rippleeffects

Positive Behavioral Intervention: Sample Individual Treatment Plans

Contents

Introduction

Ripple Effects digital interventions are a resource for use as a positive, targeted intervention with individual students in a variety of learning, health and juvenile justice settings. It can complement other ongoing approaches, methodologies, strategies and interventions. The combined elementary and teen programs have more than 600 inter-linking, trauma-informed tutorials that address social, emotional, behavioral and academic issues that can interfere with school and life success.

Key concepts and objectives
Research Base

Ripple Effects synthesizes research from many fields

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

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

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

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

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

- **Learning theory**
  This includes social learning research, which points to the importance of modeling, rehearsal, interactivity, affective education, and cognitive-behavioral training in developing social-emotional abilities. It also includes research about universal design for learning (UDL), which focuses on maximizing accessibility to students with diverse learning styles, abilities, attention spans, languages and cultural orientations. Applications from the fields of Culturally Responsive Teaching and Neuroscience inform both the learning platform and presentations of content.

Your intervention approach

For each tutorial allow about 15 minutes

For adolescents, a 30-minute session generally allows time to cover one tutorial, plus time for personal exploration/self-directed learning. A personalized learning plan made up of multiple topics can be spread out, or compressed, to fit a range of time constraints. Use of the program to build a targeted intervention plan usually consists of 12-14 assigned topics, plus time for personal problem-solving. See the *Ripple Effects for Teens* and *Ripple Effects for Kids* implementer's guides in your dashboard for more guidance.

Choose a mode of facilitation

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

Respect student privacy

Again and again we have seen that adolescents are more open to the program when they can also 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 top to bottom. However, have each learner complete the interactive "Got it" "Brain" and "Profile" learning modes for every topic assigned. Monitor completion of the assigned topics by checking the learner's *Scorecard* or using the *Data Viewer* in your dashboard. Note that students need to complete all sections of the "Brain" (journal) to get credit.

Maintain a positive approach

Whether in counseling, discipline or intervention settings, whenever possible start with a strength.

Note: The scopes in this manual have been developed with real world users in real world settings, with input from child psychiatrists, special education experts, school nurses, psychologists, teachers, parents, administrators and disciplinarians. Nonetheless, they are offered as suggested approaches, not required curriculum. They need to be interpreted and adapted to meet the needs of your learners in your unique circumstance.

Just-in-time approach

This is an approach that can be used across settings, when a student needs personalized support right away. Make the program available for student-directed problem solving around a personal challenge, possibly trauma-related; supplement and reinforce other curricula or therapy by assigning specific skill building topics; or use to address a specific problem behavior.

Using program as a one-time behavioral intervention

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

Implementers can use already existing Individual Education Plans

For instance, if a student's plan contains the goal of developing self-control, and/or greater success in managing feelings, simply assign those topics as a resource to help meet that goal. For documentation of skill-training, go to the *Data Viewer*. Here you will see the records of all interactive lesson components completed and time spent using the program (dosage) at the individual and group level.

Addressing specific problematic behaviors — extensive, intensive skill-building

In those cases, educators may want a broader scope and sequence that targets a specific behavior or skill deficit. Use the related topics box (lower, right text box of each lesson) or draw from the sample treatment plans in the following pages. Refer to "Guidelines for Designing Treatment Plans" on the following page for developing the intervention plan.

Meeting mandates for discipline settings

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

Maximizing the effectiveness of the program

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

Using program as one-time intervention

1 Identify a learner's strength that can be a foundation for growth

Have each student complete the self-profile under the "Learning Styles" topic. For learners, understanding their learning is a first step in recognizing how they can be successful learners. You can also have them complete the "Strengths" topic, which includes a self-profile.

2 Direct them to the issue that has caused immediate concern

The topic lists includes more than a hundred behavioral infractions recognized at most school districts (from talking back, to cheating, fighting, bias activity, etc.). It also includes health and mental health issues that students face. The tutorial for each topic automatically leads students to training in social-emotional competencies that are correlated with solving the identified concerns. To dig deeper, simply tell them to follow the underlined words in the illustrations on the "How to" screens. These will link them to the appropriate skill training. Many educators will facilitate these parts of a lesson, especially in the elementary setting.

3 Have them seek out an underlying reason

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

4 End with building strengths in a key social-emotional ability

Present the program as a process of empowerment, not punishment. Ripple Effects organizes key abilities into five categories: knowing yourself, controlling yourself, being aware of others, connecting to others and decision making. Either you or the student can pick a skill to develop from the "KEYS" list in the program.

Guidelines for Designing Treatment Plans (multi-session)

While the guidelines below are primarily intended for use of the program in Tier 2 & 3 settings, they can also be applied to some universal, curricular applications. For more information about designing implementations across tiers, see the implementation manuals on the Implementation Support Webpage.

Research to date shows that:

- 3 ½-4 hours of content aimed toward one outcome/learning objective. This is 12-14 topics (lessons). Allow time for personal exploration.
- Those 12-14 lessons can be structured to the configuration that best matches the technology, staffing, constraints (time) and learning objective(s). • Topics take on average 10 to 20 minutes to complete. One 30-minute session generally allows time to cover one topic and time for personal/student-directed exploration.
- Direct/encourage youth to choose one out of every four lessons, based on their own interest; the rest being assigned by the implementer.
- This can be translated into one or more sessions per week. The only constraint is that sessions be spread out enough to allow youth opportunities to practice and internalize what they are learning. • Some youth in Special Education, or similar settings, will require more intensive skill building in the targeted area beyond the 12-14 lessons or more extensive skill training across skills. These youth might have two or more targeted intervention plans over the course of a year.
- Many youth, across settings and grades, report that in addition to having time to self-direct their learning, they also enjoy leading parts of lessons and participating in group exercises & discussions using the programs activities.
- Select topics from the scope and sequences in the implementation manuals found at https://rippleeffects.com/teachers/

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

Aggression – proactive

Concern

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

Background information

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

There are several possible reasons why learners may demonstrate this kind of anger. Boys who witness abuse of their mothers at an early age may learn to stop identifying with her and others as a defense mechanism to manage their own emotional pain. Youth who have been sexually abused may learn to not feel as they disassociate from their bodies. Emotional abuse may also cause youth to close off their emotional response to others in defense. Members of gangs may have been systematically trained to unlearn their feeling response. Allowing time for youth to choose and explore personal topics may be necessary. It is not necessary for them to share with you, the root of the problem to provide empathy training.

This program is not designed to meet the entirety of psycho-social needs for these youth. Other professional resources must be also sought out.

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself	**Identifying with others**	Aggression	Stress
Knowing yourself	Empathy	Revenge	Anxiety
Strengths	Perspective taking	Hitting	Depression
Temperament	Asking questions	Fighting	Criticism
Brain	Understanding motives	Name-calling	Unfair
Understanding feelings	Body language	Cursing	Discrimination
Risk and protection	Body language	Defiance	Racism
Managing Feelings		Disrespect	Witness to violence
Changing feelings	**Being part of a community**	Hurting animals	Drug Dealing
	Accepting responsibility	Fire setting	Domestic violence
Managing feelings	Making things right	Revenge	Abuse - child
Managing anger	Making apologies	Breaking rules	Sexual assault
Breathing	Making friends		Hospitalization
Self-calming	Respect – showing		
Self-aware	Compliments – giving		
Self-talk	Compliments – receiving		
Triggers - outside	Complaints – making		
Physical sensations	Conversations		
Expressing feelings	Expressing feelings		
Brush it off	Group discussions		
Exercise	Joining a group		
Predicting consequences	Giving help		
Reactions – stopping			

Aggression – reactive

Concern

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

Background information

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

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

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

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

Goals of intervention – students will:

- Stop reactions and think through consequences before acting
- Recognize physical cues for feelings
- Identify their feelings by name
- Monitor and control self-talk
- Express problematic feelings in an appropriate way
- Use problem-solving techniques to deal with frustration

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself Knowing yourself Strengths Brain **Managing Feelings** Managing feelings Breathing Self-calming Self-aware Self-talk Triggers - outside Physical sensations Expressing feelings Brush it off Exercise Predicting consequences Reactions – stopping	**Being part of a community** Accepting responsibility Resolving conflict Making things right **Problem solving** Identifying the problem Problem-solving Evaluating alternatives Making decisions **Standing up for yourself** Asserting yourself Disagreeing respectfully Confronting injustice Dealing with authority Making complaints Needs – stating	Aggression Hitting Fighting Name-calling Cursing Defiance Disrespect	Anger Disappointment Discouraged Embarrassment Envy Fear Frustration Hopeless Jealousy Sadness Shame Stress Revenge Anxiety Depression Criticism Unfair Discrimination Racism Sexism

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself Knowing yourself Strengths Your brain **Managing Feelings** Managing feelings Calming breath Calming down Self-awareness Self-talk Triggers Expressing feelings Letting go Exercise Predicting consequences Reactions – controlling	**Being part of a community** Apologies Resolving conflict **Problem solving** Problem - naming Problem-solving Alternatives Making decisions **Standing up for yourself** Assertiveness Disagreeing Making a complaint	Hitting Fighting Name-calling Cursing Defiance Pushing and shoving	Angry Disappointed Discouraged Embarrassed Afraid Frustrated Jealous Sad Shame Anxiety Nervous Unfair Discrimination Courtesy Thoughtfulness

Attention seeking

Concern

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

Background information

Students who clamor for attention may appear demanding, but they often have been "shorted" on positive attention. Indeed, they may have learned that negative behavior is the only thing that really gets a response and connects them to others. A natural response to attention-seeking behavior, especially when a teacher is annoyed, is to withdraw emotionally from the student making the demands. This rarely works. The learner usually responds by escalating their annoying behavior, which leads to increased emotional withdrawal by other learners and the teacher, and so continues on in a seemingly endless loop.

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

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

Goals of intervention — learners will:

- Identify personal strengths
- Develop self-confidence
- Build positive links to other people
- Better understand their own attention seeking behavior

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Identify personal strengths Strengths **Develop self-confidence** Self-confidence	**Build positive links to other people** Connecting with others Making friends Joining a group Active listening Conversation Giving compliments **Better understand their own attention seeking behavior** Predicting consequences Making space	Blurting out Disrupting class Goofing off Teasing Breaking rules	Alone Insecure Loneliness Excluded Invisible Ignorin

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Identify personal strengths Strengths **Develop self-confidence** Liking yourself	**Build positive links to other people** Connecting with others Making friends Group - joining Listening Conversation Compliments **Better understand their own attention seeking behavior** Predicting consequences Motives - understanding	Blurting out Goofing off Teasing Bothering others Name-calling Pushing and shoving	Lonely Left out Ignoring Family problems

Bias activity

Concern

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

Background information

Contrary to popular belief, most bias activity is not committed by hardened extremists. Rather, a surprisingly large number are youthful thrill seekers. Often, the perpetrators hope their acts of violence and/or aggression will earn them respect from their friends.

The second most common perpetrator of bias activity, is the "reactive offender" who feels that they are responding to an attack by the victim -- a perceived insult, being overlooked, interracial dating, being "cancelled." 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 targets. They may see them as objects or stereotypes, not as human beings. Thus a key goal in intervention with bias offenders is to develop empathy and strengthen or establish connection with the wider community.

The best way to prevent bias activity 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 – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Understand self	**Develop greater appreciation for the experience of others**	Bias activity	Feel powerless
Knowing yourself		Bullying	Bias crimes - target
Strengths	Diversity – appreciating	Aggression	Depression
	Perspective – taking	Teasing	Discrimination
Manage feelings and control impulses	Empathy	Slurs	Hate
Managing feelings	Bias	Gay bashing	Racial conflict
Managing anger		Hitting	Stereotypes
Controlling impulses	**Make things right**	Online hate	Cultural differences
Body clues	Accepting responsibility	Online threats	Class differences
Consequences - predicting	Making things right	Religious attack	Physical differences
Reactions - stopping	Apologies	Online harassment	Diversity – physical
Brush it off		Harassment- offender	Diversity – gender
Triggers – inside	**Reconnect to a caring community, or begin connection to community**		Diversity – religious
Triggers – outside	Connecting with others		Racial diversity
	Respect – getting it		Sexual orientation
	Respect – showing		Immigrant
			Undocumented
			Privilege

Bullying

Concern

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

Background information

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

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

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

Goals of intervention – learners will:

- Develop empathy
- Change norms about bullying
- Redirect desire for power and dominance
- Build impulse control
- Learn techniques to manage anger
- Understand reasons behind their anger

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop empathy	**Build impulse control**	Bullying	Making things right
Empathy	Controlling impulses	Online bullying	Apologies
Perspective taking	Predicting consequences	Mean	Bullied
		Aggression	Upstander
Redirect desire for power and dominance	**Managing anger**	Teasing	Alone
Power	Self-aware	Online threats	Fear
Connecting with others	Predicting feelings	Harassment – online	Social media
Kindness	Physical sensations		Beaten
Making friends	Self-talk		Strengths
Body language	Managing anger		
Digital citizen	Reactions – stopping		
Getting help	Resolving conflict		

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop empathy	**Build impulse control**	Bully – you do it	Apologies
Empathy	Controlling impulses	Online bullying	Bullied
Point of view	Predicting consequences	Teasing	Upstander
		Mean friend	Lonely
Redirect desire for power and dominance	**Managing anger**	Threats	Fear
Connecting with others	Self-aware		Beaten
Kindness	Feelings – predicting		
Making friends	Self-talk		
Digital citizen	Angry		
Help - getting it	Reactions – controlling		
Apologies	Resolving conflict		
Strengths			

Communication challenges

Concern

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

Background information

These are a range of reasons that make it difficult to pick up clues from other people and respond appropriately.

Some fall under the broad heading of "Autism Spectrum Disorders," which can present very differently from person to person.* Empathy is a common challenge for some. They struggle to get inside others' hearts and minds, making it difficult to take someone else's point of view. This can then interfere with the socialization process. For some, they also may miss jokes and expressions because they're too literal. Others can be easily upset with change. Frustration, confusion and/or another strong feeling may result, leading to aggressive or compulsive behavior, or simply shutting down. These communication challenges can result in doing poorly in school, even though the academics may not be a problem.

Goals of intervention – learners will:

- Become more comfortable with change
- Understand instructions
- Develop social skills that enable them to participate in conversation
- Develop empathy
- Reduce anxiety

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Handle change Managing change Change – unplanned **Understand instructions** Instructions -following Active listening **Communication skills** Communication skill Social skills Body language Conversations Asking questions Paraphrasing Discussions - having Introducing yourself Inviting someone Expressing sympathy	Thanking someone Compliments -giving Apologies Assertive eyes Assertive message **Develop empathy** Empathy Perspective taking Understanding motives **Reduce anxiety** Anxiety Breathing Self-talk Self-calming Brush it off Managing feelings	Talking – too much Obsessing Blurting out	Teasing Autism Frustration Isolated Shyness Ignored Nervous habits Speech impediment

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Handle change Managing change Change – unplanned **Understand instructions** Instructions -following Listening **Communication skills** Communicating feelings Conversations Asking questions Introducing Inviting Thanking someone Compliments Apologies Assertive body Assertive message Permission -getting Saying no Courtesy	**Develop empathy** Empathy Point of view Motives - understanding **Reduce anxiety** Anxiety Nervous Calming breath Self-talk Calming down Letting go Managing feelings	Blurting out Name-calling	Teased Autism Frustrated Shy Ignoring Speech problems

Cultural alienation

Concern

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

Background information

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

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

As students feel empowered to change the things they believe are unfair, they are less likely to drop out, or transfer their anger and frustration onto others, or become disengaged. When they begin to identify what they have in common with their peers, they are more likely to form positive social bonds that overcome isolation. When they realize they have something to give, and learn skills for giving, their self-worth is confirmed. Finally, as they are able to look at cultural differences and take pride in their own legacy, they can look at how their attitudes toward school are linked to historical community experiences and make conscious decisions about how to rewrite that history going forward.

Goals of intervention – learners will:

- Appreciate their own heritage
- Appreciate individual differences in themselves and others
- Analyze perceived discrimination and injustice
- Understand motives
- Take others' point of view
- Identify positive contributions they can make to the community
- Become active participants in the democratic process
- Learn constructive ways to confront injustice
- Learn how to make complaints

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself	**Build positive links to others**	Put downs	Expectations
Background – community	Connecting with others	Conflict - with teacher	Gay
Background – family	Helping others	Online hate	Invisible
Risk and protection	Democracy - doing	Lack of effort	Ignoring
	Respect – getting it		Isolated
Develop greater appreciation for the experience of others	Respect – showing it		Outsider
	Courtesy – internet		Picked on by peers
Perspective taking			Poor
Identifying with others	**Standing up**		Privilege
Diversity – appreciating	Agency		National pride
Cultural differences	Empowering yourself		Rejected
Understanding motives	Confronting injustice		Resentment
Ethnic diversity	Making complaints		Social values
Religious diversity	Justice		Stereotypes
	Discrimination		

Defiance

Concern

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

Background information

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

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

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

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

Goals of intervention – learners will:

- Understand their strengths and learning style preferences
- Set a goal that begins to fulfill their promise
- Master specific skills for controlling the particular behavior that is getting them in trouble, such as talking back or fighting
- Begin to take responsibility for their action
- Make apologies if necessary
- Understand the possible role of family struggles in their behavior
- Understand the possible role of depression or ADHD in their behavior

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Strengthen self Strengths Passions Your mind Learning style Sports & exercise type Curiosity **Set goals** Self-determination Self-efficacy Goals **Control impulses** Controlling impulses Predicting consequences **Empathy** Empathy Understanding feelings Perspective taking	**Manage feelings** Managing feelings Managing anger Frustration Sadness Self-calming Self-aware Calming breath **Restorative practices** Values - social Making things right Accepting responsibility Making apologies Respect - getting it Dealing with authority	Defiance Aggression Talking back Fighting Blurting out Rebellion Lying Disrespect Breaking rules	Conflict with teacher Bullied Depression Learning disability ADHD Betrayed Jealousy Drugs

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Strengthen self Strengths Your brain Learning style Exercise **Set goals** Self-efficacy Goals **Control impulses** Controlling impulses Predicting consequences	**Empathy** Empathy Understanding feelings Point of view **Manage feelings** Managing feelings Calming breath Angry Frustrated Sad Calming down Self-awareness **Restorative practices** Apologies Respect	Defiance Talking back Fighting Blurting out Lying Name-calling Rude Breaking rules	Teacher problems Bullied Learning problems ADHD Jealous Drugs Family problems Beaten Substance abuse - family

Disrespectful

Concern

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

Background information

These youth are not outright defiant, but may have the same effect on teachers and peers as if they were. They can miss observing signs of social respect and classroom/ civic conversational conventions. They can be impolite, which might border on abusive.

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

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

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

Goals of intervention – learners will:

- Develop an understanding of what respect is
- Develop a sense of mutuality in respect
- Develop respect for legitimate authority figures
- Learn basic manners
- Learn and practice conversation skills

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Respect – giving, getting Respect – showing Respect – getting it Being disrespected **Authority** Dealing with authority Resolving teacher conflict	**Social and communication skills** Communication skills Active listening Assertive message Disagreeing respectfully Conversations Courtesy Courtesy – internet Compliments – giving Compliments – receiving	Talking back Swearing Goofing off Disrupting class Defiance Breaking rules	Competition – winning Competition – losing Cultural differences Kindness Making space Showing care Temperament Digital citizen

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Respect – giving, getting Respect **Authority** Teacher problems	**Social and communication skills** Expressing feelings Listening Assertive message Disagreeing Conversations Courtesy Compliments	Talking back Swearing Goofing off Disrupting class Defiance Name-calling Pushing and shoving Breaking rules	Competition – winning Cultural differences Kindness Digital citizen

Disruptive in class

Concern

Ongoing disruptive behavior, characterized by clowning around, making smart remarks, joking (often at the expense of others), dropping items, passing notes/texts, engaging in social media activities, chattering, poking at neighbors, etc. while in class.

Background information

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

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

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

Goals of intervention – learners will:

- Curb the disruptive behavior
- Increase overall impulse control
- Identify underlying reason for behavior
- Provide resources for dealing with those reasons
- Provide an outlet for creative expression

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop impulse control	**Provide an outlet for creative expression**	Disrupting class	Bored
Controlling impulses		Disrespect	Unfairness
Stopping reactions	Creativity	Defiance	Learning disability
Predicting consequences	Humor	Authority – defying	Frustration
	Strengths	Blurting out	Disrespected
Skills to address reasons	Intelligences	Conflict - with teacher	Trauma
Self-calming	Learning style	Goofing off	Competition - losing
Discussions – having		Put-downs	Exercise
Thoughtfulness		Swearing	
Following instructions		Talking back	
Asking for help		Talking – too much	
Authority – dealing with			

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop impulse control	**Provide an outlet for creative expression**	Defiance	Unfair
Controlling impulses		Blurting out	Learning problems
Reactions - controlling	Strengths	Teacher problems	Frustrated
Predicting consequences	Learning style	Goofing off	Hard things
	Exercise	Teasing	Winning
Skills to address reasons		Swearing	
Calming down		Talking back	
Conversations		Bothering others	
Thoughtfulness		Name-calling	
Instructions - following		Permission - getting	
Asking for help		Pushing and shoving	

Disruptive outside of class

Concern

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

Background information

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

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

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

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

Goals of intervention – learners will:

- Know their strengths
- Know what exercise they could enjoy and stick with
- Internalize norms of good conduct
- Control impulses
- Be able to join with others in talk and play

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself	**Social norms**	Horseplay	Competition – losing
Strengths	Social values	Pushing	Competition – winning
Exercise type	Norms	Swearing	Frustrated
	Rules	Fighting	Loneliness
Develop impulse control	Courtesy	Teasing	Left out
Controlling impulses	Sharing	Gossip	
Stopping reactions	Fairness		
Predicting consequences	Kindness		
Triggers – inside	Thoughtfulness		
Triggers – outside			
	Connect with others		
	Connecting with others		
	Making friends		
	Groups – joining		
	Asking for help		
	Conversations		
	Compliments – giving		

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Knowing yourself	**Social norms**	Horseplay	Games – winning
Strengths	Rules	Swearing	Frustrated
Exercise	Courtesy	Fighting	Lonely
	Sharing	Teasing	Left out
Develop impulse control	Fairness	Gossiping	
Controlling impulses	Kindness	Name-calling	
Reactions - controlling	Respect	Bothering others	
Predicting consequences		Pushing and shoving	
Triggers	**Connect with others**		
	Connecting with others		
	Making friends		
	Group – joining		
	Asking for help		
	Conversations		
	Compliments		

Hyperactive

Concern

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

Background information

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

The combination of constant motion and constant talking can make hyperactive students unpopular with other kids. It can distract other students from learning. Their tendency to blurt out answers or comments and resistance to following directions, can aggravate their teachers.

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

These learners can be quickly bored with reading and lectures. Thus, identifying preferred learning styles early is especially important. They are often "doers," enjoying project based or hands-on learning.

A strong exercise program is a big help for youth who are hyperactive, so it's a good idea to include the "exercise" tutorials in your scope and sequence to encourage adoption of this activity.

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning Learning style Brain Goals **Physical outlets** Exercise type Exercise	**Impulse control** Controlling impulses Self-aware Body clues Calming breath Self-calming Predicting consequences Reactions - stopping **Social skills** Conversations Listening	Bored Blurting out Talking - too much Paying attention Goofing off	ADHD

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning Learning style Your brain Goals **Physical outlets** Exercise	**Impulse control** Controlling impulses Self-awareness Calming down Calming breath Self-talk Predicting consequences Reactions - controlling **Social skills** Conversations Listening	Blurting out Paying attention Goofing off Bothering others	ADHD

Impulsive

Concern

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

Background information

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

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

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

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

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

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning Learning style Brain **Impulse control** Controlling impulses Self-aware Body clues Calming breath Self-calming Self-talk Triggers - outside Predicting consequences Reactions - stopping	**Self-understanding** Background – community Background – family Responsibility Strengths Goals **Connect with others** Apologies Peer pressure **Decision making** Making decisions Problem – naming Problem–solving Brainstorming Evaluating Alternatives Solutions – trying	Blurting out Cheating - in school Risk-taking Talking - too much Talking back Bragging Disrespect Defiance Breaking rules	ADHD Bored Frustration Insecure Child abuse

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning Learning style Your brain **Impulse control** Controlling impulses Self-awareness Calming down Calming breath Self-talk Triggers Predicting consequences Reactions - controlling	**Self-understanding** Background Goals **Connect with others** Apologies Peer pressure **Decision making** Making decisions Problem – naming Problem-solving Brainstorming options Alternatives Solutions – testing	Blurting out Cheating Talking back Defiance Bothering others Name-calling Permission - getting Pushing and shoving	ADHD Frustrated Beaten Family violence Substance abuse - family

Isolated ("loner" behavior)

Concern

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

Background information

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

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

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

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

Goals of intervention – learners will:

- Identify goals for themselves
- Develop self-confidence
- Master self-calming techniques
- Develop assertiveness
- Build social skills
- Strengthen bonds to peers and school

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Self-understanding Strengths Temperament Learning style Self-confidence Agency Curiosity Goals **Managing feelings** Managing feelings Self-calming Calming breath Managing anxiety Managing fear Expressing feelings Exercise	**Develop assertiveness** Being assertive **Connecting with others** Connecting with others Making friends Meeting people Groups – joining Group – discussions Communication skills Introducing yourself Compliment – giving Compliment – receiving Saying what you need Asking for help Community resources		Alone Bullied Shyness Picked on by peers Illness New kid English language learner Embarrassment Depression Ignoring Invisible Isolated Loneliness Left out Rejected Shame Stress Substance abuse Mentors

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Self-understanding Strengths Learning style Liking yourself Agency Goals **Managing feelings** Managing feelings Calming down Calming breath Anxiety Nervous Fear Expressing feelings Exercise	**Develop assertiveness** Assertiveness **Connecting with others** Connecting with others Making friends Group – joining Conversations Communicating feelings Introducing Compliments Asking for help Asking questions		Lonely Bullied Shy Picked on - by peers Sickness New kid English language learner Embarrassed Ashamed Left out Drugs Family problems

Poor decision making/judgement

Concern

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

Background information

These youth often act precipitously, without a sense of predictable consequences. At school they may make foolish threats, not because they are filled with rage, but because "it seemed to make sense at the time." They may engage in vandalism or dangerous pranks on a dare, or because they're bored. The main issues for these students is not anger, even when they're aggressive, it's impulsivity.

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

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

Goals of intervention – learners will:

- Become proficient in a systematic process for decision-making
- Understand their learning and how that may contribute to impulsive behavior
- Develop the core skills of stopping reactions and predicting consequences
- Develop the ability to control specific impulses related to their infraction
- Understand the role of family patterns in learning (and unlearning) reckless behavior

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Impulse control	**Decision making**	Risk-taking	Bored
Controlling impulses	Decisions	Horseplay	Frustration
Self-aware	Problem-solving	Experimenting	Mad
Body clues	Problem – naming	Cheating - in school	Envy
Calming breath	Brainstorming	Gossip	ADHD
Self-calming	Evaluating alternatives	Teasing	Insecure
Self-talk	Solutions – trying	Skipping class	Discipline
Triggers - outside		Breaking rules	Addicted parent
Predicting consequences	**Learning**		Background – family
Reactions - stopping	Learning style		Child abuse
Resisting pressure	Brain		Manners - online
	Strengths		Social media
	Take responsibility		
	Accepting responsibility		
	Making things right		
	Apologies		

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Impulse control	**Decision making**	Horseplay	Peer pressure
Controlling impulses	Making decisions	Cheating	Frustrated
Self-awareness	Problem-solving	Gossiping	Angry
Calming breath	Problem – naming	Teasing	ADHD
Calming down	Brainstorming options	Bothering others	Discipline
Self-talk	Alternatives	Name-calling	Substance abuse - family
Triggers	Solutions – testing	Permission - getting	Background
Predicting consequences		Pushing and shoving	Beaten
Reactions - controlling	**Learning**	Breaking rules	Digital citizen
	Learning style		
	Your brain		
	Strengths		
	Take responsibility		
	Apologies		

Rejected by peers

Concern

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

Background information

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

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

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

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

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

Goals of intervention – learners will:

- Understand their temperament and how it affects relations with others
- Understand how they learn and how that affects relationships
- Understand that their worth is independent of others
- Develop the social skills to make positive connections with their peers
- Understand the dynamics of cliques and exclusion
- Name bias and discrimination when they encounter it
- Learn to manage feelings of loneliness, anger and sadness

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Self-understanding Knowing yourself Temperament Learning styles Self-worth Self-efficacy **Assertiveness** Being assertive **Connecting with others** Connecting with others Making friends Meeting people Making space Groups – joining Communication skills Communicating feelings Introducing yourself Asking questions Compliment – giving Compliment – receiving	**Problem solving** Problem-solving Cliques Discrimination Left out **Managing feelings** Managing feelings Anger Sad Loneliness		Frustration Anxiety Depression Alone Ignored Ignoring Rejected Shyness Competition - losing Gossip Picked on by peers Social media Telling on Bullied Bias

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Self-understanding Knowing yourself Learning styles Self-efficacy **Assertiveness** Assertiveness **Connecting with others** Connecting with others Making friends Group – joining Conversations Communicating feelings Introducing Compliments Asking questions Courtesy	**Problem solving** Problem-solving Discrimination Left out **Managing feelings** Managing feelings Angry Sad Lonely		Frustrated Anxiety Nervous Ignoring Shy Gossiping Picked on-by peers Social media Tattling Bullied Bias

Sexual harassment

Concern

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

Background information

These youth range from the bully who uses sexual commentary or touch to intimidate others, to the reactive sexual victim who is acting out their own unresolved exploitation. This is different from stalking behavior.

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

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

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

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

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Norms	**Empathy**	Online harassment	Sexting
Norms	Empathy	Harassment - offender	Porn
Harassment – offender	Perspective taking		Sexual exploitation online
Harassment – sexual	Predicting feelings		Trafficked
Harassment online	Understanding feelings		Stalked
Sexual assault			Sexual orientation
Sex - forcing	**Connecting to community**		Child abuse
	Help - getting it		Sexually abused
Self-control	Counselors		Domestic violence
Controlling impulses	Apologies		Bias activity – target
Stopping reactions	Courtesy – internet		Isolated
Predicting consequences Consent			Sexually harassed
	Victimized		
	Victimized		
	Anger		
	Shame		

Spaced out/inattentive/disengaged

Concern

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

Background information

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

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

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

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

Distractibility may, or may not, be part of a disability. Specific Learning Disabilities, like Dyslexia, affect memory, attention and student's ability to plan, organize, and manage time. Some learning disabilities, related to executive function impact the brain in ways that make students appear apathetic - but just because they aren't engaging or focusing, doesn't mean they don't care. Students with ASD might appear disengaged because they are reacting to a situation, do not have the social skills to interact or may be feeling socially isolated.

English language learners (ELLs) in the classroom can appear apathetic, but may actually be confused or behind as they struggle to learn academic content and the English language at the same time. They might be too shy or embarrassed – or not know how – to say they don't understand.

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

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning	**Maintain focus**	Distracted	Attention problems
Your mind	Mindfulness	Sleep problems	Bored
Strengths	Active listening	Unmotivated	Don't connect
Learning styles	Paying attention	Withdrawn	Excluded
Intelligences	Following instructions	Don't try	Alone
Creativity	Controlling impulses	Skipping class	Autism
Curiosity	Body clues	Skipping school	Drugs
Goals	Asking for help		Stress
Organized	Problem-solving		Shyness
Study habits	Getting support		Anxiety
Time management			Invisible
			Learning success
			English language learner
			Fear of success
			Fear of failing
			Unworthy
			Trauma
			Motivation

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning	**Maintain focus**	Don't try	Don't connect with others
Your brain	Mindfulness	Motivation	Left out
Strengths	Listening		Lonely
Learning style	Paying attention		Autism
Curiosity	Instructions - following		Drugs
Goals	Controlling impulses		Shy
Organized			Anxiety
Study habits	**Get support**		Nervous
	Asking for help		Learning problems
	Problem-solving		English language learner
			Sleep
			Family problems
			Hard things

Stalking

Concern

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

Background information

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

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

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

Goals of intervention – learners will:

- Understand that stalking or persisting in giving unwanted attention is wrong
- Develop a stronger sense of self
- Master basic skills for communicating with others and interacting with groups
- Develop empathy for the victims of stalking
- Learn to manage feelings of jealousy and anger

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Norms	**Managing feelings**	Dating abuse	Social media
Norms	Managing feelings	Harassment – offender	Dating
Stalker	Letting go	Bias activity	Making out
	Anger	Revenge	Sexting
Sense of self	Jealousy		
Knowing yourself	Betrayed		
Strengths	Disappointment		
Temperament	Rejected		
Empathy	**Social skills**		
Empathy	Communication skills		
Perspective taking	Consent		
Stalked	Conversations		
	Inviting someone		
	Asking someone out		
	Courtesy – internet		

Traumatic stress response

Concern

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

Background information

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

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

Many children are helped by talking about the traumatic event, right after it happens, but forcing discussion or repeatedly bringing up the catastrophic event may re-traumatize children. A strengths-based approach to helping children deal with trauma focuses on building resilience, especially the ability to deal with change, and controlling self-talk that interferes with healing, such as the belief that the traumatic event will happen again. Many children have strong family or cultural prohibitions against talking about "private" things in school settings. Trust adolescents to use the program to match their personal context to the most relevant set of evidence-based strategies for addressing it, including how to get help. Be careful about respecting their privacy in the process.

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

Goals of intervention – learners will:

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

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop your strengths Strengths Resilience Optimism Mental Toughness **Trauma** Trauma Risk and protection **Controlling your reactions** Reactions- controlling Empowering yourself Agency Self-aware Self-talk Self-calming Brain Triggers - outside	**Managing feelings** Managing anger (Anger) Anxiety-managing Managing fear (Fear) **Problem solving & coping** Problem-solving Change – unplanned Exercise Humor Faith **Staying connected** Asking for help Community resources Connecting with others Making friends	Family violence Mental health - hospital Abandoned Neglected Child abuse Emotional abuse Sexually abused Rape - victim Incest Addicted parent Death Parent in jail Divorce Poor Discrimination Neighborhood Substance abuse	Violence Witness to violence Natural disasters Trafficked Bullied Immigrant Undocumented Terrorism Illness New kid Deployment Sleep problems Depression Nerves Numbness Obsessing Recklessness

Ripple Effects for Kids – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Develop your strengths Strengths Resilience **Trauma** Trauma **Controlling your reactions** Reactions- controlling Agency Self-awareness Self-talk Calming down Your brain Triggers	**Managing feelings** Angry Anxiety Nervous Fear **Problem solving & coping** Problem-solving Change – unplanned Exercise **Staying connected** Asking for help Connecting with others Making friends Personal safety	Family violence Discrimination Neighborhood Substance-abuse - family Beaten Discipline Unsafe-touch Death Divorce Poor Bullied Natural disasters Immigrant	Family problems Sickness New kid Deployment Trouble sleeping Missing school Sad Lonely Embarrassed Attachment objects

Chronic Absenteeism

Concern

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

Background information

Learners stay away from school for a variety of reasons: boredom, academic failure, conflict with teachers, peer rejection, mental health, substance use/abuse and cultural alienation, responsibilities at home, transportation issues are the most common. Often these factors operate in tandem with each other.

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

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

Goals of intervention – learners will:

- Develop an understanding of how learning styles, learning disabilities, and creativity affect boredom, frustration and the learning experience
- Develop an understanding of the importance of goals and study habits to school success
- Develop social skills for connecting with peers
- Develop skills for resolving conflict with teachers, dealing with criticism, making complaints, and showing respect
- Develop an appreciation for one's own culture and the culture of others as it relates to the educational experience
- Problem-solve individual barriers to school attendance

Ripple Effects for Teens – Topics

Skill Training		Presenting coachable behaviors	Possible related topics
Learning	**Connect with others**	Truancy	Being responsible
Intelligences	Connecting with others	Success at learning	Bored
Learning style	Friends	Skipping class	Discouraged
Creativity	Making friends	Conflict- with teacher	Frustration
Curiosity	Social skills	Authority - defying	Unmotivated
Mindset	Helping others	Talking back	Disrespected
Expectations	Respect - showing	Breaking rules	Unworthy
Grit	Joining a group		Withdrawn
Goals			Afraid
Study habits	**Cultural conflict, insensitivity or irrelevance**		Hopeless
			Anxiety
Resolve conflict	Background – community		Depression
Resolving conflict	Background – family		Mental health - hospital
Problem-solving			Ashamed
Respectfully disagreeing			Embarrassment
Authority – dealing with			Fear of failing
Criticism			Fear of success
Getting support			Alone
			Left out
			Invisible
			School – hate it
			Not safe – school
			Gossip
			Cliques
			Harassment -sexual
			Discrimination
			Learning disability
			English language learner
			Immigrant
			Undocumented
			Homeless
			Money – not enough
			Parents – not caring for you
			Running away
			Substance abuse
			Trauma
			Motivation

Know your resources

Implementation Resources

Planning, implementing, progress monitoring & technical support

Universal Promotion Manual positive youth development scope and sequences

Targeted Prevention Manual scopes and sequences for preventive risk reduction

Individualized Behavior Intervention Manual sample individual intervention plans for behavior problems

Mental & Behavioral Health Manual guide to address mental-social-emotional disorders

Juvenile Justice Manual sample interventions for the most common offenses

Implementer Guides program-specific planning, implementing and progress monitoring supports

Implementation Planning Resources helps implementers build customized plans

Planning for RTI tools to help create an individualized response plan

Family engagement strategies and resources

Trainer's Resources

Software Programs

Youth programs & self-assessment

Bouncy's Ready to Learn Resilience Program
(pre-K – grade 1/2)

Ripple Effects for Kids
(grades 2/3-5)

Ripple Effects for Teens
(grades 6-11)

Screen for Strengths
(Student self-assessment)

Educator programs & tools

Educator Ally
(Staff PD program)

Data Viewer

Individual Playlist Creator

Group Playlist Creator

Contact Us

Implementation and technical support:
support@rippleeffects.com

Phone 1.888.259.6618

Phone: 415-227-1669
Fax: 415-227-4998

info@rippleeffects.com
www.rippleeffects.com

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