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SSIS SEL

Social Emotional Learning Edition

Presentation for Wisconsin Public Schools

Chris Huzinec, M.S., M.A.
National Senior Clinical Consultant
Pearson Clinical Assessments
Chris.Huzinec@Pearson.com

J. Lynsey Psimas, Ph.D.
Regional Manager / Senior Assessment Consultant, Pearson Clinical Assessments
Lynsey.Psimas@Pearson.com




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


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Agenda

- Overview: Social Emotional Learning
- Overview of SSIS SEL
- SSIS SEL Screening & Progress Monitoring Forms
- SSIS SEL Edition Rating Forms
- SSIS SEL Classwide Intervention Program
- Evidence-Based Support





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CASEL'S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



www.casel.org

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SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency


RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Recognizing how critical thinking skills are useful both inside & outside of school

Reflecting on one's role to promote personal, family, and community well-being

Evaluating personal, interpersonal, community, and institutional impacts




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Comparison of CASEL's Definitions in 2020 with SSIS SEL Assessment Items and CIP Skill Units

CASEL 2020 Definition & Examples	SSIS SEL 2017/2020 Definition & Items	SSIS SEL CIP 2020 Definition & Skill Units
<p>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p> <p>Communicating effectively</p> <ul style="list-style-type: none"> • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving <p>Resolving conflicts constructively</p> <ul style="list-style-type: none"> • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed • Standing up for the rights of others 	<p>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.</p> <ul style="list-style-type: none"> • Interacts well with other children. • Invites others to join in activities. • Responds well when others start conversation or activity. • Makes a compromise during a conflict. <p>Note: SSIS SEL has Standing up for Others when treated unfairly as a Social Awareness skill.</p>	<p>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.</p> <p>Three Relationship Skills unit focus on establishing and maintaining positive interactions with person who are different than you.</p> <p>Unit 7: Get Along with Others</p> <p>Unit 16: Ask Others to Do Things with You</p> <p>Unit 30: Resolve Disagreements Calmly</p>

Highlighted social emotional behavioral indicators by CASEL are directly measured by the SSIS SEL Scales & taught in the SSIS CIP.



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Alignment With CASEL and WI DPI SEL Competencies

CASEL Domain	DPI Competency	SSIS SEL Competency
Self-Awareness	Emotional Development, Self-Concept	Self-Awareness
Self-Management	Emotional Development, Self-Concept	Self-Management
Social Awareness	Emotional Development, Self-Concept, Social Competence	Social Awareness
Relationship Skills	Social Competence	Relationship Skills
Responsible Decision Making	Social Competence	Responsible Decision Making

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Overview of the SSIS SEL Edition

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Key Questions

- Which SEL skills are most important to teach?
- How can you screen hundreds of students efficiently and monitor their progress?
- How does one actually teach an SEL skill?
- How can you get all staff well trained to implement a program with integrity?
- How can you reliably and efficiently evaluate the outcomes of the SEL program?
- What feedback can be reported to teachers, students, and parents about the program?

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The SSIS SEL Solution

Our Guiding Framework, Products, Theory of Change, & the Result

Our Theory of Change

The Result: An SEL Solution that is ...

- ✓ Theory based,
- ✓ Data driven,
- ✓ Fully Aligned,
- ✓ Highly Integrated,
- ✓ Inclusive & Responsive, & Yields a Triple-Positive Impact!

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A 100% Aligned System: Standards-Assessments-Instruction-Outcome Reports

New this Fall

Platform Choice: Review 360, Q-Global, Aimsweb

High Quality Professional Development

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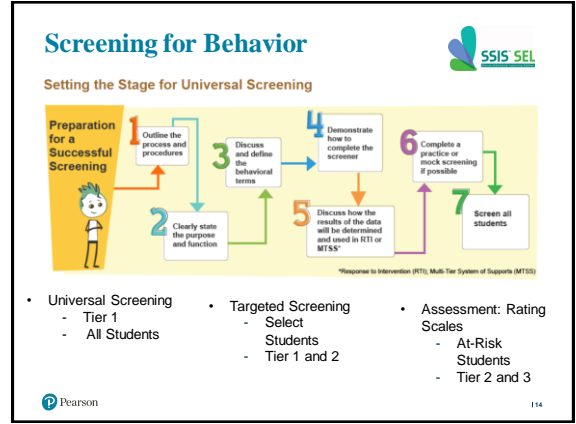
The SSIS SEL Solution Activates Decision-Making In Multi-Tiered Systems of Support

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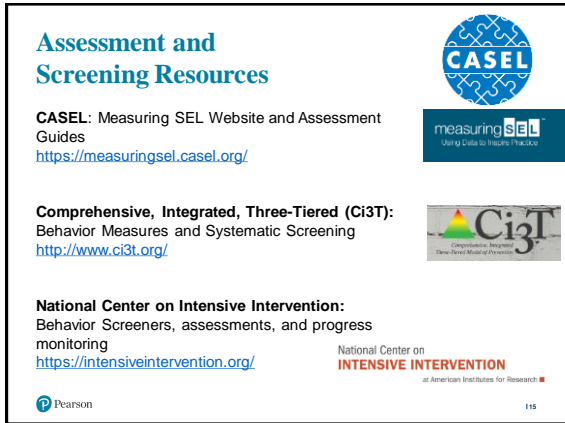
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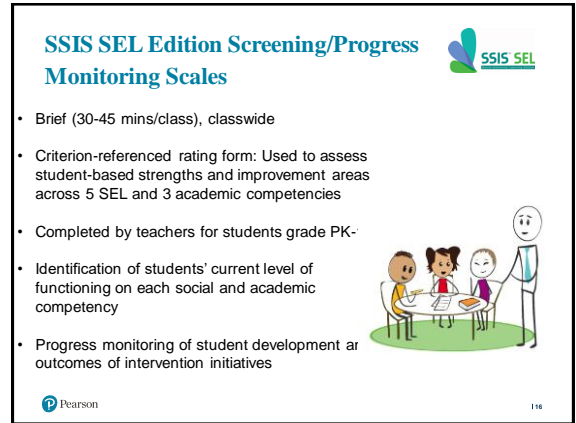
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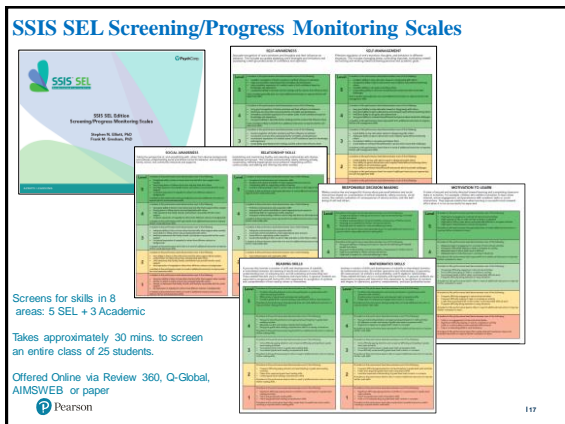
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SSIS-SEL Screening/Progress Monitoring Scales: Rating Scale

The Screening/Progress Monitoring tool employs a progressive 5-point performance rubric which is used for each of the 5 SEL and 3 Academic competencies. Levels 3 thru 5 represent degrees of proficiency, with level 2 as an emerging or at-risk skill level and at level 1 is the skill is limited.

Level	Description
5	The student has mastered the skill and does not require additional instruction
4	The student performs the skill consistently, but is likely to benefit from additional instruction
3	The student performs the skill proficiently though inconsistently and would benefit from additional instruction
2	The student is limited in their performance of the skill and needs additional instruction
1	The student rarely can perform the skill and needs intensive instruction

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Group Administration of SSIS SEL Screener

Definition of Self-Awareness: Accurate recognition of one's emotions and thoughts and their influence on behavior. The student accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Level 5: A student at the performance level demonstrates most of the following:
 • Understands and recognizes one's emotions and their influence on behavior.
 • High level of self-awareness that recognizes one's strengths and limitations.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.

Level 4: A student at the performance level demonstrates most of the following:
 • Understands and recognizes one's emotions and their influence on behavior.
 • Understands and recognizes one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.

Level 3: A student at the performance level demonstrates most of the following:
 • Understands and recognizes one's emotions and their influence on behavior.
 • Understands and recognizes one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.

Level 2: A student at the performance level demonstrates most of the following:
 • Understands and recognizes one's emotions and their influence on behavior.
 • Understands and recognizes one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.

Level 1: A student at the performance level demonstrates most of the following:
 • Understands and recognizes one's emotions and their influence on behavior.
 • Understands and recognizes one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.
 • Accurately assesses one's strengths and limitations.
 • Possesses a well-grounded sense of confidence and optimism.

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SSIS-SEL Grade-wide Analysis Demo

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Reviewing Results

Aggregate Disaggregated Individual

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Screener Results Grade 2

1. How many students were screened?
 40 students

2. What percentages of these students were identified at each level of social-emotional competence?

5% Proficient Level
 30% Emerging Level
 65% At Risk Level

3. Based on the screening results for the entire group, what areas of social-emotional competence are relative strengths and what areas are in need of more development?

Level	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
5	10%	10%	10%	10%	10%
4	10%	10%	10%	10%	10%
3	10%	10%	10%	10%	10%
2	10%	10%	10%	10%	10%
1	10%	10%	10%	10%	10%

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Screener Results: 1st Administration

4. Given your assessment results, what social-emotional skills are priorities for intervention?

Self-Awareness
 Avg. Rating: 2.2
 # Students Emerging/At-Risk: 29

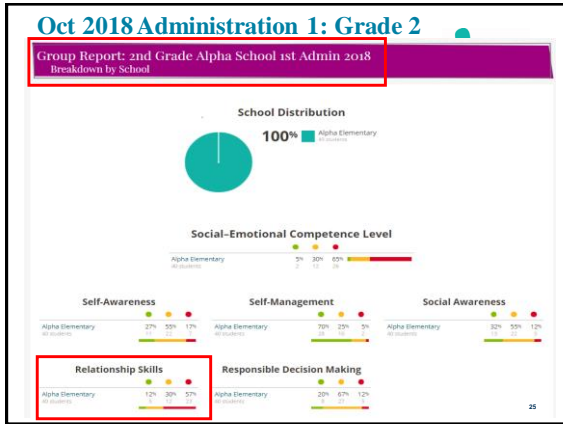
Self-Management
 Avg. Rating: 3.15
 # Students Emerging/At-Risk: 12

Social Awareness
 Avg. Rating: 2.25
 # Students Emerging/At-Risk: 27

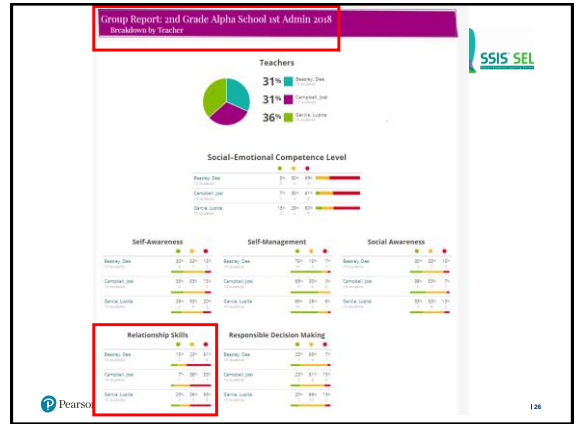
Relationship Skills
 Avg. Rating: 1.55
 # Students Emerging/At-Risk: 33

Responsible Decision Making
 Avg. Rating: 2.15
 # Students Emerging/At-Risk: 32

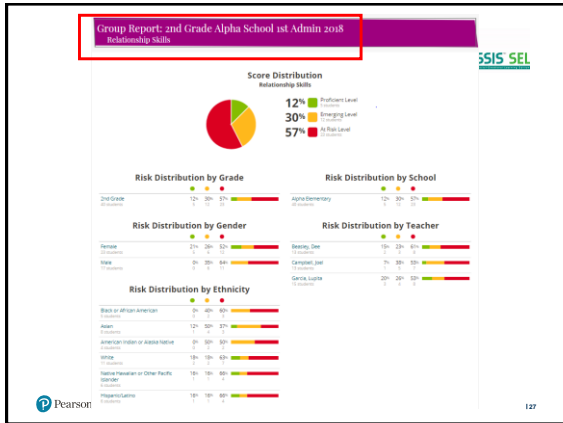
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Recently, you completed social-emotional ratings of your class using the SSIS® SEL Edition Screening/Progress Monitoring Scales. Based on the screening results, the following students might need more attention.

Student	Social-Emotional Competence	Academic Competence	Reviewed?
Alexandro, Alfonso	At Risk	At Risk	
David, DeShawn	At Risk	At Risk	
Hanna, February	At Risk	At Risk	
Fair, Helen	At Risk	At Risk	
Osborne, Yvri	At Risk	At Risk	
LASSI, Gail	At Risk	At Risk	
Lamb, Jonathan	At Risk	At Risk	
Marrs, Dean	At Risk	At Risk	
Sauer, Paul	At Risk	At Risk	
Taylor, Alison	At Risk	At Risk	

Self-Awareness ● 1
Self-Management ● 2
Social Awareness ● 2
Relationship Skills ● 1
Responsible Decision Making ● 2

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Fair, Helen (32550784)

2nd Grade, Alpha Elementary

1. At what level of competence was this student identified during the screening period?

Social-Emotional Competence Level: **At Risk**

Screened By: Campbell, Just

Domains	Level
Social-Emotional Competence Level	At Risk
Self-Awareness	At Risk
Self-Management	Emerging
Social Awareness	Emerging
Relationship Skills	At Risk
Responsible Decision Making	Emerging

2. What classroom and disciplinary incidents has this student been involved in this school year?

Incidents	2019-2020	2018-2019	Disciplinary Placements	2019-2020	2018-2019
There are no incidents.			There are no disciplinary placements.		

3. Has this student had a student plan this school year? Are they responding to the selected interventions?

Plan Type	Start Date	End Date	Sessions	School
There are no plans for this school year.				

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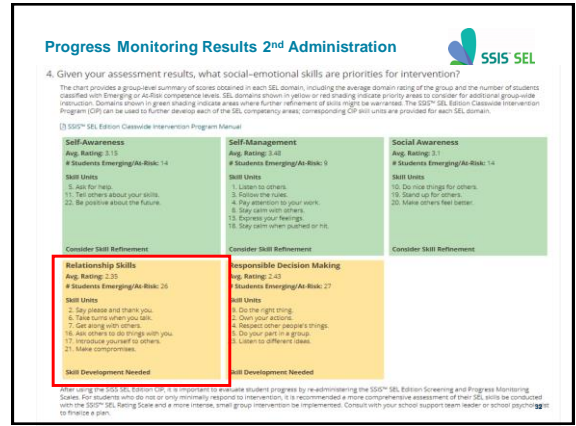
SEL Skills Organized by Competency Domains

Skill Unit / Developmental Level	CASEL Domain
1 Listen to others	Self-Management
2 Stay pleasant 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 peoples' 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 Skill
22 Be positive about the future	Self-Awareness
23 Listens to different ideas	Responsible Decision Making
24 Uses appropriate language when upset	Self-Management
25 Show concern for others	Social Awareness
26 Forgives others	Social Awareness
27 Says when there is a problem	Responsible Decision Making
28 Takes criticism without getting upset	Self-Management
29 Shows kindness to others when they are upset	Social Awareness
30 Resolves disagreements calmly	Relationship Skill

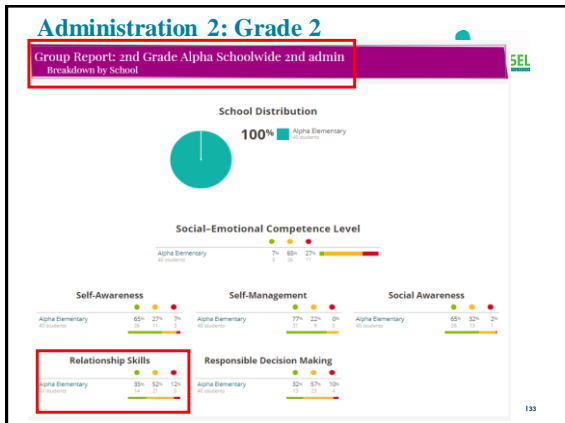
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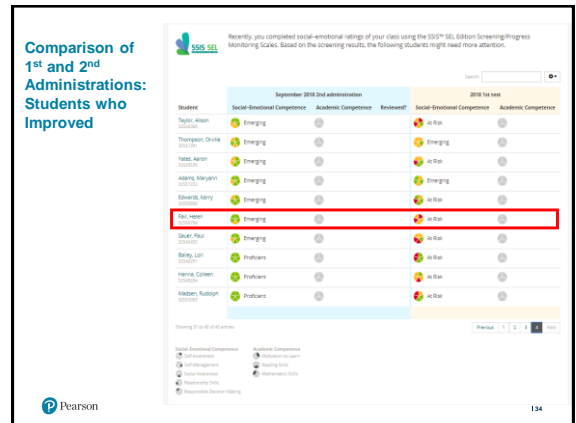
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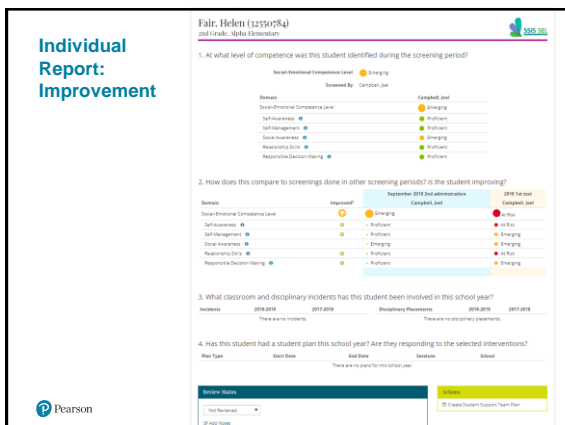
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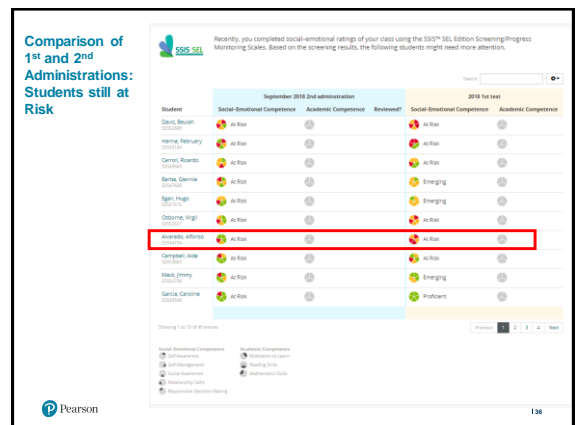
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Alvarado, Alfonso (12554734)
 2nd Grade, 2nd Semester

Individual Report: Still at Risk

1. At what level of competence was this student identified during the screening period?

Domain	Social-Emotional Competence Level	Screened By	Screening Date
Social-Emotional Competence Level	At Risk		
Self-Awareness	At Risk		
Self-Management	At Risk		
Social Awareness	Emerging		
Relationship Skills	At Risk		
Responsible Decision-Making	At Risk		

2. How does this compare to screenings done in other screening periods? Is the student improving?

Domain	September 2019 2nd administration	2019 Test Retest
Social-Emotional Competence Level	At Risk	At Risk
Self-Awareness	At Risk	At Risk
Self-Management	At Risk	At Risk
Social Awareness	Emerging	Emerging
Relationship Skills	At Risk	At Risk
Responsible Decision-Making	At Risk	Emerging

3. What classroom and disciplinary incidents has this student been involved in this school year?

Incidents	2019-2020	2017-2019	Disciplinary Incidents	2019-2020	2017-2019
There are no incidents.			There are no disciplinary placements.		

4. Has this student had a student plan this school year? Are they responding to the selected interventions?

Plan Type	Start Date	End Date	Services	School
There are no plans for this school year.				

Screening Status: Not Screened / If Not Done

Options: None Case Student Support Team Plan

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SSIS Rating Scales

- Teacher, Parent, and Student Forms
- Ages 3 to 18 (8 to 18 for student)
- English & Spanish forms (Parents & Students)
- No Importance Ratings for social emotional items (like original SSIS)
- Approximately 15 minutes per student (46 to 58 items)
- Academic Competence on Teacher Form

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Administration Examples: Teacher Form

Instructions

You will be presented with several statements that describe a student's behavior. Please read each item and think about the student's behavior during the past two months. Then, decide how often this student displays the behavior.

If this student never exhibits the behavior, select N.
 If this student seldom exhibits the behavior, select S.
 If this student often exhibits the behavior, select O.
 If this student almost always exhibits the behavior, select A.

When marking responses, use a sharp pencil or ballpoint pen. Be sure to circle completely the letter you choose, like this: N S **O** A

If you wish to change a response, erase it completely or mark an X through it, and circle your new choice, like this: N S **X** A

Academic Competence (for students from kindergarten through Grade 12)

Please assess this student's academic or learning behavior in your classroom.

Mark "1" if this student is in the lowest 10% of the class. Mark "5" if this student is in the highest 10% of the class.

1 = Lowest 10%; 2 = Next Lowest 20%; 3 = Middle 40%; 4 = Next Highest 20%; 5 = Highest 10%

Please mark every item. In some cases, you may not have observed this student perform a particular behavior. If you are uncertain of your response to an item, give your best estimate. There are no right or wrong answers.

Before starting, be sure to complete the demographic information requested above.

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1. Makes friends easily.
 Never
 Seldom
 Often
 Almost always

2. Takes responsibility for her/his own actions.
 Never
 Seldom
 Often
 Almost always

3. Tries to comfort others.
 Never
 Seldom

Paper or digital administration available

SSIS SEL Rating Scales Edition Teacher Form

Frank M. Gresham, PhD, and Stephen N. Elliott, PhD

Date: _____

Student Information: Name, Title, School/Center, Birth Date, Grade, Age, Gender

Your Information: Name, Title, Position, What year have you known this student?, What grade do you teach?

Instructions: You will be presented with several statements that describe a student's behavior. Please read each item and think about the student's behavior during the past two months. Then, decide how often this student displays the behavior.

Academic Competence: (for students from kindergarten through Grade 12) Please assess this student's academic or learning behavior in your classroom.

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Individualized Assessment Using the SSIS SEL Rating Scales: Teacher Report

SSIS® SEL Edition Teacher Form
 Social Skills Improvement System™ Social-Emotional Learning Edition
 Score Summary Report
 Frank M. Gresham, PhD & Stephen N. Elliott, PhD

Student Information	Test Information
ID: 32554734	Test Date: 06/05/2019
Name: Alfonso Alvarado	Teacher's Name: Dee Beasley
Gender: Male	Position: Teacher
Birth Date: 03/19/2010	Time Known Child: 2 years
Age: 9.2	Class Type: 2nd grade
Grade: 2nd Grade	Norm Group: Gender-Specific (Male)
School/Center: Alpha	Confidence Interval: 95%

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SSIS SEL Edition - Rating Form Report

Scores (2 Domains & 5 Scales)

- SEL Composite Score**
 - Self-Awareness scale
 - Self-Management scale
 - Social Awareness scale
 - Relationship Skills scale
 - Responsible Decision Making scale
- Academic Competence Score (teacher form only)**

Types of Scores

- Raw Score
- Standard Scores with Confidence Intervals
- Percentile Rank

Core Skills Scale (10 items that are the same skills taught in the CIP Core Skills units) – functionally a norm-referenced screener

Response Pattern Index (Validity scale) - Based on statistically unusual response patterns to detect a response set that might indicate inattentive or careless responding.

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SCORE PROFILE

SEL Composite (SEL)	Self-Awareness (SA)	Self-Management (SM)	Social Awareness (SO)	Relationship Skills (RS)	Responsible Decision Making (RDM)	Core Skills (CS)	Academic Competence (AC)
Well above Average	Well above Average	Well above Average	Well above Average	Well above Average	Well above Average	Well above Average	Well above Average
Above Average	Above Average	Above Average	Above Average	Above Average	Above Average	Above Average	Above Average
Average	Average	Average	Average	Average	Average	Average	Average
Below Average	Below Average	Below Average	Below Average	Below Average	Below Average	Below Average	Below Average
Well below Average	Well below Average	Well below Average	Well below Average	Well below Average	Well below Average	Well below Average	Well below Average

Score Table	SEL	SA	SM	SO	RS	RDM	CS	AC
Standard Score	80	92	94	74	59	98	89	87
Confidence Interval	74-86	79-106	85-103	65-82	50-68	86-110	80-98	82-92
Percentile Rank	10	28	33	5	1	42	24	22
Raw Score	417	16	27	5	8	15	16	11

Response Pattern Index: Raw Score = 39, Acceptable 144

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Individualized Assessment Using the SSIS SEL Rating Scales: Teacher Form

Relationship Skills

Alfonso's Relationship Skills standard score is 59, with a 95% confidence interval range of 50 to 68 and a percentile rank of 1. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with relationship skills. Students at this level have significant problems forming relationships with others. They struggle with communicating with others and are viewed as uncooperative. Students at this level are in need of additional instruction to develop their relationship skills.

Social Awareness

Alfonso's Social Awareness standard score is 74, with a 95% confidence interval range of 66 to 82 and a percentile rank of 5. His score falls in the Below Average interpretive range. Scores in this range typically indicate problems with social awareness skills. Students at this level have difficulty recognizing and/or understanding how others feel, and they may experience problems offering support to others when needed. They may not consistently follow rules or act fairly with others. They may also have difficulty recognizing support and resources from others that are available to them. Students at this level are likely in need of additional instruction to develop their social awareness skills.

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SKILL DEVELOPMENT OPPORTUNITIES

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Says nice things about herself/himself without bragging	Says when there is a problem.	Tries to comfort others.	Makes friends easily.	Takes responsibility for her/his own actions.
Acts anxious with others.	Has temper tantrums.	Feels bad when others are sad.	Makes a compromise during a conflict.	Takes care when using other people's things.
Responds appropriately when pushed or hit.	Takes criticism without getting upset.	Shows kindness to others when they are upset.	Responds well when others start a conversation or activity.	
	Forgives others.	Is nice to others when they are feeling bad.	Interacts well with other children.	
	Shows concern for others who are treated unfairly.	Shows concern for others who are treated unfairly.	Joins activities that have already started.	
		Invites others to join in activities.	Invites others to join in activities.	
		Says "thank you."	Says "thank you."	
		Starts conversations with peers.	Starts conversations with peers.	
		Introduces herself/himself to others.	Introduces herself/himself to others.	
		Makes eye contact when talking.	Makes eye contact when talking.	
		Takes turns in conversations.	Takes turns in conversations.	

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Unit 7: Get Along With Others

SEL Competency: Relationship Skills

OBJECTIVE: Students will exhibit verbal and nonverbal behaviors that indicate positive interactions with and feelings for peers during classroom activities. Specifically, they will talk nicely, listen, be helpful, and smile when working and playing with others.

LESSON 1

TELL (6 min)

Introduce the skill and ask questions about it. (Slides 1 and 2)

Say: Today, we are going to talk about getting along with others. Getting along can mean many...

Relationship Skills
Behavior Level: Well-below Average
CIP Skill Units to Consider: 2, 6, 7, 16, 17, 21

Performance Deficits	CIP Unit
19. Responds well when others start a conversation or activity. (Seldom)	16
18. Interacts well with other children. (Seldom)	7
34. Says "thank you." (Seldom)	2
45. Makes eye contact when talking. (Seldom)	17
Relationship Deficits	
1. Makes friends easily. (Never)	7
8. Makes a compromise during a conflict. (Never)	21
22. Joins activities that have already started. (Never)	16
28. Invites others to join in activities. (Never)	16
37. Starts conversations with peers. (Never)	17
41. Introduces herself/himself to others. (Never)	17
49. Takes turns in conversations. (Never)	6

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Interpretation of Scales

Self-Awareness

- Accurate recognition of one's emotions/thoughts and their influence on behavior
- Includes accuracy in assessing his/her own skill level, confidence, and optimism
- Low rating may indicate being uncomfortable around others, avoiding meaningful social interactions, immaturity, or social anxiety concerns
- CIP units 5, 11, and 22

Self-Management

- Effective regulation of one's emotions, thoughts, and behaviors in different situations
- Includes stress management, impulse control, self-motivation, and goal-setting
- Low rating may indicate impulse control problems, lack of effective planning skills, inattention, and difficulty staying calm
- CIP units 1, 3, 4, 8, 13, and 18


Social Awareness

- Taking the perspective of, and empathizing with, others from differing backgrounds/cultures
- Includes understanding social/ethical norms for behavior and recognizing available resources/supports
- Low scores may indicate difficulty recognizing the emotions of others and reluctance/inability to provide comfort to those experiencing problems
- CIP units 10, 19, and 20

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Interpretation of Scales



Relationship Skills

- Establishing/maintaining healthy and rewarding relationships with others
- Low scores indicate difficulty in communicating/interacting with others, cooperation, listening, resisting peer pressure, and asking for help
- CIP units 2, 6, 7, 16, 17, and 21

Responsible Decision Making

- Making constructive and respectful choices about personal behavior and social interactions in a way that considers ethical standards, safety concerns, social norms, consequences, and the well-being of self and others
- Low scores indicate difficulty taking responsibility, speaking up, acting responsibly when alone or with friends, and voluntarily completing expected tasks/duties
- CIP units 9, 12, 14, 15, and 23

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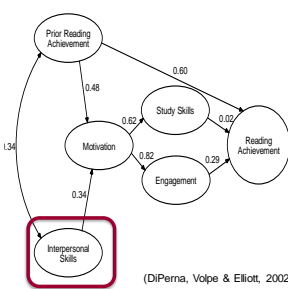
SSIS SEL Classwide Intervention Program

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Important Research Finding: SEL Skills are Key Academic Enablers

Interpersonal (SEL) skills play a key role in facilitating a student's achievement in reading and mathematics by directly influencing motivation, which in turn influences engagement and study skills.



Students who are socially skilled spend more time on task and more time helping others. As a result, learning time goes up, classroom problem behavior goes down, and achievement increases.

Not smarter, just better able to take advantage of learning opportunities!

(DiPerna, Volpe & Elliott, 2002)

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From SEL Competency to Skill Steps

CASEL SEL Competency

↓

Specific Skill or Behavior

↓

Steps for Using the Skill or Behavior

SSIS Assessment Scale	CIP Unit #	SSIS SEL Edition CIP Unit #
Self-Awareness	5	Ask for Help
13	Tell Others About Your Skills	
12	Be Positive About the Future	
Relationship Skills	1	Listen to Others
3	Follow the Rules	
4	Pay Attention to Your Work	
8	Stay Calm With Others	
13	Express Your Feelings	
16	Stay Calm When Frustrated or Hurt	
24	Use Appropriate Language when upset	
28	Takes criticism without getting upset	
27	Speak when there is a problem	
19	Stand up for Others	
20	Make Others Feel Better	
Social Awareness	10	Do Nice Things for Others
29	Show kindness to others when they are upset	
26	Organize others	
25	Show concern for others	
29	Show kindness to others when they are upset	
Relationship Skills	2	Say Please and Thank You
6	Take Turns when You Talk	
7	Get along with others	
16	Ask Others to Do Things With You	
17	Introduce Yourself to Others	
21	Make Compromises	
30	Resolves disagreements calmly	
9	Do the Right Thing	
12	Own Your Actions	
Responsible Decision Making	14	Respect Other People's Things
15	Do Your Part in a Group	
10	Listen to Different Ideas	

The Skill Steps!

Step 1: Look at the person talking. Use your eyes. Make eye contact.

Step 2: Listen to the person talking. Use your ears and eyes.

Step 3: Do something to show you are actively listening. Nod your head, smile, or respond with a question when the person is finished talking.

Core Skill Units 1-10 Advanced Skill Units 11-20 Advanced Skill Units 21-30

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Follow the Lesson Script & Access Online Resources



Unit 1 Listen to Others

Lesson Scripts Digital Lessons


Skill Steps Cue Card Role-Play Cards

Video 1.1 Positive Video 1.2 Negative

Website

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6-Step Instructional Process for Every Lesson



Tell

Show

Do

Practice

Monitor Progress

Generalize

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PowerPoint / Digital Lessons: The Centerpiece of CIP Instruction

PowerPoint slides bring each lesson to life for students and highlights that CIP is S.A.F.E.R. -- **Sequenced, Active, Focused, Explicit, & Responsive.**

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Fundamental Resources Needed for Each Lesson

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Role Playing Cards and Videos

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Figure 10. Student Engagement Record

Each student has a **Student Engagement Record** to take notes about a target SEL skill, the steps and emotions involved in using the skill, how well they use the skill, and situations where they expect to use the skill.

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SSIS SEL Classwide Intervention Program (CIP) Training Overview

5 Hours for High Quality Implementation

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Evidence Based Research and Case Study Example

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Research Shows the CIP 10*-Week Intervention Matters!






The CIP Triple Positive 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!

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Identifying Students At-Risk for Social and Academic Concerns



SSIS SEL Screener is Technically Sound & Time Efficient

Development and initial validation of a social emotional learning assessment for universal screening

Stephen N. Elliott^{1,2}, Michael D. Davine³, Jennifer R. Hoy⁴, Frank Gresham⁵, Greta Goepfer⁶

When we compared at-risk on the PSG Prosocial subscale (which schools use to identify socially at-risk students) and the SEL Screener SE Composite scores, we used the SSIS SEL Screener in the fall and accurately identified **70.5% of the students as true positives (sensitivity) and 92.4% as true negatives (specificity).**

For comparison of the PSG Reading and the SEL Screener, AF Composite scores we accurately identified **86.7% of the students as true positives and 91% as true negatives.**

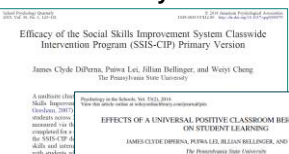
When we used the PSG Mathematics and SEL Screener AF Composite scores, we accurately identified **84.4% of students as true positives and 83.9% as true negatives.**


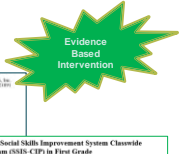
Collectively, the technical evidence for the SSIS SEL Screener **meets or exceeds accepted criteria** for a well-functioning screening measure!

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Rigorous Efficacy Studies with Elementary Students



Evidence Based Intervention

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

James Clyde DiPerna, Patricia Lei, Jillian Bellinger, and Wayne Cheng

EFFECTS OF A UNIVERSAL POSITIVE CLASSROOM BEHAVIOR PROGRAM ON STUDENT LEARNING

AMBERLYCE BIRBA, PINA LI, BRIAN BELLINGER, AND WEIYU CHENG

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

James Clyde DiPerna, Patricia Lei, Wayne Cheng, Susan Hart, Jillian Bellinger

The purpose of this study was to evaluate the efficacy of a universal social skills program, the Social Skills Improvement System Classroom 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 on students' social skills (specifically, 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.

The research reported herein was supported by the Institute of Education, Sciences, U.S. Department of Education, through Grant R304A000438 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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Success Story



Waunakee Community School District fought increasing student anxiety... and won!

The city of Waunakee, a fast-growing, affluent community outside the state capital of Madison, rises out of the corn fields of south-central Wisconsin, attracting families looking for more space and excellent schools. While the sign welcoming visitors to their destination Waunakee to be the "Only Waunakee in the World", its school district faces challenges that are certainly not unique — assessing and supporting the social, emotional, and behavioral needs of their students.

The battle against pressure to perform, depression, and anxiety in Waunakee

As Waunakee school staff members were reviewing data from the 2015 and 2018 Dane

“I am concerned about how many students are depressed and seeing psychologists or psychiatrists,” admitted Waunakee Intermediate School Principal Chris Reiser. “The number is ever-growing and it seems like it won’t stop this year.”

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Success Story

Forging the "Whole Child"

Thankfully, Waunakee Community School District Student Services staff recognized the importance of preparing students academically and emotionally for the challenges of their schooling and beyond. “We have students who are highly successful academically, but struggle with interpersonal skills and relationships,” reflected Megan Galden, School Psychologist at Waunakee Community High School. “To function productively in all aspects of life students need both academic and emotional supports in order to thrive, it is the only way to optimize the whole child.”

“Our high school is academically demanding, so we needed an assessment tool that did a better job identifying mental health needs associated with academic stressors. It was important that we assessed students’ risk for internalizing issues such as anxiety, depression, and low self-esteem.”



Early Behavioral Interventions Improve Likelihood of Academic Success

“We need to provide students with social and emotional instruction and consistent support early in their academic careers. If we wait until they are high school age, research shows that unproductive and maladaptive behaviors and coping skills will be much harder to change.”

—Kristen Thompson, Psychologist, Waunakee Intermediate School

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Success Story



Waukegan Community School District

A Comprehensive Solution that "Sizzles" for Waukegan Students

The WCSD selected Pearson's Social Skills Improvement System, Social Emotional Learning (SSIS® SEL), for their K-6 students. SSIS SEL covers the entire assessment cycle of screening, assessing, intervening, and monitoring progress with evidence-based tools that are aligned with the CASEL framework. It addresses the five SEL domains of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and it is the only solution available today that also assesses academic competencies in reading, mathematics, and motivation to learn.

Reporting tool improves district-wide understanding

Review360 is a web-based system that gives educators the learning recommendations and electronic sharing tools they need to manage classroom behavior and help their students succeed academically. The WCSD uses Review360 to gather, analyze, and report the data they need to address their students' behavioral health needs.


How could Review360 "sizzle" improve the behavior and mental health in your school district? Explore your options at PearsonAssessments.com/Review360.

— Kristin Thompson, Psychologist, Waukegan Intermediate School

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Questions?

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