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:

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| --- | --- | --- | --- | --- |
|  | **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.