



# **Positive Behavioral Intervention: Sample Individual Treatment Plans**

*The following is an excerpt of this manual for preview purposes. The full manual is made available upon purchase.*

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# Introduction

Ripple Effects software is a resource for use as a positive, targeted intervention with individual students in a variety of learning, health and corrections settings. It can complement other ongoing approaches, methodologies, strategies and interventions. The combined elementary and teen programs have more than 600 inter-linking tutorials that address social, emotional, behavioral and academic issues that can interfere with school and life success. Using this program effectively is as simple as these four steps:

## **1 Identify a student strength that can be a foundation for growth**

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

## **2 Direct them to the issue that has caused immediate concern**

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

## **3 Have them seek out an underlying reason**

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

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

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

# Research Base

## **Ripple Effects synthesizes research from many fields**

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

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

- **Promotion of positive youth development**

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

- **Comprehensive prevention**

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

- **Personalized, positive behavioral intervention**

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

- **Learning theory**

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

# Your intervention approach

## **For each tutorial allow about 15 minutes**

One 45-minute session generally allows time to cover two tutorials, plus time for personal exploration/self-directed learning. A personalized learning plan made up of multiple topics can be spread out, or compressed, to fit a range of time constraints. Use of the program to build a targeted intervention plan usually consists of 12-14 assigned topics, plus time for personal problem-solving.

## **Choose a mode of facilitation**

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

## **Respect student privacy**

Again and again we have seen that students are more open to the program when they can explore it privately.

## **Do not over direct**

There is no right or wrong way for a student to complete a particular topic. They do not need to use each available button or proceed from left to right. However, each student needs to complete the interactive "Got it" "Brain" and "Profile" elements for every topic assigned. Monitor completion of the assigned topics by checking the student scorecard or using the Data Viewer. Note that students need to complete all sections of the "Brain" to get their checkmark.

## **Maintain a positive approach**

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

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

## **Just-in-time approach**

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

## **It is not necessary to have a pre-defined, specific scope and sequence**

The technology of the programs all for scope and sequence to be built into every tutorial. Once you set a student on the process of investigating a concern or interest, the program will guide them to the necessary skill building. Being able to customize the scope and sequence is an added benefit, not a requirement for using the program effectively.

## **Implementers can use already existing Individual Education Plans**

For instance, if a student's plan contains the goal of developing self-control, and/or greater success in managing feelings, simply assign those topics as a resource to help meet that goal. Because the program records student completion of interactive exercises and time spent using the program (dosage), you have an easy way to document the training each student has received.

## **Addressing specific problematic behaviors**

In those cases, educators may want a broader scope and sequence that targets a specific behavior or skill deficit. Use the related topics box (lower, right text box of each tutorial) or draw from the sample treatment plans in the following pages.

## **Meeting mandates for discipline settings**

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

## **Maximizing the effectiveness of the program**

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

# Defiant

## Concern

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

## Background information

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

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

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

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

## Goals of intervention - students will:

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



## A suggested scope - Teens

### Strengthening self

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

### Impulse control

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

### Empathy

Empathy  
 Understanding feelings  
 Perspective taking

### Managing feelings

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

### Community skills

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

### Learning challenges

Learning disability  
 ADHD

### Related personal topics

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

## A suggested scope and sequence - Kids

### Strengthening self

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

### Empathy

Empathy  
 Understanding feelings  
 Point of view

### Managing feelings

Managing feelings  
 Calming down  
 Self-awareness  
 Defiance  
 Sad  
 Frustrated  
 Angry

### Community skills

Respect  
 Apologies

### Learning challenges

Learning problems  
 ADHD  
 Dyslexia

### Personal issues

Parents' Substance Use  
 Drugs  
 Domestic violence  
 Jealous  
 Beaten