
 Perspective taking

Managing feelings

Managing feelings
 Aggression
 Anger
 Frustration
 Sadness
 Depression
 Self-talk
 Calming down
 Calming breath
 Mindfulness

Community skills

Respectful to authority
 Making apologies
 Values – social
 Restoring justice
 Accepting responsibility

Learning challenges

Learning disability
 ADHD

Related personal topics

Depression
 Addicted parent/Alcoholic parent
 Betrayed
 Drugs
 Child abuse
 Jealousy
 Neglected
 Bullied

A suggested scope and sequence - Kids

Strengthening self

Strengths
 Brain
 Goals
 Learning style
 Curiosity
 Self-efficacy
Impulse control
 Impulse control
 Authority – defying
 Fighting
 Lying
 Talking back
 Teacher problems
 Consequences
 Problem – naming

Empathy

Empathy
 Understanding feelings
 Point of view

Managing feelings

Managing feelings
 Calming down
 Self-awareness
 Defiance
 Sad
 Frustrated
 Angry

Community skills

Respect
 Apologies

Learning challenges

Learning problems
 ADHD
 Dyslexia

Personal issues

Parents' Substance Use
 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

Active listening	Compliments – giving	Group skills
Assertive message	Compliments – receiving	Kindness
Assertive technique	Conflict with teacher	Making space
Authority – dealing with	Conversations	Making space
Authority – defying	Courtesy	Respect – getting it
Being disrespectful	Courtesy – internet	Respect – showing
Character	Cultural differences	Showing care
Communication skills	Disagreeing respectfully	Swearing
Competition – winning	Disrupting class	Talking back
Competition – losing	Goofing off	Temperament

A suggested scope - Kids

Assertiveness	Cultural differences	Showing care
Authority – defying	Cursing	Standing up – what to say
Character	Disagreeing	Swearing
Communication skills	Group – joining	Talking back
Compliments	Kindness	Teacher problems
Conversations	Respect	
Courtesy	Rude – online	

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

Authority – dealing with	Creativity	Learning style
Authority – defying	Disrespected	Predicting consequences
Blurting out	Disrupting class	Put downs
Bored	Following instructions	Stopping reactions
Calming down	Goofing off	Strengths
Competition – losing	Humor	Talking – too much
Conflict with teacher	Intelligences	Trauma
Controlling impulses	Learning disability	

A suggested scope - Kids

Attention – paying	Hard things	Predicting consequences
Authority	Impulse control	Reactions – controlling
Blurting out	Instructions – following	Respect
Connecting with others	Learning problems	Smarts
Goofing off	Learning style	Strengths
Hands and feet	Picked on by peers	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

Community	Exercise	Norms
Competition – losing	Fighting	Pushing
Compliments – giving	Groups – joining	Reactions – stopping
Consequences – predict	Horseplay	Rules
Controlling impulses	Kindness	Strengths
Conversations	Left out	Triggers – inside
Courtesy	Making friends	Triggers – outside

A suggested scope - Kids

Compliments	Hands and feet	Reactions – controlling
Consequences – predict	Hitting	Rules
Conversations	Horseplay/Goofing off	Strengths
Courtesy	Impulse control	Teased
Exercise	Left out	Teasing
Fighting	Making friends	Triggers – catching
Groups – joining	Pushing and shoving	

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

ADHD	Conversations	Making space/ Talking – too much
Attention	Distracted	Mindfulness
Blurting out	Exercise	Predicting consequences
Bored	Exercise type	Reactions – stopping
Calming breath	Goals	
Calming down	Hands and feet	
Controlling impulses	Learning style	

A suggested scope - Kids

ADHD	Conversations	Impulse control
Attention	Distracted/Attention	Learning style
Blurting out	Exercise	Predicting consequences
Calming down	Goals	Problems
Conversations	Hands and feet	Reactions – controlling

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 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

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

Self-understanding

Knowing who you are
Learning styles
Shyness
Self-worth
Self-efficacy
Temperament

Assertiveness

Asserting yourself

Managing feelings

Alone
Sad
Anger
Frustration
Managing feelings
Depression

Problem solving

Cliques
Discrimination
Disability
Ignored
Left out
Prejudice
Problem solving

Connecting with others

Asking questions
Communicating feelings
Communication skills
Community
Competition - losing
Conversations
Curiosity
Giving compliments
Giving help
Gossip
Internet - sharing
Joining a group
Making friends
Making space
Picked on by peers
Social media
Telling

A suggested scope - Kids

Self-understanding

Knowing yourself
Learning styles
Liking yourself
Self-awareness
Self-efficacy
Self-esteem
Shy

Assertiveness

Assertiveness

Managing feelings

Anger
Frustrated
Lonely
Sad

Problem solving

Disabilities
Discrimination
Gossiping
Left out
Prejudice

Connectedness

Asking questions
Communicating feelings
Compliments
Conversations
Curiosity
Group - joining
Help - giving it
Making friends
Picked on by peers
Telling

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. They 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 obsession – offender
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
Stalker obsession – victim

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

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

A suggested scope - Kids

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

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 obsession –
offender
Harassment – offender
Harassment – sexual
Harassment – online
Hate crime – you do
Dating abuse
Molester
Making out

Empathy

Empathy
Perspective taking
Stalker obsession –
victim

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

Knowing who you are
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

Triggers – outside

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

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

Knowing yourself
Resilience
Self-efficacy

Controlling your reactions

Brain
Exercise
Managing feelings
Mindfulness
Reactions – controlling
Relaxing

Self-talk
Triggers – catching

Problem solving

Change – unplanned
Managing change
Problem-solving

Common reactions

Afraid
Angry
Anxious
Attachment objects
Bed wetting

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
Fear of Failure
Fear of Success
Frustration
Grit
Goals
Intelligences
Learning disability
Learning styles
Mindset
Skipping class
Temperament
Time management
Truancy/Attendance
Unmotivated

Conflict with teacher

Authority – dealing with
Authority – defying
Conflict – resolving
Conflict with teachers
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
Values – social

Related personal topics

Afraid
After high school
Background – family
Feel powerless
Hopeless
Money – not enough
Nervous/anxious
Not safe – school
Parents – not caring for you
Risk and protection
Substance abuse
Trauma
Unworthy

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

abandoned
absent
abstinence
abuse-boy/girlfriend
abuse-child
abuse-domestic
abuse-drugs
abuse-emotional
abuse-neglected
abuse-sex offender
abuse-sexual
accepting
 responsibility
accepting yourself
aches and pains
acid
acid-fake
acne
acquaintance rape-
 victim
active listening
activism
addicted
addicted parent
addicted-electronics
addicted-video games
ADHD
ADHD-drugs
adopted
adult who cares
afraid
after high school
agency
aggression
AIDS
alcohol
alcoholic-you
all 'dat
alone
alone at home
alternatives-evaluating
angel dust
anger
animals-hurting
anorexia

antidepressants
anxiety
anxiety attacks
apologies
appearance
appreciating diversity
arguing
arrest
arson
artsy
ASD
ashamed
ashamed-of body
asking for help
asking questions
asking someone out
assault
asserting yourself
assertive eyes
assertive message
assertive posture
assertive reasons
assertive voice
asthma
athletic style
attachment objects
attachment problems
attendance
attention
attention problems
authority-dealing with
authority-defying
autism
avoiding triggers
aware of yourself

B

baby-yours
back-talk
background-
 community
background-family
backlash target
bad decisions
bad grades
bad kid

bad words
barbiturates
bashing gays
bath salts
beat up-victim
beaten
beauty
beer
behavior-confronting
being connected
being disrespected
being good citizen
being good online
being responsible
beliefs-standing up for
believing
belonging
betrayed
bias
bias activity
bias crimes-target
bigotry
binge eating
binge watching
binging and purging
biracial
birth control
birth order
blabber mouth
blankie
blind
blinking
blocked
blow
blunt
blurting out
body
body clues
body image
body language
body odor
body weight
body-ashamed
body-posture
booze
bored

bouncing back
boundaries
boy/girlfriend
boy/girlfriend-abuse
bra
bragging
brain
brainstorming
breaking rules
breaking up
breaking up-parents
breathing
broke
broken heart
brothers
brush it off
buddies
bugging someone
bulimia
bullied
bully-offender
bully-target
bullying
bullying - internet
bummed out
busted
bystander

C

calling something
calming breath
calming down
can't handle feelings
cannabis
cappin'
car theft
cards you're dealt
care-for yourself
care-showing it
cause and effect
celibacy
cell phone
chair
change
change-unplanned
changing feelings

character
cheating-in school
chew
child abuse
choices
choosing friends
chronic illness
cigarettes
cigars
citizen
citizen-not
citizenship
class differences
clique
clothes-rules
cloud9
club drugs
club drugs-synthetic
cocaine
codeine
cold-hearted
college
commitments
communicating
feelings
communication skills
community
community history
community resources
competition-losing
competition-winning
complaints-making
compliments-giving
compliments-
receiving
compulsive
conceited
condoms
condoms
confidence-self
conflict-resolving
conflict-with teacher
conflicted
confronting behavior
confronting injustice
confusing touch
connected
connecting with
others

consent
consequences-
predicting
considerate
contact lenses
control-taking
controlling impulses
conversations
cooker-meth
coping
cops
copying
counselors-using
country - rural
courage
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crack
cramps
crank
crazy feelings
creativity
criticism-dealing with
crush
crying
cultural differences
curfew
curiosity
cursing
cutting class
cutting yourself
cyberbully
cybersafety

D

date rape drug
date rape-offender
date rape-victim
dating
dating abuse
deaf
dealing with authority
death
decisions
deep breathing
defiance
democracy-doing
dependability
deployment

depression
diabetes
diet-healthy
dieting
differences
digital citizen
dip
dirty pictures
disability-hearing
disability-intellectual
disability-learning
disability-physical
disability-visual
disagreeing
respectfully
disappointment
disaster
discipline
discouraged
discrimination
discussions-having
dispute-with teacher
disputes
disrespect
disrespected
disrupting class
dissent-supporting
dissin'
distracted
diversity-appreciating
diversity-cultural
diversity-disability
diversity-ethnic
diversity-gender
diversity-physical
diversity-preferences
diversity-religious
divorce
domestic violence
don't assert yourself
don't connect
don't feel for others
don't know yourself
don't persevere
don't problem-solve
don't try
down
down for someone
downers

dress code
drinking
drinking too much
driving
driving drunk
dropping out
drug dealing
druggie
druggie parent
drugs
drugs-antidepressants
drugs-body building
drugs-date
drugs-depressants
drugs-designer
drugs-friend using
drugs-hallucinogens
drugs-inhalants
drugs-marijuana
drugs-painkillers
drugs-prescription
drugs-Ritalin
drugs-stimulants
DUI
dumped
dyslexia

E

e-cigs
earthquake
eating disorder
eating-healthy
economics
ecstasy
education-higher
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ELL
embarrassing-family
embarrassment
emotional abuse
emotional intelligence
emotional maturity
emotional style
emotions-yours
empathy
English language
learner
envy
equality

errors
ethnic conflict
ethnic diversity
ethnic slurs
ethnicity
evaluating alternatives
ex-refusing
excluded
excuses
exercise
exercise type
exercising rights
expectations
expelled
experimenting
expressing feelings
expressing sympathy
expressing thanks

F

Facebook
failing
failure
failure-wanting
fairness
faith
falling asleep
families-blended
family background
family violence
family-betrayed
family-embarrassing
fat
fate
fear
fear of failing
fear of success
feel powerless
feeling crazy
feeling for others
feelings
feelings-changing
feelings-communicating
feelings-confusing
feelings-depressed
feelings-expressing
feelings-handling
feelings-mixed

feelings-names for
feelings-not
feelings-owning them
feelings-predicting
female roles
fentanyl
fibbing
fighting
fighting with parents
fingernails
fire setting
fitness
fitting in
five-0
flood
following instructions
fondling yourself
foreplay
forgiving
foster home
free lunch
freezing out
French kissing
friend-drinking/drugs
friend-helping
friend-suicidal
friendly
friends
friends-choice of
friends-fighting
friends-making
friends-none
friends-online
friends-turning in
frustration
funny
future

G

gambling
gaming
gangs
ganja
gay
gay bashing
gender identity
generosity
genes-body

get respect
getting even
getting help
getting organized
getting support
girl/boyfriend
girl/boyfriend-abuse
girlie cycle
giving
giving compliments
giving help
giving up
glass
glasses
gloves
goals
goals-none
good sport
goofing off
gossip
grades
graffiti
gratitude
greatness
grief
grit
group home
group skills
group-discussions
groups-joining
growth mindset
guilt
guns
guts

H

habits-nervous
habits-quitting
hallucinogens
hanging out
happiness-practicing
harassment online
harassment-offender
harassment-sexual
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hard things-bouncing
back
hate
hate crime-target

hate crime-you do
hate school
hate speech online
hating yourself
have to do it
having a mentor
having conversations
hazing
hearing impaired
heavy
heavy heart
help-getting it
helpers-adult
helping others
heritage
heroin
hiding-want to
high school-after
hitting
HIV
home alone
homeless
homesick
homework
homophobia
honesty
hood
hooker
hooking up
hopeless
hormones
horseplay
hospitalization
how it is
huffing
human trafficking
humor
hangover-again
hurricane
hurting animals
hurting yourself
hyperactive

I

I statements
ideas-finding
identifying the
problem
identifying with others

identity
ignored
ignoring
illegal status
illness
image-your body
immaturity
immigrant
impulsive
in your head
in-group
in-school suspension
incest-offender
incest-victim
individuality
inhalants
injustice-confronting
insecure
insomnia
institution-betrayed by
institutional injustice
instructions-following
insubordination
integrity
intellectual disability
intelligences
intercourse
internal triggers
internet privacy
internet safety
internet-bullying
internet-connected
internet-harassment
internet-hate speech
internet-sexual
exploitation
internet-sharing
internet-threats
intolerance
introducing yourself
introvert
invisible
inviting someone
irritating someone
isolated

J

jacking
jail

jail-parent
jealousy
jerking off
job
joining a group
joints
jumped
junk
justice
justice-restoring
juul
juvey

K

k2
karma
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keeping going
killing yourself
kindness
kissing
klepto
knives
knocked-up
knowing who you are

L

labeling
lack of effort
latchkey
late
laughing
laughing gas
learning disability
learning style
left behind
left out
legal rights
lesbian
let-down
letting go
LGBTQ
liar
liking someone
liking yourself
limits-setting
listening
little cigars

locked up
locked up-parent
loneliness
loner
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loss
love
loyalty
loyalty to country
LSD
luck
lying

M

mad
magic mushrooms
making apologies
making complaints
making decisions
making friends
making love
making out
making space
making things right
making up
male roles
managing change
managing feelings
manners
manners-online
marijuana
marijuana-fake
Mary Jane
masturbation
MDMA
mean
mean-friend
mean-teacher
meet up-internet
meeting people
menstruation
mental disability
mental illness
mental toughness
mentors

messing around
meth
meth cooker
middle child
military
mind-body tricks
mindfulness
mindset
mistakes
mistakes-owning up
mixed feelings
mixed race
mobile phone
molested
molester
molly
mom & dad
money
money-not enough
morphine
motivation
motives-
understanding
moving
muggin'
multiracial
murder-threats
muscles-steroids
musty
mutilation-self

N

nail biting
name-calling
naming problems
narcotics
natural disasters
needs-stating
negative criticism
neglected
negotiating
neighborhood
neighborhood-new
nerves
nervous habits
networking
new kid
nice
no future

no goals
no hope
no papers
no to sex
non-binary
norms
not athletic
not creative
not good-looking
not happy
not having sex
not invited
not liking yourself
not motivated
not popular
not safe-home
not safe-school
not smart
not thin
not worthy
numbness
nutrition

O

obesity
observers
obsessing
obsession-offender
obsession-victim
odds-defying
oldest child
on the rag
online bullying
online friends
online gaming
online harassment
online hate
online porn
online safety
online sharing
online threats
online-citizenship
online-connected
online-sex creep
online-sharing
oops
open
open-ended questions

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opioids
optimism
options-coming up
with
options-evaluating
organized
ourself-cutting
outbursts
outside triggers
outsider
overeating
oversharing-online
overweight
owning up
OxyContin

P

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pals
panic attacks
paraphrasing
parent drug dealer
parent in jail
parent-alcoholic
parent-embarrassed
by
parent-fighting with
parent-hits you
parent-selling drugs
parent-talking to
parenting-teen
parents
parents-breaking up
parents-not caring
for you
passed away
passions
patriotism
paying attention
PCP
peer pressure
penalties for success
people smarts
perfect-having to be
performance
period
perseverance

personal history
personality
perspective taking
pessimistic
pet dying
peyote
photos-sharing
physical abuse
physical differences
physical disability
physical sensations
picked on
picking on people
pimples
pissed off
place-sense of
playing with yourself
PMS
point of view
police
politics-being part of
politics-unpopular
poor
poor sport
popo
poppers
popular
popularity-cliques
porn
possibilities
post secondary
pot
powertaking control
practicing happiness
predicting
consequences
predicting feelings
preferences
pregnant
prejudice
premenstrual
syndrome
prescription drugs
pressure
pressure to succeed
pressure-resisting
pride-national
prison

privacy-online
probation
problem-naming
problem-solving
procrastination
promises
property damage
props-giving
prostituted
protection-sex
Prozac
psychosomatic
PTSD
puberty
punishment
pushing
put-downs
putting off

Q

questioning gender
questioning sexuality
questions-asking
quiet
quitting
quitting habits
quitting-school

R

race
race-mixed
racial conflict
racial diversity
racial slurs
racism
rape
rape drug
rape-offender
rape-victim
ratting out
rave drugs
reactions-stopping
reading problems
really listening
reasons-giving
rebellion
receiving compliments
recklessness

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
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rules
rumors
running away

S

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
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
shoving
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
snow

snuff
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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

T

tagging
taking care of yourself
taking chances
talents
talking
talking back
talking-in a group
talking-too much
tardy
target
target-for bully
taste
teacher
teams
teams-joining
teasing
technical school
teen parent
telling a secret
telling on
temper
temperament
temptation-sex
tenacity
terrorism

tests
texting
texting-sexy photos
thanking someone
the pill
theft
thinking
thoughtfulness
thoughts-of suicide
thoughts-yours
threats-internet
threats-to kill
throwing up
ticked off
tics
time management
tobacco-chewing
tobacco-smoking
tobacco-vaping
tolerance
tornado
torturing animals
touch
touching yourself
trafficking
tranquilizers
transgender
transitions
trashing things
trauma
triggers-inside
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truancy
trustworthiness
truthfulness
trying
trying solutions
trying things out
turning someone in
twitches
Twitter
turf

U

ugly
understanding
feelings
understanding
motives
undocumented
undressing
unfairness
unhappy
uniforms
unlucky
unmotivated
unsafe at home
unsafe at school
untruthful
unworthy
using counselors
using resources

V

Valium
values
values-social
vandalism
vaping
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vicodin
victim
video games
violence
violence-guns
visual impairment
voice-using yours
vulnerable

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waiting-to have sex
want other people's
stuff
want revenge
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weaknesses

weapons
weed
weight-losing
weird touch
what you love
wheelchair
whippets
whistle-blower
why they do it
wildfire
willful defiance
winning
withdrawn
witness
witness to violence
wondering
work
working out
worry
writing problems

Y

you-mean
youngest child
your mind
your strengths
your word-keeping
yourself-accepting
yourself-aware of
yourself-caring for
yourself-killing
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

Social Awareness

Being aware of others

Empathy
Gratitude
Feelings-names for
Mixed feelings
Changing feelings
Perspective taking
Understanding motives
Predicting feelings
Responsibility –
for feelings
Showing care
• Active listening
• Paraphrasing
• Asking questions
• Body language

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

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

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
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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
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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.

Self-Awareness

Knowing yourself

Knowing yourself
Learning style
Smarts
Brain
Mindset
Curiosity
Character
Feelings – knowing yours
Body type
Honesty
Mistakes
Family background
Strengths
Agency
Self-awareness
Self-esteem

Social Awareness

Getting a feel for others

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Understanding feelings
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Feelings – changing
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Caring – show it
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• Discouraged
• Embarrassed
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• Envious
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• Conversations
• Inviting
• Thanking someone
• Compliments
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• Ignoring
• Digital citizen
• Group – joining
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• Resolving conflict
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• Help – giving it
• Sharing
• Courtesy
• Fairness
• Kindness
• Respect
• Responsibility
• Trust
• Forgiving

Responsible

Decision Making

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

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 – Rural
(grades 6-10)

Ripple Effects for Staff

Educator/implementer tools

Planning & Assessment Kit

Screen for Strengths

Data Viewer

Web

Implementation:
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