

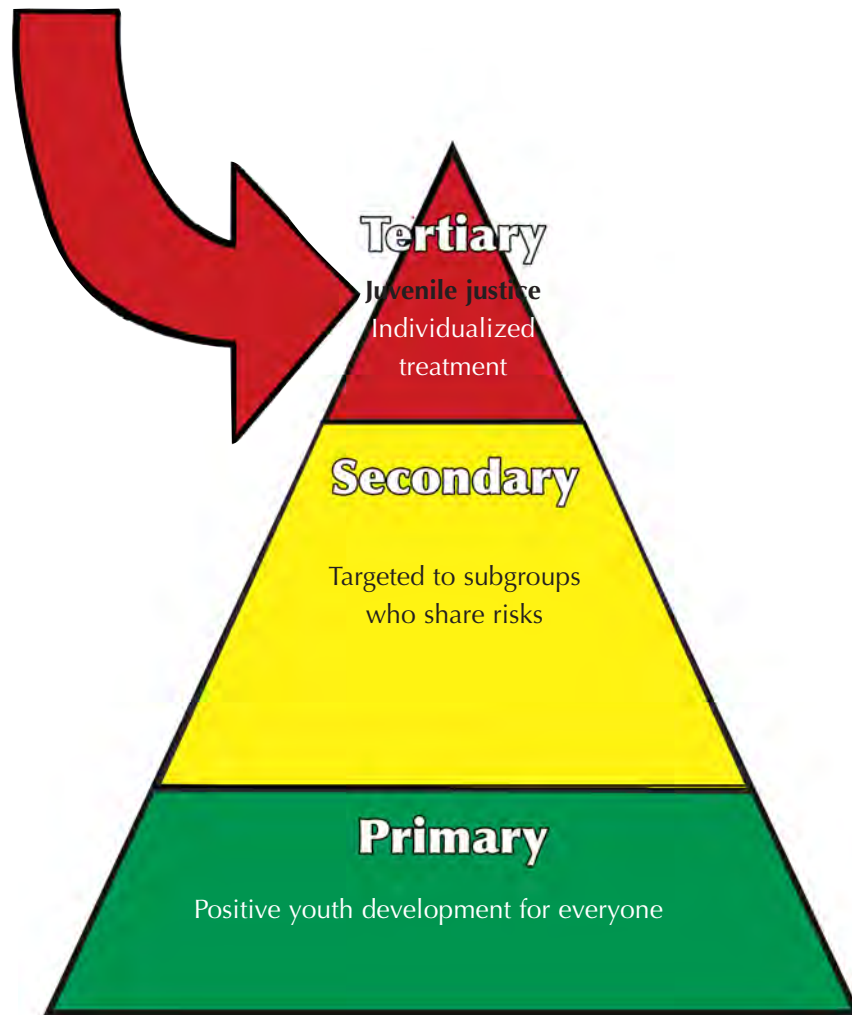
RIPPLE EFFECTS
Software to *positively* change behavior



Uses in Juvenile Justice Settings

Three tiered intervention

The fields of education, health and public safety all increasingly rely on a model of three tiered intervention: primary for universal promotion of positive behavior, good health and school success; secondary for targeted risk reduction, and tertiary for individualized intervention after school failure, injury, illness, or anti-social behavior have begun to occur. Ripple Effects software-based, training program is effective for all three levels of intervention. Use of programs for primary and secondary prevention are addressed in separate guides. This guide **focuses on a specialized area of tertiary intervention, that which happens within juvenile justice settings.**



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Prison proofing - a prevention goal

Ripple Effects model of skill-based prevention to “prison proof” young people is based on research analyses that Ripple Effects CEO Alice Ray conducted in the early 1980s when she was the first Executive Director of Committee for Children. After years of working to prevent child exploitation, especially sexual abuse, and fulfilling a goal to get materials to prevent that exploitation in many of the country’s schools, she asked **“What would it take for the next generation of kids not to become perpetrators?”** How could they be “prison proofed?”

Her analysis of the research showed that, after stripping off factors not under personal control (ethnicity, class, gender, media influence), **people who hurt others were often missing one or more components of seven core abilities:** self-understanding, empathy, impulse control, management of emotions, assertiveness, decision-making, and connection to community.* Over the next two decades, meta-analyses of hundreds of new studies scientifically confirmed that anti-social behavior was indeed correlated with these factors, which could be broadly grouped into *personal characteristics* and *social relations*.

If so much injury is connected to the lack of these abilities, it follows that much suffering could be prevented through mastery of them; but only if these abilities could be taught and learned. Many people believed they were innate.

Work in universities and treatment centers showed that, indeed, these abilities could be learned, but too often treatment was coming into play AFTER the injury had occurred. Ray initiated development of the *Second Step* curriculum to begin teaching these skills in childhood BEFORE the cycle of pain and punishment began. Under her direction, Kathy Beland authored that model program, now used in tens of thousands of schools. Many other experts began developing effective models along similar lines. Yet none is effective in every setting, nor with every child.

Next-generation prevention – personalized and tiered

Over the years Alice Ray transferred her attention to a *Third Step*: technology-based prevention resources that could help these evidence-based programs be effective with more children and teens, more of the time. Ripple Effects training software enables personalization to address the specific risk factors each child faces, accommodates differences in how children learn best, and allows for extra training for those who don’t get it the first time. It targets staff as well as youth.

* (Breakdown of the 120+ skill components of these seven characteristics is found on pg.53)

Reducing the harm

Hundreds of thousands of youth, disproportionately poor and of color, have risk factors outside their control (including structural injustice) and/or don't get the primary protection of resilience training, or secondary intervention to address group risk factors, which could protect them against involvement with juvenile justice. They are not pre-emptively "prison proofed." As a result, they have contact with the system. They need intensive, targeted intervention, in the form of tertiary services, to ensure that their contact with juvenile justice restores justice, protects public safety and does not escalate or become chronic.

A continuum of contact

Contact with the juvenile justice system happens along a continuum that includes a range of settings and a range of reasons for contact.

Setting for contact
Street, community
Police Station
Police, D.A., law office
D.A., Juvenile probation, courts
Youth court, drug court, juvenile court
School district detention center
Community service program, Restorative justice programs (meet w/ victims)
Counseling, 12 step group, court schools
Probation office
Residential group homes, half-way houses
State or local juvenile jail ("the hall")
Probation department, Community Based Organizations

Each point on the continuum is an opportunity for early intervening services.

The diversity of settings increases the difficulty of providing a consistent, integrated, restorative intervention to youth whose behavior is causing problems. Ripple Effects software can put a wide range of evidence-based strategies in the hands of staff at any and every point throughout the system, and enable continuity of care throughout the system.

A note about drug courts and youth courts

Drug courts and youth courts are providing positive alternatives to incarceration. They help ease the load on the legal system and frequently "sentence" offenders to the positive requirement of community service. The challenge is they can't and don't provide the skill training, or help with underlying risk factors, which lead to offending in the first place. Mandating offenders to do BOTH individual skill training and restorative community service could increase the effectiveness of these alternative courts even more.

Early intervening services

All or nothing not good options

Because of overwhelmingly crowded conditions at every level of the juvenile justice system, too often the choice is a) ignore the transgression; b) “hook and release,” or c) “lock ‘em up.” None of these options serves either public safety, or the treatment needs of youth offenders.

One strike & you're in

Ripple Effects philosophy is neither “three strikes and you’re out”, nor “because behavior is understandable, you get a free pass.” Our approach is “one offense and you’re in” – in a program of early intervening services to change the offending behavior, address the risk factors that underpin it, and restore relations with the community. This approach works best within a system of graduated consequences, where there is a standardized consequence for every offense.

Criteria for effective, sustainable, early intervening services

Effective, sustainable, early intervening services must meet important criteria. They must:

- ensure fidelity to evidence-based practices (EBP)
- be effective in settings with limited financial and human resources
- allow cultural and site-specific adaptation without loss of fidelity to EBP
- accommodate individual differences in learning and language proficiency
- ensure against disproportionality and discriminatory practices at every stage
- enable accurate monitoring and data management to report to court

Ripple Effects training software program meets these criteria

It can be used across a wide range of juvenile justice settings to provide effective intervention with young people who have had contact with the justice system.

Pre-set scope and sequence enables certification

Pre-set scope and sequences are not needed for effectiveness, but they standardize interventions and enable a report back to the court to show that a young person has completed a particular course of treatment. For details on the certification process, see page 8.

Addressing disproportionality

Serious equity issue

OJJDP has identified disproportionate contact with African American, Native American and Latino youth as a serious equity issue. These youth are disproportionately represented at every level of the juvenile justice system. They are contacted and punished more often, more arbitrarily and more severely than Caucasian counterparts.

Starts with discipline patterns in school

Long before they have contact with Juvenile Justice, these children are disproportionately represented in school discipline settings. They are over-represented in office referrals, suspensions, expulsions, and corporal punishment. There is a strong relationship between racial disparities in school discipline and juvenile incarceration. So the first step to reducing disproportionate contact with juvenile justice is to reduce disproportionate discipline at school.

Causes in teacher and student behavior, in various contexts of risk

No scientific evidence shows disproportionate discipline to be purely the result of racial discrimination. Neither does evidence completely explain it in terms of other risk factors, such as family structure, or neighborhood violence. Strong evidence supports the position that it's the result of a dynamic interplay between lowered expectations and uneven discipline enforcement on the part of some school staff, and multiple student risk factors, some inside and some outside of their control.

Cultural competence for teachers

Lack of cultural competence and other risk factors for staff can be addressed privately, without shame or blame, through the *Ripple Effects Coach for Staff* training software.

Multiple student risk factors require differentiated response

Each young person needs to address the behavior that is creating a problem and the unique combination of personal risk factors that has led to poor decisions. They need to develop offsetting protective factors, especially social-emotional competencies. Suggested interventions for students who have problematic behavior that has not reached the level of crime can be found in another Ripple Effects print guide: *Individual Treatment Plans*.

Transform anger into activism

If we expect young people not to act out when they are angry and not to anesthetize their pain with drugs or alcohol, we need to give them the tools to solve problems constructively, including the means to confront injustice and create social change. That's why Ripple Effects software includes confronting injustice as a "life skill" for democracy.

Addressing individual risk and protection

Risk factors – which are most predictive?

Over the last two decades hundreds of new studies and sophisticated new tools for analysis have enabled us to further refine understanding of the numerous risk factors in multiple domains, which are correlated with juvenile anti-social and delinquent behavior. After controlling for socio-economic status, gender and race/ethnicity, five risk factors at age 10 are most predictive of anti-social and delinquent behavior at age 16:

- prior aggressive and anti-social behavior (usually identifiable by age 7)
- personal characteristics (deficits in attention, emotional regulation, problem solving)
- deficits in social relations
- family factors (parental warmth, discipline style and family functioning)
- school behavior (academic performance, school participation, adjustment)

Most effective Interventions

Researchers have identified numerous effective interventions to address risk factors and have correlated the most effective approaches with the most predictive risk factors. They all work with some kids some of the time, none work with everyone, all of the time.

- behavioral approaches (behavior shaping and reinforcing)
- cognitive approaches (cognitive restructuring, managing feelings)
- social skill training (interpersonal skills, perspective taking, assertiveness, conflict management)
- counseling (individual and family; BUT group sessions are not proven effective)
- parent skill training

Matching exact risk to best intervention – as difficult as making bone marrow match

The challenge is to match the most effective strategies, to the most predictive risk factors, for a particular child, at the earliest possible time. To expect that each staff person can discern the exact risk factors that most impact each child, and can provide an evidence-based intervention, tailored to how that child learns, in the exact evidence-based method that would best address it, is like expecting that between every child and any staff person is an exact bone marrow match. Yet the need to make that match is urgent. Ripple Effects software makes it more possible.

Diagnostic profiles help

Diagnostic profiles in Ripple Effects Software help identify areas of greatest strength and need. These first-pass screening tools cannot replace the nuanced work of mental health professionals, they can provide a concrete direction for an effective intervention plan. Youth can access the intervention they need, in the way they learn best, without needing to be able to read. Staff can facilitate the match without needing to be experts in the content.

Four steps to change

Often young offenders, especially first offenders, are mandated to serve just a few hours in a detention setting. Many times these detention settings are staffed by people who can't possibly keep current on the huge body of practices that scientific evidence shows can be effective. To maximize the impact of Ripple Effects software in these settings, it's equally important to deal with the immediate offense and with the underlying reasons behind it. Here are four steps to individualize the intervention for each student, within the time constraints you have.

- 1** Start with a strength. These kids have often been labeled as losers. To turn things around they need to change that basic identity. Direct students to the learning style tutorial to see how their preferred way of learning - whatever it is - can be leveraged for success.
- 2** Assign a topic related to their immediate offense: stealing, assault, vandalism, rape, prostitution, drugs, etc. Each multimedia tutorial automatically leads to training in social-emotional competencies that can help change the behavior. (For more standardized interventions, see Part II for sample scopes and sequences.
- 3** Direct students to seek out what they think is the underlying reason. This is especially important for youth who may have the dual status of victim and offender. Trust their instincts to find what they need. In many cases, after using the program, students will disclose the underlying problem to a trusted adult. Meanwhile, don't hover or over-direct.
- 4** End with building a strength. Have them choose a strength to work on, reached through the "keys" button, or ask them to complete profiles in one of the seven core skills, identified on pages 53-54, to get direction on where to start.

For maximum impact

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

Avoid reliance on group effort to address private risk factors

Individual counseling has been shown to be effective in reducing anti-social behavior in children and adolescents, but group counseling has NOT. A vibrant, even insightful discussion is NOT usually correlated with behavior change. Proven techniques, like cognitive behavioral training, are. Research on Ripple Effects student software shows that, at least with teens, students who use the program without adult mediation of content have better social and academic outcomes than those who have adult mediation.

Facilitation - easiest way or more structured

For each topic allow about 15 minutes. A 45-minute session generally allows three topics. A module made up of multiple topics can be spread out or compressed to fit a range of time constraints. For instance, with 15 minutes per day, for two weeks, teachers could cover a ten-topic module. A probation officer or counselor could address those same topics in a two and a half hour continuous session. A case manager might cover them in five, 30 minute sessions over a semester.

Choose a mode of facilitation

“Sessions” can consist of a group assignment with discussion, or the assignment of individual topic(s) to each student without discussion, or discussion after completion. They can be completed whenever and wherever a student has access to a computer where the software is installed. Alternately, you can closely direct a personal session. Sessions can also consist of a combination of independent exploration and directed discussion.

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; DO require completion of interactive elements

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,” “Inside Your Mind” and “Profile” elements for every topic assigned. Monitor completion of the assigned topics by checking the student “Scorecard.” See your user manual for complete directions.

Maintain a positive approach

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

Note: The proposed treatment plans 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 youth in your unique circumstance.

Certified Diversion Program

Ripple Effects offers structured, skill building diversion programs for misdemeanors or petty offenses. They include *Certified Reports of Completion* to the Court.

How to enroll

To enroll in the certificate program, diversion candidates must go to www.rippleeffects.com/diversion and signup. They may complete the program at any community-based organization with which Ripple Effects has an agreement.

Course certificates issued upon receipt of proof of completion

Course Completion Certificates are available from Ripple Effects and can be processed within two business days after receiving proof of completion of the assigned tutorials. If any of the assigned tutorials have not been completed, the certificate will not be issued. Proof of completion can be in the form of the original print out of the student "Scorecard", mailed to Ripple Effects offices; **no faxes**. Certificates are processed on business days only (Monday through Friday; no weekends or national holidays).

Ripple Effects Behavior Training Course completion certificates will be **mailed directly to the court or officer of the court. They cannot be faxed to the student or the court.**

Ripple Effects must follow the requirements set forth by your court regarding where and to whom to mail the certificate of completion. Allow 2-5 days for the mailed certificate to arrive at the court. (See Appendix page 37 for sample Certificate of Completion.)

Who qualifies

Ripple Effects will only issue a completion certificate for a court that we have a formal agreement with, unless the youth provides us with written documentation from the court that gives permission for that person to complete Ripple Effects computer-based, Behavior Training Course to dispose of their case.

Confidentiality requirements = computer-based but not Internet-delivered -- for now

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

Ripple Effects philosophy: one strike and you're in

Ripple Effects philosophy is not three strikes and you're out, but one offense and you're "in"

Shoplifting/theft

Offense: Theft, shoplifting, burglary

Shoplifting may be addiction

Shoplifting is usually less a gateway crime than a form of gambling that can easily become addictive. People do it to get the rush that comes from getting away with something. For many of them it's how they cope with stress or uncertainty in their life. This is true for teens as well as adults.

If they don't get caught, it's self-reinforcing. By the time they do get caught, it has often become a serious habit, even an addiction. Some experts say more than 25% of first time (caught) shoplifters have already developed the habit, or even an addiction to it.

As with other addictions, shoplifting has some positive function for the person who steals. Only rarely is it about economic value. More often, the process of shoplifting is a way to deal with a challenging life event or situation. It may make up for a sense of loss or deprivation, provide "payback" for perceived unfairness, or just be a way to escape boredom, or let off steam. With many juveniles it is initially about getting peer acceptance.

Link to depression

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

Treatment approaches

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

Limitations: professional thieves need more consequences than the training software

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

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Self awareness*

Strengths
Values
Feelings
Risk factors
Resilience

Impulse control

Stopping reactions
Predicting consequences
Quitting habits

Managing feelings

Internal triggers
External triggers
Relaxation response

Assertiveness

Standing up for beliefs
Resisting peer pressure

Connection to community

Making friends
Restorative justice
Apologies

CHALLENGE TOPICS

Shoplifting Stealing

Addiction
Anger
Anxiety
Depression
Envy
Gambling
Loneliness
Loss
Mistakes
Money
Peer pressure
Recklessness
Self-image
Unfairness

***Topics in color indicate one of the seven core competencies**

Property destruction: vandalism & graffiti

Offense: Property destruction, vandalism, graffiti

Graffiti can be seen as an act of property destruction, an act of artistic creation, or both. It falls roughly into four categories: conventional, ideological, gang, and popular art (tagging). Matching the intervention to the motivation increases the chance of its success.

“Conventional” property destruction suggests one approach

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

Ideological graffiti suggests a different approach

In other cases, the main function of graffiti, and occasionally other property destruction, is communication of an ideological message. This may include spray painting political slogans. It may involve bias activity, such as targeting a synagogue with vandalism or an anti-Semitic message. Providing skill development to promote civic engagement, including skills in confronting injustice, can be an effective intervention for “ideological” graffiti makers. A suggested set of interventions for bias activity is covered on page 17.

Gang activity has its own context

Gang graffiti is mainly a tactical weapon. It serves to mark turf, convey threats, or publicize achievements. A suggested set of interventions for gang activity are covered on page 35.

Artist want their work to be seen

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

In rare cases, marker of conduct disorder

In only a few cases, destruction of property is an early marker of conduct disorder, or serious anti-social behavior that will *require more intensive therapeutic and correctional interventions than the Ripple Effects program can provide*. That being said, targeted skill training can be an important part of that set of targeted interventions.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Knowing yourself

Learning style
Creativity
Strengths
What you love
Goals
Power
Self-esteem
Risk factors

Managing feelings

Self talk

Empathy

Perspective taking

Assertiveness

Doin' democracy
Resisting peer pressure
Confronting behavior

Problem solving

CHALLENGE TOPICS

Vandalism

Graffiti

Anger
Authority
Bias Activity
Boredom
Defiance
Depression
Failure
Frustration
Friends
Gangs
Mistakes
Pride
Recklessness
Revenge

Fire setting

Offense: Fire setting, arson

Fire setting is an area that doesn't have a lot of justice-related research behind it. In general, work has focused on *why* children and adolescents start fires. The idea is that addressing the underlying cause is the best way to change the behavior. This is consistent with a risk-based approach to intervention that Ripple Effects uses in other areas as well.

Three main motivations

Motivation of young fire setters can be roughly divided into three categories. They do it to:

- Satisfy curiosity (fire play)
- Express something they are feeling ("expressive" fire setting)
- Achieve a specific goal ("instrumental" fire setting) (OJJDP 2005)

These motivators are not mutually exclusive. In fact a feeling (such as powerlessness or anger) is often tied to a goal (such as revenge). Fire can serve as an expressive instrument, a source of power, and a physical weapon. Importantly, these categories are not always mutually exclusive. Successful intervention, control, and treatment may need to involve multiple strategies that respond to fire setting's multiple origins.

For children who play with fire out of simple curiosity, getting caught may be enough to deter them from setting another fire. Nonetheless, they may not generalize the lesson to avoiding other reckless or dangerous behavior, especially if their learning style identifies them as "feeler-doers" who learn by direct experiment. For them, lessons in predicting consequences, avoiding recklessness, boredom and peer pressure are in order.

Expressive fire setting can most easily be understood as a call for help. It is critically important that these young people be given to the opportunity to identify the reasons that they are calling for help. In most cases, the Ripple Effects program will help them understand that they are not the only people to have these experiences, even severe maltreatment, and will encourage them to talk to a trusted adult, who can start the process of intensive therapeutic intervention. They need to learn who and how to ask for help, and be guided in overcoming feelings of shame and powerlessness.

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

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Self-awareness

Learning Styles
Experimenting
Power

Assertiveness

Communication feelings
Resisting peer pressure

Managing feelings

Self-talk
Relaxing

Asking for help

CHALLENGE TOPICS

Arson

Abuse
Aggression
Anger
Beaten
Boredom
Mistakes
Recklessness
Revenge
Secrets
Sexual abuse



Assault and battery

Offense: Simple assault, extortion, battery, assault and battery

A form of bullying

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

Often about power and control

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

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

Impulsivity

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

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

Address both presenting behavior and cause

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

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Controlling impulses

Stopping reactions
Predicting consequences

Decision-making

Resolving conflict
Problem solving

Managing feelings

Physical sensations
Internal triggers
External triggers

Assertiveness

Voice
Body
Message
Reasons
Resisting peer pressure

Empathy

Understanding feelings
Perspective taking

Asking for help

CHALLENGE TOPICS

Hitting Extortion

Abuse
Addiction
Aggression
Anger
Beaten
Bullying
Drugs
Envy
Fear
Money
Revenge
Secrets

Bias crimes

Offense: Assault, battery, or other forms of harassment, based on the other person's race, ethnicity, religion, gender, sexual orientation or physical or mental disabilities

Usually thrill seekers who want to belong, not extremists

Contrary to popular belief, most hate crimes are not committed by hardened extremists. Rather, a surprisingly large number are youthful thrill seekers. Often, the perpetrators hope their acts of violence will earn them respect from their friends - a feeling that explains why so many hate crimes are committed by gangs of young men. Being unsure about oneself and needing desperately to belong to a powerful group are factors in both hate crimes and gang membership.

Some "reactive" offenders

The second most common perpetrator of hate crimes is the "reactive offender" who feels that he or she is responding to an attack by a group the victim is a member of. It may be a perceived insult, being overlooked for a job, interracial dating, or the integration of a neighborhood. Often, the "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. The least common offender is the hard core ideologue.

Lack empathy

If teens are surrounded by a community filled with prejudice toward particular groups and if they have no personal experience of people different from themselves, they may be unable to empathize with potential victims. They may see them as objects, stereotypes, not as human beings. Thus a key goal in intervention with bias offenders is to develop empathy and strengthen or establish their connection with the wider community. The best way to prevent hate crimes is to prevent prejudice and to promote respect for all of the similarities and differences among people.

Restorative justice

Once a bias offense has been committed, restorative justice requires both taking responsibility to make things right, including repairing damage, and re-connecting the offender with the community, usually through an apology.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TOPICS

Identifying with others

Perspective taking
Appreciating diversity

Getting respect

Resisting peer pressure

Knowing yourself

Finding power
Identifying strengths

Controlling impulses

Stop reactions
Predict consequences

Managing feelings

Physical sensations
Internal triggers
Outside triggers
Letting go

Re-connecting with others

Restorative justice
Taking responsibility
Apologizing

CHALLENGE TOPICS

Anger
Bias incidents
Blurting out
Bullying
Depression
Discrimination
Ethnic slurs
Gay bashing
Hitting
Prejudice
Racial conflict
Religious offense
Sexual harassment

Domestic violence

Offense: Domestic violence, dating abuse, battery

Boys and girls, gay and straight, physical and emotional

Relationship abuse is a significant problem among adolescents. Estimates of prevalence vary widely, from less than 10% to more than 50%, with many researchers documenting a level of at least 20% among both girls and boys, both gay and straight. It can include psychological and physical expressions. Psychological abuse includes public or private humiliation, controlling behavior, rage, and fits of jealousy. Physical abuse can take both sexual and non-sexual forms. Unlike with adult domestic violence, rates of dating abuse are about the same for boys as for girls. Boys and girls in gay relationships are neither more - nor less - likely to be victims of relationship abuse than other youth. However, girls are more likely to be physically injured and to report the abuse. Thus boys more are likely to have contact with the juvenile justice system for this offense.

Risk factors

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

Learned behavior

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

Skill-based intervention

Cognitive-behavioral training for emotional regulation, understanding the dynamics of power and control, communication and conflict resolution skills, and framing self-control as means of taking and holding power can be effective approaches for these youth.

Dual status

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

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Offender perspective

Knowing yourself

Power
Strengths
Risk factors
Norms

Managing feelings

Self talk
External triggers
Relaxation
Letting go

Empathy

Identifying feelings
Perspective taking
Gender

Impulse control

Stopping reactions

Connecting to community

Making friends
Joining a group

Victim perspective

Knowing yourself

Strengths
Risk factors
Self-esteem

Assertiveness

Beliefs-standing up for
Limits-setting
Needs-stating
Behavior-confronting
Control-taking
Feelings-communicating
Pressure-resisting

Decision-making

Options
Safety

Connecting with others

Communication skills
Getting help
Support-getting

CHALLENGE TOPICS

Dating abuse

Emotional abuse

Abuse-boy/girlfriend
Abuse-sexual
Aggression
Anger
Beaten
Broken heart
Cold-hearted
Depression
Feelings-communicating
Feelings-confusing
Feelings-depressed
Fighting
Immaturity
Insecure
Jealousy
Let-down
Love
Stereotype
Substance abuse

Sexual offenses

Offense: Rape, child molesting, indecent exposure

Juveniles responsible for big chunk of sexual assault

Sexual offenses represent a continuum of behavior that may be directed against younger children, peers, or adults, and may or may not involve other forms of aggression. Research indicates that juveniles are responsible for 30-60% of all cases of child sexual abuse and 20- 30% of sexual assaults committed against adults. Females are a growing percentage of perpetrators of child sexual abuse, primarily against other girls, but also against boys.

Dual status

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

Risk factors

Other risk factors include impulsivity and substance abuse, especially alcohol use. There is disagreement about how much influence media imagery has on sexual behavior. At the least, pornography and music videos that glorify sexual exploitation desensitize offenders to the impact of their behavior on victims. Polygraphs have shown that most sex offenders are deeply ingrained in their behavior by the time they come into contact with the criminal justice system. Trying to change their behavior is a difficult task. Obviously it can't be accomplished by few multimedia tutorials, even evidence-based ones.

What Ripple Effects software can and cannot do

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

Primary value is preventive intervention for those at risk

Because most sexual offenders "succeed" many times before getting caught, the primary value of the Ripple Effects program is as a preventive intervention for detained youth who may have risk factors for becoming offenders, even though they have not yet been cited.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL BUILDING

Impulse control

Stopping reactions
Predicting consequences

Empathy

Understanding feelings
Perspective taking
Resisting stereotypes

Assertiveness

Communicating feelings

Knowing yourself

Beliefs and values
Norms
Power

Social Values

Restorative justice
Honesty

CHALLENGES TOPICS

Rape

Molester

Aggression
Alcohol
Domestic violence
Dating violence
Drugs
Mistakes
Sexuality
Sexual abuse

A special note about the the role of media analysis in treatment of sexual offenses

It is unlikely that youth could be shielded from the deluge of sexually explicit material instantly available to them, especially through the Internet. Less explicit, sexually oriented material that reinforces gender stereotypes, treats rape as seduction, and glorifies sexual or gender dominance also helps normalize sexual exploitation. Media analysis is an optional component of every tutorial, reached through the “into the world” button at the bottom of the screen. We recommend you make these exercises mandatory for this group of youth offenders.

Prostitution

Offense: Sexual solicitation

1/3 to 1/2 prostitutes are juveniles - multiple motivations

A third of the street-level prostitutes in the U.S. are less than 18 years old; half of off-street prostitutes are under 18. A few may be acting on their own initiative, or in the company of friends, for money or for adventure. A few may be fulfilling a gang initiation requirement. Many more are runaway and homeless youth who engage in “survival sex.” Many are - or become - drug addicts who prostitute themselves to get drugs, and use drugs to numb the effects of prostitution in a vicious feed back loop. Often a shared correlating factor is previous sexual abuse as children – the reason they run away in the first place.

Growing proportion of males

Data from OJJDP shows a trend toward a growing proportion of male prostitution. The boys tend to be older and operate outside, so they may be more likely to be arrested. Boys may also be less likely than girls to elicit sympathy as “victims” and get a pass from arrest, perhaps because of stereotypes about gender and sexual orientation.

Enforcement complex - most have mental health issues

The involvement of juveniles in prostitution is a complex issue. On the one hand, they are breaking the law. On the other hand, they are being illegally victimized by adults. They are in considerable physical danger of STD's (especially HIV/AIDS) as well as physical assault. They are also at risk of grave emotional harm. Almost all have mental health issues, with high incidences of depression and substance abuse.

Recognize dual status

Ripple Effects approach to intervention is to recognize these juveniles' dual status of offender and victim, build a stronger sense of self, and encourage them to seek help for whatever underlying issue precipitated their entrance into prostitution.

Software training cannot replace comprehensive services

This software-based training is not intended to replace comprehensive services for a hard to reach population. Rather it is designed to empower young people to realize that they have constructive options, even in the face of adversity, and to increase their ability to access the community services that can help them take advantage of those options.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TOPICS

Knowing yourself

Strengths
Risk factors
Goals
Beliefs
Norms
Self respect
Self esteem

Decision-making

Problem solving
Brainstorming Options
Evaluating alternatives

Managing feelings

Connecting to community

Job
Asking for help

CHALLENGE TOPICS

Prostitution

Sexual abuse

Anger
Beatings
Birth control
Depression
Domestic violence
Fear
Mistakes
Running away
Sexuality
Shame
STDs
Substance abuse

Drug possession and use

Offense: Possession of controlled substances, “under the influence of,” DUI

Account for a lot of juvenile justice contact

A relatively large number of juvenile offenses are related to recreational drug use by juveniles who are *not* addicted to the drug and do not become involved in more serious crimes. Chief among these drugs are marijuana and club drugs (ecstasy and hallucinogens). On the other hand, a near epidemic of meth use, in both rural and urban communities is tied to arrests for violent crimes by both juveniles and adults. Illegal use of prescription drugs, and steroids, may be as widespread, but rarely result in contact with the juvenile justice system, unless identified as factors in other crimes. *The key to use of Ripple Effects software as part of an effective treatment program is to target the drug that is the presenting problem; then have youth identify the underlying reasons prompting use.*

Marijuana - what Ripple Effects has been shown to do

There is near unanimous agreement among experts that arrests for possession of marijuana, unrelated to other criminal activity, clog the courts, don’t – and shouldn’t – result in incarceration, but also often don’t – and should – result in other sanctions. Every time there are no sanctions for breaking the law, disrespect for the law is reinforced and an opportunity for early intervention is missed. Research shows that Ripple Effects training software does not significantly increase the perception of harm of marijuana. However, it has been proven effective in strengthening norms against the use of marijuana, has been shown to successfully develop other protective internal factors, and has been shown to result in reduced discipline referrals for drug related offenses in school settings.

Heroin and Methamphetamines

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

How Ripple Effects fits with treatment programs for addiction

Severe drug addiction and the attendant crimes that arise out of it, need more intensive treatment than the Ripple Effects software training program can provide. However, the cognitive-behavioral training, norm setting, social skill development and emotional regulation that Ripple Effects promotes can be a powerful supplement to many other kinds of programs, especially “talk groups,” which have low rates of success on their own.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Self awareness

Goals
Strengths
Risk factors
Resilience
Norms

Assertiveness

Refusing
Resisting pressure
Standing up for beliefs

Decision making

Predicting consequences

Managing feelings

Physical sensations
Self talk
External triggers
Relaxing
Quitting habits

Connecting to community

Choosing friends
Making friends
Getting help

CHALLENGE TOPICS

Alcohol

Drugs (by street & technical names):
antidepressants, date rape drugs,
depressants, designer drugs, hallucinogens,
inhalants, marijuana, opiates, ritalin,
stimulants, ice, meth/crank, oxycontin,
ecstasy, crack, cocaine, steroids

Alcoholic
Alcoholic parent
Depression
Driving drunk
Nervous habits
Nail biting
Quitting drugs
Relapse
Recklessness
Stress
Smoking, chew
Selling drugs

Drug Dealing

Offense: Sale of controlled substance

Underground business - a few do well, most make less than minimum wage

Drug distribution is an illegal business that operates mostly underground. Like many other businesses, it's one in which a very few people at the top do well, a few more "middle managers" make somewhere between the minimum wage and about \$30 an hour (depending on the "market"); and the people at the bottom are poorly paid, often exploited, exposed to serious risks, and in many cases, involved in a glorified form of child labor. Except in very affluent neighborhoods, the legion of street level sellers usually makes less than minimum wage.

Side effect can be drug dependency

Unfortunately, a "side effect" of being involved in drug dealing is often drug dependency. Some youth who are drug dependent sell to support their habit. Some who start out as look outs or runners, sample the product and become dependent or addicted.

Often motivated to succeed, many also have other jobs

Like entry level workers in other enterprises (including those whose legitimate work is "illegal" because of the workers' undocumented status), young street sellers' desire to move up the chain to the top motivates them to take the financial and legal risk of starting off at the bottom. But their lack of education, lack of business savvy, lack of good judgment, lack of documentation (in many cases), vulnerability to arrest, and personal drug use severely limit their options in a highly competitive, literally cutthroat industry.

Contrary to popular belief, among those who are *not* addicted, many of these young dealers also have low paying jobs in the above-ground economy. They are patching together a livelihood, showing some ambition and willingness to take risks to succeed.

Effective intervention for low level drug dealers

However, it can build some protective factors to reduce involvement of low level workers in the drug distribution network. The approach is four fold: leverage and expand existing strengths, provide motivation and support to get help with personal substance abuse issues, encourage and assist school success and build skills for good decision-making. *Ripple Effects software does not offer a program for high level drug dealers.*

Goals of intervention

Youth will:

- Understand their learning style and how it affects life choices
- Identify strengths that can help support an above ground career
- Set personal goals for success
- Identify a passion they can commit to
- Understand the role of effort and perseverance in life success
- Develop good decision-making skills
- Realistically predict possible consequences for themselves and others from drug dealing
- Resist peer or gang pressure to start dealing in drugs
- Address their own substance abuse issues

A suggested scope and sequence

SKILL TOPICS

Understanding yourself

Learning style
Temperament
What you love
Goals
Effort
Perseverance
Beliefs
Norms

Decision making

Predicting consequences
Money

Assertiveness

Resisting peer pressure

Social Values

Honesty
Responsibility

CHALLENGE TOPICS

Drug dealing

Addiction
Drugs
Envy
Gangs
Mistakes
Poor
Recklessness
Weapons

Truancy

Offense: Skipping school

Diverse motivations for truancy

Students stay away from school for a variety of reasons. The most common are:

- boredom
- academic failure
- conflict with teachers
- peer rejection
- substance abuse
- cultural alienation

Often these factors operate in tandem with each other.

Best intervention = most individualized

The best intervention for strengthening the connection to school is the one that is most responsive to each individual student's personal cause for disconnect. Students need not share that motivation with the adult monitor, in order to get help for it. In fact, having students *privately* seek out the reasons for their truancy and strategies for dealing with those reasons, (See page 6) is the "best practice" for use of this software.

May prompt disclosure

Once students have had a chance to explore the program and find a language for talking about their experience, they may report abuse or exploitation to the adult in charge. Training on how to handle disclosure, as well as strategies for increasing effectiveness with diverse learners can be found in the *Ripple Effects Coach for Staff* training software.

Scope and Sequences grouped by motivation

The suggested interventions that follow are grouped into categories based on the five above named motivating factors. Substance abuse is included as an optional single topic. A plan for more targeted training for those students for whom drugs and alcohol are the primary concern, can be found on pages 25 (drugs), 27 (drug dealing) and page 33 (alcohol).

Goals of intervention

Students 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

A suggested scope and sequence

Academic failure

Learning styles
Setting goals
Creativity
Learning disabilities
Boredom
Frustration
Discouraged
Failure

Conflict with teacher

Authority
Teachers
Talking back
Resolving conflict
Dealing with criticism
Problem solving

Peer rejection

Temperament
Friends
Left out
Lonely
Communicating feelings
Cliques
Joining a group
Communication skills
Having a conversation
Giving a compliment
Humor
Making space for others
Asking questions
Body language
Paraphrasing
Giving help

Cultural conflict

Diversity
Ethnic pride
Immigrant
Discrimination
English language learner

Weapons violations

Offense: Illegal gun possession, possession in violation of probation, aggravated crime charges due to possession of weapon at the time of the crime

Prevalence of guns

According to the National Institute of Justice, an organization that interviewed students in large urban high schools and juveniles who were wards in detention facilities in four states, including California:

- As many as one in eight students carry a weapon to school
- Weapons are easily obtained, and inexpensive
- In addition to carrying for protection, 63% of wards had committed crimes with guns
- 40 percent had obtained a gun specifically for use in a crime

Male, black-on-black gun violence is the most prevalent form of gun violence, but guns are a factor in every form of violence, from domestic disputes, to reactive bully victims in suburban school settings, to planned gang attacks.

Reasons for high rates of gun use in USA

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

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

Possession not always a crime

Possession of a gun, even by a juvenile in most states, is not a crime in itself. Thus Ripple Effects approach in the tutorial on weapons is to stress safety, impulse control, constructive problem solving, and positive methods of youth empowerment. The true story under the topic “weapons” is a powerful reminder to youth of the results of underestimating the dangers of guns.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TRAINING TOPICS

Knowing yourself

Learning style
Strengths
Power

Problem solving

Identifying problem
Brainstorming
Evaluating alternatives

Safety

Impulse control

Stopping reactions
Predicting consequences

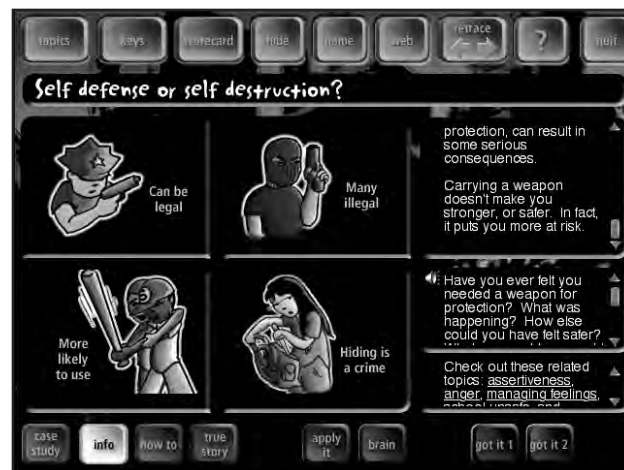
Assertiveness

Voice
Eyes
Message
Body

CHALLENGE TOPICS

Weapons Threats

Aggression
Death
Disrespected
Disputes
Gangs
Recklessness
Staring
Violence



Alcohol-related offenses

Offense: Minor in possession, public drunkenness, alcohol-related crime

For juveniles, alcohol consumption is a “status” crime; illegal because of the underage status of the drinker, rather than the drinking itself. However, it is not completely benign.

Depressant and anesthetic

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

Impulse disinhibitor

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

Major factor in many crimes

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

Youth can’t change external risk factors, can change their skills and resilience

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

Potential and limitations for use for alcohol treatment programs

Ripple Effects does NOT purport to be an alcohol treatment program. Rather it’s designed for use as part of an early diversion program for youth who have gotten into alcohol-related trouble with the law, so they can: recognize the health and safety issues with alcohol use, examine their drinking patterns, identify the underlying problem they are using alcohol to cope with, and develop the skills to handle those problems in a more constructive way, including seeking help from trusted adults when warranted.

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TOPICS

Self awareness

Goals
Strengths
Risk factors
Resilience
Norms

Assertiveness

Refusing
Resisting pressure
Standing up for beliefs

Decision making

Predicting consequences

Managing feelings

Physical sensations
Self talk
External triggers
Handling stress
Relaxing

Connecting to community

Making friends
Getting help
Quitting habits

CHALLENGE TOPICS

Alcohol

Drugs (by street & technical names):
antidepressants, date rape drugs, depressants,
designer drugs, hallucinogens, inhalants,
marijuana, opiates, ritalin, stimulants, ice,
meth/crank, oxycontin, ecstasy, crack, cocaine,
steroids

Alcoholic
Alcoholic parent
Anxious
Bored
Depression
Driving drunk
Impulsive
Mistakes
Nervous habits
Peer pressure
Relapse
Recklessness

Gang activity

Membership by itself not a crime

Gang membership is not in itself a crime. And it's a fairly short term identity for most participants – about a year on average. (Longer term membership is representative of the most “hard core” offenders.) However, members of gangs account for a large part of all juvenile crime, especially drug sales, illegal gun possession, and violent crime.

Delinquency high only during active membership

Overall, gang members have higher delinquency rates than their peers only during the time of active gang membership, not before or after. Obviously, effective ways to prevent kids from ever joining a gang would have the greatest preventive potential. But attempts to target gang membership directly haven't been very successful.

Diverse reasons for joining

As with other risk factors such as school failure or substance abuse, people have diverse reasons for joining a gang. Peer pressure, response to loneliness, family tradition, escape from school failure, economic rewards, lack of self-esteem, desire for revenge, pure fear - can all be precipitating reasons. Perhaps that's why individual interventions, which indirectly address gang membership, have had more luck, and the provision of social services has been an important ingredient of the most successful programs.

Ripple Effects one part of comprehensive effort

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

Strengthen sense of self *and* connection to community

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

Goals of intervention

Youth will:

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

A suggested scope and sequence

SKILL TOPICS

Knowing yourself

Your temperament
Exercise type
Strengths
Risk factors
Resilience
Self-Esteem

Getting respect

Assertive eyes
Assertive posture
Assertive message
Assertive will

Resisting pressure

Connecting with others

Communication skills

Having a conversation
Inviting
Giving a compliment
Making an apology

Group Skills

Friends- making
Joining a group
Making space for others
Resolving conflict
Giving help
Getting help
Using community resources

Social values

Loyalty
Honesty
Responsibility

CHALLENGE TOPICS

Gangs

Weapons

Drug dealing

Insecure
Lonely
Mistakes
Not popular
Peer pressure
Fear
Anger

no. 524352
Citation/Case number: XP854Q6
Offense category: Shoplifting

Certificate of Completion

Janet Samner

has successfully completed
Ripple Effects Computer-based Behavior Training Program



RIPPLE EFFECTS
Software to *positively* change behavior

Date Issued

Ripple Effects Program Director

Coordinator

Booster sessions and re-entry

Abundant research shows that one-shot interventions rarely enable long term change. Continuing supportive services must also be in place. Having a set of practices to mark the end of probation and reentrance into unsupervised settings can enhance the chance of success. Ripple Effects recommends two kinds of continuing support:

- A booster session to lengthen the time of protection
- Ongoing mental health resources, academic support, career preparation and service learning options

Booster sessions

Ripple Effects recommends a follow up booster session at the end of the probation (or other diversion) period. At this session, young people replicate the original set of lessons for the offense for which they were cited, and again complete interactive profiles to see how their self-perception may have changed during the course of the intervention.

Mental health

We recommend that Ripple Effects Software be made available on a continuing basis to help youth deal with mental health disorders, symptoms and triggers. Relevant topics are described on page 41. We recommend staff training software, or live training, be in place for handling disclosure of maltreatment or other trauma.

Legal Rights

We recommend that all youth who have contact with the Juvenile Justice system, complete a minimum of three tutorials from the legal rights scope and sequence: *rights, arrest, probation*.

Curriculum to prevent school failure

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

Support of GED requirements

To help meet the needs of young people who have left the school system, we provide three set of tutorials that fit with national standards and frameworks for GED requirement in language arts, health and social studies, all within the broader context of social-emotional competency.

Legal rights

Tying rights to responsibilities

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

Taking responsibility can be empowering

In a context of justice, to take responsibility for personal action is an act of empowerment. But many young people experience it as the opposite. They feel victimized, rather than empowered by that process and resist being held accountable. One reason some youth resist taking responsibility for their actions is that they don't know the "rights" side of the equation.

Experience of unfairness

They experience unfairness as a major theme in their lives – whether at the level of family, school or society - and don't have a sense of how to change that. Their perception may be validated by the grossly disproportionate representation of poor people and people of color within the juvenile justice system. (See page 4)

Responsibility coupled with activism

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

Goals of intervention

Through this intervention, youth will:

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

A suggested scope and sequence

SKILL TOPICS

Assertiveness

Exercising rights
Doing democracy
Confronting injustice
Making a complaint

Social values

Responsibility
Justice
Restorative Justice
Respect – showing it

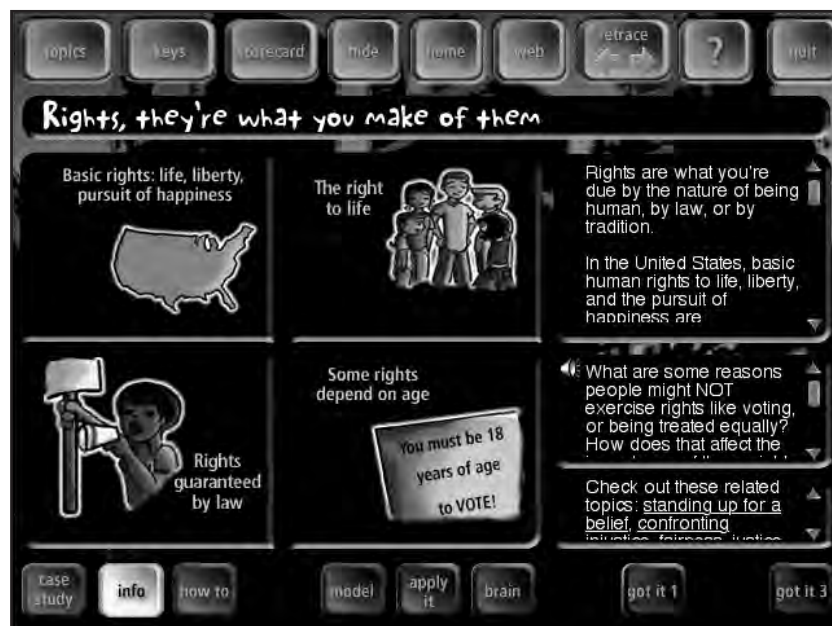
CHALLENGE TOPICS

Arrest

Probation

Hospitalization (mental illness)

Anger
Authority
Depression
Discrimination
Mistakes
Unfairness



Mental Health

Mental health issues are a huge factor in criminal activity. Substance abuse, depression, and post-traumatic stress disorder are the “big three” mental health disorders, which form a triangular feedback loop, reinforcing the poor decisions that lead to criminal behavior.

Mental health issues explicitly addressed in software

Ripple Effects training software explicitly addresses mental health issues, including *depression, anxiety, trauma, mental disability, hospitalization, panic attacks, pulling out your hair, cutting yourself, suicidal feelings, crazy feelings medication, anti-depressants.*

Symptoms and triggers also addressed

More importantly from the young person’s point of view, it has tutorials that address common symptoms and triggers for these unhealthy states. Symptoms like *numbness, crying, sleeplessness, spaced out, substance abuse, nervous habits.* Triggers in the topic list include experiences of loss: *pet dying, divorce, moving, breaking up, death.* They include experiences of maltreatment: *sexual abuse, physical abuse, emotional abuse, dating abuse, (exclusion by) cliques.* At the request of young people themselves, they include a whole set of topics simply introduced by the word “not”: *not athletic, not creative, not happy, not popular, not smart, not thin, not good looking, not worthy.* They include problematic feelings: *sadness, fear, jealousy, low self worth.* They include stress and stressors, from *testing, to neighborhood violence, to pressure to succeed.*

May lead to disclosure

When students approach a topic based on their felt sense of need, they are automatically guided to a set of proven effective strategies matched to that condition. In many cases, an advised strategy is to talk to a trusted adult. Parallel software for adults, *Ripple Effects Coach for Staff*, provides training in handling disclosure for legally mandated personnel.

Cannot replace mental health professionals

Ripple Effects training software cannot replace the nuanced judgement of an experienced mental health professional. It can and does, however, invite young people to begin to explore mental health issues in a private safe, environment. It also provides professionals with a tool that can be an effective bridge to communication with troubled youth.

Promotes resilience, so why not earlier?

Research has shown that Ripple Effects training software has positive effects on two important elements of resilience: problem solving skills and connection to community. Both are strong protective factors for mental health. That’s why we recommend them for all children and teens as primary, universal health promotion in the three tiered system.

Health education

GED health curricula: injury and illness prevention

For students who are seeking to fulfill GED requirements for health, **complete scope and scopes and sequences for units on each of the following topics is included in the Ripple Effects guide entitled *Targeted Prevention: Risk Reduction*.**

Health Education programs covered in the *Targeted Prevention: Risk Reduction* guide

- **Post-traumatic stress** *Targeted Prevention*, page 29
- **Depression and suicide** *Targeted Prevention*, page 27
- **Tobacco prevention** *Targeted Prevention*, page 21
- **Alcohol and drug abuse** *Targeted Prevention*, page 23
- **Eating disorders and obesity** *Targeted Prevention*, page 25
- **STD's/Pregnancy/HIV/AID** *Targeted Prevention*, page 31

Match to national standards and frameworks

A complete matching of *Ripple Effects Coach for Teens* program to national standards and frameworks for health is also available. The document is too large for inclusion in this guide, but can be found at

<http://www.rippleeffects.com/education/support/implementation/health.html>

Academic success

Anti-social behavior linked to school failure - and vice versa

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

Strength-building and problem-solving

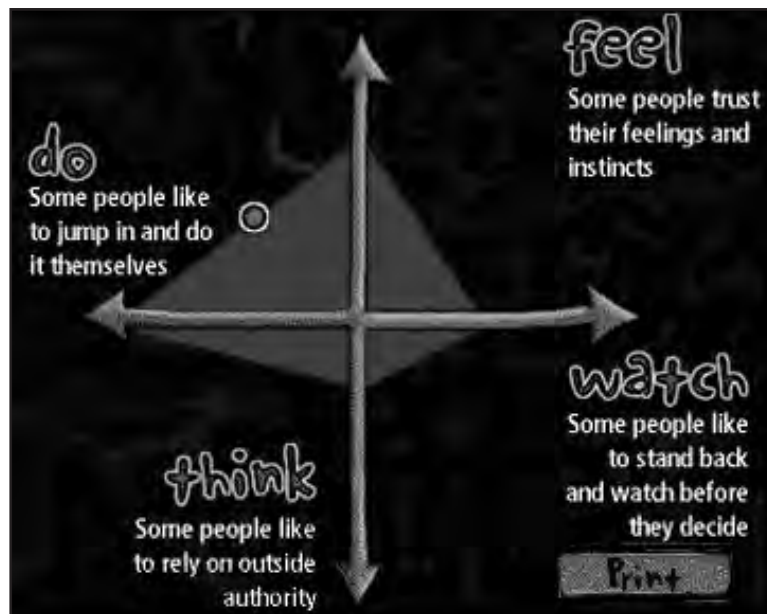
Ripple Effects' program to promote academic success combines strength-based asset development (including mastery of cognitive-behavioral strategies), social skill development, training for focusing attention and development of study habits. It provides specific problem-solving strategies for both academic and social problems.

Targets learning process and three content areas

Ripple Effects targets the process of learning itself, with tutorials on "learning styles," "intelligences," "learning disabilities," attention disorders", "grades" and "testing." In addition, it offers scope and sequences to help meet GED requirements in language arts, social studies and health education.

Eight studies have shown that Ripple Effects software can be an effective tool for raising grades and reducing remedial summer school referrals, without adult mediation of content.

The tutorial on learning style differences has proven to be the most popular one in the program, with students from every demographic group.



Goals of intervention

Youth will:

- Be motivated to perform well in school, both socially and academically
- Understand their learning style and how to use it to their advantage
- Know their personal risk factors and identify resources for addressing them
- Have the skills to constructively handle conflict with teachers
- Have general problem solving skills
- Be able to control their impulses in classroom situations

A suggested scope and sequence

SKILL TRAINING TOPICS

Knowing yourself

Goals

Thoughts

Feelings

Impulses

Sensations

Luck

Effort

Learning

Instructions-following

Styles

Smarts

Grades

Tests

Study habits

Problem solving

Connecting with others

Honesty

Friends-choosing

Friends-making

Getting help

CHALLENGE TOPICS

School failure

People problems

Friends (problems)

Bullied

Teased

Teacher conflict

Cheating

Cutting class

Picked on (discrimination)

Talking back

Blurting out

Making a complaint

Family (background)

Parents/drugs

Hard things (trauma)

Discipline (abuse)

Embarrassed about family

Learning problems

Disabilities

Attention problems

Other problems

Attention problems

Cutting class

Dropping out

English language learner

Failing

Grades

Late

Learning problems

School-hate it

Sleepy

Special ed

Success-phobia

Suspended

Tests

Language Arts supplement

Critical thinking and writing

Ripple Effects for Teens provides literally thousands of opportunities for daily practice of the critical thinking and writing process. The animated brain/journal offers more than 390 writing exercises for each of 5 basic tasks: describing experiences, identifying feelings related to it, listing options, declaring goals and identifying people in the community who can help. That's almost 2000 screens of writing exercises, enough to do a full set every class day for two years. The teacher may choose a theme for the day from the topic list on the cell phone, or let students choose a topic of interest to them.

A bridge to communication for English language learners

The built-in structure and word prompts are especially useful in empowering students with low language ability and ESL students to name and understand their experience. It gives them a bridge to communication that does not require them to first become adept in a foreign language. Students who are more comfortable writing in their native language, are able to do so.

Key sentence structures

There are a few key sentence structures, which are not only essential to forming basic cognitive structures, but are also essential components of social-emotional learning. They include: if/then; why/because, both/and; I feel (this)/when (that) happens. Drills in these structures are found under the topics: "consequences", "motives", "mixed feelings," "communicating feelings".

Vocabulary building

Ripple Effects program is also an easy-to-use tool for building a rich vocabulary, especially in the realm of social-emotional experience. Many boys may especially find this difficult to articulate. For example, early on students can learn the names for feelings ("identifying feelings"). One week, they can be encouraged to choose from a list of value words, like "fairness," or "responsibility" and write about one of them. The next week they might write about appearance related issues. The following week they may learn appropriate language for social topics like race, class or gender. Another week, they can target health issues like AIDS or drug addiction.

Confidentiality issues

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

Goals of intervention

Youth will:

- Understand and practice the critical thinking process
- Develop critical writing skills
- Understand key language structures related to social-emotional competency:
- Develop a vocabulary for social-emotional experience

A suggested scope and sequence

SKILL TOPICS

Key language structures

Predicting consequences
(Understanding) Motives
Mixed feelings
Communicating feelings

Vocabulary of social emotional experience

Understanding feelings
Identifying feelings
afraid
angry
anxious
disgusted
happy
sad
Paraphrasing

Stating a need
Making a complaint
Apologizing
Introducing yourself
Expressing thanks
Giving a compliment
Receiving a compliment
Expressing sympathy
Courtesy
Respect

Critical thinking and writing Problem solving

(all journal writing exercises)

CHALLENGE TOPICS

ESL
Dyslexia
Learning disorders
Attention problems

Social Studies

Units: Current events, American government, civics

Meets history-social science content standards

Different configurations of Ripple Effects programs meet state or national History-Social Science standards and frameworks for grades 9-12, where the focus is on the analytical skills of chronological thinking, recognizing the role of perspective taking in the writing of history, and understanding the importance of context for understanding events. Scopes and sequence matched to each of those frameworks follows.

More flexible use may be more effective

Most adolescents are more interested in themselves than historical figures. And although many youth who end up in Juvenile justice settings lack a firm sense of cause and effect, most have no interest in learning analytical skills for their own sake. Social studies teachers can “indulge” students natural self-centeredness and still meet social studies standards in one of three ways:

- 1: Simply let students choose any topic in the program, and answer the critical thinking, discussion questions in the second text box.
- 2: Take a major news item each day or week, and direct student to finding a topic related topic to it in the cell phone index.
- 3: Choose a topic: racism, classism, gender, and have students relate it to their own experience.

Staff training program has social studies applications to leverage teachable moments

You can leverages teachable moments by clicking on the social studies application for every topic covered in the *Coach for Staff* software training program

Preparing students to balance rights and responsibilities

In a society that is both free and diverse, conflict is inevitable. Citizens must learn to do a balancing act between personal rights and the needs of the community; between empathy and assertiveness. Students who become involved in juvenile justice have not yet found this balance point. Ripple Effects provides training to help them reach it, as well as a special course in Legal Rights found on page 39.

Confronting injustice

Ripple Effects is the first program to include confronting injustice as a basic life skill in a democratic society, as well as an explicit part of a social studies curriculum. Redirecting destructive behavior to constructive engagement is a goal throughout the program.

Goals of intervention

Youth will:

- Develop social science analysis skills
 - Understand chronological thinking - what comes first, cause and effect
 - Understand the role of social context in human action
 - Understand the role of bias and prejudice in past and current events
 - Construct and test hypotheses, using the scientific method
 - Bring a critical mind to current events
- Recognize the importance of democratic values
- Develop skills to relate to people of diverse backgrounds
- Develop skills for conflict resolution
- Develop skills for active participation in the life of their community
- Understand their rights and how to exercise them

A suggested scope and sequence

SKILL TOPICS

Analytical methods

Decision making

Identifying a problem
Brainstorming options
Weighing alternatives
Testing solutions

Predicting consequences
Cause and Effect

Contextual thinking

Perspective taking
Motivation
Culture
Race
Class
Gender
Ethnicity

Understanding the role of bias

Identifying with others

Appreciating diversity

Participating in community

Participating in discussion
Resolving conflict
Getting help
Giving help

Social Values

Fairness
Respect
Justice
Responsibility
Tolerance

Assertiveness

Exercising Rights

Do in' Democracy
Confronting Injustice
Standing up for beliefs
Making a complaint
Community resources
Confronting institutions

Using community resources

CHALLENGE TOPICS

Anger
Disabilities
Discrimination
Ethnicity
Gender
Hate Crimes
Immigrant
Injustice
Passive
Personal Preferences
Racial conflict
Religious Differences
Sexual Orientation
Stereotypes
Unfair

Service learning

School to work model

Service learning is an important option that can work at many levels for students who have been involved in anti-social behavior. It can be an effective model for combining pre-employment experience with academic goals, development of social-emotional abilities and service to the community. Research has shown that service learning has emotional and academic benefits to higher risk students.

Experience of worth

It provides a direct experience of personal worth to young people whom, for a variety of reasons, have been identified as “losers”. It provides a way for these kids to give, when they have often been identified solely in terms of their needs to receive services.

Academic benefits

Academically, it's a way to engage the many students who learn by doing, not by sitting and being lectured to. Studies have shown that students who participate in service-learning often score higher than non-participating students in social studies, writing, and English/language arts. They are more cognitively engaged and more motivated to learn. They have also scored higher in problem-solving abilities, a core protective factor against juvenile delinquency.

Most effective with higher risk students

Studies show service-learning may have the strongest effects among alternative school students and other students considered at risk of school failure – the students most at risk to end up in juvenile justice settings. Programs that empower students to become agents of change in their own communities can be especially effective with students who have multiple risk factors.

Best placements have observable short term outcomes

All of these outcomes are mediated by the quality of the program. Since many of these students have a foreshortened sense of future, related to prior trauma, it's good to match them to placements that have tangible, near term outcomes.

Goals of intervention

Youth will:

- Understand how learning style differences can affect both teacher and learner's experience
- Understand their own strengths and weaknesses
- Learn how to give help respectfully and without patronizing the receivers
- Be able to empathize with people who face different risk factors than their own
- Develop communication skills

A suggested scope and sequence

SKILL TRAINING TOPICS

Knowing yourself

Learning styles
Strengths

Identifying with others

Understanding feelings
Perspective taking

Connecting in community

Helping others
Showing Respect
Asking open-ended questions
Giving compliments
Receiving compliments
Responsibility

CHALLENGE TOPICS

Anxiety
Conceited
Mistakes
Shy
Worthlessness



Career preparation

Description

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

Three skill sets needed; all directly addressed in Ripple Effects

Industry leaders have identified two major, non-academic skill sets that they think increasingly will separate those who thrive from those who fail in the complex work environments of the 21st century. They are: Learning and Innovation skills and Life and Career skills. In addition they have identified technical skill sets related to Information Media and Technology as increasingly important.

Learning and innovation

Learning and innovation skills include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Ripple Effects software addresses all three of these skill sets. Creativity is explicitly addressed in a tutorial that includes an interactive self-profile. The entire, software-based program is based on a real world, problem solving model. Problem-solving, communication and collaboration skills are all components of the “Seven Keys” that not only can reduce risk of delinquency, but can increase chances of life success.

Life and career skills

The 21st century service-based economy, requires far more “people skills” than the manufacturing economies of the past. Industry leaders have specifically identified these desired outcomes for a successful career preparation program.

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

Ripple Effects’ program includes tutorials to meet each of these objectives.

Goals of intervention

Youth will:

- Understand how to leverage their learning style
- Think critically and creatively
- Understand and skillfully employ verbal and non-verbal communication
- Apply their critical thinking skills to technology and media
- Internalize personal qualities of flexibility, initiative, accountability, leadership and responsibility

A suggested scope and sequence

SKILL TOPICS

Learning and Innovation skills

Learning

Creativity
Temperament
Strengths & Weaknesses

Problem solving

Brainstorming options
Evaluating alternatives

Journal writing/critical thinking exercises in each tutorial

Information Media and

Technology Skills

Television
Video Games

(Separate Media analysis exercise is part of each tutorial for every topic)

Life and Career Skills

Change (Flexibility)
Resilience (Adaptability)
Goal setting (Initiative & Self-Direction)

Performance
Effort (productivity)
Leadership
Responsibility

Social and Cross-Cultural Skills

Communication skills

Introducing yourself
Participating in discussions
Asking for help
Giving help
Making a complaint
Expressing feelings

Group skills

Resolving conflict
Perspective taking
Appreciating diversity

Social values

Reliability
Respect
Responsibility

CHALLENGE TOPICS

Job

Authority
Criticism
Future not there
Late
Mistakes
Money
Success phobia
Tardiness

The seven key skills

There are many ways to configure these social-emotional abilities. Components that make up Ripple Effects' configuration (Seven Keys) can be matched to CASEL's six core competencies, Search Institute's 20 internal assets, Character Education Partnership's Principles and Frameworks and Department of Education's list of 13 indicators of Positive Youth Development (Catalano). See Ripple Effects *Universal Promotion* guide for details.

1 Knowing yourself

Mind:

Learning style
Intelligences

Heart:

Temperament
What you love

Body:

Body Image
Sports and exercise type
Stress-response type

Soul:

Beliefs and values
Creative potential

Where you come from:

Personal and family history
History of your community

Where you're going:

Strengths and weaknesses
Setting goals
Reflecting on performance
Dealing with criticism
Self-esteem not self-centeredness

2 Identifying with others

Understanding feelings
Identifying/naming feelings
Mixed feelings
Feelings as relative/changing

Taking someone's point of view
Understanding motives
Predicting feelings
Responsibility for feelings

Showing you care
Paraphrasing
Asking open ended questions
Body Language

Resisting Stereotypes

3 Standing up for yourself

Understanding assertiveness
Assertive voice
Assertive posture
Assertive eyes
Assertive message
Assertive will-no reasons
Using assertive behavior
Communicating feelings
Resisting pressure
Setting limits

Stating a need
Making a complaint
Exercising rights
Standing up for beliefs
Confronting behavior
Confronting injustice

4 Managing feelings

Mindfulness/awareness
Physical sensations
Internal triggers-self talk
External triggers
Relaxation techniques
Expression of feelings
Letting go
Learning to laugh
Practicing happiness
Dealing with specific feelings
Anger
Anxiety
Disappointment
Discouragement
Embarrassment
Envy
Frustration
Jealousy
Sadness
Shame

5 Controlling impulses

Stopping reactions
Predicting consequences

Dealing with specific impulses

Blurting out
Cheating
Hitting
Lying
Recklessness
Running away
Sexual impulses
Stealing

6 Making Decisions

Identifying the problem
Brainstorming options
Evaluating alternatives
Trying solutions & alternatives

Making specific decisions

Abstinence
Alcohol
Dropping out
Drugs
Pregnancy
Skipping school
Smoking
Weapons

7 Being part of community

Communication skills

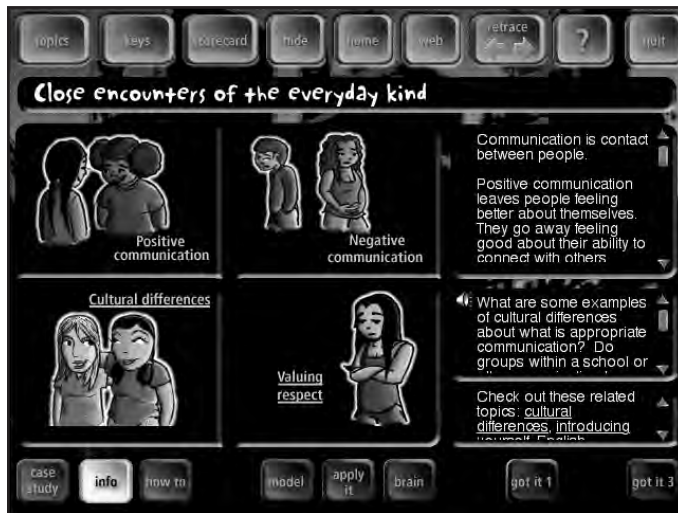
Introducing yourself
Having a conversation
Inviting
Expressing thanks
Expressing sympathy
Giving a compliment
Receiving a compliment
Making an apology
Ignoring

Group skills

Joining a group
Making space for others
Participating in group discussion
Resolving conflict
Dealing with authority
Getting help
Giving help
Sharing
Using community resources

Social Values

Courtesy
Fairness
Generosity
Honesty
Kindness
Justice
Reliability
Respect
Responsibility
Trust
Tolerance



A note about source material

Information on specific offenses

Specific information on incidence and risk factors for various offenses cited in this manual has been taken from publications from the Office of Juvenile Justice & Delinquency Prevention, which can be found on the Internet at www.ncjrs.gov.

Cited Information on delinquency prevention and risk and protection

The most recent meta-analyses of correlations between most predictive risk factors and most effective interventions, as cited on page 5, was presented by Drs. Lipsey and Wilson at the 2007 Annual Meeting of the Society for Prevention Research. The work of Drs. Catalano and Hawkins is also recognized as providing a major contribution to the field of prevention of juvenile delinquency.

Selected References

Hawkins, J. D., Catalano, R. F., & Associates. (1992). *Communities that care: Action for drug abuse prevention* (1st ed.). San Francisco: Jossey-Bass Publishers.

Lipsey, M.W., Wilson, S. J., & Noser, K.A. (2007). Linking the most predictive risk factors for antisocial behavior with the most effective interventions for changing those risk factors. Organized Paper Symposium, Society for Prevention Research Annual Meeting, Washington, D.C.

Wilson, S.J. & Lipsey, M.W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. *American Journal of Preventive Medicine*, 33 (2), S130 - S143.

More extensive bibliography

An bibliography of hundreds of references that Ripple Effects has used in developing its prevention materials can be found at www.rippleeffects.com/research/background.html

Know your resources: print, electronic, live

SOFTWARE



Training software RE Coach for Kids (grades 2-5), Teens (grades 6-10), Staff

Assessment tools surveys on risk and protective factors

PRINT



Users Guide the basics of using the software for Kids (grades 2-5), Teens (grades 6-10), Staff

Guides for Tiered Intervention



Universal promotion positive youth development course outlines matched to national standards



Targeted Prevention scopes and sequences for preventive risk reduction in 14 areas



Individualized Intervention sample individual intervention plans for behavior problems



Juvenile Justice sample interventions for the most common juvenile, criminal offenses

Guides for Planning, Training & Technical Support



Implementation Planning helps you build a site-specific plan for use, also as fillable pdf form



Parent and community involvement strategies and resources



Trainer's Resources agenda, training scenarios, evaluation forms, check-off lists, certificates



Assessment Tools which electronic measures to use for which outcomes



Technology Support comprehensive technical instructions and troubleshooting



Evidence of Effectiveness quantitative and qualitative studies

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