SOCIAL SKILLS IMPROVEMENT SYSTEM SOCIAL-EMOTIONAL LEARNING EDITION (SSIS SEL)

The SSIS SEL is an individually administered rating scale designed to measure students’ social-emotional and academic competence skill levels. Scores are reported as Standard Scores with a mean of 100 and standard deviation of 15. Scores between 85 and 114 are considered to be in the Average range. Higher scores indicate higher, more desirable levels of functioning. Results are presented in the table below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Teacher 1** | **Teacher 2** | **Parent** | **Student** |
| Self-Awareness | 103  Average | **84**  **Below Average** | **84**  **Below Average** | 100  Average |
| Self-Management | **75**  **Below Average** | **62**  **Well Below Average** | **67**  **Well Below Average** | 101  Average |
| Social Awareness | **57**  **Well Below Average** | **76**  **Below Average** | **72**  **Below Average** | 117  Above Average |
| Relationship Skills | **81**  **Below Average** | **66**  **Well Below Average** | 92  Average | 108  Average |
| Responsible Decision Making | **73**  **Below Average** | **65**  **Well Below Average** | **70**  **Below Average** | 85  Average |
| SEL Composite | **74**  **Below Average** | **65**  **Well Below Average** | **72**  **Below Average** | 103  Average |
| Core Skills | **72**  **Below Average** | **66**  **Well Below Average** | **67**  **Well Below Average** | 89  Average |
| Academic Competence | 97  Average | 107  Average | N/A | N/A |

*\*Teacher 1 (/ELA), Teacher 2 (Band)*

The SSIS social-emotional skills represent five competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Self-Awareness scale fell in the Below Average range for Teacher 2 and Parent. Students at this level generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their feelings. However, he was in the Average range for Teacher 1 and his self-report, suggesting that STUDENT demonstrates good recognition of his emotions and how those emotions can influence behaviors, can assess his strengths and weaknesses, and describes his feelings well. All adult raters indicated that STUDENT demonstrates deficits in asking for help from adults. Both teachers indicated concerns with saying nice things about himself without bragging. Parent indicated that STUDENT often withdraws from others and acts sad or depressed. STUDENT reported difficulties with being well-behaved and telling others when he is not treated well.

The Self-Management scale measures STUDENT’s ability to remain calm in a variety of situations, ignore distractions from others, set and achieve basic goals, and independently do what is asked of him. This scale fell in the Below Average range for Teacher 1 and Well Below Average range for Teacher 2 and Parent. These results suggest that STUDENT generally demonstrates problems staying calm in a variety of situations and ignoring distractions from others. He likely has difficulty setting basic goals and achieving them, and he will require prompts or reminders to do the things that are expected of him. However, STUDENT rated himself in the Average range, indicating that he reports being able to stay calm, ignore distractions, set and achieve goals, and self-motivate when the situation calls for it. Both teachers and parent reported that STUDENT struggles with saying when there is a problem, taking criticism without getting upset, staying calm when disagreeing with others, and responding appropriately when pushed or hit. STUDENT reported difficulty with ignoring others who act up in class and paying attention when the teacher talks in class.

The Social Awareness scale measures STUDENT’s ability to recognize and understand how others feel, support others in need, follow rules, and act fairly with others. STUDENT rated himself as Above Average on this scale, indicating that he reports having very good social awareness skills. However, he fell in the Below Average range for Parent and Teacher 2, and the Well Below Average range for Teacher 1. These results indicate that adults in STUDENT’s life report that he has difficulty recognizing and/or understanding how others feel, may have trouble offering support to others when needed, may not consistently follow rules or act fairly with others, and may have difficulty recognizing supports and resources from others that are available to him. Both teachers and parent all reported difficulties with trying to comfort others, forgiving others, and showing concern for others. STUDENT did not report any behavioral concerns on this scale.

The Relationship Skills scale measures STUDENT’s ability to communicate effectively with others and be cooperative. Parent and STUDENT both reported Average range functioning in this area, suggesting that STUDENT generally has good communication skills, is typically cooperative, and has some good relationships with others. However, Teacher 1 rated him in the Below Average range, while he fell in the Well Below Average range for Teacher 2. This indicates that his teachers report that STUDENT experiences difficulty communicating appropriately with others and is uncooperative at times. All three adult raters indicated deficits in saying “please” and “thank you,” and making compromise during conflict. Both teachers reported problems interacting well with other children and inviting others to join in activities.

The Responsible Decision-Making scale measures STUDENT’s ability to make decisions about personal behavior that are consistent with social norms and expectations, demonstrate accountability for his choices and behavior, and respect and adhere to rules. This scale fell in the Well Below Average range for Teacher 2 and Below Average range for Teacher 1 and Parent. STUDENT’s self-report score of 85 falls within the Average range, but it is the very lowest score within the Average range, and it is the lowest area on his self-report measures. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. STUDENT may not demonstrate accountability for his choices and behavior, and may not consistently respect and adhere to rules. Both teachers and parents reported deficits with taking responsibility for his actions, being well behaved when unsupervised, respecting the property of others, and taking care when using other people’s things. STUDENT reported problems with following school rules, doing the right thing without being told and telling people when he has made a mistake.

The Academic Competence scale is based on a student’s motivation to learn, as well as his or her reading and mathematics skills. This scale is only on the Teacher rating scale. Both teachers rated STUDENT in the Average range on this scale, suggesting a level of academic competence that is typical for his age.

The SEL Composite scale represents an overall index of social-emotional functioning. Teacher 1 and Parent rated STUDENT in the Below Average range on this composite. Scores in this range typically indicate problems with overall social-emotional functioning. Teacher 2 fell in the Well Below Average range on this composite. Scores in this range typically indicate significant problems with overall social-emotional functioning. Students at this level typically exhibit very few of the basic SEL competency skills. STUDENT rated himself in the Average range, indicating that he reports a mixture of skills and abilities across the SEL competencies.

The Core Skills scale represents functioning in 10 core social-emotional skills. Teacher 1 rated STUDENT in the Below Average range on this scale. Scores in this range typically indicate students who are experiencing problems with the core social-emotional skills. Teacher 2 and Parent fell within the Well Below Average range. Scores in this range typically indicate students who are experiencing significant problems with the core social-emotional skills. STUDENT rated himself in the Average range, suggesting that he is proficient in the core social-emotional skills.

JESNESS INVENTORY – REVISED (JI-R)

The Jesness Inventory – Revised is a comprehensive, self-report measure of personality and psychopathology that is applicable to children and adolescents with more severe behavioral problems, and with whom violence potential is a concern. An examination of STUDENT’s scores on the validity scales indicates that he did not appear to respond in an inconsistent manner or unrealistically positive manner, which suggests that the results can be considered valid for interpretation. Results are found in the table below:

|  |  |  |
| --- | --- | --- |
| **Subtest Name** | **T-Score** | **Classification** |
| Social Maladjustment | 47 | Not Elevated |
| Value Orientation | 40 | Not Elevated |
| Immaturity | 43 | Not Elevated |
| Autism | 47 | Not Elevated |
| Alienation | 45 | Not Elevated |
| Manifest Aggression | 39 | Not Elevated |
| Withdrawal-depression | 38 | Low |
| Social Anxiety | 40 | Not Elevated |
| Repression | 55 | **Slightly Elevated** |
| Denial | 58 | **Slightly Elevated** |
| Asocial Index | 56 | Not Elevated |
| Conduct Disorder | 53 | Not Elevated |
| Oppositional Defiant Disorder | 42 | Not Elevated |

Social Maladjustment is defined as the extent to which the individual shares attitudes expressed by others who do not meet, in socially approved ways, the demands of living. STUDENT’s results do not indicate a problem in this area. His results indicate that he generally disapproves of antisocial behaviors and has attitudes that are quite different from those of delinquent persons.

The Value Orientation scale relates to attitudes of persons who value “toughness,” tend to blame failure on bad luck, seek thrills, and are inclined to be gang oriented. For these individuals, internal tension and anxiety tend to manifest themselves in concrete external symptoms. This scale was not significantly elevated for STUDENT.

The Immaturity scale measures the tendency to display attitudes and perceptions of self and others that are most typically held by persons of a younger age. STUDENT’s maturity level was comparable to other individuals in his same age group.

Individuals scoring high on the Autism scale tend to have their thinking unduly regulated by personal needs and are absorbed in self-centered, subjective mental activity. STUDENT’s score provided no indication of a problem with autistic thought.

The Alienation scale measures the presence of distrust and estrangement in the person’s attitudes towards others, especially those representing authority. STUDENT’s score does not indicate a problem of alienation.

The Manifest Aggression scale measures awareness of feelings of anger and aggression and a tendency to react quickly with emotion. STUDENT’s score did not indicate an awareness of a problem with anger or aggression.

Withdrawal-depression measures a tendency to isolate one’s self from others and a perceived lack of satisfaction with self and others. STUDENT’s score was quite low on this scale, indicating outgoing behavior and a positive outlook with regard to self and others.

The Social Anxiety scale measures perceived emotional discomfort (i.e., tension, anxiety), especially with respect to personal relationships. STUDENT’s results do not indicate a problem with social anxiety.

The Repression scale refers to an atypical exclusion of feelings or attitudes (especially hostility) from consciousness. STUDENT’s score on this scale was Slightly Elevated, but not enough to suggest an abnormal degree of repression.

The Denial scale measures an individual’s reluctance to accept or acknowledge unpleasant aspects of reality that are found in day-to-day living. STUDENT’s score was Slightly Elevated, which usually indicates positive emotional adjustment and optimism. These individuals generally do not let small problems bother them.

The Asocial Index refers to a generalized predisposition to resolve problems of social and personal adjustment in ways ordinarily regarded as showing disregard for social customs and rules. The Asocial Index and Social Maladjustment scale are the best measures of delinquency and adult criminal proneness. STUDENT’s scores on the Asocial Index nor the Social Maladjustment Index were significantly elevated. Based on these results, there is no strong evidence of antisocial tendencies.

The JI-R also provides scales linked to the DSM-IV diagnostic criteria for Conduct Disorder and Oppositional Defiant Disorder. Individuals with a clinical diagnosis of Conduct Disorder display behavior that is “repetitive” and “persistent” in four main areas: aggression to people and animals, destruction of property, deceitfulness or theft, and serious violations of rules. STUDENT’s T-score does not indicate a problem with the behaviors associated with Conduct Disorder. Individuals with a clinical diagnosis of Oppositional Defiant Disorder display a pattern of negativistic, hostile, and defiant behavior. STUDENT’s score on this scale does not indicate a problem with behaviors associated with Oppositional Defiant Disorder.

Additionally, the JI-R generates a profile after analyzing all the subscale scores. STUDENT’s profile is described as MP-Pragmatist (Manipulator). Individuals of this subtype tend to perceive the world in terms of power and control, and subtly or overtly attempt to usurp it. They consider it important to be in control, or at least maintain some control over (or be able to manipulate) those having power. At the extreme, the use of manipulation to satisfy their own needs becomes in itself satisfying; that is, the means become more important than the ends. With some individuals, the manipulation is used persistently, even when it seems to be to their disadvantage. Misbehavior in the form of deception (“conning”) or instigation is common, for these are means of outsmarting others. MPs appear to thrive on group discussions and creative work. The better-adjusted individuals of this subtype are typically characterized as imaginative, talkative, emotional, fun-loving, adventurous, risk-taking, and lenient (accepting). His lowest score on Social Anxiety and higher score on Denial suggest self-confidence, but callousness at the extremes. The following were found to be characteristic of this subtype in the delinquent/offender sample population: These individuals often have somewhat negative attitudes toward teachers, but motivation for school achievement is higher than many other subtypes. They are often somewhat cocky and cynical and are not inhibited, anxious, or shy. They have some distrust of, alienation from, and hostility toward authority; however, this may not be present on the surface. MPs tend to be obstructive and manipulative with peers, although they do not often see themselves this way. They can sometimes be hostile, sullen, complainers, and suspicious (especially toward adult males). MPs often attempt to control the situation but try to gain staff approval at the same time, tend to be self-centered and superficial in their relations with others, often require repeated reminders to attend to a task, are quick to lose their temper, and give grandiose descriptions of themselves.