

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)

Responding in Peaceful and Positive Ways (RiPP) is a school-based violence prevention program for middle school students. RiPP is designed to be implemented along with a peer mediation program. Students practice using a social-cognitive problem-solving model to identify and choose nonviolent strategies for dealing with conflict. RiPP emphasizes behavioral repetition and mental rehearsal of the social-cognitive problem-solving model, experiential learning techniques, and didactic learning modalities. 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.

PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?

- YES** This universal violence prevention program targets middle school students.
- NO**

RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: School disciplinary code violations	1.0	2.5	2.3	2.0	2.3	3.5	2.3
Outcome 2: Violent/ aggressive behavior--self-reports	2.5	2.5	2.3	2.0	2.3	3.5	2.5
Outcome 3: Victimization	2.5	2.5	2.0	2.0	2.5	3.5	2.5
Outcome 4: Peer provocation	2.5	2.5	2.0	2.0	2.3	3.3	2.4
Outcome 5: Life satisfaction	2.5	2.5	2.0	2.0	2.5	3.5	2.5

Outcome 1: School disciplinary code violations

This outcome was measured using counts of all reported violations of school disciplinary codes that were related to violence. Types of violations included fighting, assault, weapons possession, and in-school and out-of-school suspensions. At 12-month follow-up, in-school suspension rates among 6th-grade boys who received RiPP were one-third the rate experienced among their peers ($p < .05$); no similar difference was reported among 6th-grade girls. Postintervention scores indicated that the 6th-grade classes receiving RiPP had more than twice the rate of violence-related disciplinary code violations and five times the rate of in-school suspensions compared with other classes. In another evaluation, 8th graders who had received RiPP the previous year had fewer violence-related disciplinary code violations compared with 8th graders in the same school who had never received RiPP ($p < .05$). Students who appeared to benefit most from the intervention tended to be those with the highest initial levels of aggression.

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Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	1.5	2.5	2.3	2.0	2.3	3.5	Quasi-experimental
Meets Minimum		✓	✓	✓	✓	✓	✓

Outcome 2: Self-reported violent/aggressive behavior

The frequency of violent behaviors was measured by the seven-item Violent Behavior Frequency Scale (also known as the Physical Aggression Frequency Scale), one of the Problem Behavior Frequency Scales. This scale includes items from the Centers for Disease Control and Prevention Youth Risk Behavior Survey (e.g., "been in a fight in which someone was hit," "threatened someone with a weapon"). Students were asked how frequently they engaged in the behavior in the past 30 days, using a 6-point anchored scale. Some items with a low base rate were recoded as dichotomous (yes/no) outcomes. Multiple studies reported benefits in self-reported experience of violent and aggressive behavior 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 ($p < .01$); higher rates of participation in peer mediation ($p < .05$); among girls only, lower rates of threatening to hurt a teacher ($p < .05$); among 7th-grade RiPP participants, less frequent violent behavior at 6-month follow-up ($p < .05$); lower frequency of physical aggression ($p < .05$), despite the observation that both RiPP participants and their peers demonstrated an increase in problem behaviors 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.

Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	2.5	2.5	2.3	2.0	2.3	3.5	Quasi-experimental
Meets Minimum	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Do this program’s NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?

YES NREPP reports one behavioral outcome related to tobacco use, alcohol and other drug use, disruptive behavior, and/or violence for RiPP. This behavioral outcome related to violence is rated at or above the minimum standards on all criteria.

NO