Creating a Multi-Tiered SSIS SEL Support System that is Responsive to All Students

8th in a Series of Webinars on the SSIS SEL Edition
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Presenter & Author

Steve_Elliott@asu.edu

Stephen (Steve) Elliott, PhD, is the Mickelson Foundation Professor in the Sanford School of Social & Family Dynamics at Arizona State University.

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

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 Forms & integrated all the interventions into the Classwide Intervention Program (CIP).

Welcome Everybody!

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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.

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Social emotional learning (SEL) is 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, 2012, p. 424).

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Responding to All Students' SEL Developmental Needs

- **ALL students** = 100%
- **SEL Developmental Needs** = Skills that facilitate self-awareness, self-management, relationships with others, and sound decision making to enable both social and academic successes; individuals and groups of individuals needs may differ, thus a method for assessing these needs is a critical part of a being responsive.
- **Responding** = being sensitive to individual differences, providing various types and levels of support, and doing so in an educative and systematic matter; and documenting the effectiveness of these responses.

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Being Responsive by Design

The SSIS SEL edition assessments and intervention program has been designed to be responsive to the social development needs of students ages 3 to 18 who primarily speak English. This claim is based on ……

1. Research with thousands of parents and teachers who identified the most important social skills children need to be successful at home and school (Gresham & Elliott, 1990, 2007).
2. Assessments that involve multiple perspectives --- of parents, teachers, and students themselves-- that focus on positive behaviors that can be improved.
3. Interventions that are "personalized" not "standardized" and based on assessment results to address individual or group needs.
4. An intervention approach that is systematic, but features materials --- *videos, role-plays, generalization discussions* – that represent different racial/ethnic groups and social situations that can be "customized" with local issues and values in mind.
5. A multi-tiered support system for delivering assessment and intervention services to students based on their needs.

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Assessing & Teaching Skills that Facilitate Responsiveness to Differences Amongst Students

Of the 23 skills taught in the SSIS SEL CIP intervention program, 10 skills specifically focus on being **responsive to potential differences and needs amongst people** with whom a student interacts with. These skills are:

- Listens to others
- Stays calm with others
- Do nice things for others
- Stand up for others
- Make others feel better
- Get along with others
- Ask others to do things with you
- Introduce yourself to others
- Respect other peoples' things
- Listen to different ideas

Even when one does not fully understand another person's culture or may be from another racial/ethnic group, actively exhibiting these behaviors is likely to facilitate positive interactions with others that lead to greater understanding and acceptance.

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Session Overview

- Multi-tiered Interventions and the SSIS SEL Assessment & Intervention Tools
- Components of a S.A.F.E. SEL Intervention for all Children
- Implementation Steps for Using the Classwide Intervention Program (CIP)
- Summary Points – SSIS SEL is SAFER !!!

Screening	Intervention	Assessment
SSIS SEL Edition Screening/Progress Monitoring Scales	***SSIS SEL ed. Classwide Intervention Program (CIP)***	***SSIS SEL Edition Rating Forms***

Fully Aligned Assessments that Measure the Same Skills Taught in the Intervention Program

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SSIS SEL Multi-Tiered Response Basics

SSIS SEL Assessment & Intervention Components

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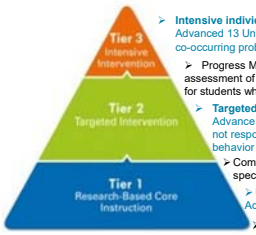
SSIS Multi-tiered Model for Responding to Students' Development of SEL Skills



- **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 with Rating Scale to identify special SEL strengths & weakness to target *(Gate 2 Screening)*.
- **Universal prevention** with CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level
  - Universal screening assessment all students; 80% of students need only these services *(Gate 1 Screening)*

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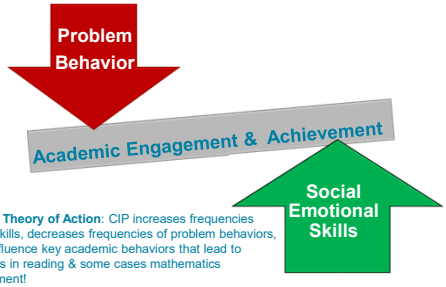
Research Shows the CIP 10*- Week Universal Intervention is Effective!



The CIP Theory of Action: CIP increases frequencies of SEL skills, decreases frequencies of problem behaviors, which influence key academic behaviors that lead to increases in reading & some cases mathematics achievement!

*10 Skill Units may be taught over 12 – 14 weeks

What SEL skills should be assessed and taught?

Hint: *The one's students need most!*

CASEL's SEL Competency Framework

SSIS SEL

CASEL Collaborative for Academic, Social, and Emotional Learning

"**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." (www.casel.org)

This model has inspired the transformation of the SSIS with a focus on SEL competencies. CASEL's model is influencing SEL intervention programs around the globe!

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SEL Competencies in the CASEL Model

SSIS SEL

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, negotiating 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.

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

10 Core Skills

13 Advance Skills

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

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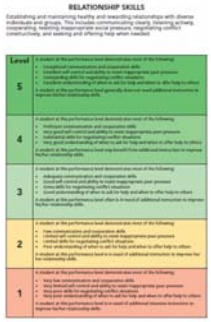
Identifying Students' Skill Needs & Establishing a Baseline for Intervention



Example 5-level SEL performance rubric with colors indicating levels of strengths and possible risk for social emotional difficulties.

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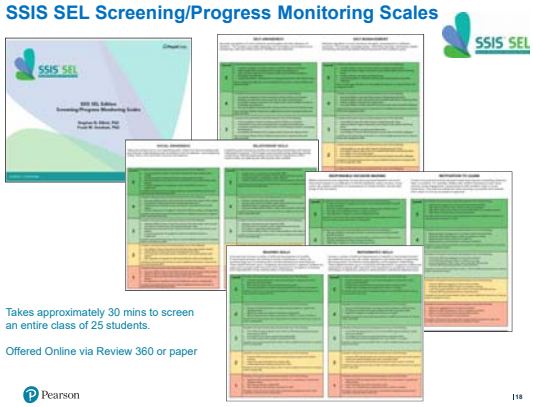
SSIS SEL Screening/Progress Monitoring Scales



Takes approximately 30 mins to screen an entire class of 25 students.

Offered Online via Review 360 or paper

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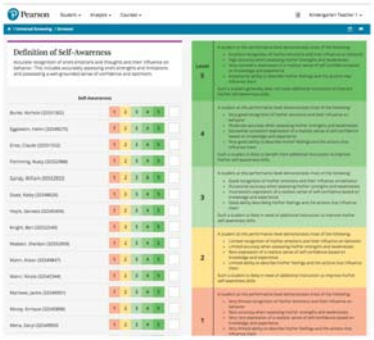
Review 360 online Screenshot



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Sample Screening Report for a School by Grade Level

From Review 360 Report

Use of Green, Yellow, Red to easily signal strengths & weaknesses and areas for improvement for students at given grade levels.

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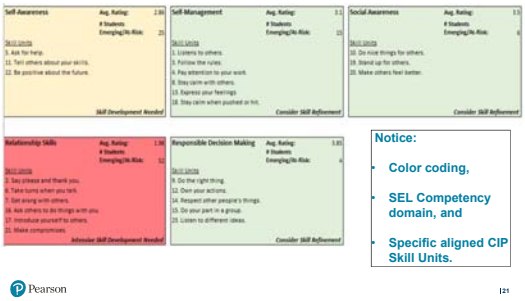
Screening Report for all Students in Grade 7



Notice:

- Color coding,
- SEL Competency domain, and
- Specific aligned CIP Skill Units.

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Student Self-Assessment Option

*Student Form: 46 SE items [English & Spanish versions]

*Norms based on Standardization Sample consisting of 4,700 children ages 3 through 18 from 115 school sites in 36 states. Same as SSIS-RS.

Note that the 23 skills taught in the SEL CIP are embedded in these 46 items.

Questions or Comments

What is the Classwide Intervention Program (CIP) and how is it used to teach students SEL skills?

SSIS SEL Edition CIP

- 23 Key SEL Skills (Core 10 + Advanced 13) – standard set of skills or "personalized" based on assessment results.
- Scripted Lessons supported with Engaging Digital Lessons (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

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SEL Skills Organized by Competency Domains

Which skills do your students need?

How much time do you have to teach & develop the targeted skills?

Do you want to create brief intervention units focusing on a specific SEL skill domain?

SSIS Assessments	CIP Unit #	SSIS SEL Edition CIP Skill	CASEL Competency Domain
Self-Awareness Scale	9	Ask for Help	Self-Awareness
	11	Tell Others About Your Skills	Self-Awareness
	22	Be Positive About the Future	Self-Awareness
Self-Management Scale	1	Listen to Others	Self-Management
	3	Follow the Rules	Self-Management
	4	Pay Attention to Your Work	Self-Management
	8	Stay Calm With Others	Self-Management
	13	Express Your Feelings	Self-Management
	18	Stay Calm When Pushed or Hit	Self-Management
Social Awareness Scale	10	Do Nice Things for Others	Social Awareness
	19	Stand Up for Others	Social Awareness
	20	Make Others Feel Better	Social Awareness
Relationship Skills Scale	2	Say Please and Thank You	Relationship Skills
	6	Take Turns When You Talk	Relationship Skills
	7	Get Along With Others	Relationship Skills
	16	Ask Others to Do Things With You	Relationship Skills
	17	Introduce Yourself to Others	Relationship Skills
	21	Make Compromises	Relationship Skills
Responsible Decision Making Scale	5	Do the Right Thing	Responsible Decision Making
	12	Own Your Actions	Responsible Decision Making
	14	Respect Other People's Things	Responsible Decision Making
	15	Do Your Part in a Group	Responsible Decision Making
	23	Listen to Different Ideas	Responsible Decision Making

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CIP Instructional Phases for each Lesson

Instructional phase	Research-based component with description of teacher and student actions
Tell	**Coaching (Teacher).** Teacher defines the social–emotional skill and Key Words, asks students about the importance of and the emotions associated with the skill, and specifies the steps to perform the targeted social behavior.
Show	**Modeling (Teacher).** Teacher presents models of positive and negative social–emotional skills using pictures and/or video clips and leads a discussion with students to stimulate thinking about appropriate ways to express emotions and accomplish social behavior objectives.
Do	**Discussing and Modeling (Students).** Students review and discuss the definition, importance, and Skill Steps; then a few students act out a teacher-guided role-play situation to stimulate discussion and feedback from other students.
Practice	**Behavioral Rehearsal (Students).** Students practice the skill via role-play situations with classmates; teacher reinforces students' appropriate skill practice and provides feedback to improve adherence to the Skill Steps.
Monitor Progress	**Assessment of Skill Use (Students and Teacher).** Students reflect on and rate their own progress; teacher encourages self-monitoring and provides feedback about Skill Steps needing improvement.
Generalize	**Applying Skills in Multiple Settings.** Students and teacher discuss using the skill in a variety of situations; teacher encourages students to practice and recognize they control using the skill.

There are opportunities within each phase to be responsive to students' learning needs and to be inclusive of social situations that feature cultural, racial, and/or gender differences that are important to consider when Interacting with others.

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11 Instructional Tools: Supporting Teachers, Engaging Students, and Improving Outcomes!

SSIS SEL

Instructional tools	Description and use of the tools
Scripted lessons	Detailed scripts guiding what teachers/mental health professionals do and say in each phase of each of the three lessons for all 23 units. Collectively, these scripts create a manual-based step-by-step guide for teaching a skill and managing the support tools needed to engage students.
Digital Lessons	Accessible and engaging presentation slides coordinated with the scripted lesson plans. Complete sets of slides are provided for each lesson in Units 1 through 10. A seven-slide template with some artwork is provided for Units 11 through 23 for users to create and personalize their own slides based on the scripted lessons. Digital Lessons for Units 1 through 10 include introduction and review of the Skill Steps, introduction of video clips and role plays, and opportunities to monitor progress and to discuss places where skills can be used outside the classroom.
Skill Steps Cue Cards	Cards that list the Skill Steps for Units 1 through 23; designed to be posted in the classroom. May also be shared with parents to facilitate communication and help with skill generalization.
Emotions Cue Card	One card with six emoji faces illustrating key emotions for students to use to identify emotions they and others experience in various social situations.
Videos	Realistic video clips depicting positive and negative models of social behavior in school settings.
Role-Play Cards	Printable cards (six for each of the 23 units) providing students with role-play situations to act out, practice, and reinforce their social–emotional skills.
Student Engagement Record	A common, individualized worksheet usable with all lessons in each of the 23 units; students write the Skill Steps, document emotions associated with the skill, track their progress through the lessons, and indicate possible use of the skill in situations outside of school.
Certificates of Completion	Certificates for two age groups (preschool through early elementary and upper elementary/middle school) awarded to students who complete the program.
Parent Letters (English & Spanish versions)	Two standard letters for parents 1) to introduce the program, its expected benefits, the skills to be taught to and practiced by students, and the parents' possible role in the program, and 2) to document outcomes at the end of the program.
Intervention Integrity and Outcome Evaluation Report	Worksheet that helps teachers track the implementation of the 23 units and rate their perceived effectiveness.
Screening/Progress Monitoring Scales	An assessment tool used to identify the relative strengths and weaknesses of all students in five SEL competency domains and three academic functioning areas; useful at the beginning and end of an intervention program to evaluate and document improvement and areas where more intervention might be needed.

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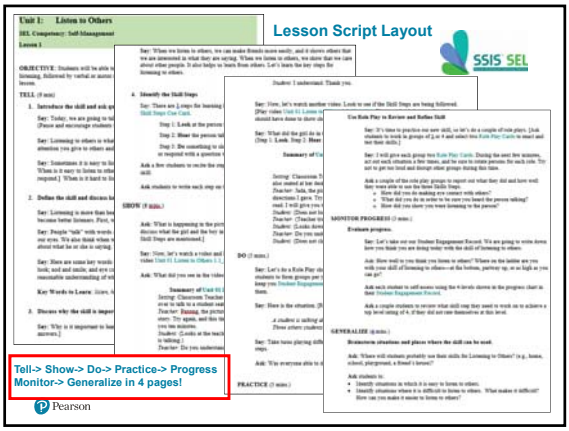
Lesson Script Layout

SSIS SEL



Tell-> Show-> Do-> Practice-> Progress Monitor-> Generalize in 4 pages!

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Integrating the Phases & Tools

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Time Estimate	Instructional phase	Teacher and students' actions	Instructional tools and resources used
5 mins	Tell	**Teacher** ■ Introduces the skill via questions ■ Defines the skill and Key Words ■ Asks about the importance of the skill ■ Stimulates discussion about emotions associated with the skill ■ Specifies the steps to perform the skill **Students** ■ Respond to teacher's questions ■ Repeat Skill Steps with teacher	■ CIP manual scripted unit lesson ■ Digital Lesson (Tell slides) ■ Skill Steps Cue Card (posted) ■ Emotions Cue Card (posted)
5 mins	Show	**Teacher** ■ Shows models of positive and negative examples of the skill ■ Models each of the Skill Steps for students ■ Makes faces to express typical emotions ■ Leads discussion about recognizing emotions and using the skill **Students** ■ Evaluate the modeled examples ■ Identify emotions in facial expressions ■ Participate in discussion about skills	■ CIP manual scripted unit lesson ■ Digital Lesson (Show slides) ■ Videos

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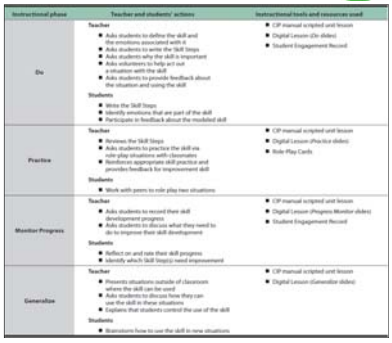
Integration of Phases & Tools Continued

6 mins

6 mins

4 mins

4 mins



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The CIP is S.A.F.E.R.

Interventions should be ….

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)

SSIS SEL edition CIP clearly meets these criteria and is also Responsive to the needs of all students!

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An Example Lesson

Lesson Time:
Get Ready, Get Set, & Connect

Manual: 4 concise how-to chapters & Instructional Scripts for 23 Skill Units

Private SSIS SEL micro-website: Contains 9 of the 11 key components/tools needed to implement the CIP with high integrity. Organized by Skill Unit.

It does not include:
1. Scripts covered in the Manual
2. SSIS SEL Screener/Progress Monitoring Scale

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CIP Unit Example

Skill Step Cue Card to be Posted in Room

Tell Phase

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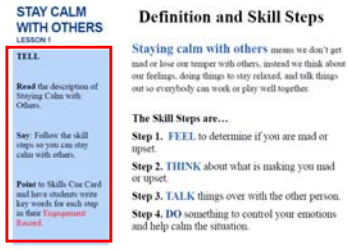
CIP Unit Example

Student Engagement Record

Tell Phase



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CIP Unit Example

Emotions Cue Card to be Posted in Room

Tell Phase

STAY CALM WITH OTHERS
LESSON 1

TELL

Ask: Why is staying calm with others an important skill? (3 clicks)

Ask: Do you like other people to stay calm when problems occur? What does staying calm look like and feel like? [Emotions Cue Card]

Why is staying calm with others important?

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

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CIP Unit Example

Show Phase

STAY CALM WITH OTHERS
LESSON 1

SHOW

Show video 8.1. (+).

Ask: Did you see a good example of staying calm with others? [Discuss video with help calm the students.]

Show video 8.2 (-).

Ask: What did you see in this second video? Did the students follow the steps to stay calm?

Watch the videos closely.

Video Clip 8.1 | Video Clip 8.2

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

What did the students do to stay calm?

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

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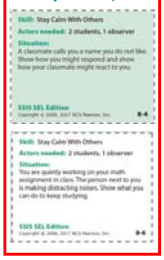
CIP Unit Example

Role Play Cards / 6 per unit



Practice Phase

STAY CALM WITH OTHERS
LESSON 1

PRACTICE

Say: Let's practice the 4 steps for Staying Calm with Others.

Ask: Please work in small groups and select 2 role play cards. Show each other you can do the 4 skill steps.

Ask: If you can't get control of your emotions in the situation, is it smart to walk away from the situation?

MORE ROLE PLAY TIME

RP

Remember the Steps:

Step 1. FEEL to determine 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.

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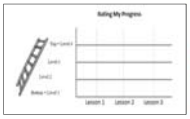
CIP Unit Example

Student Engagement Record
Progress Monitoring Section



Monitor Progress Phase

STAY CALM WITH OTHERS
LESSON 1

MONITOR PROGRESS

Ask: How well have you been staying calm with others today?

Hand out: Student Engagement Record with the Progress Monitoring chart in each student.

Say: Rate yourself for today as your Engagement Record.

Ask several students to share their ratings and what they need to do to get a higher rating.

HOW ARE YOU DOING?

How do you think you are at staying calm with others? Where on the ladder is your skill level – at the Bottom (Level 1), somewhere in the middle (Level 2 or 3), or at the Top (Level 4)?

Record a rating that is true of you for today.

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CIP Unit Example

Generalization Phase

STAY CALM WITH OTHERS
LESSON 1

SUMMARY POINT

Say: The key skill steps are:

Feel – Think - Talk – Do

Remind students: You each control the "temperature" in your responses to other people. So dial it down to stay cool at school!

You are in CONTROL of
Staying Calm
(and cool) with Others

An important self-management skill.

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Student Engagement Record

(Engage -> Think -> Apply & Personalize -> Write)

Students write down Skill Steps & defining behaviors

Students identify & write about their own & others perceived emotions in common situations.

Students are expected to identify situations outside of the classroom where they can use the skill.

Students are expected to self-evaluate their ability to do all skill steps at the end of a each lesson & also talk about what they need to do to continue to improve.

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Create or Customize Skill Units to Focus on Responsiveness to Others Who May be Different

Use the SSIS SEL Slide Templates to Customize BIMs

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Social Awareness BIM

Do Nice Things for Others

Stand Up for Others

Make Others Feel Better

Relationship Skills BIM

Introduce Yourself to Others

Ask Others to Do Things with You

Get Along with Others

Responsible Decision Making Skills BIM

Respect Other People's Things

Listen to Different Ideas

Do the Right Thing

Questions or Comments

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CIP Efficacy Research

[The research data provide strong support for our theory of action!]

Rigorous Efficacy Studies with Elementary Students

SSIS SEL

Evidence Based Tx

Efficacy of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP) Primary Version

EFFECTS OF A UNIVERSAL POSITIVE CLASSROOM BEHAVIOR PROGRAM ON STUDENT LEARNING

A Cluster Randomized Trial of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP) in First Grade

James Clyde DiPerna, Pui-Wa Lei, Weiyi Cheng, Susan Hart, Jillian Bellinger

The Pennsylvania State University

Abstract

The purpose of this study was to evaluate the efficacy of a universal social skills program, the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP; Elliott & Gresham, 2007), for students in first grade. Classrooms from 6 elementary schools were randomly assigned to treatment or business-as-usual control conditions. Teachers assigned to the treatment condition implemented the SSIS-CIP over a 12-week period. Students' social skills, problem behaviors, and approaches to learning were assessed via teacher ratings and direct observations of classroom behavior. In addition, their early literacy and numeracy skills were measured via computer-adaptive standardized tests. SSIS-CIP participation yielded small positive effects in students' social skills (particularly empathy and social engagement) and approaches to learning (academic motivation and engagement). Students' problem behaviors and academic skills, however, were unaffected by SSIS-CIP exposure.

Keywords: SSIS-CIP, social skills, approaches to learning, social emotional learning, cluster randomized trial

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A090438 to The Pennsylvania State University. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.

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SSIS SEL

Research Shows the CIP 10*-Week Intervention Matters!

Problem Behavior

Academic Engagement & Achievement

Social Emotional Skills

The CIP Theory of Action: CIP increases frequencies of SEL skills, decreases frequencies of problem behaviors, which influence key academic behaviors that lead to increases in reading & some cases mathematics achievement! (*10 Skill Units may be taught over 12 – 14 weeks)

CIP Summary & SSIS Solutions to Ensure Responsiveness to Students' Needs

Solutions to Being Responsive to Students' SEL Needs

1. **Content** – the skills focused on should be based on student needs as verified via SSIS assessments; the core SEL skills have been shown to be "academic enablers" that can enhance all students' achievement. At least 10 of the 23 featured skills focus on being sensitive/responsive to others who may be different in a number of ways.
2. **S.A.F.E.R.** – the intervention skill lessons are sequence, active, focused, engaging, and RESPONSIVE; students, in many lessons, are encouraged to personalize and practice the application of a skill to situations where they interact with others who are different from them.
3. **Multi-tiered applications maximize responsiveness-** the assessments and interventions fit nicely into a 3-level student support system that can address the needs of all students to those with special needs.

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5 Key Takeaway Messages About New SSIS SEL Edition Assessments & CIP

- **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 or Tier 2 / 3 intervention program. No other such integrated assessment-intervention exists!
- **Academic Enablers** – improvements in social emotional functioning consistently result in improved academic performance in reading and mathematics!
- **Technically Sound Assessments that Work Together in a MTSS –** strong evidence for the reliability, validity, and utility of the scores from both the Screening and Rating Forms.

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Key References

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There's more to learn about the SSIS SEL Edition

Next Webinar - February 20, 2018

Improving Students' Relationship & Responsible Decision Making Skills

Thanks for your time & engagement!

Stephen N. Elliott

Stay in touch: steve_elliott@asu.edu

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