

***RIPPLE EFFECTS***  
Software to *positively* change behavior



*Coach for Staff*  
A Professional Development Program

## Coach for Staff

Every educator, in every discipline, sometimes runs into behavior problems. *Ripple Effects Coach for Staff* helps solve them. The software training program has three points of focus:

### You, your students, your program

- I. *Strengthening Your Leadership* – Personal transformation through mastery of key social-emotional abilities
- II. *Managing Diverse Learners* – Managing behavioral, social, cultural and learning issues that challenge students and teachers
- III. *Making Programs Work* – The nuts and bolts of successful implementation



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# Get up and get going fast

## 1 Install the program. It won't work off the disk

You must be logged on to the computer as an administrator to install this software. If it's your personal computer, you probably are.

- Put Disk 1 of the CD set, or the DVD disk in the drive.  
**Windows 2000 or XP Users:** Choose "Open folder to view files" from the window that appears, OR choose "Run..." from the Start menu.  
**Mac Users:** Find the "Staff" disk icon on your desktop and open it. For **Mac OS 9**, find the "Start Classic OS" folder and open it.
- Double-click on the "start here" water drop icon.
- Click on "set-up" and follow the prompts for this and any other disks. Choose "full". Takes 10-15 minutes.

► For **Windows VISTA**, or with any problems, call our free tech support: 1-888-259-6618

## 2 Login and go

- Log in and create an account by entering a name and password.
- Click on the "topic list"  or "course outline"  button in the left corner to see what's in the program. Scroll down the list, and choose any topic by clicking on it.
- Click on any lit-up button at the bottom, in any order, to explore that topic. No button means that choice is not available for that topic.
- Click on the "help"  button to see an animated overview of how the program works.



◀ Log in screen

## *As educators, you face very tough challenges*

- Half of all US teachers report being verbally abused
- Students physically assault 190,000 U.S. teachers each year
- More than half of all teachers quit, burned out, within five years
- More than 25% of all students reports being victimized at school

### **Social emotional learning programs can help but . . .**

In the face of these formidable challenges, more and more educational organizations require staff to develop social-emotional skills and deliver programs that teach those skills to their students. Social-emotional competency is highly correlated with student safety, health, academic and social success. It is more tied to educators' success than content proficiency. Fortunately, there are a whole range of evidence-based programs that have been shown to work with some students, some of the time. Unfortunately, many times these "proven effective" programs fail to work as well in the real world as they did in the lab.

### **They aren't easy to implement**

Unfortunately, many implementers may not have personally mastered some of the abilities they're supposed to teach and model for students. They may lack a nuanced understanding of sensitive issues regarding diversity, and may face challenges about disproportionate discipline practices. They may just lack the hours in a day to present them with fidelity.

### **If you . . .**

- have been transferred to a new school and have to implement a social program that you haven't been trained for
- have been trained for one program, but have to implement another one
- thought you understood things in a training, but are having problems afterwards
- want to maximize the benefits from Ripple Effects behavior training software for students

### **And/or you . . .**

- need help teasing out learning, behavioral, health, and cultural issues
- have been accused of discrimination because of who, when, or how you discipline
- have the commitment, but not the time to individualize your approach to students
- would like to build your own social-emotional competence, freely, privately,

**You can benefit from *Ripple Effects Coach for Staff*.**

## *Your success requires continuous training*

Program implementers need research-based training in implementing SEL programs

- universal positive youth development
- targeted prevention
- individualized intervention

### **It must fit within real world constraints**

They need that training matched to their site and individual needs, at a time that's convenient for them, in the mode they learn most easily, at a reasonable cost. They need to get it without risking exposure in front of peers and without giving up the last bit of free time left in busy lives.

### **Sustainability hinges on it**

Long term success and sustainability of programs may hinge on recurring, specialized training and continued technical assistance. But staff turnover is high; public interest in specific programs waxes and wanes; and training in social-emotional skills competes with training for academic disciplines – and most often loses.

### **No one program works for all**

No one program works best with every student, in every situation, in every school district, so school districts increasingly rely on a suite of programs that can have synergistic, positive effects. They look for implementer training that's sensitive to their program "ecology" and leverages every training minute.

### **Redundancy and differences in program training**

Providing timely, state of the art training for the myriad of non-academic programs now in place in many school districts is a huge challenge. Because these programs draw on a shared body of proven-effective strategies, there is considerable redundancy in training across programs, yet there are distinctive differences as well.

### **Embedding coaching**

Even when training occurs, providing live instruction for follow up help at the moment of each implementer's greatest need is virtually impossible. Yet it is this embedded coaching that is most correlated with implementer's ultimate success.

# Having a model program isn't enough for success

## Many good, evidence-based programs fail

Many SEL programs have been proven effective for universal promotion, for targeted prevention and for individualized intervention. Schools, CBO's and Juvenile Justice settings across the country have invested large amounts of time, money, hope, passion and training in them. But too often they end up on the shelf, or don't generate expected outcomes.

### Up to 2/3 of new programs end up on the shelf within 2 years of adoption

#### Why?

- Don't have buy-in
- Lack leadership
- Staff turns over
- Can't compete with academics
- Lack continuous training

### There's a gulf between results in research settings and in real world implementation

#### Why?

- Adapted without fidelity to core components of proven programs
- Fail to address learning differences
- Not culturally relevant or sensitive
- Implementers not content experts

**Ripple Effects *Coach for Staff* increases your ability to scale and sustain with fidelity.**

## Modular computer-based training

Ripple Effects *Coach for Staff* is a modular, computer-based training program designed to prepare adults to successfully implement Social-Emotional Learning (SEL) programs. Most of it can be used with any evidence-based program. Only about a dozen tutorials out of 160, are specific to implementing Ripple Effects student training programs.

Designed to be used either as a stand-alone product, or in conjunction with live training, **the staff development module provides a way to meet the challenge of scaling and sustaining best practices, when live training options are limited.**

## Use it to support all implementers, when, where and how they want

Ripple Effects' solution focuses on providing implementers what they need, when they want, how they prefer to learn it. The program has gathered together under one electronic roof, evidence-based theories about social-emotional learning and research-based, effective teaching practices. It has translated them into media-rich, engaging, step-by-step tutorials that can immediately increase implementer effectiveness. The richness of sound, photos, video, interactive journaling, games and illustrations makes more effective teaching instantly available to every educator. The ability to learn what they want, when they want, and address sensitive issues without risking exposure in front of peers, makes it the professional development program educators will return to again and again.

## How it works

Trainers can lead implementers through a pre-determined scope and sequence, or individual implementers can use it to find quick solutions to immediate concerns. Or both.

### **Systematic scope and sequence**

District or site level trainers and program sponsors can easily customize a training program for their implementers, with as many, or as few topics as they feel are relevant. Depending on available opportunities and constraints, the scope and sequence can range from 6-8 core tutorials, completed in a two hour training session, to an accredited, full semester, 2,3, or 4 unit graduate course in education, psychology, or technology.

### **Or “just in time” learning**

Alternately, implementers can use the index (found on the home screen in the software) to find just what they want to know, just when they most want to know it. Implementers who miss an initial training can independently follow an assigned scope and sequence, or use the program as a personal resource when they encounter challenges. Administrative monitoring is built in.

### **A flexible supplement**

While geared specifically for users of Ripple Effects' elementary and adolescent skill training software, *Coach for Staff* software can also be used effectively as a training supplement for implementers of other evidence-based programs that address social and emotional issues and school success.

### **Cross discipline applications**

In addition to these special programs, the training software provides specific help for integrating social-emotional learning into language arts, social studies, and math/science teaching as well as sports training and advisory periods.

### **With measurable outcomes**

You can't tell if the program has been successful, unless you know what you want to see changed, and have a valid, reliable way of measuring it.

- Decide on 1-3 outcomes that you would like to see changed – (i.e. discipline referrals, absenteeism, test scores, grades, amount of time you spend dealing with disruption, etc.)
- Establish a starting benchmark. This can be in terms of student performance, or your behavior, or both. The more objective and quantifiable the benchmark the better
- Focus on topics from the program that are directly aligned with those objectives
- Measure the outcomes immediately after completion, and 3-6 months later

## *Fit to your training structure*

### **A flexible, cross discipline approach**

*Coach for Staff* is a flexible, cross discipline, software tool that's designed to be used how you need it, when you need it.

### **Can be used for college credit**

If you are using it for credit, as part of a university course or systematic staff training, you'll want to move through all the units, one at a time. You can do them in any order, as long as you complete all the topics in each unit before moving on. Click on the "course outline" button to start. Allow about 15-20 minutes per topic to complete the exercises and answer the questions.

### **Ongoing staff development**

If a group of teachers are using it as part of regular staff development, let each go through the program according to her or his preferred style of learning. Afterwards, use the questions in the supplemental text box (under the main text in "case study", "info" and "how to" windows) to prompt discussion. Compare results of learning profiles done on the same student by different teachers. Talk about what might account for differences in perception. Reflect on your own profiles and how much it explains – or fails to explain – your teaching experiences.

### **Quick help**

If you are not looking for systematic training, but need quick help with a particular challenge, click on the "topics" button. Scroll down the list on the cell phone until you find the topic you're interested in. Click on it, then use any of the lit up buttons on the bottom to explore it.

# Module I: Strengthening your leadership

## **Start with yourself**

The first module of *Coach for Staff* promotes leadership through personal transformation. Personal leadership has been identified time and again as a critically important factor in program success. It is more important to teacher success than IQ and content expertise combined.

## **Part vision and part skill**

Leadership is part vision, and part skill. The program addresses both, with a focus on key social-emotional abilities that underpin the ability to bond with students from a variety of backgrounds, to command the respect of rebellious youth, to maintain an orderly yet engaging classroom, and to manage feelings of frustration, anger, and disappointment, without burning out – or acting out.

## **Seven key competencies**

*Coach for Staff* emphasizes development of seven core social-emotional abilities: self-understanding, empathy, assertiveness, connectedness in community, impulse control, management of emotion, and decision-making. These are the same, success-making abilities that students can learn in *Coach for Teens* and *Coach for Kids*.

## **Learnable abilities**

While some people have stronger innate social-emotional aptitudes, these abilities can be learned. But only some methods have been proven effective in teaching them. Many more have been discredited, as well intended but ineffective. Even the ones that work are often costly – as much as \$75,000 per school. They're dependent on uneven instructor quality, and have to be scheduled in advance, often missing the “teachable moment.” Computer technology offers a way to have research-based, proven effective strategies, directly available to teachers at their moment of greatest need.

# Course outline for Module 1

## Paradigm

Leadership  
Holding a vision  
Social emotional intelligence

## 1 Know Who You Are

Learning style (Yours)  
Strengths  
Goals  
Feelings  
Social background (yours)  
Resilience

## 2 Be Assertive

Face  
Voice  
Message  
Body  
Establish authority  
Set expectations  
Set rules  
Have consequences  
Confront behavior

## 3 Have Empathy

Take perspective  
Show care

## 4 Connect in Community

Model social values  
Honesty  
Courtesy  
Fairness  
Respect  
Humor  
Kindness  
Trust  
Get support  
Involve parents  
Involve students  
Work with administrators

## 5 Manage Feelings

Anger  
Fear  
Hopelessness  
Self-talk  
Physical sensations

## 6 Control Impulses

Stop reactions  
Predict consequences

## 7 Make Decisions

Problem solve  
Name the problem  
Identify options  
Weigh alternatives  
Test solutions

## Module II: Managing diverse learners

### **It's a different world**

Most educators today teach in a different world from the one they grew up in. Their students are ethnically, socially, economically and religiously diverse. They're also diverse in how they learn best, and in the variety of strengths, aptitudes and limitations they bring to the learning experience.

### **Teachers not fully prepared**

Many teachers report they have not been properly prepared to manage the diversity in their classrooms, and are not able to confidently separate diversity issues, from learning issues, from behavior issues. *Ripple Effects Coach for Staff* answers this need.

### **Module II explores sensitive issues, addresses discipline and achievement gaps**

The *Managing Diverse Learners* module addresses underlying issues that often affect teachers' expectations and perceptions of student performance. These include culturally-mediated expectations about ethnicity, cultural heritage and class background, which affect disproportionate discipline rates and the persistent achievement gap between Anglo and Asian students and their African American, Latin and Native American peers. The module also addresses learning style differences, and learning and behavioral disorders that impact student achievement and classroom and school climate.

### **Coach for Staff promotes cultural competence and nuanced understanding**

"Managing Diverse Students" responds to modern educators' needs. It takes implementer training to the next level, enabling educators to tease out learning issues, from behavior issues, from cultural issues, from health issues, and to address each of them with a combination of technical skill and emotional intelligence. It promotes a deeper and more nuanced appreciation of every student, something vitally important not only for effective social programming, but for effective teaching at every level, in every discipline.

### **Safe, private environment offers help, not blame or guilt**

Private, safe tutorials with interactive self-profiles, can help deconstruct racist attitudes and stereotyping, without laying a burden of guilt on those who may unconsciously be in their grip. Tutorials on cognitive, attention and communicative disorders provide implementers with practical strategies for ensuring that students with special learning needs are identified and every student succeeds. Tutorials on behavioral problems provide easy to learn techniques for channeling negative behavior in positive directions and maintaining a safe orderly environment.

## Course outline for Module II

### Managing Diverse Learners

#### 1 Learning Orientations

#### 2 Cultural Background

#### 3 Socio-Economic Status

#### 4 Learning Styles-students

Feeler-doer learners  
Feeler-watcher learners  
Thinker-doer learners  
Thinker-watcher learners  
Balanced learners  
Bimodal learners

#### 5 Intelligences

#### 6 Giftedness

#### 7 Learning-Related Challenges

Academic disorders  
Attention disorders  
Giftedness  
Mental retardation

#### 8 Behavioral Challenges

Attention seeking  
Autism spectrum  
Defiant  
Disruptive in class  
Disruptive on playground  
Hyperactive  
Impulsive  
Oppositional disorder



## *Module III: Making your program work*

### **The nuts and bolts of successful implementation**

Module III, *Making your Program Work* covers the nuts and bolts of successful implementation in 60 multimedia interactive tutorials, comprising 15-20 contact hours. It answers the questions: Who does what? When? Where? How? Why?

### **Like Ripple Effects live training and trainer training**

Content and training processes are similar to what is currently offered through live training for Ripple Effects clients and certified trainers. Eight core tutorials (along with a fill-in the blanks) over the same material as a two hour implementer training program. The full 60 tutorial course, covers the same content as a two and a half day trainer training. Upon proof of completion of all interactive parts, trainers can be certified by Ripple Effects to train implementers in use of the software.

### **The training has an introduction and four modular units:**

- Preparing the Way (including creating a site-specific plan)
- Facilitating Effectively
- Measuring Results
- Scaling and Sustaining (with an emphasis on leveraging technology, especially Ripple Effects software)

Program sponsors and coordinators will want to go through every lesson, but implementers may find what they need in just a few tutorials from Section II (*Facilitating Effectively*). The last section will be of most interest to implementers who are using a technology-based program, especially Ripple Effects training software for students.

# Course outline for Module III

## Making your program work

### 1 Prepare The Way

- Engage stakeholders
  - Parents
  - Administrators
- Get buy-in
- Hold a vision
- Set the climate
- Create a plan
- Match to other programs
- Adapt with fidelity
- Use in context
  - Discipline
  - Counseling
  - Advisory period
  - Academic achievement
  - After school
  - Testing
  - Corrections
  - Provide training
- Infuse into curriculum
  - Language arts
  - Social studies
  - Health
- Decide dosage
- Customize scope & sequence
- Individualize
- Create IEP

### 2 Implement effectively

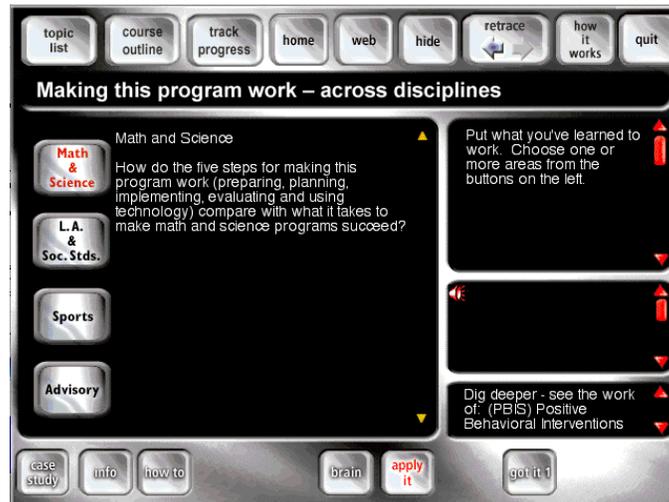
- Introduce 1
- Use teachable moments
- Orient 2
- Lead discussion 3
- Model 4
- Direct rehearsal
- Reinforce 5
- Ensure compliance 6
- Persevere
- Handle disclosure

### 3 Measure results

- Collect data
  - Profiles
  - Content assessment
  - Surveys

### 4 Scale and sustain

- Leverage technology
- Ripple Effects software
  - Learning system
  - Research base
  - Screen layout
  - Privacy issues
- Administrative functions 7
- Monitoring progress 8
- Customizing content
- Using Web resources
- Solving tech problems



Numbered Items = scope and sequence for core training for Implementers of Ripple Effects student software.

## Optimizing results

### Work on school climate

The success of this program is partly dependent on the context in which it is framed. It is most effective when it reinforces values and behavior that are already part of the school culture, climate and structure. It has less impact when one teacher is trying to buck a negative trend. *Coach for Staff* will help you form your classroom discipline plan. You will be most effective if your personal plan is consistent with a school wide discipline plan that is clear, prominently posted and fairly enforced.

#### ▶ Create a critical mass

For optimal results, get enough people using the program that the training concepts become a common language among you. Ideally, every administrator, teacher, nurse, counselor, coach and disciplinarian will use the program, so that practice and reinforcement is continuous.

#### ▶ Maintain high expectations

Expectations have a profound effect on student conduct. It's no different with teachers. A school climate in which expectations are high and *support for meeting those expectation are equally high* – for both teachers and students – is the best possible environment for social-emotional learning applications. If expectations are high, but structures of support are not in place, frustration sets in and is expressed in either aggression (when turned outward), or low morale and depression (when turned inward). When the atmosphere is nurturing but expectations are low, the climate of indulgence can turn talented, good students (and teachers) into low achieving, demanding ones.

#### ▶ Invite leadership from the principal

Just as each teacher has to set and maintain clear standards for his or her class room, the principal has to provide leadership in framing, enforcing and modeling behavioral expectations for the school as a whole. Try to involve the principal in finding a place for your program within that framework. Be assertive in stating your need for a school-wide, positive code of conduct and discipline plan.

## Making the most of the program

### Maximize your own teachable moments

“Teachable moments” are those times when something in a persons' immediate experience leads them to deeply want – or need – to learn. You have them; your students have them. This special readiness to learn can come out of personal need, or be forced by authority or circumstance. Teachable moments are often marked by strong feelings: frustration, anger, fear, sadness; but also hope or gratitude. This program provides a way to turn frustration, anger or discouragement into the satisfaction of doing a difficult job well. It provides a way to turn hope into measurable positive outcomes. *Use the program when you are most frustrated, confused or angry. Use it when you are most hopeful and impassioned.*

### Address both parts of the equation: add student software

There are two parts to the student performance equation: teacher expectations and behavior, and student expectations and behavior. By modifying your approach, you can greatly affect student behavior and performance. However, students have many additional influences and challenges that are outside of your control, and in many cases outside your area of expertise. Students may be facing family or relationship issues that affect their performance. They may be using drugs or alcohol, have issues about working outside of school, or may need very targeted training with specific behavior problems, like impulsivity, poor decision making, or misdirected anger.

Ripple Effects award-winning *Coach for Kids and Coach for Teens* provide students with individualized training in proven-effective strategies for reducing violence, increasing healthy behavior and improving school performance. They are based on the same, proprietary *Whole Spectrum Learning System* that powers your teacher program. Different configurations can be used for character education and asset building, targeted prevention of violence and substance abuse, and individualized, positive behavioral intervention.

### Do at least the minimum

Not every educator needs to use *Coach for Staff* the same way, or at the same time, but everyone needs to:

- **complete the interactive games**
- **fill in the journal**
- **practice the targeted behavior – even if it's just in front of the mirror**

Adhering to these three simple guidelines will produce measurable, positive results.

# The Whole Spectrum Learning System

## Topics A-Z

Topics listed A to Z. Click on a topic, then use any lit up button on the bottom of the screen to explore it.

## Topics by Category

See the topics divided into thematic learning modules

## Progress Tracking

Track points for completing the "Got It", "Brain", and "Profile" activities.

## Web Resources

Get to the Ripple Effects website from here, for supplements

## Privacy Protection

Click "Hide" to turn the sound off and cover the screen. Click "Show" to get back to where you were.

## Getting around the Program

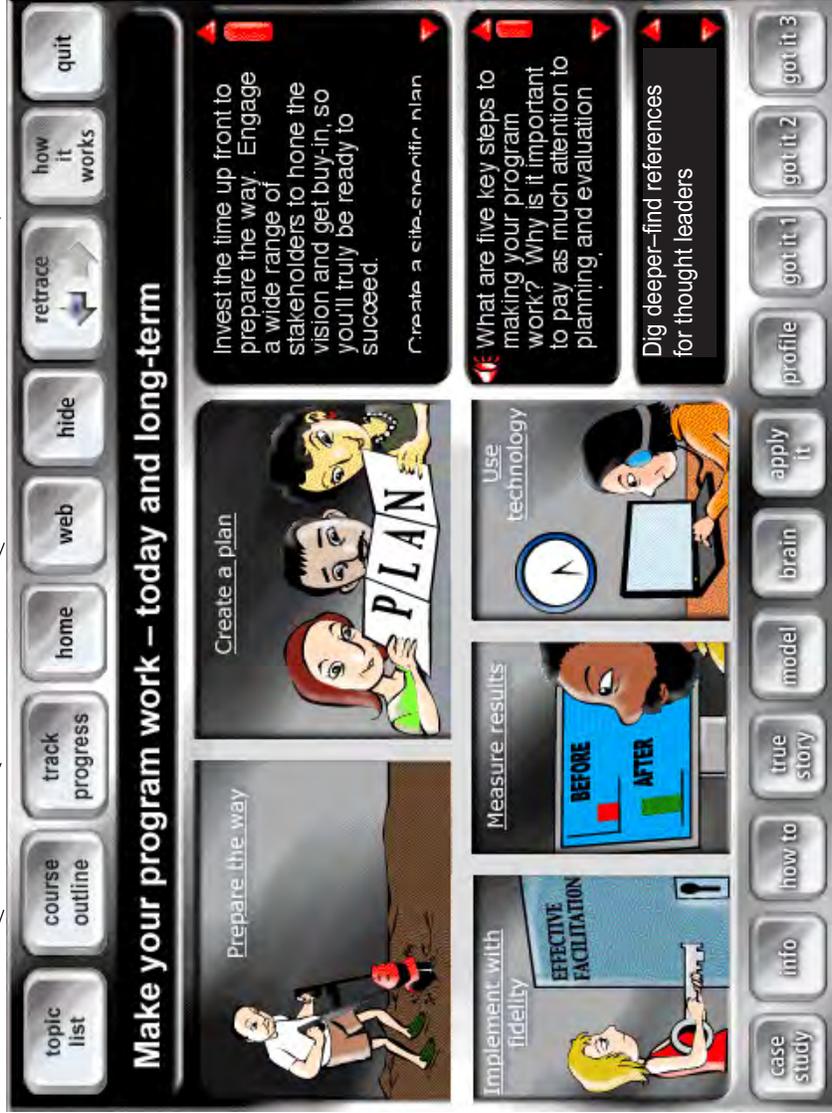
Go back to the screen you were just on by clicking the left arrow. Right arrow goes forward.

## Guide

See an animated movie about the program.

## Quit

Get out of the program when you're finished so no one else can see your stuff.



Click on underlined links to go deeper.

The Picture Window shows photos, illustrations, videos, interactive activities, or progress reports, depending on the button you choose.

Hear and read the main point of each screen. This text is read aloud when you arrive at a screen.

Click on the megaphone to hear discussion questions read aloud.

See references to thought leaders on this topic.

Start with a scenario, a mini case study to prompt thinking.

Get the facts about a topic: who, what, when, and why.

Check out true stories, videos of real people who faced this challenge.

See other educators model key skills.

Apply each topic to yourself with five journal writing exercises. Private and password protected. 100 points per topic.

Apply each topic to Math, Science, Language Arts, Social Studies, Sports and Advisory. Rehearse your new skills.

Find out more about yourself. Get 100 points for each interactive self-profile.

Do activities to see if you got the point. Score 100 points for each. Check the Scorecard to track your progress.

# Comprehensive topic index

## For Ripple Effects Coach for Staff

504's

### A

academic achievement  
academic disorders  
adapt with fidelity  
ADD  
ADHD  
administrative functions  
administrators  
advisory period  
after school  
'aha' moments  
alternatives-weighing  
anger  
annoying  
answering questions  
Asperger's syndrome  
assertive body  
assertive face  
assertive message  
assertive voice  
assertiveness  
attention disorders  
attention seeking  
attitudes about learning  
authority  
autism spectrum

### B

balanced learners  
be assertive  
behavioral challenges  
bibliography  
bimodal learners  
blocking topics  
body  
body sensing  
brainstorming options  
burn out  
buy-in

### C

cafeteria  
care  
caring  
chattering  
class background  
classroom management  
clowning  
coaching  
collaboration  
collect data  
compliance

computer-based training  
conduct disorder  
confront behavior  
connect in community  
connectedness  
consequences  
consequences-predicting  
content assessment  
content-customize  
context  
control impulses  
control needs  
corrections  
counseling  
courtesy  
create a plan  
create IEP  
cultural background  
customize scope & sequence  
customizing content

### D

data collection  
decide dosage  
decisions-making  
deconstructing racism  
defiance  
developmental delays  
differentiated instruction  
differentiation  
direct rehearsal  
disabilities-learning  
discipline  
discipline plan  
disclosure  
discrimination  
discussion  
disorder-learning  
disproportionate discipline  
disruptive in class  
disruptive on playground  
diversity appreciation  
diversity-managing  
dosage  
Down syndrome  
dyscalculia  
dysgraphia  
dyslexia

### E

early intervention  
educational leadership  
emotional disturbance/behavioral

disorder  
emotional intelligence  
empathy-feeling  
empathy-showing  
engage stakeholders  
ensure compliance  
equality  
establish authority  
evaluation  
evidence based practices  
expectations

### F

face  
facilitation  
fairness  
fear  
feedback  
feeler-doer learners  
feeler-watcher learners  
feelings  
feelings-managing  
fidelity

### G

get buy-in  
get support  
giftedness  
goals  
got it's  
grades-raising  
guide on side

### H

handle disclosure  
have consequences  
have empathy  
health  
help-getting it  
hold a vision  
honesty  
hope  
hopelessness  
humor  
hyperactive

### I

identify options  
identify with students  
IEP's  
implement effectively  
implementation  
impulses-controlling  
impulsive  
in school suspension

inattentive  
individualize  
infuse into curriculum  
inspiring success  
instruments  
insubordination  
integrity  
intellectual impairment  
intelligences  
intervention-individual  
introduce  
involve students  
**J**  
juvenile justice  
**K**  
key competencies  
kindness  
know who you are  
**L**  
language arts  
lead discussion  
leadership paradigm  
learning orientation  
learning styles-students  
learning style-yours  
learning system  
learning-related challenges  
leverage technology  
**M**  
make decisions  
making your program work  
manage feelings  
managing diverse learners  
match to other programs  
measure results  
mental retardation  
message  
model  
model social values  
monitoring progress  
motivating students  
multiple intelligences  
**N**  
name the problem  
naming feelings  
needs assessment  
needs-identifying  
needy  
notes  
**O**  
ODD  
oppositional disorder  
optimism  
orient  
orientation-cultural  
orientation-learning  
others-feel for

ownership  
**P**  
parents  
passive resistance  
PBIS  
persevere  
personal transformation  
perspective taking  
physical sensations  
plan implementation  
playground  
point of view  
pre & post  
predict consequences  
prejudice  
prepare the way  
privacy issues  
problem solve  
profiles  
progress-track  
provide training  
proximity  
punishment  
**Q**  
questions-handling  
**R**  
racism  
reactions-stopping  
read people  
readiness  
reasons  
record keeping  
rehearsal  
reinforce  
research base  
resilience  
respect  
respect-command  
responding  
retardation  
rewards  
ridicule  
Ripple Effects software  
role of teacher  
role-plays  
RTI  
rules  
**S**  
scale and sustain  
scope & sequence-custom  
screen layout  
SED  
seize the moment  
self-profiles  
self-talk  
self-transformation  
set expectations

set rules  
set the climate  
setting  
show care  
smarts-kinds  
social background-yours  
social studies  
social-emotional skills  
socio-economic status  
solutions-testing  
solving problems  
solving tech problems  
space  
stakeholders  
start with yourself  
stop reactions  
strengthening your leadership  
strengths  
student learning style  
students  
styles of learning  
subjective assessment  
supplement  
support  
surveys  
suspension alternatives  
sustain over time  
**T**  
take perspective  
teachable moments  
tech problems  
test solutions  
testing  
theory  
thinker-doer learners  
thinker-watcher learners  
training  
transform yourself  
triggers-internal  
trust  
**U**  
understanding students  
unstructured time  
use in context  
use teachable moments  
using Web resources  
**V**  
vision  
vocabulary  
voice  
**W**  
weigh alternatives  
whole spectrum learning  
**Y**  
yourself-start with

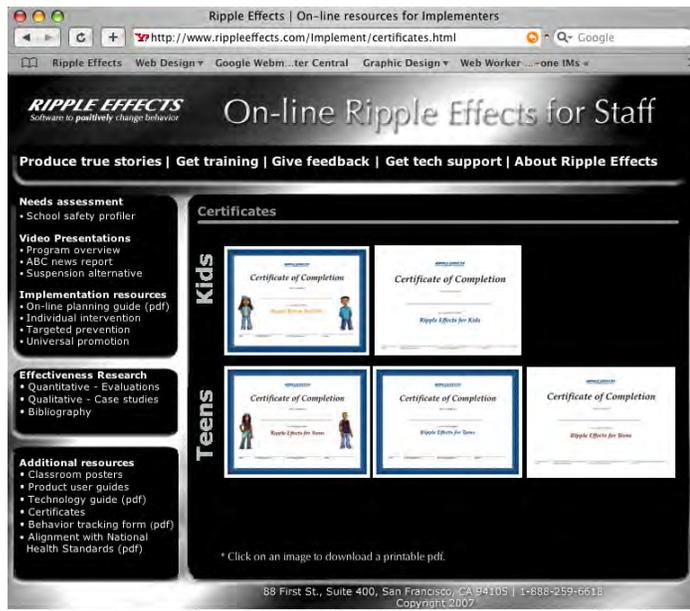
## Take advantage of free resources

### Take advantage of these free resources available on your disk

- Fill-in-the-blanks implementation plan
- Complete course outline (“Course Outline” button) and topic list

### Download these and additional resources from the web at <http://www.rippleeffects.com/Implement/resources.html>

- Sample scope and sequences for youth products
- Sample individual treatment plans
- Free wall posters
- Bibliographies
- Web-based survey tools



### Get a cash REBATE for completing research

### See additional products for students, grades 3-5 and 6-10

### For technical and implementation support

[help@rippleeffects.com](mailto:help@rippleeffects.com)

1-888-259-6618

## 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 10 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

 **Parents 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

Extra copies of these materials are available in print for a fee, or free to customers as a downloadable pdf.

### WEB

- Free classroom posters
- Bibliographies
- Web-based survey tools
- PDFs of all manuals
- Tech support (help@rippleeffects.com)

### LIVE 1-888-259-6618

- Free technology and Implementation support
- Fee based training evaluation services.  
Call for pricing.

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Software to *positively* change behavior

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