RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)

A school-based violence prevention programme for middle school students. RIPP is designed to be implemented along with a peer mediation programme. Students use a social-cognitive problem-solving model to identify and choose non-violent strategies for dealing with conflict.

1. INITIATING ORGANIZATION(S), PARTICIPATING COUNTRIES

Developed in Virginia, USA

2. THEORETICAL APPROACH

Draws on theories of social cognition, problem-solving, and emotional processes that are essential in controlling aggressive behaviour and in increasing social competence. RIPP targets the transition from elementary to middle school, as an opportunity to intervene to prevent violence. RIPP focuses on behavioural repetition and mental rehearsal of the social-cognitive problem-solving model, experiential learning techniques, and didactic learning modalities.

3. PROGRAM DURATION

RiPP-6 (6th grade): 16 sessions over the school year, focusing broadly on violence prevention
RiPP-7 (7th grade): 16 sessions at the beginning of the school year, focusing on using conflict resolution skills in friendships
RiPP-8 (8th grade): 16 sessions at the end of the school year, focusing on making a successful transition to high school

4. COMPONENTS AND PRACTICAL INFORMATION

RiPP sessions are taught in the classroom by a school-based prevention specialist and are typically incorporated into existing social studies, health, or science classes.

5. PROGRAM PARTICIPANTS

Students aged 6-12 years (Childhood) and 13-17 years (Adolescent)

6. ASSESSMENT

Multiple studies (Farrell et al., 2001, 2002, 2003) reported benefits in self-reported experience of violent and aggressive behaviour for students who received RIPP compared with peers who did not receive the intervention, including:

- Lower rates of being injured in a fight in the past 30 days in which the injuries required medical attention
- Higher rates of participation in peer mediation
- Among girls only, lower rates of threatening to hurt a teacher
- Among 7th-grade RIPP participants, less frequent violent behavior at 6-month follow-up
- Lower frequency of physical aggression, despite the observation that both RIPP participants and their peers demonstrated an increase in problem behaviours over time
At 9-month follow-up, reduced rates of bringing a weapon to school, threatening someone with a weapon, and sustaining fight-related injuries in the past 30 days

Two evaluations (Farrell et al., 2002, 2003) found reduced frequency of peer provocation reported by RiPP participants compared with reports by peers who did not receive the intervention. Effect sizes for this outcome were small to very small. Participants in one intervention (Farrell et al., 2003) tended to increase their life satisfaction scores while their peers' scores decreased.

7. FURTHER READING AND CONTACT INFORMATION

Studies referenced:


Further reading:


NREPP SAMHSA’s National Registry of Evidenced-based Programs and Practices