Using the New SSIS SEL Edition for Screening, Intervention Planning, Progress Monitoring, and Comprehensive Assessment of Children’s Social Emotional Skills

Presenter & Author

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- Co-author with Frank Gresham of the Social Skills Rating System (SSRS) published in 1990.
- Co-author with Frank Gresham of the Social Skills Improvement System (SSIS) published in 2008 and includes the Performance Screening Guide, the Rating Scales, the Classwide Intervention Program, and the Intervention Guide.

The SSIS represents evidence-based assessments and interventions used in schools around the world to advance understanding and development of children’s and youths’ social emotional skills and their influence on academic performance.

Session Overview

- Social Emotional Learning: Background & Terminology
- Comprehensive Assessment to Intervention Services for Children
- Tools & Tactics for Advancing Social Emotional Learning
- Use Cases
- Questions & Answers

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<td>SSIS SEL Edition Screening/Progress Monitoring Scales</td>
<td>SSIS SEL Edition Classwide Intervention Program (CIP)</td>
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Fully Aligned Assessments that Measure the Same Skills Taught in the Intervention Program
Flexible Tools for Making Data-Based Decisions about SEL Services for All Students at Individual, Classroom, and School Levels

Students
- Individual screening data & reports for social emotional & academic functioning skills
- Individual progress data & reports for social emotional skills
- Individualized social emotional interventions
- Individual norm-referenced assessment data & reports

Classroom
- Class-wide screening data & report for social emotional & academic functioning skills
- Class progress data & report for social emotional skills
- Class-wide Tier 1 or small group Tiers 2+3 interventions
- Tools contribute to SEL Multi-tiered Student Support Model

School
- School-wide screening data & report for social emotional & academic functioning skills
- School-wide progress data & report for social emotional skills
- School-wide Tier 1 or small group Tiers 2+3 interventions
- Non-academic indicator for ESSA and school accountability

A practice & classroom-focused session today!
Although there is substantial research behind all the assessment and intervention tools, this research will be emphasized in two follow-up sessions later this spring.

Social emotional learning (SEL) has been defined as the “process of acquiring knowledge, skills, attitudes, and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly; to develop positive relationships and to avoid negative behaviors.”

(Elias & Moceri, 2016, p. 424).

Terminology: Overlapping Constructs
- Interpersonal Skills
- Character Skills
- Social Skills
- Prosocial Skills
- Soft Skills
- Wellbeing
- Social Emotional Skills

The consensus descriptor is Social Emotional Learning (SEL) because it best emphasizes the importance of integrating three dimensions of behavior needed for success at school, home, and work.
CASEL is the nation’s leading organization advancing the development of academic, social and emotional competence for all students. Our mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society.

Aspen Institute’s National Commission on Social, Emotional, and Academic Development

Perspectives on SEL: Students, Parents, and Researchers

“75% of the words students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.”

Brackett (2015)
“After paying for college, the next biggest concern among parents is their children’s social and emotional well-being.”

Kautz, Heckman, Diris, Bas ter Weel, & Borghans (2014)

“Improving children’s social skills improves motivation to learn and engagement, which results in greater academic achievement. Social skills are academic enablers!”

DiPerna, Vojke, & Elliott (2002)

“Social and emotional competency is at least as predictive of academic and career success as is IQ.”

Almlund, Duckworth, Heckman, & Kautz (2011)
SEL Fast Facts

**Nine out of ten**
Teaching healthy social and emotional skills can be taught and has benefits for students.

**Four in five**
Teachers want more support to address students' social and emotional development.

**Sources:**
- Bridgeland, Bruce, & Hanharan (2013)
- The Aspen Institute’s National Commission on Social, Emotional, and Academic Development (www.AspenSEAD.org)

Something Big is Happening in Schools Today Across the World

We all teach social emotional skills!

Social emotional skills have been part of a hidden or implicit curriculum and in the background for too long in most schools.

Many leaders and teachers are ready to identify the social emotional skills that make a difference in the lives of children and do an excellent job teaching them to all students!

Two Design and Use Imperatives
What are the social emotional learning skills that matter?

SEL Competencies in the CASEL Model

**Self-Awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Self-Management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, resolving conflict constructively, and seeking and offering help when needed.

**Responsible Decision-Making Skills:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
Alignment of SEL Skills that are Valued, Assessed, and Taught!

CASEL SEL Competencies
Screening Assessment of SEL Skills
Classwide Intervention for SEL Skills
Diagnostic Assessment of SEL Skills
Small Group Intervention for SEL Skills

23 SSIS SEL Skills

- Collectively, these 23 skills represent the five CASEL social emotional learning domains as indicated.
- First 10 skills considered Foundational or Core skills that most students ages 4 to 14 can exhibit.
- Skills 11 to 23 are relatively more Advanced skills likely to be part of most students ages 8 to 14.
- The SSIS SEL edition provides assessments and structured intervention units to teach and monitor the development of each of these skills.

SSIS Multi-tiered Model for Supporting Development of Social Emotional Skills

- Intensive individualized interventions w/ CIP Core 10 + Selected Advanced 13 Units for 5% of students to increase SEL skills & decrease co-occurring problem behaviors w/ continuous progress monitoring
- Progress Monitoring & Core 10 Items in Rating Scale to refine assessment of SEL strengths & weaknesses for intensive intervention for students who did not respond to Tier 1 intervention
- Targeted small group intervention w/ CIP Core 10 + selected Advance 13 Units for 15% of students who did not respond to Tier 1 intervention or assessed as high risk for social behaviors
- Comprehensive assessment w/ Rating Scale to identify special SEL strengths & weaknesses to target (Gate 2 Screening)
- Universal prevention with CIP Core 10 Units + Selected Advance 13 Units depending on students development/level
- Universal screening assessment w/ all students 90% of students need only these services (Gate 1 Screening)
SSIS Design Imperative Outcomes

Two Design Imperatives:
Alignment + Multi-Tiered Support

One Big Result
Assess, Teach, and Monitor the
SEL Skills that Matter
for All Students
to Enhance Wellbeing & Academic Engagement
Now and for Years to Come!

SEL Assessment & Intervention Tools

How can you screen large numbers of children for their
SEL skills efficiently and effectively?
Example 5-level SEL performance rubric with colors indicating levels of possible risk for social emotional difficulties.

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### Comparison of SSIS PSG & SSIS SEL Edition to the CASEL SEL Competency Domains

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<tr>
<th>SSIS Performance Screening Guide (PSG) Subcales</th>
<th>Social Emotional Learning Assessment (SELA) Subcales</th>
<th>CASEL Social Emotional Learning Competency Domains</th>
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<td>Prevalent Behavior</td>
<td>Self Management</td>
<td>Self Management</td>
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<td></td>
<td>Social Awareness</td>
<td>Social Awareness</td>
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<td></td>
<td>Relationship Skills</td>
<td>Relationship Skills</td>
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<td>Responsible Decision Making</td>
<td>Responsible Decision Making</td>
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<tr>
<td>Motivation to Learn</td>
<td>Motivation to Learn</td>
<td>Motivation to Learn</td>
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<tr>
<td>Reading</td>
<td>Reading Skills</td>
<td>Reading Skills</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics Skills</td>
<td>Mathematics Skills</td>
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Notice: Social Emotional + Academic Functioning Skills can be screened at the same time!
What intervention strategies are known to be highly effective for teaching and improving children’s social emotional skills?
SSIS CIP evolves into the Next Generation SSIS SEL Edition CIP

- 23 Key SEL Skills (Core 10 + Advanced 13)
- Scripted Lessons supported with Engaging PowerPoint Slides for teachers & students
- Expanded focus on Emotions & Student Self-Control
- Resources: Skill Cue Cards, Emotion Cue Card. Videos w/ + and - models, Progress Monitoring Charts, Student Engagement Records, Role Play Cards, Parent Letters
- Tier 1 School-wide to Tiers 2 + 3 small groups & in Special Education classrooms

CIP Skill Units: Core 10 + Advanced 13

<table>
<thead>
<tr>
<th>Unit</th>
<th>Skill</th>
<th>CASEL Domain</th>
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<tbody>
<tr>
<td>1</td>
<td>Listen to others</td>
<td>Self-Management</td>
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<tr>
<td>2</td>
<td>Say please and thank you.</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>3</td>
<td>Follow the rules</td>
<td>Self-Management</td>
</tr>
<tr>
<td>4</td>
<td>Pay attention to your work</td>
<td>Self-Management</td>
</tr>
<tr>
<td>5</td>
<td>Ask for help</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>6</td>
<td>Take turns when you talk</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>7</td>
<td>Get along with others</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>8</td>
<td>Stay calm with others</td>
<td>Self-Management</td>
</tr>
<tr>
<td>9</td>
<td>Do the right thing</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Do nice things for others</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>11</td>
<td>Telling others about your skills</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>12</td>
<td>Own your actions</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>13</td>
<td>Express feelings</td>
<td>Self-Management</td>
</tr>
<tr>
<td>14</td>
<td>Respect other people’s things</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>15</td>
<td>Do your part in a group</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>16</td>
<td>Ask others to do things with you</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>17</td>
<td>Introduce yourself to others</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>18</td>
<td>Stay calm when pushed or hit</td>
<td>Self-Management</td>
</tr>
<tr>
<td>19</td>
<td>Stand up for others</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>20</td>
<td>Make others feel better</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>21</td>
<td>Make compromises</td>
<td>Self-Management</td>
</tr>
<tr>
<td>22</td>
<td>Be positive about the future</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>23</td>
<td>Accept ideas that are different from your own</td>
<td>Responsible Decision Making</td>
</tr>
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Self-Awareness=3; Self-Management=7; Social Awareness=3; Relationship Skills=5; Responsible Decision Making=5.

CIP is S.A.F.E.

Universal interventions should be S.A.F.E. (CASEL, 2013).

- **Sequenced** – connected & coordinated set of activities
- **Active** – active forms of learning
- **Focused** – components to develop personal or social skills
- **Explicit** – targeting special social and emotional skills

The SSIS SEL edition CIP clearly meets these criteria!
CIP Instructional Phases for each Lesson

Tell Phase

- What happened?
- What's happening?
- What should happen?
CIP Unit Example

Tell Phase

STAY CALM WITH OTHERS

WHY IS STAYING CALM IMPORTANT?

• Shows you can control your temper.
• Helps solve a problem with others.
• Treats others the way you like to be treated.

Emotions Cue Card
to be Posted in Room

1. Ask “Who is needing calm with others an important skill?” (emotions)
2. Ask “Do you see other people who need your help with this problem now?” (emotions)
3. Ask “What does calming others look like to you?” (emotions)

CIP Unit Example

Show Phase

STAY CALM WITH OTHERS

WATCH THE VIDEO

DID YOU SEE A GOOD EXAMPLE OF STAYING CALM WITH OTHERS IN THESE VIDEOS?

WHAT SKILL DID THE STUDENTS USE TO STAY CALM?

Remember: Staying calm with others requires some self-control to manage emotions and actions.

CIP Unit Example

Practice Phase

STAY CALM WITH OTHERS

MORE ROLE PLAY TIME

Remember the steps:
1. Feel to determine if you are mad or upset.
2. Think about what is making you mad or upset.
3. Talk things over with the other person.
4. Do something to help you stay calm.
CIP Digital Lesson Summary

- Universal intervention for all students ages 4-14; can also be used for Tier 2 and Tier 3 small groups
- Delivered by teacher/counselor/psychologist with entire classroom for 10-12 weeks, 3 days per week for a total of about 85 minutes per week (1.5% of total instructional time per year)
- Units feature key SEL skills aligned with CASEL Five Competencies Model
- Highly engaging for students; strong visuals and support materials (videos, role plays, student engagement record, skill step cue cards, emotion cue card)
- Increased emphasis on understanding one’s emotions as part of self-awareness and self-management abilities

Remember
The SSIS SEL CIP is a S.A.F.E. Evidence-Based Treatment & all units are content aligned with the SSIS SEL Assessments
How can you reliably and validly assess children who are experiencing social emotional skills difficulties and may need individualize interventions?

SSIS SEL Edition Technical Manual for Assessments

- SEL Edition Teacher, Parent, and Student (ages 8 to 18) Rating Scales provide:
  - SE Composite Score
  - 5 SEL subscale competency scores
  - Core 10 Skills Score
  - Academic Functioning Score
- No Importance Ratings for social emotional items (like original SSIS RS)
- No Problem Behaviors are rated (like original SSIS RS)
- Requires 15 minutes to complete per student (46 to 58 items)
- Substantial reliability and validity evidence

SSIS Rating Scales Become SSIS SEL Edition Rating Forms

Teacher Form:
- 51 SE items + 7 AC items
- Core 10 items: 4, 6, 11, 20, 21, 24, 25, 33, 34, & 49 directly align with CIP.

Parent Form:
- 51 SE items

Student Form:
- 46 SE items

**Standardization Sample consists of 4,700 children ages 3 through 18 from 115 school sites in 36 states.

**No other SEL measure has T, P, & S forms.

**No other measure concurrently examines academic functioning with SEL.
SSIS Social Skills Items Reorganized into Social Emotional Learning Scales

Use Cases:
Implementing the SSIS SEL Ed. Tools In Schools

Remember:
Everything is Aligned
SSIS Multi-tiered Model for Supporting Development of Social Emotional Skills

- Intensive individualized interventions w/ CIP Core 10 + Selected Advanced 13 Units for 5% of students to increase SEL skills & decrease co-occurring problem behaviors w/ continuous progress monitoring.
- Progress Monitoring & Core 10 items in Rating Scale to refine assessment of SEL strengths & weaknesses for intensive intervention for students who did not respond to Tier 2 intervention.
- Targeted small group intervention w/ CIP Core 10 + selected Advance 13 Units w/ moderate intensity for 15% of students who did not respond to Tier 1 intervention or assessed as high risk for social behavior difficulties.
- Comprehensive assessment w/ Rating Scale to identify special SEL strengths & weaknesses to target (Gate 2 Screening).
- Universal prevention w/ CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level.
- Universal screening assessment w/ all students 80% of students need only these services (Gate 1 Screening).

Tier 1/ Universal Use Case

**Support goals**: (1) Assess all students to understand their current level of SEL competence and to deliver a proactive intervention focusing on core and/or advanced SEL skills. (2) Also determine which students might benefit from additional SEL intervention based on outcome assessment and response to intervention.

**Primary user**: Teacher

**Students served**: All students in a classroom or school.

**Procedures**

Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)

Step 2 – Implement SEL CIP (Core Skill Units and more if desired)

Step 3 – Screening & Progress Monitoring Scales (Mid-Point of Intervention)

Step 4 – Screening & Progress Monitoring Scales (Post-Intervention)

- Students at Levels 3, 4, and 5 deemed Proficient (Green)
- Students at Level 2 deemed Emerging (Yellow)
- Students at Level 1 deemed At-Risk (Red)

Step 5 – SEL Rating Scale for students at Levels 1 and 2 after Intervention

- Students Average and Above on Rating Scale not referred for Tier 2
- Students Below Average on Rating Scale recommended for Tier 2 Intervention

Tier 2 / Targeted Use Case

**Support goals**: (1) Provide moderate to small size groups of students who need additional support to achieve a proficient level of skill performance more learning time and opportunities to respond to intervention and (2) assess progress, and for non- or minimally-responsive students determine if they are also deviant from their normative age and gender peers and need more individualized intervention support.

**Primary user**: School Psychologist, Counselor, and/or Social Worker

**Students served**: Approximately 15% of students in general education classrooms.

**Procedures**

Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)

Step 2 – Implement SEL CIP (Repeat need Core Units & selected Advanced Units)

Step 3 – Screening & Progress Monitoring Scales (Mid-Point of Intervention)

Step 4 – Screening & Progress Monitoring Scales (Post-Intervention)

- Students at Levels 3, 4, and 5 deemed Proficient (Green)
- Students at Level 2 deemed Emerging (Yellow)
- Students at Level 1 deemed At-Risk (Red)

Step 5 – Comprehensive Rating Scale for students at Levels 1+2 after Intervention

- Students Average and Above on Rating Scale not referred for Tier 3
- Students Below Average on Rating Scale recommended for Tier 3 individualized SEL and Problem Behavior Intervention
Tier 3 / Intensive Use Case

Support goals: (1) Provide individual or very small groups of students who need additional support to achieve a proficient level of skill performance more learning time, more opportunities to respond, and interventions for both prosocial and problem behaviors and (2) assess progress, and for non- or minimally-responsive students determine if they are also deviant from their normative age and gender peers and in need of specialized education services.

Primary user: School Psychologist, Counselor, and/or Social Worker

Students served: Approximately 5% of students in general education classrooms

Procedures
- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL CIP (Repeat need Core Units & selected Advanced Units) + Intervention for any significant co-occurring problem behaviors
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 – Screening & Progress Monitoring Scales (Post-Intervention)
- Step 5 – Comprehensive Rating Scale for students at Levels 1+2 after intervention

Special Education Use Case

Support goals: (1) Assess all students in special education classes to understand their current level of SEL competence and to deliver an intervention focusing on core SEL skills. (2) Also determine which students might benefit from additional SEL skill instruction.

Primary user: Teacher

Students served: All students in a special education program who receive the majority of their education outside general education classes.

Procedures
- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL Intervention (Selected CIP Units based on review of strengths and needs & any intervention strategies to reduce co-occurring problem behaviors)
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 – Screening & Progress Monitoring Scales (Post-Intervention)
- Step 5 – Refine SEL Intervention and continue working on Skill Units for students at Levels 1 and 2

Questions or Comments
5 Key Takeaway Messages About New SSIS SEL Edition

• Whole Child and Strength focus – children need a balanced set of cognitive, social, and emotional skills to achieve positive school and life outcomes.

• CASEL Inspired and Aligned – the SSIS provides evidence-driven assessment and intervention procedures that advance the CASEL Five model of social emotional learning.

• Aligned and Integrated Assessment and Intervention System – technically sound set of assessments covering the same content that is taught in the evidence-based universal treatment program. No other such integrated assessment-intervention exists!

• Engaging and Time Efficient Digital Lessons – covers content proven important to teachers, parents, and children ages 4-14 and requires less than 1.5% of the school year to get results that last. The CIP program meets CASEL’s S.A.F.E. criteria of interventions!

• Academic Enablers – improvements in social emotional functioning consistently result in improved academic performance in reading and mathematics!

Key References & Websites


There’s so much more to learn about the SSIS SEL Edition

Find out more about it in future webinars
March 21 (Assessment focused)
April 11 (Intervention focused)
Thanks for your time & engagement!

Stephen N. Elliott

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