Social Skills Improvement System-Social Emotional Learning: Teacher Edition (2017)

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 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. The narrative and performance levels in this report are based on scores obtained using Gender-Specific norms.

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|  | **Teacher 1** | **Teacher 2** | **Teacher 3** | **Teacher 4** | **Teacher 5** | **Teacher 6** |
| Social Emotional Learning Composite (SEL) | 73 | 75 | 80 | 80 | 92 | 85 |
| Self-Awareness (SA) | 68 | 64 | 84 | 84 | 84 | 76 |
| Self- Management (SM) | 81 | 81 | 83 | 83 | 90 | 79 |
| Social Awareness (SQ) | 92 | 80 | 92 | 92 | 103 | 99 |
| Relationship Skills (RS) | 62 | 76 | 66 | 66 | 95 | 92 |
| Responsible Decision Making RDM) | 84 | 92 | 92 | 92 | 92 | 92 |
| Core Skills (CS) | 81 | 84 | 90 | 90 | 97 | 84 |
| Academic Competence (AC) | 97 | 114 | 95 | 85 | 102 | 110 |

SEL Composite

John's SEL Composite scale standard scores are Below Average for four of the six raters. Scores in this range typically indicate problems with overall social-emotional functioning. Students at this level will typically demonstrate deficiencies in several or most SEL competencies. Students at this level are likely in need of additional social-emotional skills instruction. This instruction should center on basic expectations for each competency.

Self-Awareness

John's Self-Awareness standard scores are Below Average for all of his teachers. 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.

Self-Management

John's Self-Management standard scores fall in the Below Average interpretive range for five of his six teachers. Scores in this range typically indicate problems with self-management skills. Students at this level generally demonstrate problems staying calm in a variety of situations and ignoring distractions from others. They may have difficulty setting basic goals and achieving them, and they may require prompts or reminders to do the things that are expected of them.

Social Awareness

John's Social Awareness standard scores are Average for four of his six teachers. Scores in this range typically indicate that students do not have problems with social awareness skills. Students at this level usually do not have difficulty recognizing and/or understanding how others feel.

Relationship Skills

John's Relationship Skills standard scores are Below Average for four of his six teachers. Scores in this range typically indicate problems with relationship skills. Students at this level may experience difficulty communicating with others. Students at this level may experience difficulty communicating with others. At times, they may be uncooperative.

Responsible Decision Making

John's Responsible Decision Making standard scores are Average for four of his six teachers. Scores in this range indicate good decision-making skills. Students at this level generally make responsible decisions about personal behavior that are consistent with social norms and expectations. They demonstrate at least some accountability for their choices and behavior, and they usually respect rules and adhere to them.

Core Skills

John's Core Skills standard scores are Average for three of six of this teachers. Given the differences in teacher ratings, it can be expected that John may sometimes display problems with the core social-emotional skills.

Academic Competence

John's Academic Competence standard scores are Average to Above Average for all of his teachers. 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.

**Social Skills Improvement System-Social Emotional Learning: Student Form (2017)**

The SSIS SEL Edition Student Form measures a student’s 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. 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.

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|  | **Student** |
| Social Emotional Learning Composite (SEL) | 90 |
| Self-Awareness (SA) | 106 |
| Self- Management (SM) | 98 |
| Social Awareness (SQ) | 84 |
| Relationship Skills (RS) | 88 |
| Responsible Decision Making RDM) | 80 |
| Core Skills (CS) | 96 |

SEL Composite

John's SEL Composite scale standard score is 90, with a 95% confidence interval range of 83 to 97 and a percentile rank of 25. His score falls in the Average interpretive range. Scores in this range typically indicate adequate overall social-emotional functioning. Students at this level will typically demonstrate a mixture of skills and abilities across each of the SEL competencies.

Self-Awareness

John's Self-Awareness standard score is 106, with a 95% confidence interval range of 94 to 118 and a percentile rank of 64. His score falls in the Average interpretive range. Scores in this range indicate a good level of self-awareness. Students at this level generally have good recognition of their emotions and how those emotions can influence behavior. They are able to assess their strengths and weaknesses with reasonable accuracy, as well as describe their feelings.

Self-Management

John's Self-Management standard score is 98, with a 95% confidence interval range of 86 to 110 and a percentile rank of 45. His score falls in the Average interpretive range. Scores in this range indicate a good level of self-management. Students at this level are usually able to stay calm in a variety of situations and ignore distractions from others. They also are able to set some basic goals and achieve them, and at times they can self-motivate when the situation calls for it.

Social Awareness

John's Social Awareness standard score is 84, with a 95% confidence interval range of 71 to 97 and a percentile rank of 16. 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

John's Relationship Skills standard score is 88, with a 95% confidence interval range of 77 to 99 and a percentile rank of 22. His score falls in the Average interpretive range. Scores in this range indicate good relationship skills. Students at this level generally have good communication skills and are typically cooperative.

Responsible Decision Making

John's Responsible Decision Making standard score is 80, with a 95% confidence interval range of 65 to 95 and a percentile rank of 10. 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.

Core Skills

John's Core Skills standard score is 96, with a 95% confidence interval range of 84 to 108 and a percentile rank of 37. His score falls in the Average interpretive range. Scores in this range indicate students who are proficient in the core social-emotional skills.

Resiliency Scales for Children and Adolescents

The *Resiliency Scales for Children & Adolescents* measure the personal attributes of the child that are critical for resiliency. The scales are composed of three stand-alone global scales of 20-24 questions each and ten subscales:

* Sense of Mastery Scale: John’s response indicate an average sense of optimism, self-efficacy, and adaptability.
* Sense of Relatedness Scale: John’s responses indicate a significant weakness in this area. He does not see that he has any social support and he reports that he is unable to trust others.
* Emotional Reactivity Sca**le:** John’s responses indicate that he does not see his ability to recover from emotional upsets as impaired. Most important thought is that John says that he works to make sure that he does not feel strong emotions either positive or negative.