Bullying Behavior:
SSIS Assessment and Intervention Module to Replace Unwanted Behaviors

12th in a Series of Webinars on the SSIS
October 16, 2018

Presenter & Author

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• Lead developer and co-author of the SSIS SEL Edition Assessments and Intervention Program in 2017. With this new edition, we have created a new Screening & Progress Monitoring Scale, revised the Rating Scales & integrated all the interventions into the Classwide Intervention Program (CIP).

• The SSIS CIP (original) and SEL Edition CIP were recognized in 2018 by CASEL as SELect programs! Visit https://casel.org/guide/programs/ for a complete list of effective SEL Programs recognized by CASEL.

Intervention Simplified Briefs

There are 8 other Intervention Simplified Briefs available to provide insights on:

• Teaching more SEL Skills,
• Conducting universal SEL screenings
• Using the SSIS SEL to create an MTSS, and
• Evaluating SEL Intervention Programs.
Session Agenda

1. Resources: Assessment & Intervention tools that Simplify Intervention
2. Definition & key aspects of bullying behaviors
3. Identifying students with high levels of bullying behaviors using the SSIS Rating Scales
4. Identifying behaviors to replace bullying behaviors
5. Using an SEL CIP module to decrease bullying behaviors by teaching competing desired behaviors
6. Intervention lesson examples – 4 SEL skills to replace bullying behaviors
7. Summary

Featured Assessment & Intervention Resources

Original SSIS version with Social Skills, Problem Behaviors, & Academic Functioning

A Consensus Definition & Prevalence

A widely accepted research definition of bullying describes it as a subcategory of aggression characterized by hostile intentions, power imbalance, and a behavior repeated over time. Bullying involves intimidation, threatening, and unreasonable behaviors and statements with the intention of harming others. The consequence of these actions for bullies are feelings of dominance and control over others, while gaining attention (some positive, some negative).

(Goldsmid & Howie, 2014; Olweus, 2013; Vlachou, Bosoglou, & Andreou, 2013; Volk, Veenstra, & Espelage, 2017)

Research Notes
- 10% to 30% of children and youth involved in bullying.
- Bullying increases during middle school years.
- Not isolated problem to particular cultures; worldwide.

(Coak, Wibben, Guerra, Vos, & Bruder, 2019)
Bulling Types, Context, & Outcomes …

- There are three common types of bullying behavior: Physical, Relational, and Cyber-relational.
- Different contexts, such as school and home, influence these behaviors, resulting in individual and collective types of bullying.
- These repeated acts of aggressive/hostile behavior typically occur against an individual or group causing physical, mental, and/or emotional harm.

Types of Bullies based on Socialization

Socially marginalized bullies fit the traditional stereotype, they have a myriad of psycho-social problems and are socially awkward, and physically aggressive.

Socially connected bullies tend to be proactive and goal-directed in their aggression, using it to establish social status or control others. They are more likely to employ bullying periodically based on the situation and peers involved, since they tend to have the socialization needed to be able to use other more appropriate interactions to fit the social circumstances.

Examples of Bully Behaviors

Bullying involves a family of Problem Behaviors that are aggressive and very assertive. Some examples...

- Does things to make others feel scared.
- Is aggressive toward people or objects.
- Forces others to act against their will.
- Says nasty things about a person to make them feel bad.
- Keeps others from joining a group.

What are some Incompatible, Desirable Behaviors to these problem behaviors?
1. To date, there is very little published research that documents a highly effective school-based intervention for significantly changing established bullying behaviors.

2. In many schools, universal or prevention type programs are being implemented along with specific school policies and rules against bullying behaviors. Some of these schoolwide efforts are changing people around a bully so they know how to avoid becoming victims, and thus minimizing a bully’s impact.

3. The approach taken in this session is the application of several skills-focused intervention units selected to teach replacement behaviors for high frequency bullying behaviors. The intervention units form a bullying replacement module and are from a recognized SEL program proven effective for developing SEL skills in a wide range of students. This module, however, has yet to be proven effective specifically for children who exhibit high rates of bullying behavior.

What behaviors would likely be in a Bullying Prevention or Reduction Module YOU Create?

What are key replacement behaviors I can teach bullies and other students too?

SEL Competencies & Skills*

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, resolving conflict constructively, resisting inappropriate social pressure, negotiating conflict, and offering help when needed.

Responsible Decision-Making Skills: The ability to make constructive and respectful decisions 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.

*Based on the CASEL framework of Social Emotional Learning Competencies (www.casel.org).
Identifying Children Who Exhibit High Rates of Bullying Behaviors

Assessments Often Used to Identify Children who Bully Others

   42 question, self-report multiple choice questionnaire

2. Reynolds Bully Victimization Scales for Schools (RVBS; Reynolds, 2003)
   self-report scales – Bully Victimization Scale; Bully-Victimization Distress Scale, and School Violence Anxiety Scale

3. Child Behavior Checklist – Teacher & Youth Forms (Achenbach & Rescorla, 2001)
   100+ items, typical frequency ratings

Useful Assessment Review Articles


Comprehensive SSIS Assessments

Both Assessments Available.
Many similarities, but some important differences.

Key differences: Consideration of Problem Behaviors, Tier Application, & Time
Use of SSIS Assessments Across a Multi-Tiered System

SSIS Ratings Scales (with Problem Behavior ratings)

SSIS SEL Rating Forms (no Problem Behavior ratings)

SSIS SEL Screening & Progress Monitoring Scales

SSIS Bullying Subscale

Bullying Items
49. Bullies others.
52. Does things to make others feel scared.
55. Forces others to act against their will.
61. Is aggressive toward people or objects.

Scoring
Never = 0; Sometimes = 1; Often = 2; Almost Always = 3.
Possible score range for 5 items = 0 to 15; lower scores are better/desired.

Ages 3-5
Teacher 0-4 Parent 0-3 Student 0-4

Ages 5-12
Teacher 0-4 Parent 0-4 Student 0-6

Ages 13-18
Teacher 0-4 Parent 0-4 Student 0-5

Reliability for Bullying Subscale
Teacher: alpha .78; test-retest .76
Parent: alpha .80; test-retest .72
Student: alpha .81; test-retest .71

Research with the SSIS Rating Scale-Teacher Shows ….

Using the entire U.S. nation standardization sample of children ages 5 to 18

Take away: Externalizing behaviors strongly associated with bullying behavior; Empathy behaviors negatively associated; and Assertion (in adolescents) moderately associated with bullying behaviors.
Think Positive! Identify Desired Behaviors to Replace Bullying Behaviors

<table>
<thead>
<tr>
<th>Desired Behaviors Incompatible with Bullying</th>
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</thead>
<tbody>
<tr>
<td>Does nice things for others</td>
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<tr>
<td>Is aggressive toward people or objects</td>
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<td>Respects others' things</td>
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<tr>
<td>Respects others' feelings</td>
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<tr>
<td>Says nasty things about a person</td>
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<tr>
<td>Keeps others from joining a group</td>
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The desired behaviors are examples of Social Emotional Learning (SEL) Skills that can be directly taught to students using evidence-based strategies.

SEL Competencies as Replacement Skills for High Frequency Bullying Behaviors

The Big Ideal … Replace Bullying Behaviors with Needed SEL Skills

A replacement behavior is a behavior you want to replace an unwanted target behavior. Focusing on the problem behavior may just reinforce the behavior, especially if the consequence is attention (a reinforcer in many cases). Target behaviors for bullies often are aggression or destructive behavior.

The 5 SEL skill domains are based on the CASEL (2012) theoretical competency framework. Key SEL skills aligned with this model are directly assessed and taught in the SSIS family of assessment and intervention resources.
The Social Context of Bullying Behaviors: All students can benefit from SEL Skills instruction

Students are social beings! Most of what they do is greatly influenced by their social surroundings and specifically by their peer group. Many of the behaviors that students engage in are guided by their perceptions of how their peers will respond to them.

Students who Bully - engage in physical aggression (e.g., hitting, shoving, and kicking); verbal aggression (e.g., name-calling and threats); and, indirect or relational aggression (e.g., rumor spreading and orchestrating ostracism), often in response to their social standing or the social reaction for their peers.

Victims of Bullying - often lack appropriate social skills and social problem-solving capabilities; have a pessimistic view of self; and are markedly rejected and isolated by peers.

Student Bystanders - Often reinforce bullying behavior because of a lack of understanding about bullying and underdeveloped social and decision making skills.

The 23 Skills Assessed & Taught in the SSIS SEL CIP Program

The 23 Skills Assessed & Taught in the SSIS SEL CIP Program

The SSIS CIP Anti-Bullying Module

8 skills most children who frequent exhibit bullying behaviors could use to replace those behaviors and enable positive outcomes for both themselves and others.
Expected Outcomes of the SSIS CIP...

Problem Behavior

Academic Engagement & Achievement

Social Emotional Skills

Triple Positive Theory of Impact: Effective SEL intervention increases frequencies of SEL skills, decreases frequencies of many problem behaviors, which influence key academic behaviors needed to engage in learning and often lead to increases in reading & mathematics achievement!

Questions or Comments

Teaching Skills to Replace Bullying Behaviors
CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

Tell
Generalize
Show
Monitor
Progress
Do
Practice

CIP 6 Instructional Phases Per Lesson

Lessons are designed for 30 minutes each; thus, 90 minutes per week.

Digitized & Downloadable - Intervention Delivery Simplified!!!

Unit 7: Get Along With Others

Skill Steps
Step 1: Think
Step 2: Talk
Step 3: Do
Step 4: Smile
Example #1: Teaching Getting Along with Others
A Relationship Skill

SSIS SEL Intervention Components*

*Purchase the Intervention Manual and access to the Resources is included at no additional cost!

From CIP Manual Scrip for Unit 7 Lesson 1: Get Along with Others

Lessons 2 & 3 follow the same format and add more opportunities to explore emotions & practice skill.
Example CIP Lesson

GET ALONG WITH OTHERS

Guided Role Plays

Situation #1: Two students decide to play a game together. They are taking turns and calling out each other.

Situation #2: Two children are sharing a drawing book. One child draws a picture on one page and the other child colors on the page directly next to it.

Situation #3: Two people are playing a board game and laughing. A third outside approaches and asks to play, but the two students ignore the third student.

Example CIP Lesson

GET ALONG WITH OTHERS

Role-Play Time

Remember the steps:
Step 1: Think about what you can do to get along with others.
Step 2: Talk nicely to others when you need something.
Step 3: Do something nice for others to show you can get along.
Step 4: Smile to others when they are friendly and try to practice in your classroom.

Be Responsive to your Students’ Needs – Create additional Role-Play Situations that are likely to experience in your classroom or at your school! Use the same format as indicated on the Role-Play card.

Example CIP Lesson

GET ALONG WITH OTHERS

How Are You Doing?

How well do you think you get along with others? On the bottom of the page you with ranking. Use the same format as indicated on the Role-Play card.

Top = Level 4
Level 3
Level 2
Level 1
Bottom = Level 4

Record a rating that is true for you today.
Example CIP Lesson

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Example CIP Lesson

Use the Skill Outside the Classroom

How do you get along with others in these places or situations?

- School hallways
- Gymnastics during free play
- Sidewalks on the way to school

Another opportunity to be responsive to your students’ needs; insert places and situations at your school or community where they can use the skill of Getting Along with Others.

Example #2: Teaching Staying Calm with Others

A Self-Management Skill

SSIS SEL Intervention Components

- Unit 4: Staying Calm with Others
- Skill Steps: Let Others
- Videos & Resources
- Intervention Tools for all units
- Additional Engagement Ideas
- Evaluation Tools

Resources

- Parent - CIP Overview Letter (English)
- Parent - CIP Completion Letter
- Student - CIP Overview Letter
- Student - CIP Completion Letter
- Certificate of Completion for each program
Example CIP Lesson

**STAY CALM WITH OTHERS**

**Lesson 1**

**Why is it important to stay calm with others?**

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

**The Skill Steps!**

1. **Feel** 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.

**Watch and listen to the videos.**

Did you see a good example of staying calm with others?

What did the students do?

Let’s watch again. Name the 4 Skill Steps for staying calm with others that you saw in the video.
Example CIP Lesson

Guided Role Play

Situation: These students are playing a game during free time. One student is not following the rules of the game and not taking turns nicely. A second student is starting to get mad at the first student. The third student stands up and encourages them to calm down and talk it out. The two apologize and get back to playing the game.

Example CIP Lesson

Role-Play Time

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

Be Responsive to your Students Needs – Create additional Role-Play Situations that they are likely to experience in your classroom or at your school! Use the same format as indicated on the Role-Play card.

Example CIP Lesson

How Are You Doing?

How well do you think you stay calm with others? Where are you with using this skill – at the bottom, halfway up, or as high as you can get?

Record a rating that is true for you today.
Example CIP Lesson

STAY CALM WITH OTHERS

Use the Skill Outside the Classroom

How can you stay calm with others in
places like these?

- Play area
- Cafeteria
- Hallway
- Bathroom

Practice staying calm with others in each of
those places this week.

Example CIP Lesson

Unit 8: Stay Calm With Others

Who is staying calm and who
is not?

Discuss: Who is staying calm?
Who is not staying calm?

Remember: If you feel like you are becoming upset with
others, you should think about how you feel, talk to the
other person, and then try to do something to solve the
problem.

Example CIP Lesson

STAY CALM WITH OTHERS

Why is it important to stay calm
with others?

How do you feel when you are able to
control your emotions and stay calm
with others?
Example CIP Lesson

Use the Skill Outside the Classroom

How can you stay calm with others in these situations?
- Waiting in line for a ticket and some people cut in front of you
- Waiting in line for a ticket and some people cut in front of you
- Being teased by noisy people when in a movie
- Waiting in line for a ticket and some people cut in front of you

Practice staying calm with others with people outside of school.

Another opportunity to be responsive to your students’ needs; insert places and situations at your school or community where they can use the skill of Staying Calm with Others.

Example #3: Teaching Do the Right Thing

A Responsible Decision Making Skill

SSIS SEL Intervention Components*
Unit 9: Do the Right Thing

Lesson 1

What is happening?

Doing the right thing involves following rules and helping others when they need it.

Why is doing the right thing important?

- Shows you are good to others
- Shows you care about yourself
- Shows you follow the rules

The Skill Steps!

Step 1: Think about what the right thing is and what you can do.
Step 2: Ask a question if you are not sure what the right thing is to do.
Step 3: Decide what to do.
Step 4: Do something to show you know what the right thing to do is.
DO THE RIGHT THING
LESSON 1

Watch and Listen Closely

Problem Situation: Three students are working on a picture puzzle. Two of the students are arguing about loud about how to complete the task. The third student wants everybody working as a team so they can complete the puzzle correctly and on time.

Role-Play Time

Remember the steps:

Step 1: Think about what the right thing is and what you can do.

Step 2: Ask a question if you are not sure what the right thing is to do.

Step 3: Decide what to do.

Step 4: Do something to show you know what the right thing to do is.

Make Smart Decisions: Know the rules/expectations; weigh the +’s and –’s; think about what you want.

How Are You Doing?

How good are you at doing the right thing? Where on the ladder are you with using this skill—at the bottom, partway up, or as high as you can get?

Top = Level 6
Level 3
Level 2
Bottom = Level 1

Record a rating that is true for you today.
Example #4: Teaching
Do Nice Things for Others
A Social Awareness Skill

SSIS SEL Intervention Components*
Unit 10: Do Nice Things for Others

Lesson 1

What is happening? What could you do that would be nice or helpful?

The Skill Steps!

Step 1: Think: What is the problem and how can you be helpful?

Step 2: Feel: Consider how the person feels and what could improve that feeling.

Step 3: Talk: Ask if you can be helpful.

Step 4: Do: Smile and do something nice to be helpful.

Watch and listen to the videos.

Did you see a good example of doing something nice for others?

What did the students do?

Let’s watch the first video again. Note the 4 Skill Steps for doing nice things for others that you saw in the video.
DO NICE THINGS FOR OTHERS LESSON

Situation: A student is sitting at a desk not doing much and looking tired and bored.

Remember the steps:

Step 1: Think. What is the problem and how can you be helpful?
Step 2: Feel. Consider how the problem feels and what could improve that feeling.
Step 3: Talk. Say something to show you care how they feel and want to try to help.
Step 4: Do. Smile and do something nice to be helpful.

How Are You Doing?

How do you think you are at doing nice things for others? Use the ladder below to rate your skill from the bottom, where you are just starting, to the top, where you are expert at it.

Rate Your Level
- Level 1: Just starting
- Level 2: Progressing
- Level 3: Expert

Record a rating that is true for you today.
The CIP is S.A.F.E.R.

The SEL CIP units are ...

**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

(Durlak et al., 2011; Oberle et al., 2016)

All SSIS SEL edition CIP skill units meet all these criteria! It can also be very **Responsive** to students' needs when interventionists make modifications to increase sensitivity to students' needs. Thus, the CIP module for bullying replacement behaviors is **SAFER**!

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**Role-Plays: A Key Component You Can Modify to Expand Lessons**

Be responsive, create 2 or 3 new situations that involve bullying (physical, relational, & cyber). Work with a colleague and a few students to develop these situations. This expands the "curriculum" and facilitates guided practice of skills so they generalize to authentic social situations!

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**Generalization is a Key Step: Use it to Expand the Impact of Lessons & Improve Skills**

The **Generalization** step is designed to occur in each lesson for 4 - 5 minutes to stimulate students thinking about using a skill in places and situations other than those practiced.

Interventionists who think about practice and skill development (1) prompt the use of a skill throughout the day during instruction or other activities and (2) stimulate students to think about applying a new skill to a common social situation outside their class.
The SEL CIP Simplifies Intervention

Specifically, it simplifies ….

Identification of target behaviors for intervention by using comprehensive diagnostic assessments that are fully aligned with intervention units and are online.

Intervention delivery using a powerful Tell -> Show -> Do -> Practice -> Monitor Progress -> Generalization strategy that is supported with manualized lessons and efficient digitized resources that engage students.

Multi-tiered Student Support by using aligned assessments with interventions.

EFFECTIVE INTERVENTION: S.A.F.E.R & SIMPLIFIED!

Key References


There’s more to learn about the SSIS SEL Edition

All 11 previous SSIS SEL webinars are available on the Pearson Assessment website

Thank you!
Stephen N. Elliott
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