

RIPPLE EFFECTS
Software to *positively* change behavior



Creating a Plan for RTI and EIS
Individualized Behavioral Interventions

Acknowledgements

Response to Intervention (RTI) is a rapidly growing approach to addressing behavior problems *before* they prohibit school success. Much of what Ripple Effects has learned about what works for RTI and how we support Individual Education Plans (IEPs) has come from our clients. We are especially grateful to Nancy Franklin of Los Angeles Unified School District and Linda Bruene-Butler, Behavioral Research and Training Institute, University of Medicine and Dentistry of New Jersey, University Behavioral Health, for their insights into how to integrate Ripple Effects as an effective, value-added component to behavioral intervention plans. We are grateful to Stephanie Pelcher, and the SBIT/STARS Program at Syracuse (NY) School District, for their generosity in sharing their program materials with us through the National Center for RTI, and to the National Center for its leadership in moving the field forward.

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RTI - A formidable mandate

The legal and ethical mandate to identify and provide early intervening services to students whose behavior puts them at risk of school failure is strong. The mandate to keep students with social-emotional disorders in the least restrictive environment, a regular classroom, is even stronger. To date, schools have been better at identifying students with risk for failure than they have been at providing each of those students with personalized, remedial training, matched to personal strengths and learning styles. There are good reasons for this gap. Hundreds of psycho-social and educational strategies for addressing skill and behavior deficits have been proven effective. All work with some students in some situations, some of the time. None work with all students, all of the time. The ever-expanding mound of knowledge about what works is comprised of several major domains of study, each of which is beyond the scope of most individuals to master in fewer than ten years (Gardner, 2006). Despite this complexity, in order to meet the mandates described above, each teacher is often expected to have fully mastered all of these domains, with little or no training, before the first day of school. S/he is expected to quickly extract the precise set of proven strategies that can most closely meet the needs of each diverse student, and the group of those students as a whole, in her first classroom and in every class thereafter. The challenge can be, and often is, overwhelming. It calls out for the application of technology to lighten teachers' burden and extend better services to students. Ripple Effects is a set of technology tools that expand educators' capacity to match the most relevant set of proven effective strategies to each student's - and teacher's need.

Which educators can use Ripple Effects for RTI and IEPs

Any teacher, group of teachers, team or staff member with an appropriate relevant concern about a student's behavior or motivation can use Ripple Effects for early intervening services for students who have been identified as having special needs, or are at risk of being so identified because of behavioral issues.

Which students can benefit from Ripple Effects for RTI

Any regular or special education student who demonstrates behavior or skill deficit that interferes with their academic progress, or other students' access to instruction and academic progress is a good candidate to use Ripple Effects, self-regulated, multi-media software.

Start with strengths, interests and likes

Identify one or more strengths that can be a foundation for growth. Involve parents if possible. Remember any weakness may be the flip side of a potential strength. For instance, stubbornness is an expression of perseverance; defiance in the face of adult pressure may signal the potential for assertive leadership. Note student interest and likes as clues to what are working reinforcers.

Strengths	Social values
<input type="checkbox"/> Self-understanding	<input type="checkbox"/> Friendliness
<input type="checkbox"/> Learning style <input type="checkbox"/> Strengths <input type="checkbox"/> Goals <input type="checkbox"/> Confidence	<input type="checkbox"/> Courtesy
<input type="checkbox"/> Empathy	<input type="checkbox"/> Fairness
<input type="checkbox"/> Perspective taking <input type="checkbox"/> Caring responses	<input type="checkbox"/> Honesty
<input type="checkbox"/> Connection to community	<input type="checkbox"/> Generosity
<input type="checkbox"/> Communication skills <input type="checkbox"/> Group skills	<input type="checkbox"/> Kindness
<input type="checkbox"/> Assertiveness	<input type="checkbox"/> Reliability
<input type="checkbox"/> Physical <input type="checkbox"/> Verbal	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Impulse control	<input type="checkbox"/> Trustworthiness
<input type="checkbox"/> Stopping reactions <input type="checkbox"/> Predicting consequences	<input type="checkbox"/> Justice
<input type="checkbox"/> Emotional regulation	<input type="checkbox"/> Helpfulness
<input type="checkbox"/> Managing self talk <input type="checkbox"/> Relaxing	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Decision making	<input type="checkbox"/> Other: _____
Interests	Reinforcers
<input type="checkbox"/> Academic subjects <input type="checkbox"/> Learning activities	<input type="checkbox"/> Peer reactions
<input type="checkbox"/> Sports <input type="checkbox"/> Arts <input type="checkbox"/> Technology	<input type="checkbox"/> Personal achievement
<input type="checkbox"/> Social	<input type="checkbox"/> Private recognition <input type="checkbox"/> Public recognition
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Rewards <input type="checkbox"/> Privileges <input type="checkbox"/> Other

Identify factors that are barriers to school success

Identify areas of concern for this student in terms of school outcomes, behavioral problems and skill deficits, whether affective, cognitive, behavioral, social or cultural.

School outcomes

<input type="checkbox"/> Truancy <input type="checkbox"/> Tardiness	<input type="checkbox"/> Fails to complete assignments
<input type="checkbox"/> Referrals for behavior problems	<input type="checkbox"/> Fails to complete homework
<input type="checkbox"/> Failing grades	<input type="checkbox"/>
<input type="checkbox"/> Other	<input type="checkbox"/>

Behavioral problems

<input type="checkbox"/> Aggressive toward peers <input type="checkbox"/> Fighting	<input type="checkbox"/> Excludes others from group
<input type="checkbox"/> Aggressive toward teacher	<input type="checkbox"/> "Invites" aggressive behavior
<input type="checkbox"/> Bias activity	<input type="checkbox"/> Reacts aggressively to teasing/bullying
<input type="checkbox"/> Bullying <input type="checkbox"/> Teasing <input type="checkbox"/> Spreading gossip	<input type="checkbox"/> Tries to get out of work demands
<input type="checkbox"/> Defiant <input type="checkbox"/> Refusal to comply	<input type="checkbox"/> Tries to get unearned privileges
<input type="checkbox"/> Disrespectful <input type="checkbox"/> Invades personal space	<input type="checkbox"/> Declines to participate
<input type="checkbox"/> Disruptive in class <input type="checkbox"/> Interrupts <input type="checkbox"/> Blurts out	<input type="checkbox"/> Cheats <input type="checkbox"/> Lies <input type="checkbox"/> Steals <input type="checkbox"/> Vandalizes
<input type="checkbox"/> Disruptive on playground	<input type="checkbox"/> Blames others for mistakes
<input type="checkbox"/> Roughhouses <input type="checkbox"/> Unwanted touch	<input type="checkbox"/> Other

Skill deficits

<input type="checkbox"/> Affective: Difficulty with emotions	<input type="checkbox"/> Emotionally needy
<input type="checkbox"/> Recognizing <input type="checkbox"/> Understanding <input type="checkbox"/> Labeling, <input type="checkbox"/> Expressing	<input type="checkbox"/> Isolated
<input type="checkbox"/> Regulating emotions	<input type="checkbox"/> Forgets instructions
<input type="checkbox"/> Cognitive: <input type="checkbox"/> Poor judgement <input type="checkbox"/> Not self-aware	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Doesn't link cause and effect <input type="checkbox"/> Negative self talk	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Behavioral: <input type="checkbox"/> Hyperactive <input type="checkbox"/> Impulsive <input type="checkbox"/> Inattentive	<input type="checkbox"/> Attention seeking
<input type="checkbox"/> Social: <input type="checkbox"/> Unassertive <input type="checkbox"/> Physical <input type="checkbox"/> Verbal	<input type="checkbox"/> Rejected by peers
<input type="checkbox"/> Communication skill deficits <input type="checkbox"/> Group skill deficits	<input type="checkbox"/> Culturally alienated from students
<input type="checkbox"/> Cultural: <input type="checkbox"/> Lacks appreciation for diversity	<input type="checkbox"/> Culturally alienated from teachers

Focus on 1-3 key concerns

From the previous inventory of concerns, narrow down your focus to no more than three behavioral patterns as priorities to address in the first intervention period. For each behavior define the problematic activity and when, where, with whom, and how intensely it occurs.

Priorities to target for behavioral change

Describe the target behaviors	Most likely when	Least likely when
Target 1: What: (Activity)		
Where (Location)		
Who are the other players (Person or Traits)		
Target 2: What (Activity)		
Where (Location)		
Who are the other players (Person or Traits)		
Target 3: What (Activity)		
Where (Location)		
Who are the other players (Person or Traits)		

Intensity

Target Behavior (Rate on scale of 1-10)		Distracting (1-3)	Disruptive (4-6)	Destructive (7-10)
Target Behavior 1				
Target Behavior 2				
Target Behavior 2				

Translate problem statement into goals

Translate problematic behavior into no more than three learning objectives over no more than a six week period. For instance, if the problem behavior is blurting out, the learning objective may be impulse control; if the problem is reacting aggressively to being the target of gossip, assertiveness and building self-confidence may be objectives.

Problematic Behavior Example: Bullying	Learning objective Example: Master perspective taking

Identify key positive reinforcers

Identify one or more positive consequences that can maintain behavior aligned with key objectives. Recognize that explicit, public approval is often NOT a positive consequence for many adolescents, while private recognition often is. Look for ways to point out links between changed behavior and *natural*, positive consequences. Recognize that development of self-efficacy and solving a personal problem is its own reward not dependent on adult authority figures to be effective.

Internal	Reactions - teachers, peers	Rewards or privileges

Build an individualized lesson plan

Based on the objectives identified above, build an individualized set of lessons to meet your goals, using Ripple Effects tutorials as your building blocks. There are two ways to build an individualized lesson plan. One is student centered and easy, but gives up some responsibility for direction. The other is slightly more difficult, but keeps control in the hands of the adult implementer.

Easy way - more student centered

- 1) Assign student the “learning styles” topic
- 2) Assign the topic most closely related to the behavioral objective you have set; direct students to complete the lessons that are linked from the “how to” page on that topic
- 3) Direct students to find the tutorial for what *they* think might be underlying their behavior.
- 4) Direct them to complete a tutorial to develop a personal strength of their choice

Harder way - more teacher centered

Review the sample intervention plans and the global list of Ripple Effects topics. List six or more tutorials that address the student objectives you have set. If you are not using a pre-configured scope and sequence, remember to look for links within tutorials (from the “how to” screens) and from the related topics listed in the small text box for ideas about programming. Even if you assign most of the topics, allow students to explore their own interests for at least one lesson out of every six. Consider waiting to see what works best with the first six lessons before assigning more.

Sample individualized behavior training lesson plan

Student Name _____

Learning Objective: Dealing with gossip

Lesson Topic	Assessments	Date Completed	Facilitator signature
<input type="checkbox"/> Assertiveness	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile *only		
<input type="checkbox"/> Gossip	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Assertiveness	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Managing feelings	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Knowing yourself	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Relaxing	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Hard things	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Strengths	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> Learning styles	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> _____	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		
<input type="checkbox"/> _____	<input type="checkbox"/> Brain <input type="checkbox"/> Got It 1 <input type="checkbox"/> Profile		

Check implementation logistics

Student Name _____ Grade _____ School _____

Implementation is a process that can not be separated from practical details.

Check the boxes that fit with your context, goal, and constraints

Who

- Classroom teacher
- IEP team member
- Counselor or psychologist
- Disciplinarian
- Other _____

What

- Doing assigned lessons alone*
- Exploring lesson with facilitator*
- Exploring completely independently*
- Other _____

*Must complete interactive parts

Where

- Computer lab
- Resource room
- Classroom
- School office
- Nurses station
- Counselor's office
- Detention room/ISS
- Library
- Other _____

When

What period of the day _____

- Advisory period
- Language arts
- Social studies
- During free time
- Special Ed pull out
- Suspension period
- Other _____

Technology

- Software installed
- Student has headphones
- Network installation
- Desktop installation*

*must use same computer every time

Empower students and their parents

The Ripple Effects approach represent a decided shift in roles for many implementers. Adult implementers, whether, teachers, psychologists, counselors, special education resource people, or disciplinarians, move from being the “sage on the stage” to being the available “guide on the side.” They move from being the investigators of causes, to the implementers of solutions. It is students who drive the program, explore reasons for their behavior, and who are responsible for their learning outcomes. There are three key elements to empowering students (and their parents) to succeed.

1. Introduce the program then move to the background

Make sure students know how to get around in the software, then give them their assignment. Let them know it is a requirement, not an invitation, and leave them alone, with headphones to protect privacy. DON'T hover, over direct, or tell them which buttons to click in which order. DO periodically ask to see their scorecard, or check it on your own to track their progress.

2. Respect student privacy, maintain their trust.

Ripple Effects does NOT recommend seeking out information about possible outside of school causes for problematic behavior. Our recommended policy is to NOT question students about possible underlying causes for negative behavior, but to direct *them* to privately explore what they think may be prompting problem behavior. For many students, schools are the one place where they have an identify separate from the shortcomings of their family, or their personal history. They are not the drunk mom's or crack daddy's children. They are not people who get beaten or molested. *They are people who learn.* Empower *them* to make needed connections between external pressures and school based behavior, but don't assert any right for *you* to do so. In well-designed studies, 99% of students who have minimal exposure to Ripple Effects take advantage of the opportunity to explore personal matters, especially trauma and family problems, *when they can do so in private.* Many subsequently disclose those problems to trusted adults, even when they have resisted doing so before.

3. Involve parents at every step

Ask parents to help identify student strengths and behavioral concerns. Use the “Eagle Eye” postcards to alert them to things their children are doing right. Provide them with the Ripple Effects *Personal Trainer for Parents* manual to strengthen their skills in areas linked to school success for their children.

Measure success 1 - Did they do it?

The scorecards in both student and staff training software automatically document learner completion of core components of each tutorial - the interactive parts. However, when printed, the list can be long and cumbersome. The session log chart below streamlines the report and provides a way for you to document staff activity. Alternately, for a fee Ripple Effects can create a summary report of student records for you.

Student session log

Student Name _____ Grade _____ ID# _____
School _____ Class Period _____

Lesson Topic	Got it			Date Completed	Facilitator Signature
	Journal	Profile			

Measure success 2 - Did it work?

The proximal measures of program effectiveness are mastery of the skills, or attitudes that have been set as learning objectives. There are two important perspectives for measuring learner mastery: learner report and teacher observation.

1. Under adult supervision students can complete validated instruments for pre- to post-assessment. Ripple Effects offers computer-based tools for measuring resilience assets and self-efficacy for both students and adults.
2. Adults can use a behavioral observation scales to rate student behavior. Ripple Effects offers one such a scale.
3. Adults and students can complete a simple pen and paper assessment of accomplishment and ability to perform, before and after the intervention, such as that below.

Evaluation of Student Objectives

Student Name _____ Grade _____ ID# _____
School _____ Class Period _____

	Unsatisfactory Excellent									
	<----->									
Objective one:	1	2	3	4	5	6	7	8	9	10
Objective two (optional):	1	2	3	4	5	6	7	8	9	10
Objective three (optional):	1	2	3	4	5	6	7	8	9	10

Measure success 3 - Did it matter?

The ultimate proof of school based intervention effectiveness is school outcomes: attendance, tardiness, grades, disciplinary referrals, test scores. All data collected with the Ripple Effects software programs is in tab delimited form that can be exported to a simple spread sheet and then imported into school and district data sets to analyze for correlations with these outcomes. Alternately, both sets of data can be given to a third party to be matched and analyzed. Ripple Effects can recommend, third party researchers and has the capacity for in-house statistical analysis as well. A less refined, but still useful method to measure teacher perceptions of intervention success is at baseline and after the intervention. A simple form, like that below, can be completed and kept in the student folder.

.....

Teacher perception of student performance on key indicators

Student Name _____ Grade _____ School _____

	Baseline	Post Intervention
Attendance		
Tardiness		
Grades		
Disciplinary referrals		
Test scores		

CEIS data collection

Collection of Coordinated Early Intervening Services (CEIS) DATA

All federal entitlement programs, including IDEA and RTI, require documentation of CEIS Professional Development and Student Support Services. Use of Ripple Effects qualifies under two categories of Professional Development and under three categories of Student Services.

Professional Development

- Behavior focused professional development activities
(both live and computer-based staff training qualify)
- Adaptive Instructional Software professional development activities

Student Support Services

- Direct behavioral support
- Literacy Support (journal writing and communication lessons)
- Adaptive/Instructional Software support

Completion of journal entries in both student and staff software is time stamped to verify documented activities.

Know your resources and use them

In addition to this planning booklet and the student software, Ripple Effects provides a wide range of resources to support use of our programs for RTI and Individual Education Plans (IEPs). These include:

1. Ripple Effects assessment tools

- Ripple Effects Group Level School Safety Profiler
- Ripple Effects Group Level Respect for Person's Profiler
- Ripple Effects Personal Assessment Surveys
- Ripple Effects Screen for Strengths Interactive Self Profiles

2. Implementation manuals

- Ripple Effects Whole Spectrum Intervention System (Description)
- Ripple Effects Implementation Planning Guide
- Ripple Effects Assessment Tools
- Ripple Effects for Universal Promotion
- Ripple Effects for Targeted Prevention: Risk Reduction
- Ripple Effects Positive Behavioral Intervention Guide
- Using Ripple Effects in Juvenile Justice Settings
- Fillable PDF's of all forms in this guide

3. Additional print resources

- Graffiti style classroom posters for elementary (inside tube)
- Classroom posters for middle/high school (inside tube)
- Pounce: Social Behavior Observation Form
- Student certificates of completion of training
- Eagle Eye postcards. (For quick, positive communication with parents)

4. Support

- Live training by national cadre of certified trainers
 - Trainer training - 3 day Institutes
 - Site-based staff training 3, 6, 9 and 12 hour session
- Live/phone technology support
- Live/phone planning and implementation support
- Data management and reporting services
- Thousands of pages of web content

