



Ripple Effects for Teens **Implementer's Guide**



Table of Contents

Introduction.....	3
Guidelines for Using <i>Ripple Effects for Teens</i>	4-5
Using <i>Ripple Effects for Teens</i> as a One-time Intervention	6
Designing a Targeted Plan (multi-session use).....	7
Facilitating the Ripple Effects Whole Spectrum Learning System™	8-19
Extending Learning Beyond the Program.....	20

Introduction

Ripple Effects for Teens is used across settings and tiers, with both groups and individuals, for students in grades 6 to 12. The program is primarily student-directed, but can also be educator-facilitated, or a combination of the two. This guide serves three purposes. To provide implementers:

1. A starting place for planning program delivery
2. Best practices of use
3. An overview of the learning system and suggestions to facilitate a lesson or expand on a lesson's content

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

- If you are using the program as a one-time intervention, see page 6, “Using *Ripple Effects for Teens* as a One-time Intervention.”
- If you are designing a multi-session individualized or group plan, see the section “Designing a Targeted Plan.” Then, decide what content (lessons) to select, using the [Universal-Tier 1](#), [Prevention-Tier 2](#), [Behavioral-Tier 2/3](#), [Juvenile Justice](#) or [Mental Health/Behavioral](#) manual.
- If you want to learn more about the learning system and how you might facilitate a lesson, see the section “Facilitating the *Ripple Effects Whole Spectrum Learning System*.”

Need more guidance developing your site's implementation plan? Check out the “[Implementation Planning Guide](#)” or find more resources in your Ripple Effects Dashboard, under [Implementation Resources](#).

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

Guidelines for Using *Ripple Effects for Teens*

Ripple Effects for Teens has the flexibility to be used with different learners in different ways. Research shows the program is most effective when youth have the opportunity to direct some of their use.

In the secondary setting, facilitated use of the program is often seen for some youth in therapeutic settings; during small group/whole class instruction; and with any learner who can only partly direct their own learning or asks for support. In all these instances, inclusion of independent, self-directed use of the program is highly encouraged.

If facilitating, the primary role of the implementer is to be a bridge to learner success. This may range from only providing an introduction to the program, login directions and a brief assignment to get started, to using the program's *Apply It* activities as a jumping off point to deepen the learning experience and build connectedness/community. Supplement TeleHealth or enhance synchronous distance learning instruction by walking through parts of the lessons with your learners, then provide youth with their own access.

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

1. Emphasize that it's a tool for learning, not entertainment, a game or punishment. Let them know the program's purpose is to help youth build strengths/skills, learn more about themselves, solve problems, and understand reasons for problems.
2. Cover the basics. Make sure learners know how to log in and let them know if program use is required, that you will be checking to see if they have completed the interactive parts of the topic(s) or any other work that you have assigned. Let them know you are there to help them navigate the program, and the resources available if hard or strong feelings come up for them.
3. Connect the work to expected behavior, community values, academic objectives or something meaningful to the student. Identify the specific behavioral expectation you will have of the student as a result of using the program.
4. Know when to require, and when to invite use. For youth who are in "fight, flight or freeze mode," present as unwilling to participate, or have access to the program as a 24/7 mental and behavioral health support, invite them to use the program as a personal problem solving tool. Let them know other youth find this tool useful, that what they explore is private, and share with them the resources available if they need help/assistance.

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

- “You are an important part of our learning community and (i.e. if you are here), something isn't working. Your job today is to do some work around that. This is a program we use to address what isn't working, but more importantly problem-solve the reasons for it. I want you to start by completing the topic for which you were referred. When you finish with the topic let me know.” (When learner notifies you of completion, prompt them to do some problem-solving around underlying reason)
- “We want you to be (i.e. successful here at school/a successful learner), and we believe that you know you best. This is a program that learners use to learn more about themselves and build the skills they need to be successful...”
- “We want you to get along with your peers and my guess is that you want that too. Because when learners (i.e. fight/bully) it not only hurts the other person, but also hurts (i.e. you/other learners). This is a program we use to help learners build skills to deal with (i.e. stuff/challenging situations/frustration/feelings/reasons behind/etc). What is something you think would help (i.e. prevent you from getting in fights)? OK, I want you to find that topic and work on it.” (If learner doesn't know, suggest they pick a topic from one of the KEYS categories to complete or start with the topic for which they were referred.)
- “There are a lot of reasons learners (i.e. use drugs (smoke marijuana, vape, drink)). We care about you and want you to make life choices that help your learning, relationships and health. To that end, this is a program we use in (i.e. health class/ISS/advisory) so that learners can ... (i.e. better understand why they are making choices & build skills around those choices/build decision making skills/find and build healthy skills for dealing with the hard things in their life/learn more about the drugs they are using and how their impact, etc.)”

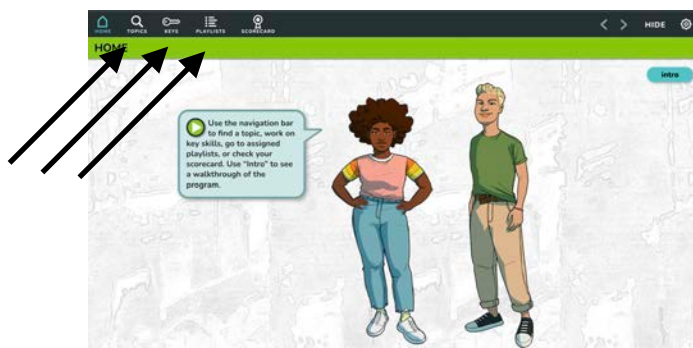
Possible prompts to encourage learner-directed personal problem-solving or skill-building:

- “Choose a topic that's on your mind or something you are curious about. You don't need to talk to me about the topics you choose, but if you want to, or want help using the program, I'm here for you.”
- “This is a program lots of learners have said is helpful to them for solving problems or dealing with hard things in their lives. I'll show you how to sign in, then you look through the TOPICS list and choose the topics you want to do. I won't be able to see what they are.”
- “A lot of times when kids get in trouble, they have some hard things going on in their life. Lots of those topics are in this list. Find one that works for you. (Maybe scroll through the list with the learner just to demonstrate the range of topics.)”
- “Think about a challenge or problem you are having in school. What do you think is the reason behind it? See if you can use the program to help problem-solve it. I'm here if you have any questions or want to talk.”

Using *Ripple Effects for Teens* as a One-time Intervention

Steps for a personalized, trauma-informed intervention to address problem behavior, build skills,

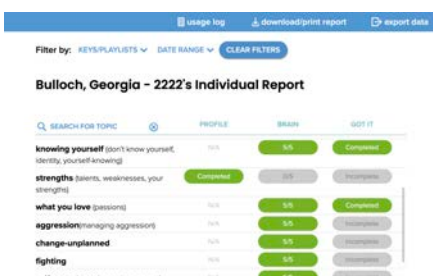
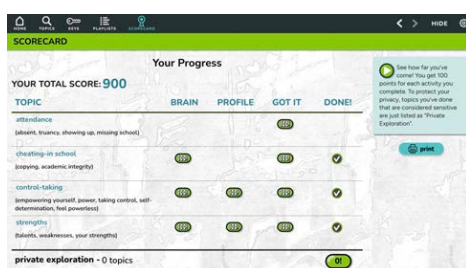
1. Help the learner access the program and login. Then, introduce the program, setting expectations of use. If you are facilitating the program, use your own account to project it onto a white board or share your screen.
2. Assign the problem/presenting behavior lesson from the **TOPICS** list. Or, assign a related skill-building topic from one of the **KEYS**. If your site has the “Playlist Creator,” use that tool to assign a topic via the **PLAYLIST** to a learner(s).



3. After the assigned topic is completed, ask the learner to choose and complete a topic from the **TOPICS** list that they think is connected to their behavior or something that is challenging them. Trust their instincts to find what they need and respect their privacy. In some cases, after using the program learners will disclose the underlying reason to a trusted adult. Another way that learners can independently explore the program and find topics that are important to them is to choose a topic from the “**Related topics**” listed on the sidebar of the topic they were originally assigned.



4. Check the program’s **SCORECARD** or the educator tool, *Data Viewer*, for completion of interactive parts of assigned topics or for usage data. Or, finish with the optional “exit surveys” found in your Dashboard to provide a bridge to “next steps.”



- “Problem behavior” lessons in *Ripple Effects for Teens* Aggression**
- Alcohol
 - Attendance/Truancy
 - Attention
 - Bias
 - Bias activity
 - Blurting out
 - Bragging
 - Breaking rules
 - Bullying
 - Cheating - in school
 - Chew
 - Cliques
 - Curfew
 - Cursing/Swearing
 - Cutting class/Skipping
 - Defiance
 - Disrespect
 - Disrupting class
 - Dress code
 - Fighting
 - Gambling
 - Gossip
 - Graffiti
 - Hazing
 - Hitting
 - Horseplay
 - Hurting animals
 - Huffing
 - Instructions - following
 - Lying
 - Marijuana
 - Name-calling
 - Online bullying
 - Online harassment
 - Online threats
 - Pushing
 - Recklessness
 - Conflict w/ teacher
 - Selling drugs
 - Sexing
 - Sexual harasser
 - Shoplifting
 - Slurs
 - Smoking
 - Stealing
 - Suspended
 - Talking back
 - Tardy/Late
 - Teasing
 - Threats to kill
 - Vandalism
 - Vaping
 - Weapons

Guidelines for Designing a Targeted Plan (multi-session)

While the guidelines below are primarily intended for use of the program in Tier 2 & 3 settings, they can also be applied to some universal, curricular applications. For additional resources to design your plan, see the implementation manuals on the Implementation Resource page found in your dashboard.

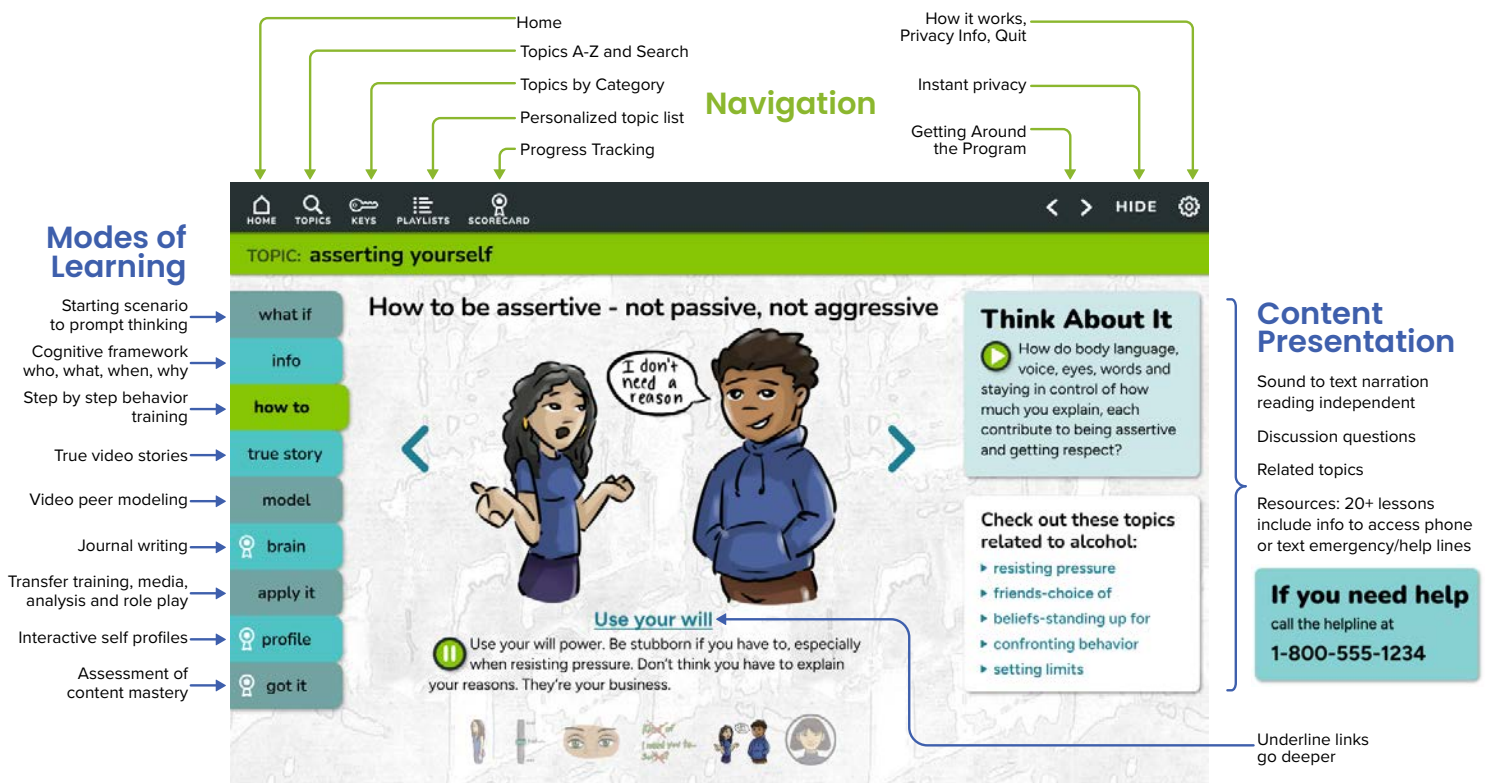
Research to date shows that:

- 3 ½-4 hours of content aimed toward one outcome/learning objective. This is 12-14 topics (lessons). Allow time for personal exploration.
- Those 12-14 lessons can be structured to the configuration that best matches the technology, staffing, constraints (time) and learning objective(s).
- Topics take on average 20 to 30 minutes to complete. One 30-minute session generally allows time to cover one topic and time for personal/student-directed exploration and discussion. Or, if educator-facilitated, a topic might be covered over the course of several sessions.
- Direct/encourage youth to choose one out of every four lessons, based on their own interest; the rest being assigned by the implementer.
- One topic can be translated into one or more sessions per week. The only constraint is that sessions be spread out enough to allow youth opportunities to practice and internalize what they are learning.
- Some youth in Special Education, or similar settings, will require more intensive skill building in the targeted area beyond the 12-14 lessons or more extensive skill training across skills. These youth might have two or more targeted intervention plans over the course of a year.
- Many youth, across settings and grades, report that in addition to having time to self-direct their learning, they also enjoy leading parts of lessons and participating in group exercises & discussions using the programs activities. The “apply it” exercises are a great place to find ideas.
- Select topics from the scope and sequences found in the implementation manuals (under Implementation Resources in your Dashboard menu).

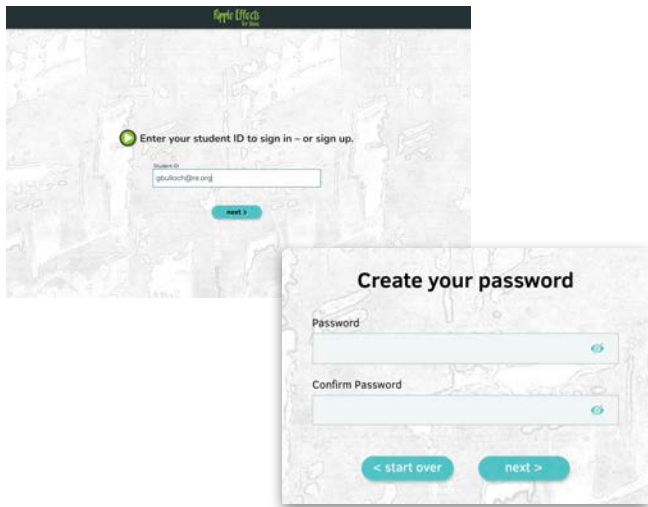
TIP: For youth who present as unwilling to participate or have an Oppositional Defiance Disorder, we recommend more emphasis on “putting youth in the driver’s seat” to activate use of self-determination and control to engage. For example, create a list of 20 topics and have a youth choose the 12 topics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

Facilitating *Ripple Effects Whole Spectrum Learning System*™

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



Youth Login



Sites that use Clever or ClassLink for student rostering and single sign-on will have their student records and passwords imported and managed by those third-party providers.

Sites that use the Ripple Effects Dashboard System for student rostering can import names and grades in advance, while passwords are set by the learner.

Choosing a password begins the process of self-regulated learning. It puts the learner in charge, lets them save their work, and protects their confidentiality. Reset passwords in Educator or Admin Dashboard. In many elementary settings or SpEd settings, passwords are assigned as needed.

Find more details about how learners accounts are created and login in your Ripple Effects Dashboard.

Peer guides - virtual mentors



Designed to feel like peers of the learner, guides speak with diverse voices, providing information and encouraging identification with the material. At left are a few of the guides from the *Ripple Effects for Teens* program.



“intro” button

Guides also briefly describe how to navigate the program and suggest ways to learn more. Click on the **intro** button for a navigational tour of the program.



Setting preferences & Program orientation

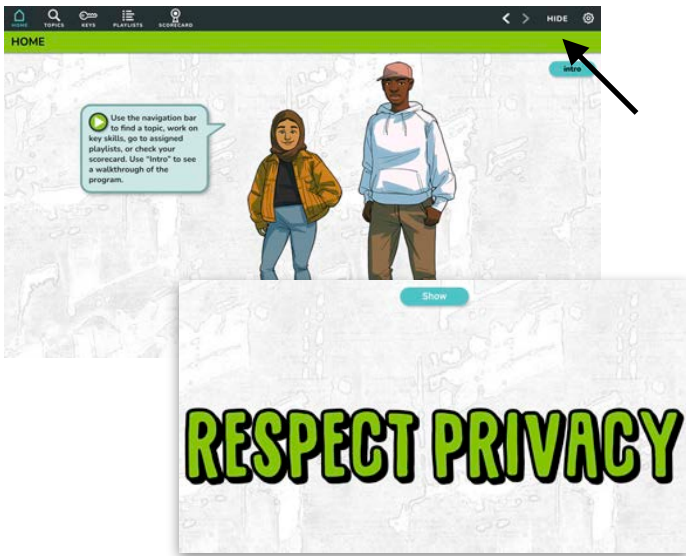
Clicking on the settings icon on the top menu is where the account holder can:

- launch the **? How It Works**, a two minute help movie. Orientated toward youth, it walks-through a lesson. The overview video can be used to scaffold initial instruction.
- turn audio (peer-narrated voices) **on/off**
- **quit** the program



Home Screen

The home screen is the jumping off point. The menu across the top is for navigating the program and accessing content. It appears on all screens within the program.



HIDE: Privacy protection

When the **HIDE** button is activated, a “RESPECT PRIVACY” screen covers the entire window and turns off sound. This feature protects learners' privacy.

To return to the content, a learner just needs to activate the **Show** button.



TOPICS, KEYS, PLAYLISTS: Accessing content

From the top menu, there are three ways to approach content:

- 1) An index of topics (A-Z), accessed through the **TOPICS** button. [Ripple Effects for Teens topic list](#)*.
- 2) A built-in scope and sequence aligned with CASEL's five SEL core-competency areas, accessed through the **KEYS** button.
- 3) The **PLAYLIST** button leads to a list of topics, customized to the individual or group. Topics are selected by the educator/implementer through the *Playlist Creator Tools* located in the Educator and Admin Dashboards.

*Topics can be blocked at the site level. This is done from the site's Admin Dashboard.

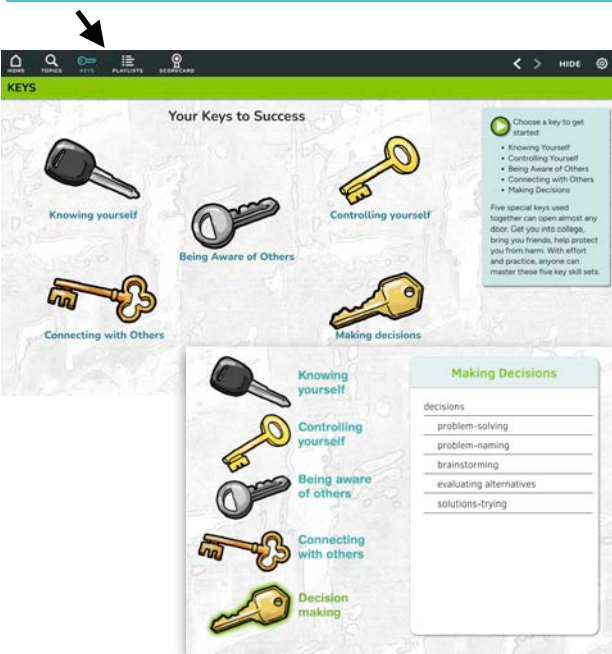


TOPICS: A-Z index of lessons for non-linear sequencing

The **TOPICS** button leads youth to a comprehensive hyperlinked alphabetical index of available topics, using language that both youth and experts/educators refer to them (i.e. resilience and bouncing back). [Teens has 400+ unique lessons/topics](#), with equivalent names nearing 1000. Users can scroll through the topic list, or “**search topics**” for their topic.

This mode supports constructivist learning, enabling users to approach the material from a concrete, personal point of view. Directing students to identify and complete a topic that is meaningful, concerning, or in an area that they are curious about engages & motivates the learner.

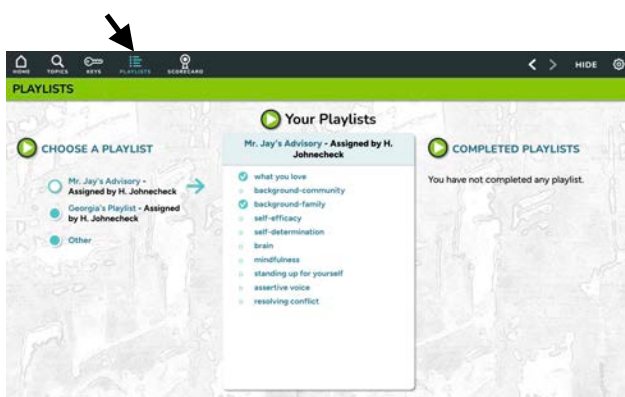
Customize the **TOPICS** list to maximize site level decisions in how to handle areas considered sensitive, inappropriate, potentially controversial. This is done in the site’s Admin Dashboard and/or District Dashboard.



KEYS: Table of contents for sequenced social emotional learning (SEL)

One way to approach the content is via the **KEYS** button. The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. This approach aligns with these 5 competencies, enabling systematic, sequenced learning.

Within each *Ripple Effects for Teens* topic there are additional micro-skill building tutorials to scaffold training.



PLAYLIST: Personalizing interventions

Educators are able to personalize and differentiate interventions by selecting and assigning topics to each youth or for a designated group/grade, using the *Individual or Group Playlist Creator* found in the Educator and Admin Dashboard. The **PLAYLIST** button then allows learners to easily access their assigned customized list of topics.

Check marks display when all interactive components of a topic are completed, helping learners self-monitor their progress, promoting personal responsibility and independent learning, as well as executive function practice.



Embedded hyperlinks: scaffolding, personalizing, deepening learning

Underlined text in the **INFO**, **HOW TO**, and **Related Topics** box (bottom right sidebar), applies a constructivist approach to learning by encouraging users to build on what they know.

Links create linear sequencing between related points. This “expert guidance” ensures that learners are led to the most relevant strategies related to the topic they are exploring.

By selecting hyperlinks, learners are choosing what is most salient to them or what they want to know. This deepens the learning and increases the likelihood that they will be able to retrieve the information or strategy in an applied setting.

Facilitators/educators utilize the **Related topics** or hyperlinks for deeper instruction in an area, address related risk and protective factors, or as a way to encourage learners to do self-directed learning or personal problem-solving.

Content presentation: multiple modes of presentation & expression (UDL)

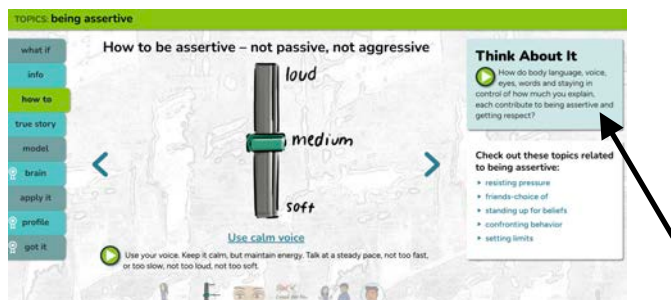


Sound to text presentation - each learning mode is presented in audio form, spoken by a diverse group of youth voices. Audio functions include autoplay, replay, and pause. Throughout, users can read along by scrolling through matching text. Audio can be shut off from settings.

Visual presentation & expression - each learning mode includes either graphics with simplified text, videos, or scenario based photos. The reflection exercises (**Brain**) allow text input, with some devices & platforms supporting graphic expression (i.e. emojis).

Speech to text expression - Some devices and certain platform plug-ins support speech to text in the **Brain** activity and “search topics” function.

WCAG Compliant - program works with assistive devices



Reflective inquiry

Providing time for youth to privately explore the program and go to topics that are most concerning or of interest to them provides opportunity for self-directed reflective inquiry.


Open-ended questions, **Think About It!**, on each screen prompt critical thinking and reflective inquiry. These questions can be used as discussion or writing prompts and align with various academic standards.

The “Brain” learning mode serves as a structured reflection activity.

TOPICS: getting help

what if
info
how to
true story
model
brain
apply it
got it

Help me!



Think About It
How do you think Bruce is feeling now? Why might he be uncertain about who to ask for help? Do you think it's related to his being a boy? Why or why not?

Check out these topics related to getting help:
• suicide
• depression
• resources
• counselors
• sexually abused
• threats-to-kill

If you need help:
Crisis Text Line text CONNECT to 74741

Bruce has a problem that he hasn't been able to solve. He knows he needs help but doesn't know who to ask or how.

Resources: Info to get help

Topics considered safety issues contain the information (numbers and/or links) to access national emergency help lines.


Also, embedded within these topics' **how to** and **info** learning modes are validation that the learner is not alone, as well as instructions in asking for help, talking to a trusted adult, and accessing resources.

LEARNING MODES

TOPICS: asserting yourself

what if
info
how to
true story
model
brain
apply it
profile
got it

Assertive? What's that?



Think About It
What do you think Crystal's sister meant by "being more assertive"? How is it different from being aggressive AND different from being passive?

Check out these topics related to asserting yourself:
• resisting pressure
• friends-choice off
• standing up for beliefs
• confronting behavior
• setting limits

Crystal used to get taken advantage of a lot. Her sister said she needed to be more assertive. So Crystal started pushing other people around before they got a chance to push her. Now her sister says she's turned into a bully, that she's too aggressive. Whatever. Crystal just wants to get the respect she deserves.

Learning mode: what if

BACKGROUND INFO

A mini-case study, this learning mode starts the lesson by presenting a challenge facing a young person. Inquiry based questions provide a structure for self-reflection & clarify the lesson topic through example.

Designed to develop higher order thinking skills, the supplemental questions invite reflection on the how and why behind each situation and prompts to brainstorm its potential solutions.

IF FACILITATING, YOU COULD...

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

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: info

BACKGROUND INFO

info uses an instructivist, or cognitive approach to transmit science-based information taken from research and best practices. Who? What? When? and theories of Why?

Often this kind of information, is included in a teacher’s guide as “background information.” Including it within the program enhances learning for those students who are analytical learners or need to know the “why.” Others are curious as to the “why,” especially for more personal topics.

Not all students learn from pure information, but many feel respected by having access to it.

IF FACILITATING, YOU COULD...

Have students listen privately (if one-to-one), or together projected on a screen. In either case, use the sidebar questions as discussion or writing prompts to help scaffold or deepen the learning & support reflective inquiry. Hyperlinks provide opportunity to dive deeper into content. Invite student(s) to choose one.

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: how to

BACKGROUND INFO

How to is explicit instruction, or the behavioral approach to skill building. A set of 3 to 5 micro-skills per lesson are presented, with some skills hyperlinked to deep skill-building in that area. All of the evidence-based strategies offered have been shown to be effective in addressing risk, and building protective factors associated with school and life success, as well as health and well-being.

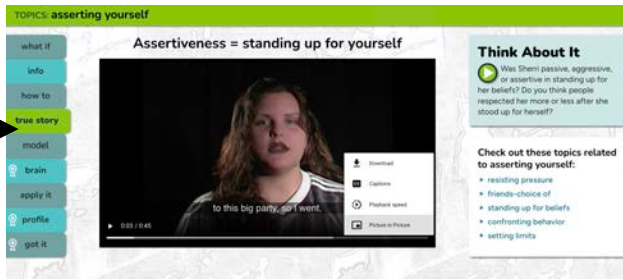
Users are given multi-part instructions in a “slide show format,” that may include the following strategies:

- cognitive (i.e. “use an if/then sentence” or “avoid weak words like “sort of” or “kind of”)
- behavioral (i.e. “...as you breathe in through your nose, focus” or “Use your eyes to communicate assertiveness...”)
- affective (“understanding & recognizing feelings”)
- attention (notice)
- social/communication skill (“ask a question that can’t be answered with yes or no”)

IF FACILITATING, YOU COULD...

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

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: true story

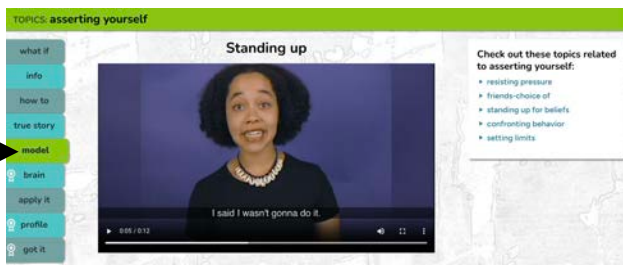
BACKGROUND INFO

Storytelling has been the primary affective mode of teaching and learning for thousands of years. Here, young people, often one developmental level older, tell first person stories of how they faced a problem and dealt with it. They provide motivation and modeling, and deepen affective involvement in the learning. Each video includes a formal story arc with setting, character development, plot and resolution. Spanish & English captions available.

IF FACILITATING, YOU COULD...

Be sure to let the stories talk for themselves, as the authenticity of real youth sharing their stories, in their own words, is key to their power. Supplemental questions, in sidebar, promote empathic identification with the protagonist and analysis of his or her character choices and consequences, using one's own experience as a point of comparison. Often students will be inclined to share their own stories, so be sure to establish guidelines for sharing if you are having a group discussion. Advise against disclosure of abuse or victimization in a group setting, as it can set them up for further exploitation. Use the true story template to invite youth to choose a topic within the program and write and produce their own short resilience video.

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: model

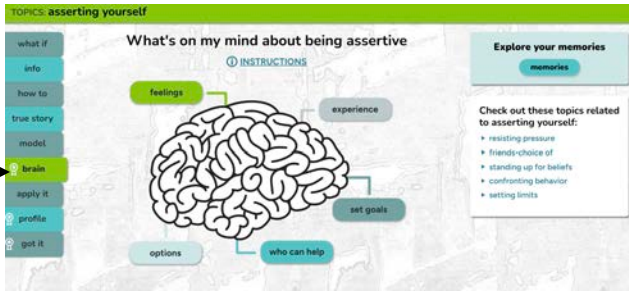
BACKGROUND INFO

A peer modeling video demonstrates one of the skills introduced in the "how to." Social learning theory underscores the importance of observational learning and of concrete modeling of specific behaviors, as key elements of social emotional learning. Consistent with the theory of Vgotsky's zones of proximal development, these videos feature youth who are a developmental level above the learner, to reduce the experience gap and increase identification between models and learners. Spanish & English captions available.

IF FACILITATING, YOU COULD...

Use the videos as a point of reference for discussion about what the applied skills might look like for your students. Or, have learners create their own modeling videos to create their own personal library or learning portfolio. Assist students in adapting the modeling to their context. Refer back to the "how to" for skills to role play. And most importantly, in your everyday teaching, model the behaviors you see here. When you apply the skills outside the lesson, the teaching is reinforced.

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: brain (journal)

BACKGROUND INFO

Vgotsky was among the first to identify journaling as an instructional method that facilitates the process of internalizing dialogue to shape understanding. Other researchers have demonstrated how journaling can be an independent tool for developing self-understanding, as well as reinforcing the skill reflecting upon what is being discussed/experienced with others. In this way, journaling can serve as a self-assessment tool.

The **brain's** interactive, journal writing exercises utilizes the a model of the brain to show how it plays a role in what we think, feel and do.

In addition to drilling in the classical critical thinking process of identifying problems, clarifying options and choosing alternatives through a structured and assisted process of reflective inquiry, the **brain** adds two components which are important with social emotional issues. First, identifying feelings related to each experience. This gives a learner a means to name their experience, which is the first step in having power over it. Second, identifying who in the community a learner can turn to for help solving a problem or help. This knowledge further tools the learner, empowering them to take action.

Drag and drop word prompts provide a bridge to communication for English Language Learners and those with low language skills, helping to scaffold language development.

Type your own thoughts here is an open-ended text entry box, that provides room for learners to express themselves in any language compatible with their computer. Speech to text and emojis available on compatible devices.

Memories are stored in the learner's account. Learners can choose to save their memories electronically, screenshot, export or print them. This record allows learners to document action plans and self-reflect on growth over time.

In certain settings (i.e. juvenile justice, behavioral health) that require adult supervision of all program user writing, learners can be asked to print their entries. The **brain's memories** can also function as part of a learning portfolio (i.e. SpEd). It is imperative to let the learner know that they will be required to do so ahead of time.

Learners earn 100 points in the **Scorecard** when all five parts of the **brain** are completed. Check marks indicate when a section is complete.



MEMORIES

7/12/2023 My feelings about being assertive When I'm assertive with others, I feel... unsure, nervous, 😞😞😞😞 I just don't know how to do it so I'm nervous.

1/24/2023 My experience with unplanned change Unplanned change is something I... look forward to, resist

1/12/2023 The people who can help me with unplanned change People who can support me with unplanned change are... teachers, my folks, friends, faith leaders

1/2/2023 My experience with expressing my feelings To



YOUR IMPLEMENTATION NOTES/IDEAS:

TOPICS: being assertive

- what if
- info
- how to
- true story
- model
- brain
- apply it**
- profile
- got it



Apply it out in the world
Bring what you've learned out into the world. Choose an area that interests you to get ideas and exercises.

Check out these topics related to being assertive:

- resisting pressure
- friends-choice of
- standing up for beliefs
- comforting behavior
- setting limits

Learning mode: apply it

BACKGROUND INFO

Learning becomes “fixed” when it is transferred. Evidence from brain science indicates that when students learn a procedure in a personalized situation, where many parts of the brain are involved simultaneously, they are more likely to remember it and transfer it to other contexts.

Apply it offers opportunities for common application of what has been learned, set in situations involving friends and family, media analysis, sports and role-plays. Exercises can be used as part of group, pair or individual work. Many align with various academic standards. Can be a way to build community, strengthen connections, answer questions, troubleshoot real-life challenges, and practice the desired skill. Print/Export available.

MEDIA

Think of an example of when you were assertive – not aggressive, not passive – on social media. How did others respond? How is assertiveness different online than it is in real life? What role does tone play?

MEDIA

These extension activities prompt critical thinking, and encourage analysis of social media, television/movie, video games, music and other media forms. Learners analyze how the media might glamorize or reinforce certain social behavior or stereotypes, how social conflict is used to create “drama,” and how comedy uses “dysfunctional” behavior or minority groups for humor. Learners are asked to think about why certain techniques are used, who benefits, and who might be hurt.

FRIENDS & FAMILY

Do a survey of your close friends and family. Which of the critical elements of body language, voice, eyes, words and will power does each use to get respect? Which of these things do they use in ways that weaken them?

FRIENDS & FAMILY

These extension activities offer a way to apply each lesson to the learner’s family or friends. While peers are the primary emotional focus for many adolescents, parents and guardians have the greatest life long influence. Both groups are subjects for these exercises which promote social communication and encourage youth to reach out to their community/family, strengthening connection through communication.

SPORTS

Take the three elements of body language, voice and eye contact. How are they used differently in different sports to gain a competitive advantage?

SPORTS

These extension activities apply key messages from every lesson to a sports setting. All learning is physically embodied at the cellular level, but for many learners, especially those who learn kinesthetically, it needs to be embodied in a more physical way. Learning is further deepened by engaging in the content in a “real life” application. Some learners, especially boys, can more easily access what might be considered “touch-feely” material when it is in the context of sports settings.

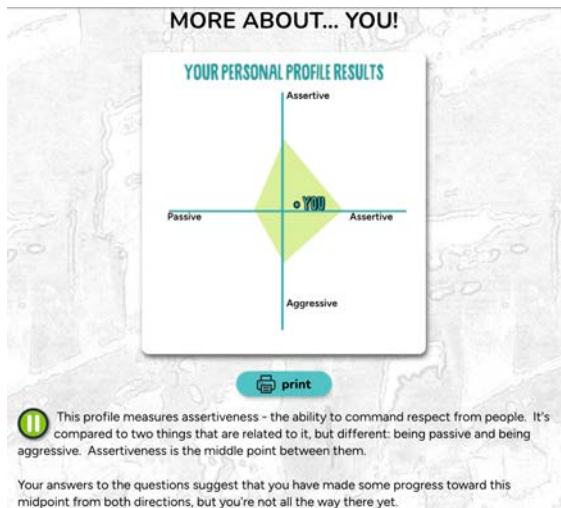
ROLE PLAY

With a partner, make your eyes look assertive, then passive, and then aggressive. Can they tell which is which? Now use your voice in those three ways, saying something simple.

ROLE PLAY

These rehearsal scripts can be used with a partner, or in front of a mirror. They are intended to be practice, not performance. Rehearsal of social-emotional and language skills in real world contexts is important to creating “performance knowledge.”

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: profile

BACKGROUND INFO

These self-assessments, are the 180 degree balance to the direct instruction offered in the **info** and **how to** screens. More than 40 topics, ranging in areas such as assertiveness, emotional regulation, learning style, temperament, contain **profiles**. The profiles are not diagnostic tools, but science-based, engaging exercises that use a motivational approach to:

- promote interpersonal “intelligence”, based on greater understanding of one’s personal strengths and weaknesses
- promote metacognition, an understanding of the working of one’s own mind
- provide the learner with the feedback using strength based language and descriptions
- help learners identify risk and protective factors
- provide individualized guidance on ways learners can grow core social emotional competencies, such as empathy, assertiveness, problem-solving and decision making skills, connections to community and impulse control based on learners’ presentation of experience.

After ranking six sets of four statements, learners get immediate, customized feedback, including a graphic profile and description in text and audio of what their answers mean for them. Results direct learners to further skill training in the program, based on their responses. The **profile** mimics proven counseling approaches, in that participant input is mirrored back to them, and framed in ways that point them towards help.

profile results can be printed or exported, but are not saved within the program. When learners complete a **profile** they earn 100 points in the **Scorecard**.

[List of topics](#) with a **profile** activity.

IF FACILITATING, YOU COULD...

Some of the topics within the program have profiles that can serve as “get to know you” activities. After a learner completes a profile, have them print/export it, read it together and discuss with them what they thought about it. Did it resonate? Did they disagree with it? Did they learn something about themselves? The “Strengths” topic is a great place to start.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning mode: got it

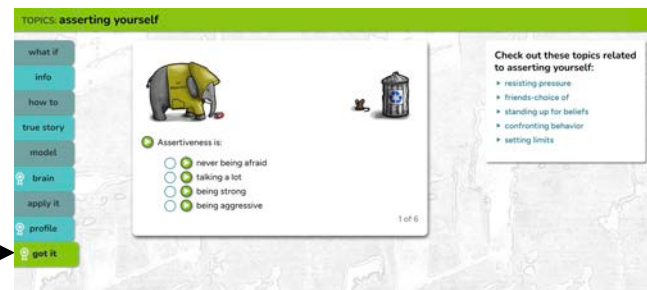
BACKGROUND INFO

Each lesson has a gamified multiple choice exercise. They are similar to traditional multiple choice assessments that they query for understanding facts, thinking processes and procedures, as well as providing “word problems” through which leaders must demonstrate deeper understanding. They differ from those conventional tests in that they are designed not to sort students into categories or act as a summative assessment, but to provide practice to bring every learner to mastery. Wrong answers are thrown out, enabling a trial and error approach to learning.

The interactive approach serves as additional exposure and practice with the content in the **info** and **how to**.

All **got its** have audio narration and playful sound cues. Many have an animated component that progresses as a learner advances, which further motivates some learners to engage with the material.

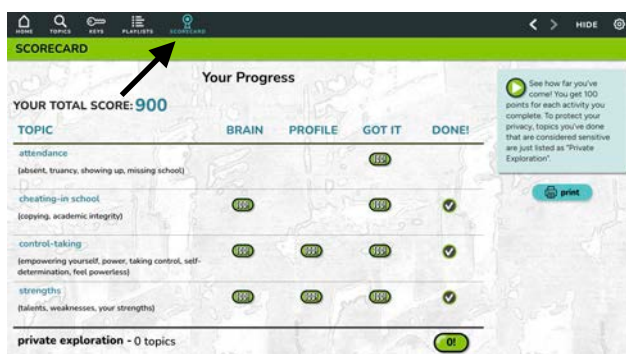
When learners complete a **got it** they earn 100 points in the **SCORECARD**.



IF FACILITATING, YOU COULD...

Do this activity together. Before selecting, ask “why/why not.” Some answers might elicit responses like, “In this situation, it could be true...” or “In my family,…” When appropriate, give room and respect for opinions, personal experiences, and cultural differences.

YOUR IMPLEMENTATION NOTES/IDEAS:



SCORECARD: Reinforcement, feedback, motivation

A motivational, progress monitoring and reinforcement tool, the built-in **SCORECARD** records completion of the interactive learning modes (**brain, profile, got it**). Learners earn 100 points for each activity and a check when they’ve completed all interactive parts for a lesson. For some, earning points or completing all the interactive modes represents a challenge or progress towards a goal, and motivates them to engage.

When learners click on the **SCORECARD** they get immediate and ongoing reinforcement for participation (positive learning behavior), a key factor in shaping, changing and maintaining behavior.

Topics categorized as “personal/sensitive” in the program do not appear by name, but are grouped under “private exploration.” To see which topics are considered “personal/sensitive” in the program, see the [Ripple Effects for Teens topic list](#).

Program facilitators can check the **SCORECARD** or the *Data Viewer* to verify completion of assigned lessons.

Extending Learning Beyond the Program

1. Look for opportunities to **reinforce positive behaviors** outside of the program. Ripple Effects offers the following support resources:
 - **Posters** – to use in your classrooms and hallways. Available from your dashboard menu under [Implementation Resources](#).
 - **Coloring sheets** – useful for internalizing messages and calming/de-escalation. Available from your dashboard menu under [Implementation Resources](#).
 - **Reinforcement tools** – find an easy way to notice and record positive behaviors. Focusing on positive behaviors increases school-wide levels of positive reinforcement and contributes to a supportive school climate, as well as provides the student with positive feedback on their progress.
2. **Model** the core social-emotional competencies for your learners.
3. **Engage families** by communicating with them about the work you and your learners are doing; what the program is; and report on learners’ successes. See the “Extending Program Reach” section on the [Implementation Resource Webpage](#) for materials.