**The Social Skills Improvement System (SSIS)**

The Social Skills Improvement System (SSIS) ratings scales were administered to help identify social skill strengths and weaknesses. The SSIS is a multirater assessment system designed to help classify students suspected of having social skills deficits and aids in the development of interventions for identified deficits. Rocky, his mother and his teachers completed the SSIS. Validity scales for Rocky and his mother were acceptable. The *F* Index and Response Consistency scale for Ms. Smith indicated that results should be interpreted with caution. While parent and teacher ratings are highly similar, Rocky’s ratings of his own behavior suggests that he rated himself the way that he would like to be seen rather than the way he actually behaves. Behaviors that may be the target for intervention included the following:

* Following adult directives
* Completing tasks without bothering others
* Following adult directives
* Showing concern for others
* Takin g care when using other people’s things
* Taking responsibility for his own mistakes
* Responding appropriately when pushed or hit
* Resolving disagreements calmly
* Taking criticism without getting upset
* Staying calm when teased
* Asking for help from adults

Items that adult raters agreed that Rocky *never* performs included the following:

* Tries to comfort others
* Takes responsibility for his actions
* Participates appropriately in class
* Pays attention to instructions
* Ignores classmates when they are distracting
* Makes a compromise during a conflict
* Follows classroom rules
* Says nice things about himself
* Responds appropriately when pushed or hit
* Takes responsibility for part of a group activity

Problem behaviors identified by adults as occurring *Often* or *Always* included the following:

* Is preoccupied with object parts
* Fidgets or moves around too much
* Gets embarrassed easily
* Gets distracted easily
* Fights with others
* Disobeys rules or requests

| **Scales** **Subscales** | **Standard Score**  **Teacher** | **Standard Score**  **Parent** | **Standard Score**  **Student** |
| --- | --- | --- | --- |
| **Social Skills** | **55** | **66** | **129** |
| Communication | Below Average | Below Average | Above Average |
| Cooperation | Below Average | Below Average | Above Average |
| Assertion | Below Average | Average | Above Average |
| Responsibility | Below Average | Below Average | Above Average |
|  |  |  |  |
| Empathy | Below Average | Average | Above Average |
|  | Below Average | Below Average | Above Average |
| Self-Control | Below Average | Below Average | Above Average |
| **Problem Behaviors** | **154** | **152** | **89** |
| Externalizing | Above Average | Above Average | Average |
| Bullying | Above Average | Average | Average |
| Hyperactivity/Inattention | Above Average | Above Average | Average |
| Internalizing | Above Average | Above Average | Average |
| Autism Spectrum | Above Average | Above Average | Average |
| **Academic Competence** | 60 | NA | NA |

Resiliency Scale for Children and Adolescents

The Resiliency Scales are three brief self-report scales designed to identify areas of perceived strength and/or vulnerability and how these areas mediate the child’s internal experience: sense of mastery, sense of relatedness, and emotional reactivity. The scale is designed to be on a third grade reading level. Due to Rocky’s reluctance to participate in the task when he first glanced at it and said, “that’s too long”, the measure was read to him and he circled his responses.

|  |  |  |
| --- | --- | --- |
| **Scale** | **Scaled Score** | **Interpretation** |
| Optimism | 16 | High |
| Self-Efficacy | 17 | High |
| Adaptability | 19 | High |
| **Sense of Mastery** | **73** | **High** |
| Trust | 11 | Average |
| Support | 14 | High |
| Comfort | 11 | Average |
| Tolerance | 14 | High |
| **Sense of Relatedness** | **63** | **High** |
| Sensitivity | 7 | Low |
| Recovery | 8 | Average |
| Impairment | 10 | Average |
| **Emotional Reactivity** | **44** | **Below Average** |
| **Resources** | **71** | **High** |
| **Vulnerability** | **33** | **Low** |

Rocky appeared to respond to this measure not as he actually perceived his environment and his reactions to his environment, but rather he appeared to respond in a manner that illustrated his desired or ideal image of how he responds to his environment. He specifically denied any problems in his day-to-day functioning with the people and situations that he encounters. Interpretation of his responses would suggest that he desires to be perceived by others as someone who has emotional support, is not emotionally reactive, can adapt easily to his environment, and is not in a position of emotional vulnerability.