



# Universal (Tier 1) Implementation Guide

Getting Started with Ripple Effects for Teens



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## Developing Your Site Plan

*Ripple Effects for Teens* is used across settings and tiers, with both groups and individuals, for youth in grades 6 to 12. In universal, or Tier 1, settings, the program can be integrated throughout the school day, within dedicated blocks of time or as a supplement to academic curricula. The program can also be made available as a learner-initiated, “just-in-time” social, emotional and mental health support for every learner at your site.

400+ lessons and a flexible *Whole Spectrum Learning System*™ allows for sites to build customized site plans that take into consideration differences in constraints (i.e. time available); educator skills & abilities; student & environmental contexts & needs; curriculum or initiative alignments; data; community values and more. Whether your site’s approach is to have educators deliver CASEL-aligned, data-driven SEL during advisory or to supplement a drug prevention or cyber-safety unit in health class, *Ripple Effects for Teens* lessons can be combined and configured to create scope and sequences that fit your sites goals and needs, within the constraints of your site.

If you are in the planning phase of matching your site-specific requirements with *Ripple Effects for Teens* program use, check out the next few pages for guidance, as well as the [“Implementation Site Planning Guide”](#) and the [Universal Promotion Manual](#). Together these resources can assist with development of an implementation site plan and the selection of content for your group.

Once you have your universal site plan established, the second part of this guide provides the implementer working directly with youth tips on how to introduce and facilitate the program with learners, and progress monitor/understand their learning, as well as extend the learning outside of the program.

## Steps to Design Scope & Sequences

Many programs provide just one recommended scope and sequence, arranged by grade level. While this creates an important sense of logical order and sequencing, it assumes limited content, and provides little flexibility for adapting to site-specific situations. Ripple Effects offers multiple scope and sequence suggestions that align with common universal approaches to positive youth promotion which can be found in the [Universal Promotion Manual](#). To build a scope and sequence that works for you:

- 1.** Define your goals for program use. Are there any initiatives, mandates, data, assessments (i.e. Ripple Effects' *Screen for Strengths*), measures, etc. that content selection or program use needs to be aligned to? Refer to the "[Implementation Site Planning](#)" worksheet for assistance in thinking through this step.
- 2.** Identify setting(s) where the program will be used and any constraints (i.e. time available).
- 3.** Tally the total number of hours your learners can devote to the program. Multiply that by 2 to get the number of lessons/topics you can include. Topics take on average 15 to 20 minutes to complete. One 30-minute session generally allows time to cover one topic, group conversation and time for learner-directed exploration. Or, a topic can be broken into parts and translated into multiple sessions. This can allow youth opportunities to practice and internalize what they are learning. For further guidance, refer to the sample curricula and alignments in the [Universal Promotion Manual](#), [Prevention Manual](#) and/or [Ripple Effects for Teens topic list](#). See the "Exemplars" section of this guide for examples of a customized curricula and weekly schedule of Ripple Effects being used in an advisory setting.
- 4. MOST IMPORTANT - INCLUDE STUDENT VOICE and CHOICE.** Build into your scope of lessons and instruction time, opportunity for youth to self-direct their learning and choose topics based on their own interests. 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. Refer to the "Facilitating RE for Teens" section in this guide for more tips.

## Rollout Planning

Now that you have selected your Ripple Effects lessons, think through the details of the rollout.

1. **Logistics** - Think through logistics of technology, educator/student login and access to the program, etc. For guidance, see your Dashboard's Implementation Resources, "tips," and "[Implementation Site Planning](#)."
2. **Rollout supports** - some questions to ask:
  - Who can help with tech issues? Within building, at district, Ripple Effects?
  - How is leadership supporting over the course of adoption? What is needed?
  - Implementers - what is their role? How to get their buy-in? Training, scaffolds, awareness, etc?
  - Families - how will they be involved? What do they need to know?
3. **Using the program with youth** - use the remainder of this guide for tips on introducing and facilitating the program with youth.

## Role of the Implementer

At the universal level, *Ripple Effects for Teens* has the flexibility to be used in different ways with different learners at different developmental stages/ages. Facilitated use of the program is seen in certain settings, however inclusion of independent, self-directed use of the program is highly encouraged. Some learning modes within each topic/lesson have are interactive, allowing for individualized inputs. **Efficacy research shows that the program is most effective when youth have the opportunity to self-direct and personalize some of their use.**

The primary role of the implementer is to be a bridge to learner access to the program.

Depending on your site plan, this might look like one or more of these:

- Providing an introduction to the program, login directions and a brief assignment to get started. From there, youth choose the content they wan to learn.
- Personalizing SEL instruction and mental health supports, by providing every youth direct access to the program 24/7. Introduce the program at the start of the school year as one of the supports your school offers. Describe it as a resource that students can learn what they need/when they need it.
- Utilizing the program to navigate group level behaviors or attitudes (i.e. bullying, mindsets) and navigate tough conversations (i.e. privilege) as they emerge throughout the year. Look at the hyperlinks in the “**how to**” learning mode and the “Related topics” box to both deepen and broaden the skill-building. Once a lesson is chosen, additional prep time is not required because the program includes – audio-visuals, guiding questions, assessment materials, tracking mechanisms & more.
- Integrating Ripple Effects lessons into academic instruction, like aligning a lesson content with the knowledge, skills and standards of Language Arts & Social Studies frameworks.
- Creating instructional continuity with synchronous/asynchronous/in-person learning.
- Working through a set scope and sequence with your group. Facilitate the lesson’s various modes of learning, deepening the learning experience and building connectedness/community. Then invite youth to choose topics they are interested in, further developing self-awareness and nurturing agency. See an exemplar of this approach in the “Exemplars” section of this guide.

## Introducing the Program

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

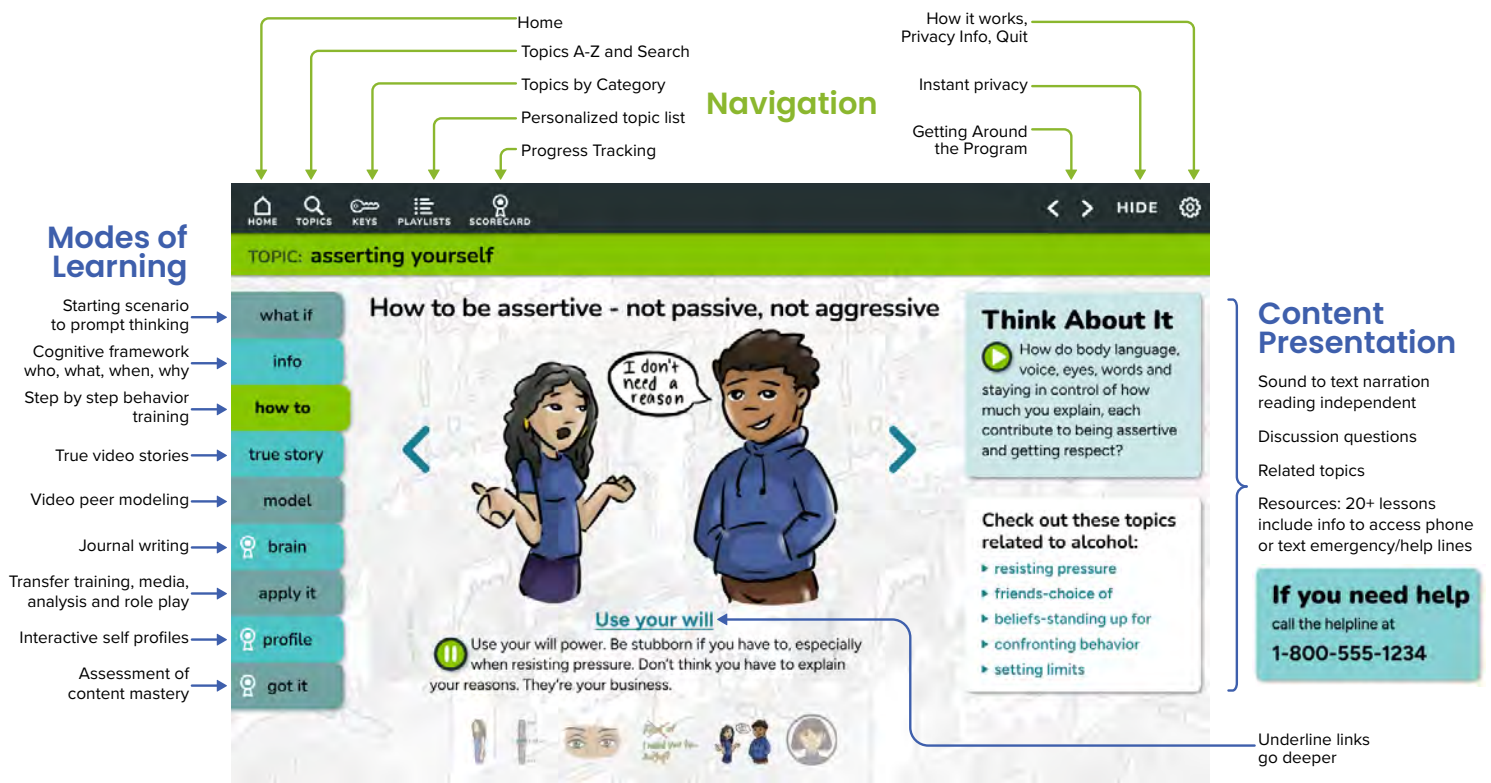
1. **Emphasize that it's a tool for learning**, not entertainment, a game or punishment. Let them know the program's purpose is to help youth build strengths/skills, learn more about themselves, solve problems, and understand reasons for problems.
2. **Get clear on the "why"** - why is this content important to the work they do? The work you do with youth? How will it help them be better learners? Better community members? Their best self? Adolescents can easily detect if an educator doesn't buy in or if they are implementing something because they were told to do so. If they see that you value this content and skill-building, they are more likely to also value it and participate.
3. **Scaffold the process.** Make sure learners know how to access the program. Use scaffolds like guide sheets or "how to videos." *Ripple Effects* provides guide sheet templates which can be found in your Dashboard under Implementation Resource.
4. **Be clear with youth on expectations of program use.** Let them know if program use is required, that you will be checking to see if they have completed the interactive parts of the topic(s), or what the expectations are around other work that you have assigned. Let them know you are there to help them navigate the program, and how to access the resources available to them if hard or strong feelings come up.
5. **Connect the work/activity** to expected behavior, community values, academic objectives or something meaningful to your learner(s).
6. **Know when to require, and how to invite use.** For youth who have access to the program as a 24/7 social, emotional, mental and behavioral health support, invite them to use the program as a *just-in-time* personal problem solving tool. Let them know other youth find this tool useful in this way. Share with them the support resources available at their school if they need help/assistance. Many of the sensitive topics within the program also include national helpline information.

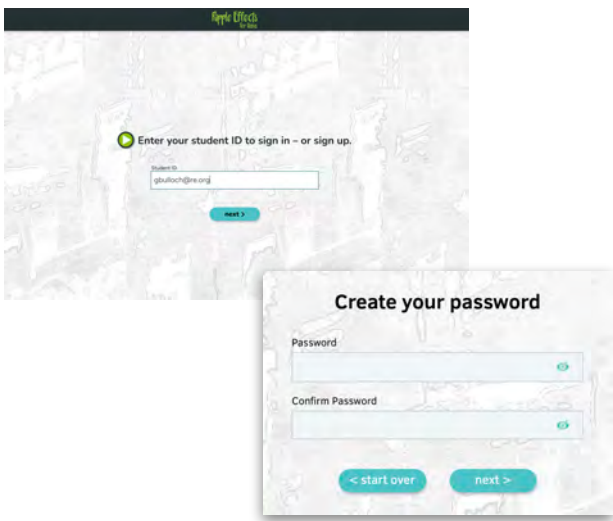


# Facilitating Ripple Effects Whole Spectrum Learning System™

The overview diagram below introduces the *Ripple Effects Whole Spectrum Learning System*. Each peer-narrated lesson includes up to 13 modes of learning. On the following pages is an overview of key elements within the program.

A walkthrough of nine of the “modes of learning” begins on page 12. It includes pedagogical information on the mode, as well as brief suggestions how you might facilitate and promote effective use. Although this walkthrough of the learning modes follows the order of a traditional direct instruction lesson plan, the order in which learning modes are used can be up to your discretion, matching your instructional needs & constraints. As well as, adapting to the interests of your learners. Project the program onto a screen if working with a group, or sit next to a learner if working one-to-one.





## Password protection for learner privacy

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

Sites that use the Ripple Effects Dashboard System for student rostering can import names and grades in advance, while passwords are set by the learner (see images to left). **Choosing a password** begins the process of self-regulated learning. It puts the learner in charge, lets them save their work, and protects their confidentiality. Reset passwords in Educator or Admin Dashboard. In many elementary settings or SpEd settings, passwords are assigned as needed. More details about how accounts are created located in your Ripple Effects Educator or Admin Dashboard.



## Peer guides - virtual mentors

Designed to feel like peers of the learner, guides speak with diverse voices. They provide navigational information, highlight key points, as well as encourage connection with the program and identification with the material. At left are a few of the guides from the *Teens* program.



## “intro” button

Guides briefly describe how to navigate the program and suggest ways to learn more. Click on the **intro** button for an orientation to the program.



## Setting preferences & program orientation

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

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



## Home Screen

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



## HIDE: Privacy protection

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

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



## TOPICS, KEYS, PLAYLISTS: Accessing content

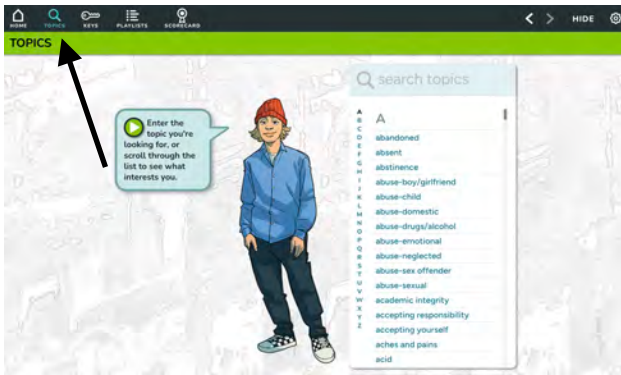
From the top menu, there are three ways to approach content:  
 1) An index of topics (A-Z), accessed through the **TOPICS** button. [Ripple Effects for Teens topic list](#).\*

2) A built-in scope and sequence aligned with CASEL’s five SEL core-competency areas, accessed through the **KEYS** button.

3) The **PLAYLIST** button leads to a list of topics, customized to the individual or group. Topics are selected & assigned by staff through the *Playlist Creator Tools* located in the Educator and Admin Dashboards.

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

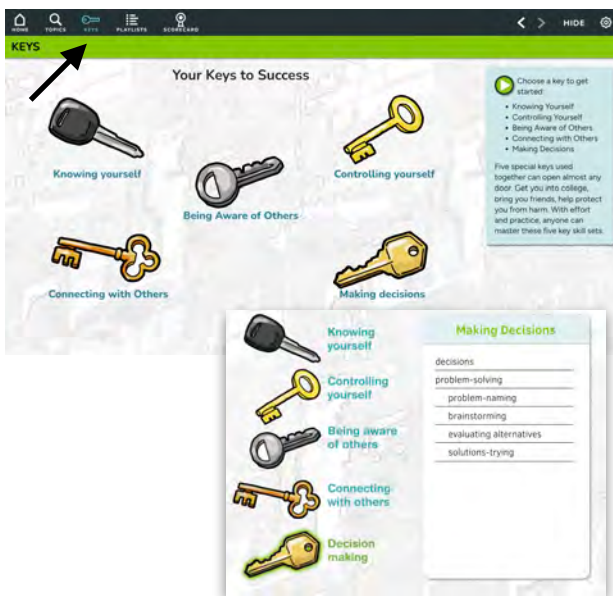
## TOPICS: A-Z index of lessons for non-linear sequencing



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

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

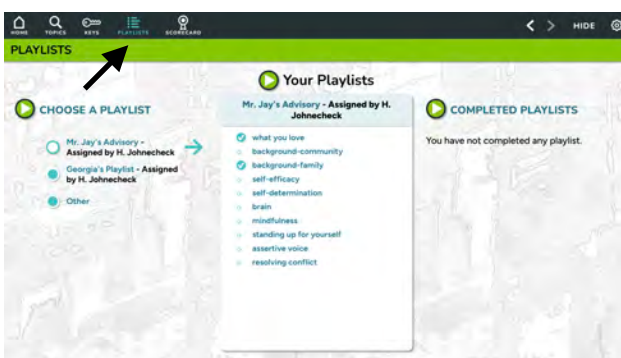
Customize the **TOPICS** list to maximize site level decisions in how to handle areas considered sensitive, inappropriate, potentially controversial. Blocking topics from the program is done in the site’s Admin Dashboard and/or District Dashboard.



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

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

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



## PLAYLIST: Personalizing interventions

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

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

## Embedded hyperlinks: scaffolding, personalizing, deepening learning



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

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

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

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

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



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

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

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

*WCAG Compliant* - program works with assistive devices

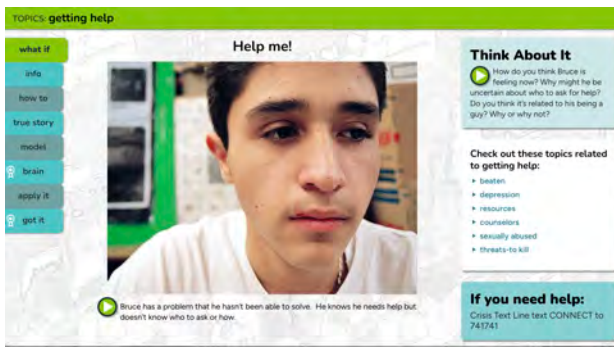
## Reflective inquiry



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

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

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



## Resources: Info to get help

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

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

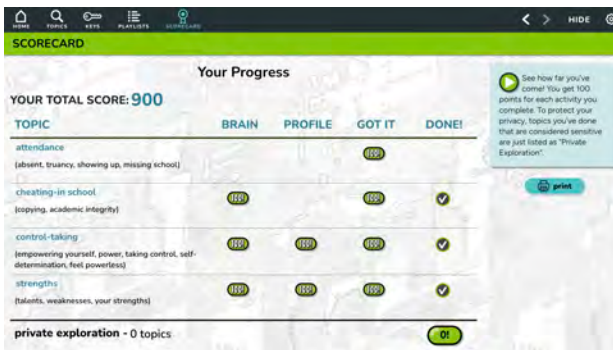


## SCORECARD: Reinforcement, feedback, motivation

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

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

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



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

# Learning Modes Walkthrough

TOPICS: asserting yourself

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

Assertive? What's that?

Think About It

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

Check out these topics related to asserting yourself:

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

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

## Learning mode: what if

### BACKGROUND INFO

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

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

### IF FACILITATING, YOU COULD...

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

### YOUR IMPLEMENTATION NOTES/IDEAS:

TOPICS: asserting yourself

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

Assertiveness - not weak, not aggressive

Think About It

What are some of the things that distinguish assertiveness from aggression? What are some of the things that distinguish it from passivity or weakness?

Check out these topics related to asserting yourself:

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

Between aggressive and passive

A big part of getting respect is being assertive. It's not the same as intimidating people, which is aggressive. It's also different from being a wimp, which is passive. It's the midpoint between those two ends.

## Learning mode: info

### BACKGROUND INFO

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

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

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

### IF FACILITATING, YOU COULD...

Have students listen privately (if one-to-one), or together projected on a screen. Before playing invite curiosity and predictive thinking, by asking learners what they think might be salient information to know about a topic. After playing the **info**, use the sidebar questions as discussion or writing prompts to help scaffold or deepen the learning & support reflective inquiry. Hyperlinks provide opportunity to dive deeper into content. Invite student(s) to choose one. One

### YOUR IMPLEMENTATION NOTES/IDEAS:



## Learning mode: how to

### BACKGROUND INFO

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

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

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

### IF FACILITATING, YOU COULD...

Play the narration, then choose/create the instructional supports that match the kind of skills being demonstrated.

Behavioral skills, like assertiveness, lend themselves well to kinesthetic, group activities. For instance, give each student a chance to hold a passive, assertive or aggressive position. Affective skills (i.e. understanding and recognizing feelings) lend themselves better to exploration with pictures, graphics or video. Graphics in this learning mode can also be used.

Cognitive skills, like predicting consequences, are helped by using the questions in the sidebar. The **apply it** tab which provides suggestions for concrete practice exercises for every lesson.

### YOUR IMPLEMENTATION NOTES/IDEAS:



## Learning mode: true story

### BACKGROUND INFO

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



### IF FACILITATING, YOU COULD...

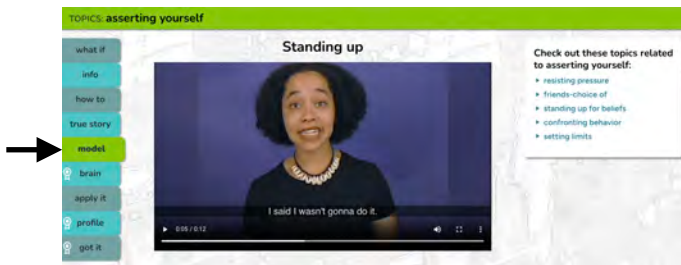
Let the stories talk for themselves, as the authenticity of real youth sharing their stories, in their own words, is key to their power. Supplemental questions, in sidebar, promote empathic identification with the protagonist and analysis of their character choices and consequences, using one's own experience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

### YOUR IMPLEMENTATION NOTES/IDEAS:

## Learning mode: model

### BACKGROUND INFO

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



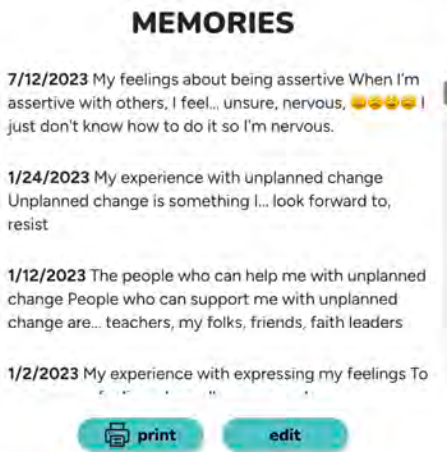
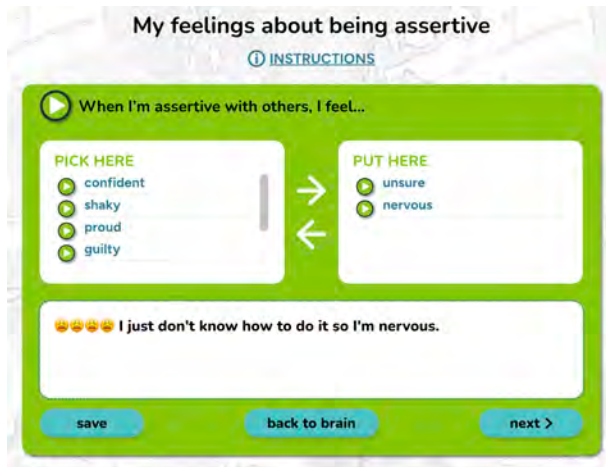
### IF FACILITATING, YOU COULD...

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

### YOUR IMPLEMENTATION NOTES/IDEAS:



## Learning mode: brain (journal)



## YOUR IMPLEMENTATION NOTES/IDEAS:

## Learning mode: brain (journal)

### BACKGROUND INFO

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

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

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

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

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

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

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

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

## TOPICS: being assertive

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



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

Check out these topics related to being assertive:

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

## Learning mode: apply it

### BACKGROUND INFO

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

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

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

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

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

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

### MEDIA

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

### FRIENDS & FAMILY

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

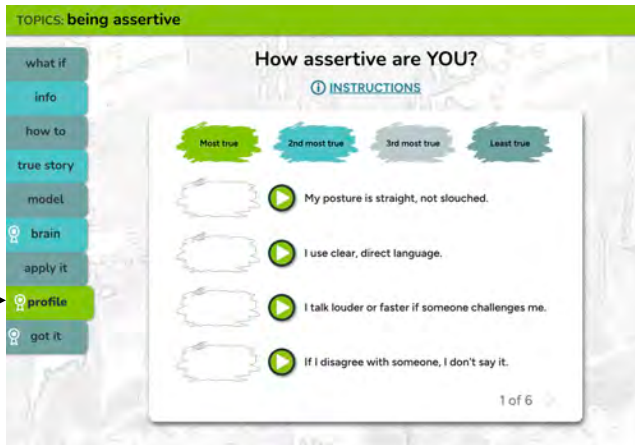
### SPORTS & ACTIVITIES

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

### ROLE PLAY

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

## YOUR IMPLEMENTATION NOTES/IDEAS:



## Learning mode: profile

### BACKGROUND INFO

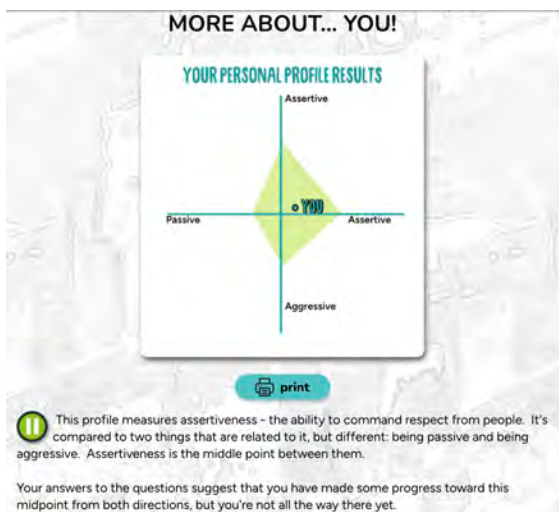
These self-assessments, are the 180 degree balance to the direct instruction offered in the **info** and **how to** screens. More than 40 topics, ranging in areas such as assertiveness, emotional regulation, learning style, temperament, contain **profiles**. The profiles are not diagnostic tools, but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

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

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

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

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



### IF FACILITATING, YOU COULD...

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

### YOUR IMPLEMENTATION NOTES/IDEAS:

## Learning mode: got it

### BACKGROUND INFO

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

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

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

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



### IF FACILITATING, YOU COULD...

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

### YOUR IMPLEMENTATION NOTES/IDEAS:

## Extending Learning Beyond the Program

1. Use the **apply it** learning mode to offer opportunities for common application of what has been learned in situations involving friends and family, media analysis, sports and activities. Exercises can be used as part of group, pair or individual work. Many align with various academic standards. Can be a way to build community, strengthen connections, answer questions, troubleshoot real-life challenges, and practice the desired skill. Print/Export exercises directly from the program..
2. Look for opportunities to **reinforce positive behaviors** outside of the program. Here are some suggestions:
  - **Posters** (digital and print) – to use in your classrooms and hallways to reinforce key skill-building, positive learning mindset and pro-social messages and promote concept that social emotional learning is for everyone, at any time. Available from your dashboard menu under [Implementation Resources](#).
  - **Coloring sheets** (printable pdf) – useful for internalizing messages and calming/de-escalation. Available from your dashboard menu under [Implementation Resources](#).
  - **Reinforcement tools/techniques** – find an easy way to notice and record positive behaviors of the skills being taught. Focusing on positive behaviors increases school-wide levels of positive reinforcement and contributes to a supportive school climate. Share positive feedback with learner(s). Invite them to also get involved in noticing and recording positive social emotional growth.
3. **Model** the core social-emotional competencies for your learners.
4. **Engage families** by communicating with them about the work you and your learners are doing; what the program is; and report on learners’ successes. See the “Extending Program Reach” section on the [Implementation Resource Webpage](#) for materials.
5. **24/7 program access for all learners** to SEL skill-building and personalized problem-solving. Promote awareness of this access to everyone at assemblies, newsletter/announcements, via staff awareness, or by posting the posters above that have a “learn more” section.

## Progress monitoring

Your implementation goals & site plan drive how you will monitor and measure learning and implementation success. This will look different across sites. Use the questions below to help identify how implementers working with youth will understand their learning, and how planners can evaluate overall program implementation.

### 1. Did they (learner) do it? How will you progress monitor?

- Scorecard (shows completion of interactive modes)
- Data Viewer (shows usage minutes and completion of interactive modes)
- Supplemental activities or assignments assigned by implementer (i.e., "apply it" exercise in program)
- Exit ticket
- Other:

### 2. Did it work?

- Educator observation/screeners
- Student self-report (i.e. *Screen for Strengths*, surveys, reflection sheet, exit ticket, SEL assessments, etc.)
- Usage minutes (Data Viewer)
- Other:

### 3. Impact? Use admin data and goals to define success

#### Behavioral outcomes

- Amount of instruction time lost to behavior issues
- Detention/ISS
- Discipline infractions
- Office referrals
- Suspensions
- Late/Tardies
- Unexcused absences
- Other:

### 3. Impact? (continued)

#### Academic outcomes

- GPA
- Graduation rate
- Retention in school after one year
- Other:

#### Other possible indicators to help define success

- Program usage
- Dosage
- Personal exploration rates
- Engagement/involved in treatment
- School climate survey
- Academic mindset measures
- District approved self-assessment screeners
- Scores on *Screen for Strengths*
- Changes in frequency, duration or intensity of behaviors
- Other:

### 4. Did we do it? Was program implemented as planned?

## Exemplars

### Sample Ripple Effects for Teens Scope & Sequence: Grade-by-Grade CASEL-aligned

*Ripple Effects for Teens* can be used as a grade-by-grade SEL skill training course aligned to CASEL's core competencies. For each grade, the below scope is divided into four themes that can be spread throughout the semester or year. Themes take into consideration child development and common shared experiences for each grade level, and the social and emotional competencies needed.

Further customize the grade level scopes using the more than [300 additional lessons in \*Ripple Effects for Teens\*](#) program. These additional lessons allow schools and districts to:

- Provide more targeted instruction as needed in areas of mental health & wellbeing; diversity, equity and inclusion; digital citizenship & safety; substance use or bullying prevention, and health education, or to target particular group risk factors.
- Align instruction/curricula with data (i.e., climate surveys, SEL assessments, administrative)
- Develop collective efficacy, by providing culturally relevant and community driven skill-building content

<b><i>Ripple Effects for Teens Lessons</i></b>				
<b>6<sup>th</sup> grade</b>	Strengths Setting goals Emotions – yours Feelings – names for Loneliness Fear	Self-awareness Controlling impulses Body clues Calming breath	Asserting yourself Making friends Meeting people Empathy Showing care	Bullying Upstander Bullied Courage Asking for help
<b>7<sup>th</sup> grade</b>	Knowing who you are Liking yourself Body image Brain Mindset	Perspective taking Appreciating diversity Respect – showing Kindness Helping others	Managing feelings Managing anxiety Self-talk Self-calming Communicating feelings	Social media Left out Embarrassment Peer pressure Online safety
<b>8<sup>th</sup> grade</b>	Learning styles Character Frustration Effort Anger	Predicting feelings Active listening Disagreeing respectfully Gratitude Understanding motives Helping others	Predicting consequences Controlling reactions Triggers – outside Brush it off	Online bullying Digital citizen Making decisions Alcohol Drugs
<b>9<sup>th</sup> grade</b>	Knowing your values Beliefs Motivation Connecting with others Choosing friends	Managing change Stress Exercise type Expressing feelings Getting support	Organized Asking questions Repeating back Study skills Self-advocacy	Problem naming Brainstorming Experimenting Evaluating alternatives Reflecting on performance
<b>10<sup>th</sup> grade</b>	Smarts Temperament Agency Resilience	Background – community Background – family Loyalty Privilege Discussions – having Joining a group	Discrimination Bias Institutional injustice Community participation Pride – national	Problem solving Speaking up Making complaints Trying solutions Restoring justice
<b>11<sup>th</sup> grade</b>	What you love Optimism Curiosity Setting limits	Pressure to succeed Fear of failing Fear of success Mixed feelings Perseverance	Social values Integrity Honesty	Fairness Justice Dissent Resolving conflict
<b>12<sup>th</sup> grade</b>	Self-determination Reliance – self Reliability Accepting responsibility	Expectations Criticism Legal rights Time management	Mentors Humor Exercise Creativity	Future After high school Work Community resources



## Sample Advisory Plan: Middle School

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Relationship Building</b></p> <p>Restorative circle</p>	<p><b>SEL Skill-building</b></p> <p>Together walkthrough instructional learning modes of Ripple Effects lesson, using the Implementer’s Guide as a support. Then have scholars complete the interactive modes (journal, profile, got it) on their own.</p> <p>Note: Start year by educator facilitating lesson, then have scholars lead as year progresses.</p>	<p><b>Student Choice!</b></p> <p>Each scholar chooses a topic in Ripple Effects, empowering them to investigate something they want to delve into on their own.</p> <p>Note: Teacher’s role is to only support them as needed, as scholars work independently</p>	<p><b>Apply It</b></p> <p>Choose one of the “Apply It” exercises from Tuesday’s Ripple Effects lesson</p> <p>Note: Key is engaging in the topic by applying it to the real world. Activities can be independent or group work such as surveys, role plays, discussions, creating videos or posts, drawing, writing, etc. Exercise can also serve as a way to understand a scholar’s</p>	<p><b>Community Building</b></p> <p>Play games</p>

## Sample Ripple Effects Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>SEL Skill-building</b></p> <p>Together walkthrough instructional learning modes of Ripple Effects lesson, using the Implementer’s Guide as a support. Then have scholars complete the interactive modes (journal, profile, got it) on their own.</p> <p>Note: Start year by educator facilitating lesson, then have scholars lead as year progresses</p>		<p><b>Student Choice!</b></p> <p>Each scholar chooses a topic in Ripple Effects, empowering them to investigate something they want to delve into on their own. Or guide youth in their selection by using a prompt related to Monday’s topic.</p> <p>Note: Educators role is only to support them as need</p>		<p><b>Relationship &amp; Community building</b></p> <p>Choose one of the “Apply It” exercises from Tuesday’s Ripple Effects lesson.</p> <p>Note: Key is engaging in the topic by applying it to the real world. Activities can be independent or group work, such as surveys, role plays, discussions, creating videos or posts, drawing, writing, etc. Exercixe can also serve as a way to understand a scholar’s understanding of the concept.</p>

## Sample Advisory Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Check-in, academic support</b></p>	<p><b>Ripple Effects</b></p> <p>Assign for independent work or together walkthrough instructional learning modes of Ripple Effects lesson. Use the Implementer’s Guide as a support. Then have scholars complete the interactive modes (journal, profile, got it) on their own.</p>	<p><b>Ripple Effects</b></p> <p><b>Either:</b> Have scholars choose one of the “Apply It” exercises from Tuesday’s Ripple Effects lesson.</p> <p><b>Or:</b> Each scholar chooses a topic in Ripple Effects, empowering them to investigate something they want to delve into on their own. Or guide youth in their selection by using a prompt related to Monday’s topic.</p> <p>Note: Educators role is only to support them as nee</p>	<p><b>Academic Support</b></p>	<p><b>Flex Time, Games</b></p>