Improving Students’ Relationship & Responsible Decision Making Skills with the SSIS SEL Classwide Intervention Program

9th in a Series of Webinars on the SSIS SEL Edition
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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).

Welcome Everybody!

Intervention Think Rules to Guide Action* 

Think Positive – identify desired behaviors for improvement, whenever possible select behaviors that are incompatible with problem behaviors.

Think Small Steps – clearly specify the “steps” or components of an intervention so that it can be implemented as designed and also evaluated.

Think Solution – avoid admiring the problem; identify an intervention that is acceptable and data-based so improvement can be determined objectively.

Think Flexible – identify several alternative methods for intervening and involving the participants in selecting the method they find acceptable and feasible.

Think Future – plan for maintenance and generalization of intervention effects across setting and over time; involve parents, peers, and the student himself.

Think Time – consider time as a critical variable—both the amount of time needed to implement the intervention and the amount of time the intervention is enforced.

Think Measurable Outcomes – select assessments to accurately measure the desired outcomes.

*From Elliott & DiPerna w/ Shapiro (2001)
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)

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, 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 responsible 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.

*Based on the CASEL framework of Social Emotional Learning Competencies (www.casel.org) and also framework used in the SSIS SEL edition to organize assessment results and intervention units.
SSIS SEL Interventions are Designed for All Levels of Support - Tiers 1, 2, 3, and Special Education

Think Flexible!

Research Shows High Quality SEL Interventions Effect more than SEL Skills

Think Measurable Outcomes!

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 – 16 weeks)

How to Identify SEL Skills that Need to be Taught and Define them so they can be Taught
Identifying SEL Strengths & Skills that can become Strengths in All Students

Think Positive!

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

Focusing on Relationship Skills & Responsible Decision Making
The SSIS Rating Scales (2008) are excellent for conducting a comprehensive examination of students' social skills, problem behaviors, & academics.

All SSIS Assessment “Paths” Lead to Identifying Desired Behaviors to Teach & Increase

- Think Flexible!
- Think Time!
Definition: Get Along with Others

Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.

How can I efficiently teach this skill to a group of students?

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In what situations is this skill most needed?

How can I evaluate the effects of teaching this skill?

Skill Steps: Getting Along with Others

Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.

Step 1: Think about what you can do to get along with others.
Step 2: Talk nicely so others listen to you and know you want to be included.
Step 3: Do something nice to or with others to show you can get along.
Step 4: Smile to show people that you are friendly and have positive feelings about them.
How to Efficiently Teach Getting Along with Others

Think Solution!

CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

Tell
Generalize
Show
Monitor Progress
Do
Practice

CIP 6 Instructional Phases Per Lesson

<table>
<thead>
<tr>
<th>Instructional phase</th>
<th>Research-based component with description of teacher involvement in lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell</td>
<td>Coordinating Phases, Teacher defines the social-emotional skill and the Why, asks students about the importance of and the emotions associated with skill, and guides the way to improve socio-emotional behavior.</td>
</tr>
<tr>
<td>Show</td>
<td>Modeling/Teaching, Teacher models appropriate and inappropriate social-emotional skills using pictures, role play, stories, and hands-on activities.</td>
</tr>
<tr>
<td>Do</td>
<td>Practice/Behavioral Practice, Students practice skills through simulations, role plays, and guided practice.</td>
</tr>
<tr>
<td>Monitor Progress</td>
<td>Feedback/Assessment, Students receive feedback from peers, teachers, and self-assessment tools. The teacher provides feedback and allows students to reflect on their progress.</td>
</tr>
<tr>
<td>Generalize</td>
<td>Applying Skills in Multiple Settings, Students and teacher discuss the skill in a variety of settings and the teacher provides feedback and assesses the students' ability to generalize the skill.</td>
</tr>
</tbody>
</table>

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

Digitized & Downloadable Intervention Delivery!!
Example CIP Lesson

Unit 7: Get Along With Others
Lesson 1
What is happening?

Coming along with others means talking in nice voices to
each other, sharing space and materials, taking turns, and
playing and working well together. People who get along are
used to cooperate.

Example CIP Lesson

The Skill Steps!

Step 1: Think about what you can do to
get along with others.

Step 2: Talk nicely so others listen to
you and know you want to be included.
Example CIP Lesson

The Skill Steps!

Step 1: Think about what you can do to get along with others.
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Step 3: Do something nice for or with others to show you can get along.

Example CIP Lesson

GET ALONG WITH OTHERS

Why is it important to get along with others?

TELL

Ask why or why not you may not get along with others.

Example CIP Lesson

GET ALONG WITH OTHERS

The Skill Steps!

Step 1: Think about what you can do to get along with others.
Step 2: Talk nicely so others listen to you and know you want to be included.
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Example CIP Lesson

GET ALONG WITH OTHERS

The Skill Steps!

Step 1: Think about what you can do to get along with others.
Step 2: Talk nicely so others listen to you and know you want to be included.
Step 3: Do something nice for or with others to show you can get along.
Example CIP Lesson

Guided Role Plays

Situation 1: Two students decide to play a game together. They are taking turns and talking nicely to each other.

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

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

Example CIP Lesson

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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?

1. Rate your ability to get along with others.
2. Rate your ability to be successful in school.
3. Rate your ability to be successful in life.

Rating 1: Not at all, Rating 5: As much as you can.

Try to improve these skills.

Example CIP Lesson

Use the Skill Outside the Classroom

How can you get along with others who:
- are much older than you?
- speak another language than you?
- wear very different clothes than you?
- have a different skin color than you?

Practice getting along with others who are different than you this week.

Example CIP Lesson

You are in control of getting along with others!

Start getting along and don’t stop.

Getting along with others is an important relationship skill.
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.
As illustrated, 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 skill units meet all these criteria!**

It is also very responsive to students needs.

Thus, the CIP is SAFER!
Definition: Do the Right Thing

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

Remember: CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

SSIS SEL CIP: SAFER, SIMPLIFIED, & SUCCESSFUL!
Skill Steps: Do the Right Thing

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

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.

Questions or Comments

How to Effectively Evaluate an SEL Skill that has been Taught
Documenting Intervention Integrity
Is part of a High Quality Program

The SEL Intervention Integrity chart provides an easy structure for users to monitor and evaluate the degree to which they implement each of the 6-steps for an entire unit.

Documenting the Effectiveness of the Use of a Unit is part of a High Quality Intervention Program

The SEL Intervention Effectiveness chart provides an easy structure for users to record their perceived overall level of effectiveness for each unit taught & add improvement notes to facilitate future use.

Measuring Progress is an Essential Aspect of High Quality Interventions

SSIS SEL CIP offers 4 ways to measure students’ progress within a common pre-to-post intervention framework:

- Screening/Progress Monitoring Scales (C-R)
- SSIS Rating Forms (Teacher and/or Student) (N-R)
- SSIS Rating Form- Core Skills Scale (Teacher & Student) (N-R)
- Student Self-Report during each intervention Unit

Core Skills = 10 items on Teacher and/or Student Rating Form
Summary Points

SSIS SEL Intervention Components

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

Interventions to improve SEL skills 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

**Responsive** – addressing authentic social situations

Note. The acronym SAFE is based on SEL intervention research by Durlak et al. (2011) and Oberle et al. (2016).
Research Shows the CIP 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!

(72 Skill Units may be taught over 12 - 14 weeks)

CIP Summary: 5 Points

1. Conceptualized based on Intervention Think Rules!
2. Manualized interventions for 23 skills that all follow comprehensive 6-phase process.
3. Digitized and engaging resources for students; strong visuals and support materials (videos, role plays, student engagement record, skill step cue cards, emotion cue card, & digital lessons via PowerPoints) that are S.A.F.E.
4. Customizable and responsive; add skills units or modify existing skill units using structured slide templates and resources.
5. Proven effective!

SAFER. SIMPLIFIED. EFFECTIVE INTERVENTION.

Key References


There's more to learn about the SSIS SEL Edition

Next Webinar - April 5th

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


Thanks for your time & engagement!

Stephen N. Elliott

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