rippleeffects

**Juvenile Justice settings
Targeted approaches
for positive youth development**

Contents

Introduction

The purpose of this manual is to provide information about how to use Ripple Effects programs to support youth across juvenile justice settings by strengthening the protective factors they need to succeed, skill-building around the problem behavior or crime to prevent reoffending, and addressing the personal risk factors of each youth involved.

Ripple Effects believes that the most effective intervention is prevention. Research now shows the zero tolerance and punitive policies of the past don't work. The school to prison pipeline is all too real, and often punitive discipline is racially biased and disproportionately pushes kids of color into a judicial system that severely limits their life options. Yet others argue that limiting punitive discipline leads to chaos. Another way is needed; one that integrates culturally competent discipline with skill building that lifts young offenders up and out the system, disrupts violent and aggressive behavior and empowers them to identify and transform external obstacles to their success. We know that victims and their communities struggle with the fallout—early death, injury, fear and trauma. But perpetrators share an equally grim future—incarceration, unemployment, and reduced mental and physical health. The loss of social and physical resources is costly on both sides; the loss of human potential, devastating.

Ripple Effects meets in the middle. Through developmentally appropriate social emotional skill building, behavior training and motivational counseling, youth are held accountable for their actions, develop the pro-social skills needed to more positively connect with their communities, and address the individual internal and external personal challenges they are facing. Communities benefit from reduced recidivism and improved public safety as well as regaining the powerful offerings these youth contribute.

Neither Ripple Effects nor this manual purports to be a violence, drug and alcohol, or suicide prevention program. Nor is it to be used for diagnostic purposes or "prescribed" treatments. Rather, the resources compiled in this manual were developed to illustrate overlaps of Ripple Effects with treatment approaches. It is not intended to replace the services of professional therapists, counselors, and mental health service providers. Nor does it take the place of medications prescribed by licensed psychiatrists and physicians.

Understanding Youth in Juvenile Justice

Trauma and Adverse Childhood Experiences (ACES)

Youth involved in the juvenile justice system are more than three times as likely to have experienced a traumatic event and/or adverse childhood experiences than the general population. Within the population of youth with trauma and adverse experiences, aggression, depression, and substance abuse are common, and occur on a spectrum. Some youth with support resources and personal resilience can recover from trauma and adverse experiences. Others do not have the resources needed to recover and can experience a prolonged state of a hypervigilant "survival mode" that is a natural and primitive response to perceived danger and threat.

Neuroscience has helped us understand the profound impact these experiences have physically on the body and brain. Trauma and stress trigger the amygdala which causes a reaction faster than rational thought, setting off a physical and emotional alarm system that responds by going into survival mode of "fight, flight or freeze." For youth who experience the kind of ongoing trauma that puts them in immediate physical danger, this ability to respond quickly can keep them alive or mitigate harm.

When this amygdala sets off this response in the brain, functioning in the hippocampus and the prefrontal cortex, areas that control executive function, is inhibited. Executive function is key to controlling impulses, solving problems, and planning. Strong self-regulation and emotional regulation skills can override the "fight, flight or freeze" response when appropriate; allowing the hippocampus and prefrontal cortex to function fully in decision making, problem solving, focusing, and learning.

Too often, youth that experience chronic adverse experiences do not develop this ability to self- regulate. This results in a number of negative outcomes: inhibited brain development, increased stress related illnesses, participation in high risk behaviors, lack of concentration, sleep problems, difficulty concentrating, and trouble developing trusting relationships. These youth often attribute hostile intentions and feelings where others see the situation as neutral, adding to the challenge of forming healthy connections and relationships.

The juvenile justice system not only includes a disproportionately high number of youth with trauma and stress, but the process being involved in the system in and of itself can be yet another stressful or traumatic event. This involvement is generally against their will and out of their control, and being removed—even briefly—from their home, community, peers and even electronic devices all can result in activating a stress response. Traditional relationship oriented treatment models that require focus and attention to instruction, and compliance to treatment goals through external forces, are by their nature likely to be unsuccessful with these youth, or at best, initially responded to with defiance, opposition and non-compliance.

Behavior and academic problems in school

Generally, long before they have contact with juvenile justice, these youth are disproportionately represented in school discipline settings. They are over-represented in office referrals, suspensions, expulsions, and corporal punishment. They tend to struggle academically, with a disproportionate number of them having disabilities covered by special education law.

High prevalence of mental health concerns

Increasingly, the juvenile justice system is the first point of contact and the treatment provider for youth with mental health concerns. Of the more than two million youth who come into contact with the juvenile justice system, it is estimated that somewhere between 50 to 75 percent have a mental health disorder. This rate is much higher than the general population. Substance abuse, depression, and post-traumatic stress disorder are the "big three" mental health disorders, which form a triangular feedback loop, reinforcing the poor decisions that lead to criminal behavior.

Youth with mental health issues often have serious deficits in core social-emotional competencies. Psychosocial interventions can play a critical role in a comprehensive system of care when rehabilitation is viewed in the context of the youth's overall level of functioning, quality of life, and reduction in the risk of offending.

Race and ethnicity

OJJDP has identified disproportionate numbers of African American, Native American/ Indigenous People and Latino youth.

Although African American youth represent less than 14 percent of all American youth under the age of 18, African American boys make up 43 percent of the male population in juvenile facilities, while African American girls comprise 34 percent of incarcerated girls. Native Americans, who represent less than 1 percent of the U.S. youth populace, constitute 3 percent of all girls and 1.5 percent of all boys in juvenile detention facilities *(2018)*.

These youth are disproportionately represented at every level of the school discipline and juvenile justice systems. Data also shows they are contacted and punished more often, more arbitrarily, and more severely. Given the strong relationship between racial disparities in both school discipline and in juvenile incarceration, the first step to reducing disproportionate contact with juvenile justice for these youth is to reduce disproportionate discipline at school.

Gender

Since the mid-1990's arrests of youth overall haves been on a steady decline, while the percentage of arrests that involve female youth young girls has increased. More often, when females are detained or committed it is for status offenses or technical violations, whereas males are most often detained or committed for crimes against person or property.

Child abuse and neglect

A growing body of research has documented a connection between youth maltreatment and juvenile delinquency. Youth who have experienced child maltreatment have increased risk of:

- involvement in justice system in their lifetime
- reoffending if they had extensive contact with child protective services
- being arrested for violent, nonviolent, and status offenses as a juvenile

How Ripple Effects Interventions Work

Addresses individual risk and protection

The fields of education, health and public safety all increasingly rely on a model of three tiered intervention: primary for universal promotion of positive behavior, good health and school success; secondary for targeted risk reduction, and tertiary for individualized intervention after school failure, injury, illness, or anti-social behavior have begun to occur. Ripple Effects software-based, training program is effective for all three levels of intervention.

When youth enter the juvenile justice system, ideally, they will receive a comprehensive assessment that results in a plan and goals tailored to the infraction/crime and the unique needs of the individual. This plan can include incarceration, probation or diversion; therapy; community service; family therapy and parent training; school-based, clinic, or partial hospitalization; individual therapy or counseling; group therapy and psychosocial skills groups; medication; and more. Each young person needs to address the behavior that is creating a problem and the unique combination of personal risk factors that has led to poor decisions. They need to develop offsetting protective factors, especially social-emotional competencies.

Researchers have identified numerous effective prevention programs and interventions to address risk factors. Effective, sustainable services must meet important criteria. Ripple Effects digital programs meet these criteria by:
- ensuring fidelity to evidence-based practices (EBP)
- effectiveness in settings with limited financial and human resources
- allowing cultural and site-specific adaptation without loss of fidelity to EBP
- accommodating individual differences in learning and language proficiency
- ensuring against disproportionality and discriminatory practices at every stage
- enabling accurate monitoring and data management to report to court

Ripple Effects programs utilize several therapeutic approaches using multiple modes of learning to help youth develop and internalize skills. Since the transfer and generalization of new skills to real life will often occur in emotional and complex situations, encouraging youth to use the culturally relevant, trauma-informed intervention to privately explore and problem-solve the areas in their lives that cause them the most challenge without blame or shame helps them to access the skills when they are in their "real lives."

Supplements and expands the efficacy of evidence-based practices

Across juvenile justice settings, staff shortages and limited skill sets and expertise impact the quality of services provided. Ripple Effects programs can be used to increase the dosage of intervention efforts to reach specific goals and provide an evidence-based tool for less experienced providers. Ripple Effects expands the reach of other evidence-based practices with social emotional skill-building and behavioral training tutorials that directly address specific areas linked to restorative practices, common risk factors, and mental and behavioral health disorders to name a few. Separate manuals in this series explore the use of Ripple Effects as:

- Universal Promotion for Positive Youth Development
- Targeted Prevention: Risk Reduction
- Personalized Positive Behavioral Intervention: Sample Individual Treatment Plans
- Mental & Behavioral Health Interventions

Bridges communication

Ripple Effects does not replace mental health professionals or positive relationships with trusted adults. Rather, it gives young people an opportunity for self directed intervention while a trusting relationship develops. It allows adults the opportunity to be the "guide on the side". The tutorials provide language for talking about what's on their mind. It can be an effective bridge to communication with youth who may be working through trauma, proud, withdrawn, or embarrassed to bring up a sensitive topic. Youth have disclosed anorexia, abuse, and suicidal feelings after using the program, even when they had previously refused to do so. Youths' sense of a private, protected space for personal exploration is essential to their use of Ripple Effects. It is correlated with the positive outcomes to date.

Youth-centered personalized problem solving

Youth can access Ripple Effects as a skill-building extension and reinforcement, or as a means to help deal with a personal challenge. This removes barriers to support such as having to wait for an appointment with the probation officer or finding the right counselor. In all tutorials involving student health or safety, Ripple Effects programs strongly encourage students to seek help from an adult they trust. Youth-directed use of the program can also serve as a bridge to building relationships, as well as empower and motivate youth in the process.

Youth-directed

The most unique and powerful aspect of Ripple Effects is its capacity to engage youth in accommodating their own learning—driving their own skill building efforts. The process immediately engages them in the act of self-directed problem solving and activation of executive function.

Reduces harm with early intervention

Contact with the juvenile justice system can happen on a continuum, in a range of settings and have range of reasons for contact. Punitive policies, overwhelming crowding, limited and inadequate services, poorly trained staff often result in an offender being discharged without adequate support or being directed to a setting inappropriate for their offense. Ripple Effects' philosophy is neither, "three strikes …", nor ignoring transgressions. Rather it is, "one offense and you're in" – in to a program of early intervening services to change the offending behavior, address the risk factors that underpin it, and restore relations with the community. This approach works best within a system of graduated consequences with coordinated early intervening services that targets the offense, not just at its final expression, but also addressing its root causes.

Uses in Juvenile Justice Settings

Provide early intervening services at each point of contact

The diversity of settings in juvenile justice increases the difficulty of providing a consistent, integrated, restorative intervention to youth. Ripple Effects programs can put a wide range of evidence-based strategies in the hands of staff at any and every point throughout the system, and enable continuity of care throughout the system. Furthermore, when communities adopt broad-based approaches to positive youth development, such as Integrated Systems of Support (ISS) or Communities that Care, they better synchronize and reinforce each settings efforts.

Setting for contact	Purpose of contact
School-based policing (SROs, SSOs, SPOs) Street, community Stop and talk, citation	Law enforcement, mentor/counselor, discipline, security, prevention education Stop and talk, citation
Police Station Hold for formal questioning	Hold for formal questioning
Police, D.A., law office Informal deposition	Informal deposition
D.A., Juvenile probation, courts Formal charges	Formal charges
Youth court, drug court, juvenile court Hearing	Hearing
Truancy settings – detention centers, school-based truancy programs, crises residential centers Deal with truancy	Deal with truancy, runaway, chronic absenteeism
Community service program, Restorative justice programs Positive sanctions	Positive sanctions, Pro-social community engagement
Counseling, 12-step group, Alternative schools, Diversion programs Corrective treatment	Corrective treatment, Prevention
Probation office Probation	Probation
Residential group homes, halfway houses Community-based detention	Community-based detention
State or local juvenile detention centers (jail) Detention in secure facilities	Detention in secure facilities
Probation department, Community Based Organizations After care, Re-entry	After care, Re-entry

Provide access to services across settings, "just-in-time"

Ripple Effects can be used across a wide range of juvenile justice settings to provide effective intervention. In addition, the web-based nature of the programs allow youth to access the intervention at any community-based setting (libraries, health, education, CBO's, etc) or "just-in-time" on their personal device while on probation or once formally dismissed from they juvenile justice system. Some offenses are responsive to a known set of intervention strategies, but lack of personnel, cultural gaps, and/ or lack of precise domain expertise prevent delivering the best matched proven strategies for every young person's unique needs. When technology is at its best it can serve to make treatment more effective, efficient, and equitable.

Leverage youths' strengths for good

If we expect young people not to act out when they are angry and not to anesthetize their pain with drugs or alcohol, we need to give them the tools to solve problems constructively, including the means to confront injustice and create social change. Use Ripple Effects programs to transform anger, aggression and proclivities for risk-taking into assertiveness, activism and leadership.

Promote fairness and justice

Rules, policies, expectations, institutions and practices and the people involved in defining and carrying out the that work should promote and emulate fairness, and protect a youth's due process. Sometimes this doesn't happen. Ripple Effects programs include numerous skill-building topics that address external factors that youth have no control over.

Additionally, a social justice approach to juvenile justice is to have youth understand their rights in the context of their situation, with topics like: Rights, Arrest and Probation. See the *Legal Rights* scope and sequence on pages 50-51 in this manual.

Use as restorative justice practice

When at all possible, the juvenile justice system needs to work to address youths' risks and needs within their communities and keep them in the system only as long as necessary. Cost-effective community-based alternatives are available at just about any point in the continuum. One of the growing approaches is Restorative Justice, where the focus is to repair the harm caused by the crime or behavior, strengthen relationships, and build community in a proactive, pro-social process that emphasizes belonging, safety and social responsibility. There are several restorative justice models, however, they all share an emphasis on community-based sanctions, a non- adversarial and informal process, and decision making by consensus (Bergseth and Bouffard 2007).

Ripple Effects programs augment and align to these processes and different models of practice by offering youth-directed, personalized support that expands, extends and fortifies the interpersonal aspects of restorative practices, as well as addressing intrapersonal challenges that lies behind the presenting behavior, from psychological issues, to family issues, to peer relations, to neighborhood context, to structural stressors such as poverty and discriminatory policies. See the *Restorative Practices* scope and sequence on pages 52-53 in this manual

Support behavioral and mental health

Few juvenile justice settings or community based programs providing rehabilitation can provide a personalized response to each youth's mental health challenges on the scale needed. The prevalence of mental health disorders among these youth, the impact of these disorders, and the shortage of mental health service providers creates a formidable challenge that calls out for technology. When technology is at its best it can serve to make treatment more effective, efficient and equitable.

Ripple Effects training software allows for personalization and can explicitly address individual mental health issues, including depression, anxiety, trauma, mental disability, hospitalization, panic attacks, pulling out your hair, cutting yourself, suicidal feelings, medication, anti-depressants and more.

From the young person's point of view, the program addresses common symptoms and triggers with topics like: Numbness, Crying, Sleeplessness, Spaced out, Substance abuse, and Nervous habits. Triggers in the topic list include experiences of loss: Pet dying, Divorce, Moving, Breaking up, death. They include experiences of maltreatment: sexual abuse, physical abuse, emotional abuse, Dating abuse, (exclusion by) Cliques. At the request of young people themselves, they include a whole set of topics simply introduced by the word "not": Not athletic, Not creative, Not happy, Not popular, Not smart, Not thin, Not good looking, Not worthy. They include problematic feelings: Sadness, Fear, Jealousy, Not liking yourself. They include stress and stressors, including: Stress, Testing, Neighborhood violence and Pressure to succeed.

Research on the impact of Ripple Effects as a psycho-educational intervention for five cohorts of urban teens who were involved in, or at high risk for involvement in gang activity showed significant decreases in their scores on the Beck depression inventory, from pre- to post intervention (Koffman, et al, 2009). Other research showed that Ripple Effects training software had positive effects on two important elements of resilience: problem solving skills and connection to community. Both are strong protective factors for mental health.

Ripple Effects provides generalized training in core competencies, and is not intended as a primary prescribed treatment for mental and behavioral health disorders. The core SEL training tutorials are not contextualized to specific mental health disorders, nor specific treatment approaches. To learn more how Ripple Effects specifically supports youth with diagnosed mental health, see the *Children and Adolescent Mental & Behavioral Health Intervention* manual.

Address trauma

Even into adulthood, the brain is not hard wired or fixed in terms of neuronal pathways. This is called plasticity, or neuroplasticity. There is evidence of effectiveness in instructional training methods to improve executive function–a primary deficit in many youth who experience trauma.

But the methods usually used to help develop emotional regulation often require skills particularly missing in these young people, especially considering how their involvement with juvenile justice is likely to activate a survival mode mindset and reaction.

Live instruction, following directions, and sustaining attention while complying to practice of new skills are all "learning to learn" skills, and often primary deficits of this population. Using technology to offer an interactive medium that youth are comfortable with increases the probability of engagement, especially when guided by peer voices and exposure to diversity. Furthermore, research has consistently shown that both adolescents and adults are more honest in disclosing mental health information to a computer than to live professionals. Ripple Effects technology leverages that inclination to put research-based, proven effective strategies at the fingertips of youth.

Address school failure

Since anti-social behavior and substance abuse are so closely linked to academic failure, we recommend that any young people who have had problems in school complete the scope and sequence to prevent school failure. Whether their problems are social, emotional, or cognitive, students can build protective skills for school success. See pages 54-55 in this manual for a detailed scope and sequence.

Support graduation requirements

To help meet the needs of young people who have left the school system or are in alternative school settings, we provide three sets of tutorials that fit with national standards and frameworks for graduation requirement in language arts, health and social studies, all within the broader context of social-emotional competency. See pages 54-61 in this manual for detailed scope and sequences.

Use for career and service learning preparation

Youth who have had contact with the juvenile justice system are more often routed to "alternative" education settings that emphasize career training and community engagement. Ripple Effects programs supports them in these settings by:

• Aligning with the Partnership for 21st Century Learning. The Partnership for 21st Century Learning identifies three major areas that will increasingly separate those who thrive from those who fail in the complex work environments of the 21st century. Each of these areas include skills, knowledge, and expertise in domains that are considered "non-academic." Many states have modeled their own profiles of 21st century learning off of this. Ripple Effects programs include tutorials to help students gain the knowledge and build the skills and expertise to meet these three areas of focus. See pages 64-65 in this manual for more detail.

• Supporting service learning and leadership. Service learning can be an effective model for combining pre-employment experience with academic goals, developing social-emotional skills, and giving service to the community. For youth involved in the juvenile justice system it provides a semi-supervised opportunity for them to build prosocial bonds with their community. To aid in the development of high-quality projects that promote academic growth and civic engagement, the National Youth Leadership Council has set standards for quality practice, which draw on student needs for, and development of, social emotional learning skills. Ripple Effects service learning topics align to those standards; building student understanding of oneself, connecting and being aware of others, and making decisions. See pages 62-63 in this manual for more detail.

Coordinate with other tech-based tools

One of the defining principles of effective juvenile justice policy is that "objective assessment tools should be used to inform decisions at various stages of the juvenile justice process so that interventions are responsive to the risks, needs and strengths." One of the ways to accomplish this is to incorporate youth voice into the process. Ripple Effects uses content selection patterns (behavior) to direct the focus of instruction to contextualized social emotional and behavior training that has the most practical utility for each learner. Furthermore, when the learner self-directs content selection, the program offers skill training and motivational counseling matched to each learner's chosen context, increasing the chance the youth will access the skills.

In addition, there are other more traditional assessment features within the Ripple Effects suite.

- Built-into each the tutorial, the learner-directed journal writing exercises provide a structure for students to show proficiency in self-reflection and intrapersonal and interpersonal problem-solving within a social-cultural context that is meaningful for them.
- Individual student self-reports (Screen for Strengths and Profiles), provide an opportunity for youth to self-reflect on where they are and/or to have voice in their intervention planning.
- Implementer observational tools (Pounce and CEIS) walk implementers through a process that starts with student strengths, sets clear behavioral goals, leverages interventions to meet those goals, and offers a simple way to measure growth and track progress.

Ripple Effects strengths-based toolset cannot replace the nuanced work of mental health professionals, but they can offer multiple lenses for assessing a youth's social-emotional and behavioral strengths and challenges.

Coordinate with biofeedback technologies

Increasingly, Ripple Effects programs and HeartMath's biofeedback technology are being used together. HeartMath's emWave can enhance the practice and skill building of emotional regulation by providing strong learning supports such as biofeedback, audio coaching and game-like practice of emotional regulation that reinforce progress through concrete kinesthetic learning, while Ripple Effects provides a more comprehensive psychosocial training tool. When used supplementally the two programs provide substantive and intensive instruction in skills related to self-regulation especially for youth who exhibit the most significant social-emotional and behavioral needs. To learn more about use of Ripple Effects programs in conjunction with emWave technology as part of Delinquency Prevention contact Ripple Effects.

Use as alternative to incarceration: Certified Diversion Program

Diversion programs, graduated sanctions, and the array of various supervised plans offer positive alternatives to incarceration. These approaches help ease the load on the legal system and frequently direct offenders to the positive requirement of community service and/or appropriate interventions. These plans are most successful when they take a whole child approach, which includes addressing the underlying risk factors that lead to offending in the first place. Ripple Effects offers structured skill building diversion programs for misdemeanors or petty offenses and include Certified Reports of Completion to the Court. The Ripple Effects Data Viewer tracks and monitors progress. Upon completion of assignment, providers can share course completion certificates. A pdf of a Ripple Effects Behavior Training Course certificate can be found at: rippleeffects.com/teachers/ . See, also, the following section in this manual, *Continuing supportive services* for ways to use the program to support an array of diversion plans.

Please note: extraordinary measures must be taken to protect the confidentiality of juvenile records, especially when they may later be expunged. It is still all too possible to breach security over the Internet. By keeping all official court records with the agencies mandated to protect them, and monitoring only the completion of program course work, we maximize both services and security for youth.

Continuing Supportive Services

Abundant research shows that one-shot interventions rarely enable long-term change. Continuing supportive services must also be in place. Having a set of practices and accessible resources to support youth in unsupervised settings can enhance the chance of success. Ripple Effects offers continuing support in the following ways:

Community based settings
Web-based, digital delivery allows for the programs to be delivered in a wide range of settings to provide effective, evidence-based interventions with young people who have had contact with the justice system. The web-based nature of the programs, allow youth to continue to access the intervention, while on probation or once formally dismissed, at any community based setting (libraries, health, education, CBO's, etc) or "just-in-time" on their personal device from the juvenile justice system.

Booster sessions
Ripple Effects recommends a follow up booster session at the end of the probation (or other diversion) period. At this session, have youth replicate key lesson(s)for the offense for which they were cited.

Ongoing support for mental health, trauma, substance use
We recommend that the full *Ripple Effects for Teens* program be made available on a continuing basis to help youth deal with mental health disorders, symptoms and triggers or as a "go-to" resource in dealing with hard things that they encounter. If youth are receiving ongoing supervised mental and behavioral health treatment, Ripple Effects can be a part of it. See the Ripple Effects Behavioral & Mental Health Manual and Positive Behavioral Intervention manual at rippleeffects.com/teachers/ for details.

Navigating the Whole Spectrum Learning System (WSLS)

Ripple Effects programs are based on the adaptive Whole Spectrum Learning System, which incorporates a wide spectrum of effective interventions, with a focus on cognitive, behavioral and social skill training strategies for over 700 concrete problems. The Ripple Effects system emulates the best judgment of a multidisciplinary team of domain experts. It functions metaphorically like a wise friend. It does not dispense medical advice, rather it "listens." It paraphrases and re-presents learner input—and then presents strategies that could be of help. The expert system built into the program matches the users' topic selection to a prescriptive set of proven effective strategies. By clicking on links, youth can go deeper into the suggested strategies. In the process, the program unobtrusively guides them to the formation of core social-emotional competencies, including problem-solving skills.

For each tutorial, Ripple Effects training platform includes between 9 and 13 context-specific, differentiated modes of learning, including:

Scenario-based case study - ("Case study" button) Every topic starts with a problem-solving scenario that presents a challenge facing a young person. Inquiry-based questions help put the user in the protagonist's shoes, clarify the topic through example, and ask participants to brainstorm and evaluate those options.

Cognitive framework – ("Info" button) The Info screen offers science-based information about areas of a youth's concern. For specific concerns, such as panic attacks, post-traumatic stress disorder (PTSD), obsessive-compulsive disorders, depression, and more, the tutorials include plain language, explanations of symptoms, and definitions.

Step-by-step skill training – ("How to" button) The "How to" presents and demonstrates relevant evidence based strategies particular to that topic.

First person, video storytelling – ("True Story" button) True Stories are told by youth who have dealt with the topic and learned from it.

Peer modeling – ("Model" button) Modeling videos show youth using the skills being taught.

Transfer training practice – ("Apply it" button) Apply it offers opportunities for common application of what has been learned, set in situations involving friends and family, media analysis, and role-plays.

Reflective inquiry – (Supplemental question box) Open-ended questions throughout the tutorial can be used as discussion or writing prompts.

Assisted journal writing – ("Brain" button) The "Brain" journal uses a structured problem-solving framework to guide youth in deep thinking around the topic, and in generating possible solutions and plans.

Individual interactive profiles – ("Profile button) Profiles in a range of areas such as Assertiveness, Emotional regulation, Learning style, Temperament, and more provide the user with the feedback using strength based language and descriptions.

Game-based assessments of content mastery – ("Got it" button) These activities assess knowledge and bring each user to mastery.

Implementing Ripple Effects

4 Steps for a personalized intervention to address problem behavior, build skills, and problem-solve underlying causes

Sometimes young offenders, especially first offenders, are mandated to serve just a few hours in a detention setting. To maximize the impact of Ripple Effects software in these settings, it's equally important to deal with the immediate offense and with the underlying reasons behind it. Here are four steps to individualize the intervention for each student. This protocol can also provide the framework for designing a session within a more intensive intervention.

1. Start with a strength topic as a foundation for growth
Oftentimes, these youth are perceived through the lens of their offense or deficits, rather than their strengths. To identify and build on their strengths either assign the student "Learning Styles" to better understand how they prefer to learn or "Strengths" to leverage their strengths. Another option is to assign a strength building topic that is related to the cause for referral or encourage a student to choose a topic from the "KEYS" within the program.

2. Next, assign the topic of the infraction or has caused immediate concern/referral – (ex. stealing, assault, vandalism, prostituted, drugs, etc.)
The topic list includes dozens of behavioral infractions cited in schools and juvenile justice settings. The multimedia tutorial for each topic automatically leads students to training in cognitive behavioral strategies that are correlated with changing the specific problematic behavior.

3. Then invite students to privately scroll through the topic list to find out what they think might be the reason behind their behavior or to problem solve a personal challenge.
This is especially important for youth who may have the dual status of victim and offender. Trust their instincts to find what they need. Don't guess or interrogate them about what those reasons are. Instead, ask students to scroll down the topic list to find something that THEY think could be connected to their behavior. The program addresses health and mental health issues and risk factors in multiple domains. Trust their instincts to find what they need. Respect their privacy, don't hover or over direct. In many cases, after using the program in private, students will disclose the underlying problem to a trusted adult.

4. End with skill training in core social-emotional abilities. Either you or the student can pick a skill to develop from the "Keys" in the program – (example: Controlling impulses)
Present this as a process of empowerment, not punishment. The program organizes key abilities into five categories: Knowing yourself, Controlling yourself, Being aware of others, Connecting with others, and Decision making.

Implementation Logistics

Pre-set scope and sequences

Pre-set scope and sequences are not needed for effectiveness, but they can standardize interventions and enable a report back to the court to show that a young person has completed a particular course of treatment. Ripple Effects Data Viewer automatically collects reports at the group and individual level, showing how long (dosage) a student used the program and completion of skill-building tutorials.

The following scopes and sequences in this manual divide topic tutorials into three areas: core content, key skill building and related personal topics. Related personal topic lists include, but are not limited to, the common experiences, risk factors, feelings, behaviors, etc. that are often associated with the specific offense. Making these tutorials available to youth help them to troubleshoot and problem-solve what can be the reasons behind their behaviors.

How to facilitate

Sessions can consist of:

• a group assignment with discussion

• assignment of an individual topic(s) to each student with or without follow-up discussion

• a combination of independent exploration and directed discussion. Tutorials can be completed whenever and wherever a student has access to the program

For each tutorial allow about 15 minutes

One 45-minute session generally allows time to cover three topics. A module made up of multiple topics can be spread out, or compressed, to fit a range of time constraints. For instance, with 15 minutes per day, for two weeks, implementers could cover a ten-topic module. Or, implementers could address those same topics in a two and a half hour continuous session. A case manager might cover them in eight, 45 minute weekly sessions. An implementation plan can be developed within logistical constraints.

Check student tracking system for completion

Have student show you their Scorecard to confirm completion of assigned task. Check the Data Viewer for a record of student time (dosage). Got It, Brain, and Profile will show completed. Not all topics have a Profile or Got It 2. Users must complete all sections of the Brain to get their points on Scorecard.

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 app.

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

For maximum impact
Require compliance; don't just invite participation. Make sure students understand that when they chose to break the law, they chose a set of consequences that now includes using–and succeeding at–this program.

Avoid reliance on group effort to address private risk factors
Research using Ripple Effects interventions shows that, at least with teens, youth who use the program without adult mediation of content have better social and academic outcomes than those who have adult mediation. Contrary to how it may feel, a vibrant, even insightful group discussion is not usually correlated with behavior change, while individual counseling has been shown to be effective in reducing anti-social behavior in children and adolescents. Use the program to deepen or differentiate learning.

Sample treatment plans
The following scope and sequences 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 the youth in your unique circumstance.**

Shoplifting/Theft

Also known as: Theft, shoplifting, burglary

Youth shoplift or engage in theft for many reasons—impulse control disorder (kleptomania), support drug and alcohol use, economic hardship, an act of protest or retaliation, or depression.

For some youth, the process of shoplifting is rarely about economic value. More often, it is a way to deal with a challenging life event or situation. It may make up for a sense of loss or deprivation, provide "payback" for a perceived unfairness, or just be a way to escape boredom, or let off steam. With many youth, it involves getting peer acceptance. For some, if they don't get caught, the behavior can be self-reinforcing and addictive.

Researchers say about one-third of shoplifters are clinically depressed. As with depressed people with other addictions, they are vulnerable to their addictions during the holidays or birthdays.

A good treatment approach is to promote problem solving and emotional self-regulation, as well as to strengthen honesty, responsibility and awareness of consequences. Restorative justice also requires repairing the relationship. In many cases, that would entail an apology to the place of business. Provide opportunity for youth to use the program to get to the "root" of the behavior.

Ripple Effects Behavioral and Mental Health manual goes into detail how to use the program as a component of a broader treatment plan to support youth with disruptive, impulse-control and conduct disorders; substance-related, and addictive disorders.

In a minority of instances young offenders are already professional thieves: drug addicts supporting a habit, or already hardened criminals who lack any conscience need more help than this software program can provide.

Goals of intervention - youth will:
- Develop stronger norms against stealing
- Recognize internal and external triggers for their impulse to steal
- Learn effective strategies to control impulses
- Learn Cognitive-Behavioral Techniques (CBT) for managing feelings
- Develop the ability to stand up to peer pressure
- Understand the meaning of restorative justice
- Make apologies as appropriate

A suggested scope and sequence

CORE CONTENT TOPICS
Shoplifting
Theft
Stealing

SKILL TRAINING TOPICS

Self-awareness
Self-aware
Strengths
Norms
Values Feelings
Risk and protection
Resilience

Impulse control
Controlling impulses
Stopping reactions
Predicting consequences
Habits - quitting

Self-management
Managing feelings
Calming down
Mindfulness
Triggers – inside
Triggers – outside
Calming breath

Assertiveness
Beliefs – standing up for
Pressure – resisting

Connection to community
Connecting with others
Choosing friends
Restoring justice
Apologies
Accepting responsibility

RELATED PERSONAL TOPICS
Addicted
Alcohol
Anger
Anxiety
Depression
Drugs
Envy
Gambling
Loneliness
Loss
Mistakes
Money – not enough
Peer pressure
Recklessness
Revenge
Substance abuse
Unfairness

Property Destruction: Vandalism & Graffiti

Also known as: Property destruction, vandalism, graffiti

Graffiti can be seen as an act of property destruction, an act of artistic creation, or both. Painting or marking property without permission is illegal and considered vandalism. For many it is a method to be "seen and heard." It falls roughly into four categories: conventional, ideological, gang-related, and popular art. Matching the intervention to the motivation increases the chance of its success.

"Conventional" property destruction, such as breaking windows, and "conventional" graffiti can both be motivated by anger, hostility, boredom, despair, failure, and frustration. Problem solving, anger management, impulse control and identifying a constructive passion can be effective interventions for this group.

In other cases, the main function of graffiti, and occasionally other property destruction, is communication of an ideological message. This may include spray painting political slogans. It may involve bias activity, such as targeting a synagogue with vandalism or an anti-Semitic message. Providing skill development to promote civic engagement, including skills in confronting injustice, can be an effective intervention for "ideological" graffiti makers. A suggested set of interventions for bias activity is covered on pages 30-31.

Gang activity has its own context and graffiti is mainly a tactical weapon. It serves to mark turf, convey threats, or publicize achievements. A suggested use of the interventions for gang activity is covered on pages 48-49.

In some cases, it is about an artist wanting their work to be seen. Some graffiti involves creation of complex works of art. Graffiti as an art style is as legitimate and deserving of public recognition as abstract, impressionistic or representational art. It is where the art is placed (on someone else's property without permission), not the style of art itself, which constitutes the offense. Some students who are failing academically, get their sense of self-worth from succeeding as public artists. Firming up a sense of self-worth, recognizing the positive value of creativity, and developing skills to address school failure can be effective interventions with this group.

In only a few cases, destruction of property is an early marker of conduct disorder, or serious anti-social behavior. See the Disruptive, Impulse Control and Conduct Disorders scope in the Ripple Effects Behavioral and Mental Health Manual, for a description of how the program can be incorporated into a broader treatment plan for these individuals.

Goals of intervention - youth will:

- Develop norms against vandalism
- Master techniques for managing anger
- Identify the positive function doing graffiti has for them
- Identify legal, constructive ways to achieve the same ends
- Know their personal risk and protective factors
- Identify their personal strengths
- Set personal goals for school and life success

A suggested scope and sequence - Kids

TOPICS

Vandalism/Property damage
Graffiti

SKILL TRAINING TOPICS

Knowing yourself
Knowing who you are
Learning style
Creativity
Strengths
What you love/Passions
Goals
Power
Self-esteem
Risk and protection

Managing feelings
Self-talk

Empathy
Perspective taking
Empathy
Assertiveness
Asserting yourself
Being a good citizen
Pressure – resisting
Confronting behavior
Problem solving
Problem-solving

RELATED PERSONAL TOPICS

Alcohol
Anger
Authority
Betrayed
Bias activity
Boredom
Defiance
Depression
Drugs
Friends
Frustration
Gangs
Mistakes
Pride
Recklessness
Revenge
School failure
Substance abuse

Fire-setting

Also known as: Fire setting, arson

Fire setting is an area that has a developing body of justice-related research. In general, work has focused on why children and adolescents start fires. The idea is that addressing the underlying cause is the best way to change the behavior. This is consistent with a risk-based approach to intervention that Ripple Effects uses in other areas as well.

Motivation of young fire setters can be roughly divided into these areas:
- Satisfy curiosity or experimentation
- Express something they are feeling ("expressive" fire setting)
- Achieve a specific goal – willful intent to cause destruction
- Thrill-seeking
- Behavioral or mental health

These motivators are not mutually exclusive. In fact a feeling (such as powerlessness or anger) is often tied to a goal (such as revenge). Fire can serve as an expressive instrument, a source of power, and a physical weapon. Furthermore, evidence suggests that there is a relationship between fire setting and both internalizing and externalizing antisocial behaviors, such as aggression, delinquency, stealing, depression and truancy. A growing body of evidence is also demonstrating a linkage between academic failure and fire setting. Successful intervention may need to involve multiple strategies that respond to a firesetter's multiple motivations.

For children and adolescents who play with fire out of simple curiosity or experimentation, getting caught may be enough to deter them from setting another fire. Nonetheless, they may not generalize the lesson to avoiding other reckless or dangerous behavior, especially if they prefer to learn by doing and by direct experiment. For them, include lessons in predicting consequences, avoiding recklessness, boredom, and peer pressure.

Expressive fire setting can most easily be understood as a call for help. It is critically important that these young people be given to the opportunity to identify the reasons that they are calling for help. Reasons commonly underlying include, but not limited to: depression, stress related to family, pain, or anger. Invite youth to use the program personal problem-solving tool to get to what is underlying. Ripple Effects tutorials help them understand that they are not the only people to have these experiences, even severe maltreatment, and will encourage them to talk to a trusted adult, who can start the process of intensive therapeutic intervention. They need to learn who and how to ask for help and develop problem solving-skills, as well as be guided in overcoming feelings of shame and powerlessness.

Youth who use fire setting as a means to antisocial or destructive ends, need training in norm setting and managing feelings, especially anger and revenge. They also need to identify the underlying reason for their behavior. Ripple Effects training software cannot meet the needs of the pathological firesetter who is acting out of deep-seated individual dysfunction.

Goals of intervention - youth will:

• Understand the dangers of fire setting
• Understand their personal motivation for fire setting
• Reduce reckless behavior
• Develop more constructive skills for asking for help
• Learn techniques for managing feelings of anger
• Learn more constructive ways to experience personal power

A suggested scope and sequence

CORE CONTENT TOPICS	SKILL TRAINING TOPICS	RELATED PERSONAL TOPICS
Fire setting/Arson	**Self-awareness** Self-aware Learning Styles Experimenting	Abuse – emotional Abuse – sexual Abuse – physical ADHD Aggression Anger
	Assertiveness Asserting yourself Communication feelings Pressure – resisting Power – taking control	Beaten Betrayed Boredom Curiosity Depression Experimenting
	Managing feelings Managing feelings Self-talk Calming down	Family violence Messing around Mistakes Recklessness
	Asking for help Getting help	Revenge Secrets School failure
	Decision-making Making decisions Predicting consequences	Stress Trauma Truancy

Assault and Battery

Also known as: Simple assault, extortion, battery, assault and battery

Assault is a threat to use force to make someone do something. At its core, it's a form of bullying. Sexual assault uses the threat of force to gain compliance in unwanted sexual behavior. Extortion and unarmed robbery both use the threat of force to make someone "voluntarily" give up something.

Often the underlying issue beneath these threats is power and control. Being able to control another person's behavior has enormous appeal to some young people, especially if there are large parts of their own lives that they can't control. But economic gain can be an end in itself, especially if the money will be used to support a drug habit.

Battery is physically touching someone against their will. When victims refuse to comply to the threat of force, perpetrators may resort to the use of physical force to get what they want. That is why assault and battery often are cited together. Forcible rape is sexual battery.

Another form of battery is less about the need for control over others, or feeding a drug habit, than it is about impulsive reaction. Impulsivity can be seen as a combination of lack of self-control and inability to predict consequences of actions. Impulsive battery usually occurs in the context of a dispute that escalates, rather than being resolved constructively.. It can be tied to perceived lack of respect, as well as poor skills for resolving conflict.

Lack of assertiveness is also tied to physically lashing out at others. People who hit others are often perceived as being aggressive; but passive people, who reach a "boiling point" can also be reactive batterers. Young people who batter others have often been battered themselves under the guise of family discipline.

tervention requires all of these offenders to identify the reasons for their offensive behavior and to address both symptoms and underlying causes.

Goals of intervention - youth will:

- Strengthen norms against use of drugs or alcohol
- Improve social skills, especially in assertiveness
- Master cognitive-behavioral techniques for controlling self talk
- Learn stress management techniques
- Develop stronger bonds to community
- Develop decision-making skills and problem-solving strategies
- Adopt an exercise program matched to their temperament and body type

A suggested scope and sequence

CORE CONTENT TOPICS
Assault/hitting

SKILL TRAINING TOPICS
Controlling impulses
Controlling impulses
Stopping reactions
Predicting consequences

Decision-making
Making decisions
Resolving conflict
Problem solving

Managing feelings
Managing feelings
Body clues
Calming breath
Exercise
Exercise type
Internal triggers/Self-talk
Avoiding triggers

SKILL TRAINING TOPICS (cont'd)
Assertiveness
Asserting yourself
Assertive eyes
Assertive message
Assertive posture
Assertive voice
Assertive – reasons
Pressure – resisting

Empathy
Empathy
Understanding feelings
Perspective taking

Asking for help
Getting help
Connecting with others

CHALLENGE TOPICS
Abuse – emotional
Abuse – sexual
Abuse – physical
Addicted
Aggression
Alcohol
Anger
Beaten
Betrayed
Bullying
Disrespected
Drugs
Envy
Fear
Money
Revenge
Secrets
Substance abuse
Taking control/Feel powerless
Vulnerable

Bias crimes

Also known as: Assault, battery, hate crimes or other forms of harassment, based on the other person's race, ethnicity, religion, gender or gender identity, sexual orientation or physical or mental disabilities

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 others 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 - youth will:
• Examine and understand their own identity, life experiences and action
• Build skills in managing feelings and controlling impulses
• Develop greater appreciation for the experience of others
• Develop capacity to understand bias
• Make things right
• Re-connect to a caring community, or begin connection to community

A suggested scope and sequence

CORE CONTENT TOPICS	SKILL TRAINING TOPICS	RELATED PERSONAL TOPICS

CORE CONTENT TOPICS

Bias/Prejudice
Bias activity/Hate crime – you do
Online hate

SKILL TRAINING TOPICS

Identifying with others
Identifying with others/ Empathy
Perspective taking
Diversity – appreciating

Getting respect
Pressure – resisting
Respect – getting it

Knowing yourself
Knowing who you are
Power
Your strengths

Controlling impulses
Controlling impulses
Stopping reactions
Predicting consequences

Managing feelings
Managing feelings
Calming down
Calming breath
Body clues
Triggers – inside
Triggers – outside
Letting go

Connecting with others
Connecting with others
Restoring justice
Responsibility – accepting
Apologies
Respect – showing

RELATED PERSONAL TOPICS

Aggression
Alcohol
Anger
Bias crimes – target
Blurting out
Bullying
Depression
Discrimination
Diversity – cultural
Diversity – disability
Diversity – ethnic/ Diversity – racial
Diversity – preferences
Diversity – religious
Drugs
Ethnic conflict/Racial conflict
Gay bashing/Homophobia
Hate
Hitting
Immigrant/Refugee
Online harassment
Racial conflict
Religious attack
Sexually harassed
Slurs
Substance abuse
Teasing
Undocumented (immigrant)
Vulnerable

Domestic Violence

Also known as: Domestic abuse/violence, dating abuse, battery, relationship abuse, partner violence

Relationship abuse is a significant problem among adolescents—both LGBTQ and straight, male and female. Estimates of prevalence vary widely, from less than 10% to more than 50%, regardless of gender or sexual orientation. It can include psychological and/or physical expressions. Psychological abuse includes public or private humiliation, controlling behavior, rage, fits of jealousy, and stalking. Physical abuse can take both sexual and non-sexual forms. Reports of cyber abuse where a partner uses social media platforms or texting to control or influence a partner or former partner's behavior is increasing.

Certain risk factors have been correlated with abuse, substance use; depression, anxiety and other trauma symptoms; and anti-social behavior are among them, though it is difficult to know which is cause and which is effect. Regardless of which are causes and which are effects, all of these risk factors are also predictors of school failure. Mental health, social behaviors and school achievement are interrelated variables. As in any ecological system, disturbance in any one of them can have profound effects on the other two.

Physical and emotional violence in intimate relationships is learned behavior. Often it follows a generational pattern that nurtures beliefs that partner violence is acceptable. Young boys' witness of their mother's abuse, is one of the strongest predictors of later anti-social behavior. Many experts believe it "disables" the ability to empathize with others, a key factor in many crimes against persons. It also often reflects a preoccupation with power and control.

Strategies that promote healthy relationships, like cognitive-behavioral training for emotional regulation, understanding the dynamics of power and control, communication and conflict resolution skills, and framing self-control as means of taking and holding power can be effective approaches for these youth.

Youth who enter the system for other offenses, including prostitution, may need help dealing with prior abuse in intimate relations, potentially from both perpetrator and victim perspectives. Thus, a suggested course includes both perspectives.

Goals of intervention - youth will:

- Understand and value norms for healthy relationships
- Understand the dynamics and early warning signs of dating violence
- Learn constructive ways to manage feelings of anger and jealousy
- Recognize and practice impulse control as a tool of empowerment
- Use effective, non-abusive methods of communication and conflict resolution
- Develop assertiveness skills to avoid abusive relationship
- Learn who and how to ask for help

A suggested scope - Kids

CORE CONTENT TOPICS
Dating abuse
Domestic violence

SKILL TRAINING TOPICS
Offender perspective
Knowing yourself
Knowing who you are
Power
Strengths
Risk & Protection
Norms

Managing feelings
Managing feelings
Feelings
Self-talk
Triggers - outside
Calming down
Calming breath
Letting go

Empathy
Empathy
Perspective taking

Impulse control
Controlling impulses
Stopping reactions

Connecting to community
Connecting with others
Making friends
Joining a group
Accepting responsibility

Victim perspective
Knowing yourself
Knowing who you are
Strengths
Risk factors
Self-esteem

Assertiveness
Asserting yourself
Behavior-confronting
Control-taking
Beliefs-standing up for
Limits-setting

Feelings-communicating
Pressure-resisting
Needs-stating

Decision-making
Making decisions
Options – coming up with

Connecting with others Connecting with others
Communication skills
Getting help
Support-getting

RELATED PERSONAL TOPICS
Abuse – emotional
Abuse – sexual
Betrayed
Consent
Dating/ Relationships
Aggression
Anger
Beaten

Broken heart/ Dumped
Cold-hearted/Mean
Depression
Feelings-communicating
Feelings-confusing
Feelings-depressed
Fighting
Gender differences
Immaturity
Insecure
Jealousy
Let-down
Love
Online safety
Online threats
Prostituted
Revenge
Sexual orientation
Stereotypes
Substance abuse
Threats – to kill
Vulnerable

Sexual Offenses

Also known as: Rape, child molesting, indecent exposure, sex abuse,

Sexual offenses represent a continuum of behavior that may be directed against younger children, peers, or adults, and may or may not involve other forms of aggression. Research indicates that youth are responsible for 30-60% of all cases of child sexual abuse. Females are a growing percentage of perpetrators of child sexual abuse, primarily against other girls, but also against boys.

Many youth in juvenile justice have the dual status of being a victim of sexual abuse, as well as a perpetrator of assault on others. Early exposure to domestic violence, as well as prior sexual victimization are predictors of becoming a perpetrator of sexual abuse.

Other risk factors include impulsivity and substance abuse, especially alcohol use. There is a growing body of research that demonstrates the influence media imagery has on sexual behavior. Pornography and music videos that glorify sexual exploitation desensitize offenders to the impact of their behavior on victims. Most sex offenders are deeply ingrained in their behavior by the time they come into contact with the criminal justice system, requiring intensive interventions and support.

What Ripple Effects software can and cannot do - Ripple Effects software can be a useful supplement to live interventions. It can provide evidence-based training in empathy and impulse control. It can challenge norms that minimize the impact of sexual assault. It can prompt youth to reflect on their own history and report abuse to a trusted adult. It can educate them about the connection between alcohol and impulsivity. It can increase their ability to bring critical analysis to cultural imagery. Ripple Effects software cannot substitute for a program of containment and monitoring. It cannot force young offenders out of denial in the way that polygraphs can. It cannot compensate for cultural imagery that portrays sexual exploitation as a form of entertainment. It cannot cure psychopathology, or heal deep characterological wounds.

The primary value is preventive intervention for those at risk. Because most sexual offenders "succeed" many times before getting caught, the primary value of the Ripple Effects program is as a preventive intervention for detained youth who may have risk factors for becoming offenders, even though they have not yet been cited. See the *Targeted Prevention:Risk Reduction* manual for prevention plans targeted to address *"Sexual harassment," "Dating abuse," "Online abuse/exploitation,"* or *"Child abuse: physical, emotional, sexual."*

Goals of intervention- youth will:

• Understand what constitutes sexual abuse and sexual assault
• Internalize norms against sexual assault and exploitation
• Know why empathy is essential to non-exploitative relationships
• Be able to take the perspective of their victim
• Master techniques for impulse control
• Report their own abuse to a trusted adult
• Understand the connection between alcohol and impulsivity
• Find constructive ways to direct needs for power and control
• Approach cultural imagery with a critical eye

A suggested scope - Kids

**CORE CONTENT
  TOPICS**
Rape – offender
Sex abuse – offender

**SKILL BUILDING
  TOPICS**
Impulse control
Controlling impulses
Stopping reactions
Predicting
  consequences

Empathy
Empathy
Understanding
  feelings
Perspective taking
Resisting stereotypes

Assertiveness
Asserting yourself
Communicating
  feelings

Knowing yourself
Knowing who you are
Values
Norms
Power

Social Values
Social values
Restoring justice
Honesty

**RELATED
  PERSONAL
  TOPICS**
Aggression
Alcohol
Domestic violence
Dating abuse
Drugs
Help – getting it
Incest – victim
Rape – victim
Mistakes
Sex
Sexual exploitation –
  online
Substance abuse
Vulnerable

A special note about the role of media analysis in treatment of sexual offenses
*It is unlikely that youth could be shielded from the deluge of sexually explicit material instantly available to them, especially through the Internet. Less explicit, sexually oriented material that reinforces gender stereotypes, treats rape as seduction, and glorifies sexual or gender dominance also helps normalize sexual exploitation. Media analysis is an optional component of every tutorial. Find it in the "Apply It" section. **We recommend you make these exercises mandatory for this group of youth offenders.***

Drug Abuse Violation – Possession and Use

Also known as: Possession of controlled substances, "under the influence of," DUI,

Drug abuse violations account for a large number of the contact youth have with the juvenile justice system. Recreational drug use makes up the majority of the violations. That said, over the last two decades there has been a steady decline nationally of youth arrested for drug abuse violations (OJJDP, 2016). These downward trends are juxtaposed with an increase in youth consumption of marijuana, prescription drugs, meth, opioid, and steroid use over the last decade.

Methadone (meth) use, in both rural and urban communities is tied to arrests for violent crimes by both juveniles and adults. Illegal use of prescription drugs, and steroids, may be as widespread, but rarely result in contact with the juvenile justice system, unless identified as factors in other crimes.

There is a shifting tide in the use of marijuana among youth. Recent data shows that since legalization of recreational marijuana in some states, there has been a significant increase across adolescent groups self-reporting using marijuana, with edibles and vaping contributing to its increased consumption. Self-reports of driving under the influence of cannabis has also increased, however at this point in time a reliable test does not exist so it is difficult to determine the prevalence of this infraction. At the same time, there is near unanimous agreement among experts that arrests for possession of marijuana, unrelated to other criminal activity, clog the courts, don't – and shouldn't – result in incarceration, but also often don't – and should – result in other sanctions. Youth of color are disproportionately caught up in this system.

When there are no sanctions for breaking the law, disrespect for the law is reinforced and an opportunity for early intervention is missed. Research shows that Ripple Effects training software does not significantly increase the perception of harm of marijuana. However, it has been proven effective in strengthening norms against the use of marijuana, has been shown to successfully develop other protective internal factors, and has been shown to result in reduced discipline referrals for drug related offenses in school settings.

OJJDP reports that a relatively small group of serious and violent juvenile offenders

who are also serious drug users accounts for a disproportionate amount (more than half, according to one national study) of all serious crimes committed by youth. Some is crime to support a habit, such as with heroin addicts. Some is social crime related to heightened aggression, as with methamphetamine and steroid users.

Severe drug addiction and the attendant crimes that arise out of it, need comprehensive treatment plans. The key to the use of Ripple Effects programs as part of an effective treatment program is to target the drug that is the presenting problem, see the "Substance –related and Addictive Disorders" treatment plan in the *Mental & Behavioral Health Interventions Manual* rippleeffects.com/PDFs/mentalhealth.pdf for details.

To use Ripple Effects as part of a targeted plan that is more prevention focused, see the "Alcohol and Drug" plan in the *Targeted Prevention: Risk Reduction Manual* at rippleeffects.com/PDFs/tier2prevention.pdf

Goals of intervention - youth will:

• Strengthen norms against use of drugs or alcohol
• Improve social skills, especially in assertiveness
• Master cognitive-behavioral techniques for controlling self-talk
• Learn stress management techniques
• Develop stronger bonds to community
• Develop decision-making skills and problem-solving strategies
• Adopt an exercise program matched to their temperament and body type

A suggested scope and sequence

CORE CONTENT TOPICS
Alcohol
Drugs
Drug dealing
See specific drug name (available by street or technical names in program): Antidepressants, Steroids, Drugs-depressants, Date rape drugs, Marijuana, Inhalants, Hallucinogens, Painkillers/Opioids, Heroin, Prescription drugs, Meth, Crack/Cocaine, Tobacco, Chew/Snuff, Cigars, ADHD drugs)
Smoking/Cigarettes
Vaping/E-cigs

SKILL TRAINING TOPICS
Self -awareness
Goals
Strengths
Risk and protection
Resilience
Norms
Exercise type
Temperament

Assertiveness
Asserting yourself
Refusal skills/ Resisting pressure
Standing up for beliefs

Decision-making
Making decisions
Predicting consequences

Managing feelings
Managing feelings
Mindfulness
Body clues
Self-talk
Triggers – outside
Relaxing
Quitting habits
Exercise

Connecting to community
Choosing friends
Connecting with others
Making friends
Getting help

RELATED PERSONAL TOPICS
Addicted – parent
Addicted
Alcoholic – you
Anxiety/Pressure
Depression
Dieting

Drunk driving
Embarrassment
Expectations
Experimenting
Fear
Hard things/Trauma
Heroin
Hopeless
Meth
Nail biting
Nervous habits
Not liking yourself
Parent drug dealer
Psychosomatic
Substance abuse
Recklessness/Risky behavior
Relapse
Sadness
Selling drugs
Shame
Shyness
Stress/Pressure
Vulnerable

Drug Abuse Violation – Drug Dealing

Also known as: Sale of controlled substance, drug trafficking

Drug abuse violations account for a large number of the contact youth have with the juvenile justice system. Drug distribution, or drug dealing, is an illegal business that operates mostly underground. Many of these transactions occur on school property, with a range of 12-35% of high school students across states reporting they were offered sold or given illegal drugs on school property. Marijuana, prescription drugs, cocaine and ecstasy are the most commonly sold. A growing body of research is beginning to reveal the factors and motivations that contribute to youth dealing – socioeconomic & ethnographic factors, family attitudes towards drug use and a seller's own substance use are a few.

A "side effect" of being involved in drug dealing is engaging in risky or violent behavior. Some youth who are drug dependent sell to support their habit. While, others do not use at all. Similarly, some dealers also engage in violent behavior, with research starting to identify those risk factors associated with those that do. At this point, the findings indicate that drug involvement, including sales and usage, is weakly associated with gang membership.

Contrary to popular belief, among those who are not addicted, many of these young dealers also have low paying jobs in the above-ground economy. They are patching together a livelihood, showing ambition and willingness to take risks to succeed or support others they care deeply about. Like entry level workers in other enterprises, a young sellers' desire to move up the chain to the top motivates them to take the financial and legal risk of starting off at the bottom. But their lack of education, lack of business savvy, lack of good judgment, lack of documentation (in some cases), vulnerability to arrest, and personal drug use puts them at risk.

Data is starting to shed insight on other differences among youth who deal and illuminate how policy and enforcement that targets certain drugs, contributes to racial disproportionality. When white and black youth were compared, white youth drug dealing was associated with a dealer's use of marijuana, hallucinogens, cocaine, prescription drug misuse, availability of cocaine, and socioeconomic status (SES), while marijuana use and availability of crack and marijuana were associated with drug dealing among black youth (Floyd, et al, 2010). Fe

More research is needed to fully understand all the factors that come into play for youth drug dealers. Ripple Effects programs can support personalized approaches for these low-level dealers by:

• helping to build some of the protective factors that reduce involvement in the drug distribution network by leveraging and expanding existing strengths,

• providing motivation and support to get help with personal substance abuse issues,

• encourage and assist school success and

• build skills for good decision-making.

Goals of intervention - youth will:

• Identify strengths that can help support an above ground career

• Set personal goals for success

• Identify a passion they can commit to

• Understand the role of effort and perseverance in life success

• Develop good decision-making skills

• Realistically predict possible consequences for themselves and others from drug dealing

• Resist peer or gang pressure to start dealing in drugs

• Address their own substance abuse issues

A suggested scope and sequence

CORE CONTENT TOPICS
Selling drugs

SKILL BUILDING TOPICS
Understanding yourself
Knowing who you are
Learning style
Temperament
Risk and protection
Values
What you love
Effort
Goals
Perseverance

Decision making
Making decisions
Predicting consequences
Problem-naming
Money

Assertiveness
Asserting yourself
Pressure - resisting

Social Values
Social values
Honesty
Responsibility
Norms

**RELATED PERSONAL
 TOPICS**
Addicted
Addicted parent
Aggression
Drugs
Envy
Gangs
Mistakes
Parent – not caring for you
Parent – drug dealer
Poor
Risky behavior
Substance abuse
Vulnerable
Weapons

Truancy

Also known as: Skipping school, chronic absenteeism

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

States are moving away from "jailing" youth who are truant in detention settings to re-directing them to needed services that work to address the reasons behind the behavior. When youth are placed in detention settings, they are often traumatized or re-traumatized, causing them to act out further. An effective plan comprehensively responds to the youth's individual cause for disconnect, and involves not only the youth, but also their support network.

Because of the varied experiences and motivations of truant youth, juvenile justice settings need flexible processes and services to match to each individual's needs. Ripple Effects programs can be used across settings in multiple ways to support this approach.

Ripple Effects can strengthen the youth's connection to school & community by addressing their personal challenges. Some examples of implementation:

• Encourage youth to privately seek out their motivation for skipping school. Do not force them to share, but do let them know about the support and resources that are available. For some, there may be feelings of blame or shame. For others, once they have had a chance to explore the program and find a language for talking about their experience, they may report abuse or exploitation. Training for staff on how to handle disclosure is key.

• Use the topics in the suggested Scope and Sequence below to develop a more intensive intervention. These topics are grouped into categories based on the five primary factors for truancy. For youth for whom drugs and alcohol are a primary concern, see the "Alcohol and Drug" scope in the *Targeted Prevention: Risk Reduction Manual* and the "Substance-related and Addictive Disorders" treatment guide in the *Mental Behavioral Health Manual* at rippleeffects.com/teachers/.

• To further personalize a plan, include characteristics or experiences unique to the youth you work with. See the Related Personal Topics list for suggestions.

Goals of intervention - youth will:

- Become familiar with their personal risk factors and identify resources for addressing them
- Develop an appreciation for one's own culture (community and family) and the culture of others as it relates to the educational experience
- 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

A suggested scope and sequence

CORE CONTENT TOPIC
Truancy

SKILL BUILDING TOPICS
Academic failure
Bored
Creativity
Curiosity
Discouraged
Expectations
Fear of Failure
Fear of Success
Frustration
Grit
Goals
Intelligences
Learning disability
Learning styles
Mindset
Responsibility
School – hate it
Skipping class
Temperament

Time management
Unmotivated
Conflict with teacher
Arguing respectfully
Authority – dealing with
Authority – defying
Conflict – resolving

Conflict with teacher
Arguing
Authority – dealing with
Authority – defying
Conflict – resolving
Conflict with teacher
Criticism – dealing with
Problem sovling
Talking back

Peer rejection
Alone
Asking questions
Body language
Cliques

Communicating feelings
Communication skills
Compliments – giving
Connectedness
Conversations
Friends
Harassment – sexual
Helping others
Humor
Joining a group
Left out
Making space
Paraphrasing
Rejected

Cultural conflict, insensitivity or irrelevance
Background – community
Discrimination
Diversity
English language learner (ELL)
Immigrant/refugee

Sense of place
Undocumented (Immigrant)
Values – social

RELATED PERSONAL TOPICS
Afraid
After high school
Background – family
Discrimination
Feel powerless
Foster home
Hopeless
Money – not enough
Nervous/anxious
Not safe – school
Parents – not caring for you
Risk and protection
Running away
Substance abuse
Trauma
Unworthy

Alcohol-related Offense

Also known as: Minor in possession, public drunkenness

Liquor law violations have declined 73% since 2007 (OJJDP, 2016). For juveniles, alcohol consumption is considered a "status" crime; illegal because of the underage status of the drinker, rather than the drinking itself. However, it is not completely benign.

Alcohol is a depressant. As a depressant, it acts a bit like an anesthetic. It can help numb uncomfortable feelings. Whether they are associated with psychological distress, interpersonal conflict, family problems, or school failure, the intensity of the feeling can be muted with a little alcohol. Of course, ingesting more than a little, gradually removes consciousness until it disappears altogether, increasing the risk of being victimized.

Alcohol is also an impulse disinhibitor. For someone who has a tendency to act impulsively, this is a deadly combination. If someone harbors anger, they are likely to lash out. If they are insecure and jealous they will become more controlling and more jealous.

No wonder alcohol is a major factor in crimes against persons, especially domestic violence. About a third of offenders under correctional supervision were under the influence of alcohol at the time of their arrest. It increases the risk of involvement in juvenile crime, not only for the offenders, but for their victims.

Youth cannot change external risk factors, but they can change their skills and resilience. Risk factors for early involvement in alcohol include prior abuse (physical or sexual), parental addiction, peer pressure, poor social skills, and inability to manage feelings in more constructive ways. Children and adolescents can not change their family dynamics, but can change their own level of social skill, resilience, and capacity to manage feelings.

Ripple Effects does NOT purport to be an alcohol treatment program. Rather it's designed for use as part of an early diversion program for youth who have gotten into alcohol- related trouble with the law, so they can: recognize the health and safety issues with alcohol use, examine their drinking patterns, identify the underlying problem they are using alcohol to cope with, and develop the skills to handle those problems in a more constructive way, including seeking help from trusted adults when warranted. For more detail on how Ripple Effects programs can be used to supplement drug and alcohol treatment programs, see the "Substance-Related and Addictive Disorders" scope in the *Mental and Behavioral Health Manual* at rippleeffects.com/PDFs/mentalhealth.pdf

Goals of intervention - youth will:

• Strengthen norms against use of drugs or alcohol
• Improve social skills, especially in assertiveness
• Master cognitive-behavioral techniques for controlling self talk
• Learn stress management techniques
• Develop stronger bonds to community
• Develop decision-making skills and problem-solving strategies
• Adopt an exercise program matched to their temperament and body type

A suggested scope and sequence

CORE CONTENT TOPICS
Alcohol

SKILL BUILDING TOPICS
Self-awareness
Goals
Strengths
Risk and protection
Exercise type
Resilience
Temperament
Norms

Assertiveness
Asserting yourself
Refusal skills/Resisting
 pressure
Standing up for beliefs

Decision-making
Making decisions
Predicting consequences

Managing feelings
 Managing feelings
Mindfulness
Body clues
Self-talk
Triggers – outside
Coping

Exercise
Calming breath
Relaxing

Connecting to community
Making friends
Choosing friends
Getting help

**RELATED PERSONAL
 TOPICS**
Addicted parent
Drinking too much/
 Alcoholic – you
Anxiety/Pressure
Bored
Depression
Dieting
Drunk driving
Embarrassment
Expectations
Experimenting
Fear
Hard things/Trauma
Heroin
Hopeless
Impulsive
Meth
Mistakes

Nail biting
Nervous habits
Not liking yourself
Parent drug dealer
Psychosomatic
Quitting habits
Substance abuse
Rebellion
Recklessness/Risky
 behavior
Relapse
Sadness
Selling drugs
Shame
Shyness
Stress/Pressure

See specific drug name
 available by street or
 technical names in
 program: Antidepressants,
 Steroids, Drugs-
 depressants, Date
 rape drugs, Marijuana,
 Inhalants, Hallucinogens,
 Painkillers/Opioids, Heroin,
 Prescription drugs, Meth,
 Crack/Cocaine, Tobacco,
 Chew/Snuff, Cigars, ADHD
 drugs, Vaping/E-cigs

Weapons Law Violations

Also known as: Illegal gun possession, possession in violation of probation, aggravated crime charges due to possession of weapon at the time of the crime, minor in illegal possession of a weapon

Juvenile firearm violence became common in many U.S. cities during the 1990s and remains a public health problem today. The juvenile arrest rate for weapons law violations has fallen 58% between 2006 and 2016. At the time, arrest rates were ten times greater for adolescent boys than girls.

Contradicting the downward trend for weapons laws violations, more youth report carrying weapons in 2016 than they did a decade earlier. A 2016 Child Trends report, using Center for Disease Control and Prevention data, showed:

- As many as one in four high school males reported carrying weapons on at least one occasion in the last 30 days
- White students are the most likely to carry weapons
- Males are three times as likely as females to carry a weapon, across racial and ethnic groups
- Four percent report carrying a weapon to school

Youth with guns injury others, as well as themselves. The leading cause of death among males ages 15 to 19 was gun violence (30%), and of those deaths, 18% died from homicide and 10% gun-inflicted suicide. African American males were disproportionately affected with their homicide rate more than 20 times higher than the rate for their white male counterparts, and twice as high as Latino youth.

School-related homicides comprise a fraction of youth homicides, but their impact reverberates through a community into the future. Sometimes the shooter has shown violent tendencies or had contact with the juvenile justice, sometimes not. In less than 5% of the cases does the shooter have a diagnosable mental illness. Following school shootings, which attract substantial media attention, the Educators School Safety Network reports increases in threats of school violence nationally.

The very high rates of gun use in the US are alternately attributed to:

- Easy access, allowing impulsive, as well as planned use
- Normalization of gun violence in the media
- They're a shortcut to power, especially for those outside societal power structures
- Historical association of the right to bear arms with constitutional freedoms

Possession of a gun, even by a juvenile in most states, is not a crime in itself. Thus Ripple Effects approach in the tutorial on weapons is to stress safety, impulse control, constructive problem solving, and positive methods of youth empowerment. The true story under the topic "weapons" is a powerful reminder to youth of the results of underestimating the dangers of guns. The offering of mental health, child maltreatment and substance abuse related topics prompt youth to connect with their community and to get help.

Goals of intervention - youth will:

• Understand the dangers inherent in guns and other weapons
• Develop skills for resolving conflict nonviolently
• Know how to control impulses
• Distinguish between passive, assertive and aggressive behavior
• Identify internal sources of personal power

A suggested scope

CORE CONTENT TOPIC
Weapons
Violence – guns

SKILL TRAINING TOPICS
Knowing yourself
Know who you are
Strengths
Power

Problem solving
Identifying problem
Problem solving
Brainstorming
Evaluating alternatives
Resolving conflict

Impulse control
Controlling impulses
Stopping reactions
Predicting consequences
Triggers – outside

Assertiveness
Asserting yourself
Assertive eyes
Assertive message
Assertive posture
Assertive voice

RELATED PERSONAL TOPIC
Aggression
Anxiety
Alcohol
Alone
Anger
Betrayed
Bitter
Bullied
Child abuse
Death
Depression
Disputes
Disrespected

Drugs
Drug dealing
Friends – none
Gangs
Hate
Hood/Turf
Parent – not caring for you
Recklessness
Resentful
Revenge
Scared
Substance use
Suicide
Threats – to kill
Threats – internet
Unpopular
Unsafe at school
Violence
Vulnerable
Weapons

Prostituted/Trafficked Youth

Also known as: Commercially Exploited Child (CESC),
Domestic minor sex trafficking (DMST)

It is hard to know how many young people are being trafficked today, because of difficulty tracking what happens in digital spheres and local differences in how prostitution of children and adolescents is defined and treated.

Myths persist that prostituted youth are uncooperative teen runaways who are gang members and drug users who "asked for it." However, the average age youth first become involved with prostitution is 13. They often have any or all of these experiences: sexual or physical abuse, neglect, mental health challenges, family dysfunction, substance abuse, homelessness, and low IQ. Also, lack of access to support and resources seem to be contributing factors for LGBTQ youth.

Researchers and advocates also point to societal factors that put vulnerable youth at increased risk, like: poverty, cultures of acceptance of violence towards women and children, and media that glorifies the sex industry.

Victim or offender? The approach to intervention with prostituted youth has changed from treating them as bad actors who chose to break the law, to victims who have been tricked and exploited, by the real criminals: traffickers and johns. Despite this shift in attitude and the law, prostituted youth often still find themselves in juvenile justice settings because laws and police practices have often not yet changed to reflect these ideas, and/or where laws have changed, community resources are not available to support the youth involved.

Ripple Effects software-based training is not intended to replace comprehensive services for a hard to reach population. Rather it can be a trauma-informed, culturally sensitive support tool used to empower young people to realize that they have constructive options, even in the face of adversity, and to increase their ability to access the community services that can help them take advantage of those options. Moreover, with nearly 80% of prostituted youth experiencing PTSD, this program can supplement other supports by empowering youth to address the underlying issue(s) that precipitated their entrance into prostitution without shame or blame.

Goals of intervention

- Youth will:
- Develop a stronger sense of self
- Increase self-respect
- Identify personal strengths
- Set attainable goals
- Understand their personal risk factors
- Internalize norms against sexual assault and exploitation
- Understand the connection between abuse, prostitution and drug use
- Learn skills for dealing with feeling of fear, guilt and shame
- Learn who and how to ask for help

A suggested scope and sequence

CORE CONTENT TOPICS
Prostituted
Abuse – sexual
Sexual exploitation-online

SKILL BUILDING TOPICS
Knowing yourself
Strengths
Risk and protection
Knowing who you are
Goals
Norms
Self-reliance
Self-worth
Liking yourself

Asserting yourself
Asserting yourself

Decision-making
Problem solving
Brainstorming
Evaluating alternatives
Making decisions

Connecting to community
Asking for help
Support - getting

RELATED PERSONAL TOPICS
Abandoned
Anger
Beaten
Betrayed
Birth control
Counselors- using
Depression
Domestic violence
Drugs
Fear

Foster homes
Guilt
Homeless
Incest – victim
Isolated
Mistakes
Porn
Rape – victim
Running away
Sex
Sex-consent
Sexting
Sexual orientation
Sexually harassed
Shame
STD/STI
Substance abuse
Trauma/PTSD
Undocumented/No papers
Vulnerable
Witness to Violence

Gang Activity

Gang membership is not in itself a crime. However, evidence shows that members of gangs participate in delinquent and criminal acts at a higher frequency than those unaffiliated youth. The type of delinquency that gang members engage in varies across time and community. Although, gang-related delinquency tends to be more violent than non gang affiliated crime.

Obviously, effective ways to prevent youth from ever joining a gang would have the greatest preventive potential. Overall, attempts to target gang membership directly haven't been very successful. As with other risk factors such as school failure or substance abuse, people have diverse reasons for joining a gang. Peer pressure, response to loneliness, family or "community" tradition, escape from school failure, economic rewards, lack of self-esteem, desire for revenge, pure fear, and cultural alienation - can all be precipitating reasons. Perhaps that is why individual interventions, which indirectly address gang membership, have had more success , and the provision of social services has been an important ingredient of the most successful programs.

One of the most successful uses of Ripple Effects for gang prevention has been at a high school in Los Angeles. There, Ripple Effects is used to promote psychosocial development as part of a larger, coordinated gang prevention effort. Intensive academic support promotes school success. Strenuous physical conditioning and a firm structure of expectations and discipline competes with (and mirrors) the thing gangs sometimes do better than schools: maintain high expectations for all members. Parent Effectiveness training classes reduces the risk of child maltreatment, which is a major delinquency predictor.

In Juvenile Justice settings, we recommend indirectly targeting gang membership as a part of an individualized intervention designed to simultaneously strengthen a young person's sense of themselves and their positive connection to the community.

Goals of intervention - youth will:
- Develop a stronger sense of self
- Be able to command respect without intimidation
- Master skills to connect with community
- Understand personal risk factors
- Recognize the attraction for – and negative outcomes from/of – gang membership

A suggested scope and sequence

CORE CONTENT TOPICS
Gangs

SKILL BUILDING TOPICS
Knowing yourself
Identity
Temperament
Exercise type
Strengths
Risk and protection
Resilience
Self-Esteem

Getting respect
Respect – getting it
Assertive eyes
Assertive posture
Assertive message
Assertive voice
Assertive reasons

Resisting pressure
Pressure – resisting

Connecting with others
Communication skills
Communication skills
Apologies
Compliments – giving
Disagreeing respectfully
Having conversations
Inviting someone

Group Skills
Group skills
Friends – making
Getting help
Helping others
Joining a group
Resolving conflict
Resources

Social values
Social values
Loyalty
Honesty
Responsibility
Restoring justice

RELATED PERSONAL TOPICS
Anger
Background – community
Background – family
Beaten
Beat up – victim
Being disrespected
Betrayed
Bullied
Depression
Drug dealing
Fear
Fighting
Insecure
Loneliness
Mistakes
Not popular

Parents – not caring for you
Poor
Recklessness
Respect – showing
Reputation
Revenge
Running away
Stress
Trauma
Turning someone in/Snitch
Unsafe at school
Violence
Violence – guns
Vulnerable
Weapons
Witness
Witness to violence

Legal Rights

Also known as: rights-exercising, exercising rights

Tying rights to responsibilities
America's system of justice is built on a belief in the equal importance of rights and responsibilities. By the time youth have contact with juvenile justice, the focus is on responsibility. They have broken the law and need to take responsibility for their actions.

Taking responsibility can be empowering
When harm does occur, restorative justice–a component of restorative practices–can work to restore relationships and repair the harm. In a context of justice, to take responsibility for personal action is an act of empowerment. But many young people experience it as the opposite. They feel victimized, rather than empowered by that process and resist being held accountable. One reason some youth resist taking responsibility for their actions is that they don't know the "rights" side of the equation. Ripple Effects empowers youth to seek out knowledge about specific rights, and teaches respect, assertiveness and persistence in the face of authority.

Experience of unfairness
Youth involved in the Juvenile Justice system often experience unfairness as a major theme in their lives–whether at the level of family, school or society–and do not have a sense of how to change that. Their perception may be validated by the grossly disproportionate representation of poor people and people of color within the juvenile justices system. They may have had personal experiences or seen their community betrayed by institutions or authority that were supposed to protect or serve them.

Responsibility coupled with activism
Ripple Effects approach is to empower youth to take personal responsibility for their actions, and to strengthen their ability to act against injustice wherever they encounter it.

Goals of intervention - youth will:
- Understand their rights in the judicial process
- Take responsibility for their actions in the context of restorative justice
- Confront injustice where they find it
- Transform hostility into constructive civic engagement

A suggested scope and sequence

CORE CONTENT TOPICS

Arrest
Probation
Hospitalization

SKILL TOPICS

Assertiveness
Asserting yourself
Activism/Being good
 citizen
Confronting injustice
Injustice – confronting
Legal rights
Making a complaint
Self-advocacy

Social values
Social values
Accepting responsibility
Justice
Respect – showing it
Responsibility
Restoring justice

**RELATED PERSONAL
  TOPICS**
Alone/Outsider
Anger
Authority
Authority – dealing with
Authority – defying
Beliefs – standing up for
Betrayed
Bias
Depression
Discrimination
Hate
Mistakes
Police
Unfairness
Vulnerable

Restorative Practices

Restorative practices are a set of approaches to strengthen relationships and build community. Restorative practices prevent and address conflict and challenging behaviors in a proactive, pro-social process that emphasizes belonging, safety and social responsibility. When harm does occur, restorative justice - a component of restorative practices - can work to restore relationships and repair the harm.

Whether community building or repairing harm, a fundamental idea of restorative practices is that the processes are not done to or for the identified youth, but with the student (McCold and Wachtel, 2003). Ripple Effects programs augment and align to these "with" processes by offering youth -directed, personalized support that expands, extends and fortifies the interpersonal aspects of restorative practices, as well as addressing intrapersonal challenges that lies behind the presenting behavior, from psychological issues, to family issues, to peer relations, to neighborhood context, to structural stressors such as poverty, and discriminatory policies.

Skills to build and maintain relationships
Grow a sense of belonging with pro-social skills that foster awareness and connection to community.

Ripple Effects for Teens **topics** – Connecting with others, Courtesy, Empathy, Gratitude, Perspective taking, Listening, Predicting feelings, Getting help, Making friends, Respect – showing it, Respect – getting it, Community history, Social values, Fairness, Generosity, Kindness, Justice, Reliability, Trustworthiness, Tolerance, Making space, Sharing, Resources, Communicating feelings, Asserting yourself, Group skills, Beliefs – standing up for, Confronting behaviors, Confronting injustices, Communication skills

Skills to repair harm
To facilitate circle or meeting conversations from multiple perspectives with interactive multi-media tutorials.

Ripple Effects for Teens **topics** – Predicting feelings, Understanding motives, Responsibility, Restitution (Restorative justice), Listening, Paraphrasing, Asking questions, Discussions – having, Authority – dealing with, Problem – naming, Solutions –trying, Apologies, Shame, Fear, Anxiety, Anger, Disappointment, Embarrassment, Body language, Revenge, Vulnerable

Additional topics specific to an infraction (Bullying, harassment, fighting, etc.) or antisocial behavior (Name-calling, Disrespect, etc.) are found within the program.

Skills to address personal and community trauma

Supports youth struggling with anti-social behaviors by addressing the reasons behind without blame or shame in a sensitive, culturally relevant way. Provide students with time to privately explore Ripple Effects topics they problem-solve and skill-build around intrapersonal challenges, often trauma-related that are challenging for them.

Skills to promote safety and social responsibility

To prevent future conflict or incidents of wrongdoing with personalized skill training for potential offenders and victims, as well as bystanders, see the *Ripple Effects for Teens* topics below.

OFFENDER PERSPECTIVE

Empathy
Empathy
Feelings
Feelings – predicting
Stereotypes
Perspective taking

Impulse control
Controlling impulses
Predicting consequences
Stopping reactions
Internal triggers
Outside triggers

Managing feelings
Aggression
Mindfulness
Anger
Body clues
Calming breath
Fear
Frustration
Letting go
Managing feelings
Sadness
Self-talk

Resolving conflict
Resolving conflict
Discussions – having

VICTIM PERSPECTIVE

Self-awareness
Self-aware

Assertiveness
Respect – getting it
Resisting pressure
Asserting yourself
Limits – setting
Getting help
Resources

Decision-making
Brainstorming
Decisions
Trying solutions
Telling

BYSTANDER PERSPECTIVE

Bystander
Confronting behavior
Solidarity – showing

FOR ALL
Accepting responsibility
Restoring justice
Active listening
Confronting injustice
Disagreeing respectfully
Exercising rights
Expressing feelings
Perspective taking
Resisting pressure
Responsibility
Resolving conflict
Telling
Understanding motives

Academic Success

Many students who end up in juvenile justice settings are also having problems in school. School failure and anti-social behavior are so intertwined, that each is considered a major risk factor for the other. For many youth, successful re-entry depends on learning to succeed in school. Thus promoting academic success is an important component of successful, long term preventive-intervention in juvenile justice settings.

Ripple Effects' suggested curriculum to promote school success combines strength based asset development – including: cognitive-behavioral strategies; social skill development; training for executive function, focusing attention and developing study habits; and specific problem solving strategies for both academic and social problems. Programs address the domains of the individual, teacher, peers, and family/community. Topics target the process of learning itself, with tutorials on mindsets, learning styles and intelligences, learning differences/disabilities, grades, testing and more. Topics targets the process of learning itself, with tutorials on mindsets, learning styles and intelligences, learning differences/disabilities, grades, testing and more. Select from the topics on the following page to best match your students needs and the constraints of your setting.

Additionally, on the following pages, find suggestions about how to help meet academic requirements in language arts, social studies and health education, or integrate Ripple Effects into Service Learning or Career Planning settings.

Goals of intervention - youth will:
- Be motivated to perform well in school, both socially and academically
- Understand their learning strengths and how to use them to their advantage
- Become familiar with their personal risk factors and identify resources for addressing them
- Have the skills to constructively handle conflict with teachers
- Develop problem-solving and executive function skills related to learning
- Be able to control their impulses in classroom situations

Studies have shown that Ripple Effects can be an effective tool for raising grades, reducing problem classroom behaviors and keeping kids in class, without adult mediation of content. See rippleeffects.com/impacts/ for more details.

A suggested scope

SKILL TRAINING TOPICS

Understanding self as learner
Brain
Creativity
Curiosity
Introvert
Identity
Learning styles
Risk and protection
Smarts/Intelligence
Strengths
What you love/ Passions

Approach to Learning
Being responsible
Controlling impulses
Effort
Expectations
Grit/Mental toughness
Luck/Fate
Mindset
Motivation
Optimism
Perseverance
Reflecting on performance
Resilience
Self-determination
Self-efficacy/Agency

Learning efficiencies
Active listening
Attendance
Attention
Cause and effect/ Predicting consequences
Calming breath

Criticism – dealing with
Disagreeing – respectfully
Discussions – having
Experimenting
Goals
Grades
Instructions– following
Mindfulness
Mistakes
Open-ended questions
Opinions
Organized
Paraphrasing
Problem-solving
Procrastination
Relaxing
Rules
Self-talk
Study habits/ Homework
Tests
Time management
Transitions

Connecting with others
Communicating feelings
Connecting with others
Conflict with teacher
Digital citizen
Diversity – appreciating
Introducing yourself
Friends – choice of
Friends – making
Help- getting it

Joining a group
Making a complaint
Mentors
Parent – talking to
Perspective taking
Resolving conflict
Resources
Respect – giving
Social media

RELATED PERSONAL TOPICS
ADHD
Addicted – electronics After high school
Anxiety/Nerves
Autism/ASD
Blurting out
Bored
Bullied
Cheating – in school
College
Cutting class
Disability – hearing
Disability – intellectual
Disability – learning
Disability – physical
Disability – visual
Discipline
Discouraged
Discrimination
Dropping out
Drugs
Embarrassment
English language learner
Family background
Fear of failing
Fear of success
Friends- choice of
Frustration

Hard things/Trauma
Hopeless
Horseplay
Introvert
Isolated
New kid
Parent – alcoholic
Parent – drug dealer
Parent – hits you
Parent – not caring for you
Parent in jail
Parents – break up
Peer pressure
Popular
Popularity – cliques
Pregnant
Pressure/Stress
Pressure to succeed
Reading problems
Refugee/Immigrant
Rules
School – unsafe
School – hate it
School failure
Sense of place
Sickness
Skipping class
Skipping school/ Truancy
Special Ed
Suspended/Expelled
Talking back
Tardy
Teased
Teen parent
Undocumented
Writing problems

Health Education

Match to national standards and frameworks

For students who are seeking to fulfill graduation requirements for health, Ripple Effects tutorials match to the National Health Education Standards developed by the US Department of Disease Control and Prevention to "...establish, promote and support health-enhancing behaviors for students." Educators can select topics to create a health curriculum that is developmentally appropriate and aligns with their state and local policies, as well as grade level.

National Health Framework scope recommendation

Communication
Active listening
Apologies
Asking questions
Body language
Communication skills
Compliments – giving
Compliments – receiving
Disagreeing
Expressing sympathy
Expressing thanks
Group – discussions
Having conversations
Ignoring
Introducing yourself
Inviting someone
Making space
Negotiation
Parent – talking to

Community
Addicted – parent
Betrayal
Cliques
Community
Community history
Community resources
Dealing with authority
Families – blended
Family background
Family – undocumented
Foster home
Friends

Groups – joining
Hazing
Help – getting it
Helping others
Keeping faith
Legal rights
Mentors
Norms
Parents
Peer pressure
Relationships
Restoring justice
Resolving conflict
Resources
Rural
Sense of place
Sharing
Stereotypes

Consumer health
Diet – healthy
Drugs
Exercise
Gambling
Making a complaint
Money/Economics
Shoplifting

Decision-making & Problem solving
Brainstorming
Consent
Decisions
Evaluating alternatives
Experimenting

Owning up
Peer Pressure
Problem – naming
Problem – solving
Risky behavior
Solutions – trying

Health Promotion/ Disease Prevention*
ADHD drugs
AIDS
Anxiety
Anxiety attacks/Panic attacks
Asthma
Chronic illness
Counselor
Depression
Diabetes
Drugs – antidepressants
Drugs – prescription
Falling asleep/ Insomnia
Family background
Fear of failure
Fear of success
Feeling crazy
Help – getting it
HIV
Hospitalization
Hurting yourself/ Cutting
Internal triggers
Managing Feelings
Mental illness

Nail-biting
Not liking yourself
Pressure/Stress
Psychosomatic
PTSD
Resiliency
Resources
Risk and protection
Shame
STD/Sexual diseases/ STI
Suicidal
Suicidal Friend
Tics/Nervous habits
Trauma
Witness to violence
* For more in depth information regarding mental & behavioral health promotion, see the Ripple Effects Mental & Behavioral Health Manual

Drug Prevention
Addicted
Addicted – parent
Alcohol
Alcoholic – you
Change – unplanned
Chew/Snuff
Cigars
Cigarettes/Smoking/ Tobacco
Crack/Cocaine
Decision-making

Drugs
Drugs – antidepressants
Drugs – painkillers/ opioids
Drugs – depressants
Drugs – designer
Drugs - friend using
Drugs – hallucinogens
Drugs – inhalants
Drugs – prescription
Drunk driving
Friends – choice of
Habits – quitting
Hard things
Help – getting it
Heroin
Marijuana
Meth
Parent – selling drugs
Peer pressure
Predicting consequences
Refusal skills/Peer pressure
Relapse
Resources
Steroids
Substance Abuse
Synthetic drugs/Club drugs
Transitions
Vaping/E-cigs

Cultural
Class differences
Community background
Diversity – appreciating

Diversity – disability
Diversity – cultural
Diversity – gender
Diversity – physical
Diversity – religious
Ethnic diversity/racial diversity
Family history
Individuality
Introvert/Shy
Norms
Personal history
Respect
Rural
Sense of place

Media/Technology
Addicted – electronics
Appearance
Cell phone
Digital citizen
Habits
Online bullying
Online friends
Online gaming
Online harassment
Online hate
Online porn
Online safety
Online – sharing
Online – threats
Sexting
Sexual exploitation – online
Social media

Fitness & Nutrition
Anorexia
Appearance
Binge eating
Body
Body – ashamed
Body image
Body odor
Drugs – bodybuilding
Eating disorders
Exercise type
Exercise/Fitness
Free lunch
Habits – quitting
Nutrition
Obesity/Overweight
Weight
Weight-losing

Goal setting
Goals
After high school
Education – higher
Expectations
Failing
Future
Motivation
Performance
Perseverance
Self-determination
Self-efficacy
Technical school

Growth and Development
Abstinence
Acne
AIDS

Appearance
Attachment objects
Beliefs – standing up for
Body odor
Boyfriend/Girlfriend
Boyfriend/Girlfriend – Abuse
Brain
Consent
Cultural differences
Dating
Drugs – date rape
Emotional maturity
Experimenting
Gender identity
HIV
Hormones
Identity
Liking someone/Crush
Masturbation
Menstruation
Peer pressure
PMS
Pregnant
Protection – sex
Puberty
Refusing sex
Responsibility
Risk and protection
Risky behaviors
Sex
Sex – safe
STD/Sexual Diseases/ STI Transgender
Transitions
Values
Values – social

Health curricula: injury and illness prevention focus

Complete the scope and sequences for the following the following Health Education programs covered in the *Targeted Prevention:Risk Reduction Manual* at rippleeffects.com/PDFs/tier2prevention.pdf

- Traumatic stress response
- Depression and suicide
- Tobacco prevention
- Alcohol and drug
- Eating disorders
- Obesity and overweight
- STDs/Pregnancy/HIV-AID

Social Studies

Areas of study: Current events, American Government, Civics, Social Justice curricula

Align with history-social science standards

Different configurations of Ripple Effects programs matches to the knowledge, process and product standards for state or national History/Social Studies frameworks. In general, these standards require that students not only acquire a body of knowledge about history, government and current events, but that they develop the critical thinking skills to study the past and its relationship to the present. Ripple Effects is a catalyst for students to learn more about the history of their own communities and to reflect on the role of that history on who they are and their experiences today. It prompts understanding of constitutional rights. Choose topics from the program to supplement, enrich, personalize and contextualize existing curricula; differentiate instruction; provide opportunity to practice and demonstrate learning in these areas of focus:

- Development of analytical and critical thinking skills
- Recognizing the role of perspective taking and importance of context in history and current events
- Promoting the development of personal identity and how it is shaped by family, community, culture, institutions and by lived experiences
- Study of culture and diversity, as it relates to a deeper understanding of human interconnectedness and interdependence across cultures
- Practicing the interpersonal skills necessary to effectively create, interact with, and change structures of power, authority, and governance.
- Examining concepts of fairness, justice, equity and other ideals, principles, and practices that are core to a democracy and healthy communities
- Exploring how technologies and media influence beliefs, knowledge, and their daily lives
- Contact Ripple Effects implementation support for assistance in matching program topics to your specific learning objectives.

Utilize the pre-set civics scope and sequences

In a world that is increasingly fractured along lines of class, race, gender, sexual orientation and identity, physical emotional and mental disabilities, and religion, its not enough to teach social studies students traditional social skills – which are often culturally mediated – and expect that to automatically translate into healthy, non-violent behavior. If we want youth who have had contact with the juvenile justice system not to reoffend or self-medicate with drugs or alcohol, and to avoid reckless, aggressive behavior, then they need the skills to change the things in the world that are causing them pain. In both the Doin' Democracy and Promoting Respect/Diversity Appreciation

scope and sequences, skill training to promote social justice, along with skills for thriving despite adversity and trauma, and traditional social emotional competencies are included. These pre-set scope and sequences can be found in the *Universal Manual* at rippleeffects.com/PDFs/tier1universal.pdf

Leverage student choice to develop analytical skills, strengthen sense of self

Most adolescents are more interested in themselves than historical figures. And although many youth who end up in juvenile justice settings lack a firm sense of cause and effect, most have no interest in learning analytical skills for academic sake. Educators can leverage students inclination towards self and still meet social studies standards in one of three ways:

1. Let students choose any topic in the program, and answer the critical thinking, discussion questions in the discussion text box.
2. Take a major news item each day or week, and direct student to finding a topic related topic to one of the item's themes.
3. Choose a topic: racism, economics, class differences, gender, gender identity, etc. and have students relate it to their own experience.

Preparing students to balance rights and responsibilities

In a society that is both free and diverse, conflict is inevitable. Citizens must learn to do a balancing act between personal rights and the needs of the community; between empathy and assertiveness. Students who become involved in juvenile justice have not yet found this balance point. Ripple Effects provides training to help them reach it, as well as a special course in Legal Rights found on pages 50-51.

Preventing bias

Youth in juvenile justice settings, frequently report being on the receiving end or perpetrating taunting, hitting, socially excluding, or harassing behaviors based on race, ethnicity, religion, gender or gender identity, sexual orientation, or physical or mental disability. Often perpetrators hope their acts of violence will earn respect from their friends. Being unsure of oneself and wanting desperately to belong to a powerful group can lead some young people to commit hate crimes, while others may join gangs. In detention settings, youth can be motivated to adopt these marginalizing behaviors and attitudes as a perceived means to self-preservation. This activity can cause stress on the individual and these attitudes can further alienate them from others in their community when they are released. Young people's strong desire for power and respect can be a powerful motivator for learning positive skills and connecting in prosocial ways with community. See either the *Bias Crime* scope and sequence in this manual or the *Bias Activity* scope and sequence in the *Targeted Prevention: Risk Reduction Manual* for details at rippleeffects.com/PDFs/tier2prevention.pdf

Language Arts Supplement

Aligns with standards to meet credit requirements

Different configurations of *Ripple Effects* programs match to standards for state or national English/Language Arts and Literacy frameworks by developing student growth and proficiency in the areas of reading, writing, listening and speaking. A *Ripple Effects* alignment to CCSS anchor standards can be found at rippleeffects.com/teachers/

Meaningful, relevant, engaging

For all students, education research has shown that a meaningful, relevant and rigorous teaching, improves student engagement and learning outcomes. For youth in the juvenile justice system who struggle in the classroom and especially with reading, having good instruction isn't only important to learning, but also crucial to finding future employment, accessing resources, and reducing their risk of reoffending. For some it provides a "therapeutic" outlet. *Ripple Effects* tutorials can be used to supplement and enrich literacy programs. Also, *Ripple Effects* partners with paid youth collaborators who have contributed their true stories, acting, voice talent, content review and production assistance to the development of *Ripple Effects* interventions. To learn more, go to rippleeffects.com/true-stories/

A bridge to communication for all youth

Applied universal design for learning (UDL) principles provide multiple opportunities for students with low language ability to access information and meaning, as well as opportunity to practice and demonstrate understanding. Word prompts, graphic images, true story videos are especially useful in empowering learners to name and understand their experience. While video modeling focuses on a specific skill component, providing both visual and auditory instruction. In the journal, students who are more comfortable writing in their native language, are able to do so. On some devices, speech to text is available. And transfer training exercises in the "Apply It" encourage youth to reach out to their community/family, strengthening bonds through communication.

Critical thinking and expressive language

Ripple Effects for Teens provides thousands of opportunities for practice of critical thinking. Throughout the program, constructivist & instructivist teaching is followed with open-ended prompts that invite analysis and reflective inquiry. Transfer training exercises promote social communication, while the journal offers more than 400 writing exercises for each of 5 basic tasks: describing experiences, identifying feelings related to it, listing options, declaring goals and identifying people in the community who can help. Implementers may choose topics that link to a literature theme or let students choose a topic of interest to them.

Improving language acquisition

Throughout the program, youth with a range of language skills can develop and practice their receptive language skills.

- Multiple forms of content representation make content accessible in different ways.
- All audio in the program is recorded by a cross-section of youth with a diversity of English dialects.
- Content is presented in culturally relevant and developmentally appropriate ways - youth voices with multiple dialects, topic names in language used by youth, graphic art & video
- Leverages the background knowledge of each youth by using their unique selection patterns to drive learning.
- Reinforces the literary technique of point of view, with the topic "Perspective taking" and multiple Diversity topics

Developing reasoning skills with their respective sentence structures

There are a few key sentence structures, which are not only essential to forming basic cognitive structures and reasoning skills, but they also provide the foundation for academic language and are essential components of social-emotional learning. These structures and the topic names where they can be found:

- if/then – Predicting consequences
- cause and effect – Cause and effect
- why/because – Motives
- both/and – Mixed feelings
- I feel (this)/when (that) happens – Communicating feelings
- I statements – I statements
- claim, evidence, reasoning- Arguing, Respectfully disagreeing

Vocabulary building

Ripple Effects program is also an easy-to-use tool for building a rich vocabulary, especially in the realm of social-emotional experience. Many boys may especially find this difficult to articulate. For example, early on youth can learn the names for feelings ("identifying feelings").They can be encouraged to choose from a list of value words, like "fairness," or "responsibility" and write about one of them.

Confidentiality issues

To protect their privacy, youth entries into the brain/journal are password protected and encrypted. In settings where it is important to know what they have written, simply require students to print their "memories," or save the file to a location you designate.

Service Learning and Leadership

Service learning can be an effective model for combining pre-employment experience with academic goals; developing social-emotional skills; and giving service to the community. To aid in the development of high-quality projects that promote academic growth and civic engagement, the National Youth Leadership Council has set standards for quality practice, which draw on student needs for, and development of, social emotional learning skills. The Ripple Effects service learning topics align to those standards; building student understanding of oneself, connecting and being aware of others, and making decisions. Customize topics to support your setting and project.

Meaningful service
Service-learning actively engages participants in meaningful and personally relevant service activities.

***Ripple Effects for Teens* topics:** Belonging, Community history, Family background, Helping others, Knowing who you are, Values, What you love

Reflection
Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

***Ripple Effects for Teens* topics:** Changing feelings, Empathy, Gratitude, Intelligences, Learning styles, Mixed feelings, Reflecting on performance, Strengths, Stress, Temperament

Diversity
Service learning promotes understanding of diversity and mutual respect among all participants.

***Ripple Effects for Teens* topics:** Curiosity, Diversity – appreciating, Diversity – cultural, Diversity – disability, Diversity – ethnic, Diversity – gender, Diversity – preferences, Diversity – religious, Diversity – physical, Perspective taking, Relating skills, Respect, Sexual orientation, Stereotypes, Trust

Youth voice
Service learning provides young people with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

***Ripple Effects for Teens* topics:** Agency, Self-determination, Assertive voice, Assertiveness, Brainstorming, Control – taking, Decisions, Goals, Organized, Predicting consequences, Problem – naming, Problem-solving, Self-confidence

Progress monitoring

Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

***Ripple Effects for Teens* topics:** Creativity, Criticism – dealing with, Performance/ Evaluating alternatives, Problem-naming, Problem-solving

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

***Ripple Effects for Teens* topics:** Active listening, Communication skills, Helping others, Open-ended questions

Duration and intensity

Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

***Ripple Effects for Teens* topics:** Perseverance

Career Preparation

Description

The skills that young people will need as they become part of the 21st century workforce are often not the same ones that serve them best in traditional school settings. Since many, if not most, youth who end up in contact with juvenile justice are having problems in traditional school, this can actually be an opportunity for them.

Three skill sets needed

The Partnership for 21st Century Learning identifies three major areas that they think increasingly will separate those who thrive from those who fail in the complex work environments of the 21st century. Each of these areas include skills, knowledge, and expertise in domains that are considered "non-academic." Ripple Effects programs include tutorials to help students gain the knowledge and build the skills and expertise to meet these three areas of focus.

Learning and innovation

Learning and innovation skills include:

• Creativity and Innovation

• Critical Thinking and Problem Solving

• Communication and Collaboration

Ripple Effects programs address all three of these skill sets. "Creativity" is explicitly addressed in a tutorial that includes an interactive self-profile. The entire digital skill-building program is based on a real world, student-directed personal problem solving model. Each of the more than 400 topics is introduced with a case study that invites forth critical thinking. Problem-solving, communication and collaboration skills are all components of the "Five Keys" that not only can reduce risk of delinquency, but can increase chances of school and life success.

Ripple Effects Recommended Scope - Teens

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	
Creativity	Problem solving	Asserting yourself	Perspective taking
Brainstorming	Problem – naming	Communications skills	Resolving conflict
Asking questions	Brainstorming	Conversations	Reliability
Mistakes	Evaluating alternatives	Group skills	Reasons – giving
Reflecting on performance	Predicting consequences	Disagreeing respectfully	Responding to others
Failure	Cause and effect	Discussions – having	Responsibility
Courage	Solutions – trying Decisions	Diversity – appreciating	
Mindset	Perseverance		
Strengths			

Life and Career Skills

The 21st century service-based economy, requires far more "people skills" than the manufacturing economies of the past. Industry leaders have specifically identified these desired outcomes for a successful career preparation program. *Ripple Effects for Teens* addresses the five key areas:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Flexibility and Adaptability

Change – normal
Change – unplanned
Changing feelings
Criticism – dealing with
Mindset
Resilience

Initiative and Self-direction

Effort
Future
Goals
Motivation
Performance
Responsibility
Self-efficacy
Time management

Social and Cross-Cultural Skills

Asking for help
Authority - defying
Authority – dealing with
Communication skills
Competition – winning
Discussions – having
Diversity – appreciating
Expressing feelings
Group skills
Groups – joining
Helping others
Introducing yourself
Making a complaint
Networking

Norms
Perspective taking
Resolving conflict
Values – social

Productivity and Accountability

Criticism – dealing with
Reliability
Late
Mistakes
Organized

Leadership and Responsibility

Asserting yourself
Fairness
Respect
Responsibility
Justice

RELATED TOPICS

After high school
Education- higher
Expectations
Job
Mentors
Money
Success phobia
Technical school

Information, Media and Technology Skills

Ripple Effects for Teens includes critical thinking exercises applied to technology, media and information in each of the more than 400 topics in the program.

In the "Apply It" section of each topic is a media analysis exercise that requires critical thinking specifically applied to technology, media and information.

Topics specific to technology include but are not limited to: Digital citizen, Social media, Cell phone, Online bullying, Online safety, Online harassment, Online sharing, Online threats, Online hate, Online gaming

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 6-11)

Ripple Effects for Staff

Educator/implementer tools

Planning & Assessment Kit

Screen for Strengths

Data Viewer

Web

Implementation: rippleeffects.com/teachers

Technical: rippleeffects.com/ support/tech

General: help@rippleeffects.com

Live 1.888.259.6618

• Free technology and implementation support

• Fee-based training evaluation services

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