



**SSIS™ SEL**  
Social-Emotional Learning Edition

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**

ID: 998877665544  
Name: Matthew Sample  
Gender: Female  
Birth Date: 06/19/1996  
Age: 17:0  
Grade: 11th Grade  
School/Center: Sample School

**Test Information**

Test Date: 06/22/2013  
Teacher's Name: John Sample Teacher  
Position: Special-education teacher  
Time Known Child: 3 months  
Class Type:  
Norm Group: Gender-Specific (Female)  
Confidence Interval: 95%

**Additional Comments:** This is an example of Comments field text.



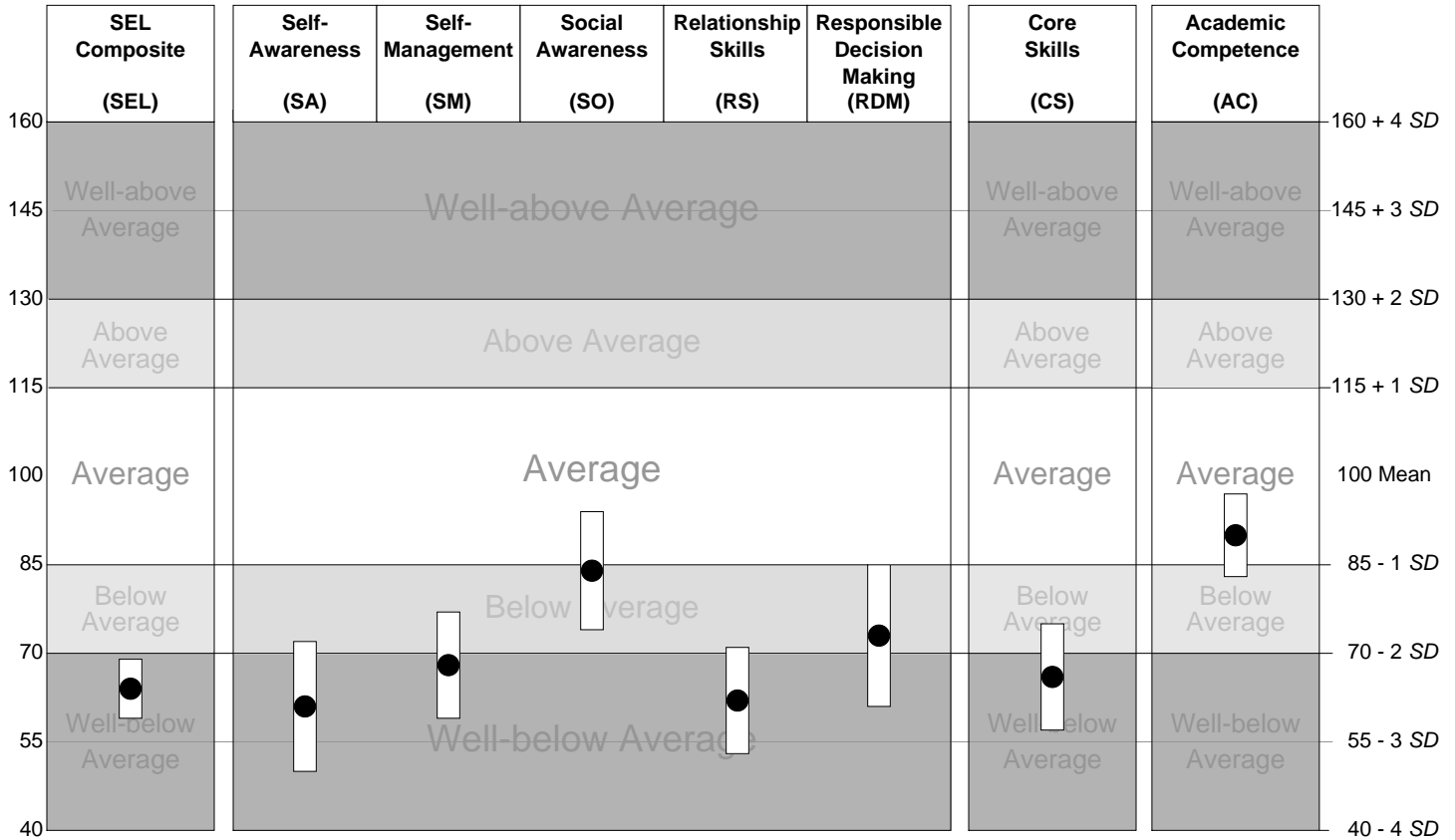
Copyright © 2008, 2017 NCS Pearson, Inc. All rights reserved.

**Pearson, PSI design, PsychCorp, and SSIS** are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliate(s).

This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

[ 1.0 / RE1 / QG1 ]

### Score Profile



### Score Table

|                            | SEL   | SA    | SM    | SO    | RS    | RDM   | CS    | AC    |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Standard Score</b>      | 64    | 61    | 68    | 84    | 62    | 73    | 66    | 90    |
| <b>Confidence Interval</b> | 59-69 | 50-72 | 59-77 | 74-94 | 53-71 | 61-85 | 57-75 | 83-97 |
| <b>Percentile Rank</b>     | 1     | 2     | 2     | 14    | 1     | 4     | 2     | 24    |
| <b>Raw Score</b>           | 348   | 9     | 17    | 9     | 12    | 10    | 10    | 14    |

**Response Pattern Index:** Raw Score = 33, Acceptable

## SCORE SUMMARY

This report is based on John Sample Teacher's rating of Matthew's social-emotional behavior using the SSIS SEL Edition Teacher Form. The narrative and performance levels in this report are based on scores obtained using Gender-Specific norms.

The SSIS SEL Edition Teacher Form measures students' social-emotional and academic competence skill levels. The social-emotional skills represent five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Academic Competence is based on a student's motivation to learn, as well as his or her reading and mathematics skills. Scores are provided for each of the five SEL competencies and for Academic Competence. In addition, scores are provided for the SEL Composite scale, representing an overall index of social-emotional functioning, as well as for the Core Skills scale, a score that represents functioning on 10 core social-emotional skills. Raw scores are provided, along with standard scores ( $M = 100$ ,  $SD = 15$ ) and percentile ranks. Higher scores indicate higher, more desirable levels of functioning.

### SEL Composite

Matthew's SEL Composite scale standard score is 64, with a 95% confidence interval range of 59 to 69 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 overall social-emotional functioning. Students at this level will typically exhibit very few of the basic SEL competency skills and likely will experience co-occurring academic difficulties. Students at this level require intensive social-emotional skills instruction that focuses on the basic expectations for each competency. Initially, such instruction might need to be done individually or with only one other student, in an effort to teach basic skills and increase opportunities to respond.

### Self-Awareness

Matthew's Self-Awareness standard score is 61, with a 95% confidence interval range of 50 to 72 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with self-awareness skills. Students at this level generally demonstrate few self-awareness skills and are unable to recognize their emotions and how they can influence behavior. They are unable to assess their strengths and weaknesses and describe their feelings. Students at this level are in need of additional instruction to develop basic self-awareness skills.

### Self-Management

Matthew's Self-Management standard score is 68, with a 95% confidence interval range of 59 to 77 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with self-management skills. Students at this level generally demonstrate significant problems staying calm in a variety of situations and ignoring distractions from others. They will likely have difficulty setting basic goals and achieving them, and they will require prompts or reminders to do the things that are expected of them. Students at this level are in need of additional instruction to develop their self-management skills.

### Social Awareness

Matthew's Social Awareness standard score is 84, with a 95% confidence interval range of 74 to 94 and a percentile rank of 14. 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.

### **Relationship Skills**

Matthew's Relationship Skills standard score is 62, with a 95% confidence interval range of 53 to 71 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.

### **Responsible Decision Making**

Matthew's Responsible Decision Making standard score is 73, with a 95% confidence interval range of 61 to 85 and a percentile rank of 4. His score falls in the Below Average interpretive range. Scores in this range typically indicate problems with making good decisions. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them. Students at this level are likely in need of additional instruction to develop their decision-making skills.

### **Core Skills**

Matthew's Core Skills standard score is 66, with a 95% confidence interval range of 57 to 75 and a percentile rank of 2. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate students who are experiencing significant problems with the core social-emotional skills. Students at this level benefit from additional instruction to further improve their general social-emotional functioning.

### **Academic Competence**

Matthew's Academic Competence standard score is 90, with a 95% confidence interval range of 83 to 97 and a percentile rank of 24. His score falls in the Average interpretive range. Scores in this range indicate a level of academic competence that is typical for the student's age. Students at this level generally are motivated to learn new things, and they typically demonstrate average performance in areas measuring reading and mathematics skills. Students at this level will typically benefit from additional instruction to improve their academic motivation and performance.

## Skill Development Opportunities

| Self-Awareness  | Self-Management   | Social Awareness   | Relationship Skills   | Responsible Decision Making   |
|---|---|--|---|---|
| Asks for help from adults.<br>Says nice things about herself/himself without bragging.<br>Gets embarrassed easily.<br>Acts sad or depressed.<br>Acts anxious with others. | Uses appropriate language when upset.<br>Completes tasks without bothering others.<br>Stays calm when teased.<br>Pays attention to your instructions.<br>Takes criticism without getting upset.<br>Stays calm when disagreeing with others.<br>Follows classroom rules.<br>Responds appropriately when pushed or hit.<br>Expresses feelings when wronged. | Tries to comfort others.<br>Feels bad when others are sad.<br>Shows kindness to others when they are upset.<br>Is nice to others when they are feeling bad.<br>Shows concern for others. | Makes friends easily.<br>Says "please."<br>Makes a compromise during a conflict.<br>Responds well when others start a conversation or activity.<br>Interacts well with other children.<br>Participates in games or group activities.<br>Says "thank you."<br>Starts conversations with peers.<br>Makes eye contact when talking.<br>Takes turns in conversations. | Stands up for herself/himself when treated unfairly.<br>Respects the property of others.<br>Takes responsibility for part of a group activity.<br>Questions rules that may be unfair. |

## ITEM RESPONSES BY SCALE

### Self-Awareness

- 6. Asks for help from adults. (Never)
- 13. Gets embarrassed easily. (Often)
- 19. Says bad things about self. (Seldom)
- 32. Acts sad or depressed. (Often)
- 38. Acts lonely. (Seldom)
- 43. Says nice things about herself/himself without bragging. (Never)
- 48. Withdraws from others. (Never)
- 51. Acts anxious with others. (Almost always)

### Self-Management

- 5. Uses appropriate language when upset. (Never)
- 7. Completes tasks without bothering others. (Never)
- 11. Follows your directions. (Often)
- 14. Says when there is a problem. (Almost always)
- 16. Has temper tantrums. (Seldom)

- 20. Stays calm when teased. (Seldom)
- 24. Pays attention to your instructions. (Never)
- 26. Ignores classmates when they are distracting. (Almost always)
- 29. Takes criticism without getting upset. (Seldom)
- 33. Stays calm when disagreeing with others. (Seldom)
- 35. Follows classroom rules. (Never)
- 39. Responds appropriately when pushed or hit. (Never)
- 42. Resolves disagreements with you calmly. (Often)
- 44. Expresses feelings when wronged. (Never)
- 47. Speaks in appropriate tone of voice. (Often)

### **Social Awareness**

- 3. Tries to comfort others. (Never)
- 12. Feels bad when others are sad. (Seldom)
- 17. Shows kindness to others when they are upset. (Seldom)
- 23. Forgives others. (Often)
- 27. Is nice to others when they are feeling bad. (Seldom)
- 36. Shows concern for others. (Seldom)
- 46. Stands up for others who are treated unfairly. (Almost always)

### **Relationship Skills**

- 1. Makes friends easily. (Seldom)
- 4. Says "please." (Never)
- 8. Makes a compromise during a conflict. (Seldom)
- 10. Responds well when others start a conversation or activity. (Seldom)
- 18. Interacts well with other children. (Never)
- 22. Joins activities that have already started. (Often)
- 28. Invites others to join in activities. (Almost always)
- 31. Participates in games or group activities. (Never)
- 34. Says "thank you." (Seldom)
- 37. Starts conversations with peers. (Seldom)
- 41. Introduces herself/himself to others. (Often)
- 45. Makes eye contact when talking. (Never)
- 49. Takes turns in conversations. (Never)

### **Responsible Decision Making**

- 2. Takes responsibility for her/his own actions. (Often)
- 9. Is well-behaved when unsupervised. (Often)
- 15. Stands up for herself/himself when treated unfairly. (Never)
- 21. Acts responsibly when with others. (Almost always)
- 25. Takes care when using other people's things. (Often)
- 30. Respects the property of others. (Seldom)
- 40. Takes responsibility for part of a group activity. (Never)
- 50. Questions rules that may be unfair. (Never)

### **Academic Competence**

52. Compared with other students in my classroom, the overall academic performance of this student is: (Lowest 10%)
53. In reading, how does this student compare with other students? (Next lowest 20%)
54. In mathematics, how does this student compare with other students? (Highest 10%)
55. In terms of grade-level expectations, this student's skills in reading are: (Highest 10%)
56. In terms of grade-level expectations, this student's skills in mathematics are: (Next lowest 20%)
57. This student's overall motivation to succeed academically is: (Highest 10%)
58. Compared with other students in my classroom, this student's intellectual functioning is: (Lowest 10%)

## CLASSWIDE INTERVENTION PROGRAM STRATEGIES

### Self-Awareness

Behavior Level: Well-below Average  
 CIP Skill Units to Consider: 5, 11, 22

|  | CIP Unit |
|--|----------|
| <b>Performance Deficits</b>  |          |
| 13. Gets embarrassed easily. (Often)                                 | 11       |
| 32. Acts sad or depressed. (Often)                                   | 11       |
| <b>Acquisition Deficits</b>  |          |
| 6. Asks for help from adults. (Never)                                | 5        |
| 43. Says nice things about herself/himself without bragging. (Never) | 11       |
| 51. Acts anxious with others. (Almost always)                        | 22       |

### Self-Management

Behavior Level: Well-below Average  
 CIP Skill Units to Consider: 1, 3, 4, 8, 13, 18

|  | CIP Unit |
|--|----------|
| <b>Performance Deficits</b>                            |          |
| 20. Stays calm when teased. (Seldom)                   | 8        |
| 29. Takes criticism without getting upset. (Seldom)    | 8        |
| 33. Stays calm when disagreeing with others. (Seldom)  | 8        |
| <b>Acquisition Deficits</b>                            |          |
| 5. Uses appropriate language when upset. (Never)       | 13       |
| 7. Completes tasks without bothering others. (Never)   | 4        |
| 24. Pays attention to your instructions. (Never)       | 1        |
| 35. Follows classroom rules. (Never)                   | 3        |
| 39. Responds appropriately when pushed or hit. (Never) | 18       |
| 44. Expresses feelings when wronged. (Never)           | 13       |

### Social Awareness

Behavior Level: Below Average  
 CIP Skill Units to Consider: 10, 19, 20



|  | CIP Unit |
|--|----------|
| <b>Performance Deficits</b>                                |          |
| 12. Feels bad when others are sad. (Seldom)                | 20       |
| 17. Shows kindness to others when they are upset. (Seldom) | 10       |
| 27. Is nice to others when they are feeling bad. (Seldom)  | 20       |
| 36. Shows concern for others. (Seldom)                     | 19       |
| <b>Acquisition Deficits</b>                                |          |
| 3. Tries to comfort others. (Never)                        | 19       |

### Relationship Skills

Behavior Level: Well-below Average

CIP Skill Units to Consider: 2, 6, 7, 16, 17, 21

|  | CIP Unit |
|--|----------|
| <b>Performance Deficits</b>  |          |
| 1. Makes friends easily. (Seldom)  | 7        |
| 8. Makes a compromise during a conflict. (Seldom)                        | 21       |
| 10. Responds well when others start a conversation or activity. (Seldom) | 16       |
| 34. Says "thank you." (Seldom)   | 2        |
| 37. Starts conversations with peers. (Seldom)                            | 17       |
| <b>Acquisition Deficits</b>  |          |
| 4. Says "please." (Never)  | 2        |
| 18. Interacts well with other children. (Never)                          | 7        |
| 31. Participates in games or group activities. (Never)                   | 16       |
| 45. Makes eye contact when talking. (Never)                              | 17       |
| 49. Takes turns in conversations. (Never)                                | 6        |

### Responsible Decision Making

Behavior Level: Below Average

CIP Skill Units to Consider: 9, 12, 14, 15, 23

|  | CIP Unit |
|--|----------|
| <b>Performance Deficits</b>                                      |          |
| 30. Respects the property of others. (Seldom)                    | 14       |
| <b>Acquisition Deficits</b>                                      |          |
| 15. Stands up for herself/himself when treated unfairly. (Never) | 9        |
| 40. Takes responsibility for part of a group activity. (Never)   | 15       |
| 50. Questions rules that may be unfair. (Never)                  | 23       |

**End of Report**

## ITEM RESPONSES

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1: 1  | 2: 2  | 3: 0  | 4: 0  | 5: 0  | 6: 0  | 7: 0  | 8: 1  | 9: 2  | 10: 1 |
| 11: 2 | 12: 1 | 13: 2 | 14: 3 | 15: 0 | 16: 1 | 17: 1 | 18: 0 | 19: 1 | 20: 1 |
| 21: 3 | 22: 2 | 23: 2 | 24: 0 | 25: 2 | 26: 3 | 27: 1 | 28: 3 | 29: 1 | 30: 1 |
| 31: 0 | 32: 2 | 33: 1 | 34: 1 | 35: 0 | 36: 1 | 37: 1 | 38: 1 | 39: 0 | 40: 0 |
| 41: 2 | 42: 2 | 43: 0 | 44: 0 | 45: 0 | 46: 3 | 47: 2 | 48: 0 | 49: 0 | 50: 0 |
| 51: 3 | 52: 0 | 53: 1 | 54: 4 | 55: 4 | 56: 1 | 57: 4 | 58: 0 |       |       |