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](image-url)
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

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 classroom, 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.
<table>
<thead>
<tr>
<th>Index Category</th>
<th>Keywords</th>
</tr>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>balanced learners, be assertive, behavioral challenges, bibliography, bimodal learners, blocking topics, body, body sensing, brainstorming options, burn out, buy-in</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>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 &amp; sequence, customizing content, data collection, decide dosage, decisions-making, deconstructing racism, defiance, developmental delays, differentiated instruction, differentiation, direct rehearsal, disabilities-learning, discipline, discipline plan, discussion, discrimination, discussion, disorder-learning, disproportionate discipline, disruptive in class, disruptive on playground, diversity appreciation, diversity-managing, dosage, Down syndrome, dyscalculia, dysgraphia, dyslexia</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>data collection, decide dosage, decisions-making, deconstructing racism, defiance, developmental delays, differentiated instruction, differentiation, direct rehearsal, disabilities-learning, discipline, discipline plan, discussion, discrimination, discussion, disorder-learning, disproportionate discipline, disruptive in class, disruptive on playground, diversity appreciation, diversity-managing, dosage, Down syndrome, dyscalculia, dysgraphia, dyslexia</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>face, facilitation, fairness, fear, feedback, feeler-doer learners, feeler-watcher learners, feelings, feelings-managing, fidelity</td>
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<tr>
<td><strong>G</strong></td>
<td>get buy-in, get support, giftedness, goals, got it's, grades-raising, guide on side</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>handle disclosure, have consequences, have empathy, health, help-getting it, hold a vision, honesty, hope, hopelessness, humor, hyperactive</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>identify options, identify with students, IEP’s, implement effectively, implementation, impulses-controlling, impulsive, in school suspension</td>
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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
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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