The Social Skills Improvement System (SSIS)

The Social Skills Improvement System (SSIS) rating scales was completed by Jane’s aunt on xxxxx. 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. Xxx completed the SSIS. Results are presented in the following table.

| Scales/Subscales | **SSIS**  **XXX** |
| --- | --- |
| Social Skills | 56 |
| Communication | Below Average |
| Cooperation | Below Average |
| Assertion | Below Average |
| Responsibility | Below Average |
| Empathy | Below Average |
| Engagement | Average |
| Self-Control | Below Average |
| Problem Behaviors | 155 |
| Externalizing | Above Average |
| Bullying | Above Average |
| Hyperactivity/Inattention | Above Average |
| Internalizing | Above Average |
| Academic Competence | Above Average |

Based on XXX’s ratings, Jane’s social skills and problem behaviors are clinically significant. Deficits include the following:

* Initiating behaviors, introducing oneself, and responding to the actions of others (Assertion)
* Demonstrating the ability to communicate with adults (Responsibility); and
* Showing concerns and respect for other’s feelings and viewpoints (Empathy)

Social Skills Improvement System: Social Emotional Learning: Student Edition (2017)

The SSIS SEL Edition Student Form measures students' social-emotional skills. The social-emotional skills represent five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Scores are provided for each of the five SEL competencies. 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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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SEL** | **SA** | **SM** | **SO** | **RS** | **RDM** | **CS** |
| **Standard Score** | 101 | 113 | 75 | 112 | 121 | 83 | 97 |
| **Confidence Interval** | 94-108 | 101-125 | 64-86 | 97-127 | 111-131 | 69-97 | 86-108 |
| **Percentile Rank** | 49 | 81 | 6 | 84 | 95 | 13 | 36 |

**SEL Composite**

Jane's SEL Composite scale standard score is 101, with a 95% confidence interval range of 94 to 108 and a percentile rank of 49. Her 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**

Jane's Self-Awareness standard score is 113, with a 95% confidence interval range of 101 to 125 and a percentile rank of 81. Her 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. While students at this level have good self-awareness skills, they may benefit from additional instruction to further advance their core self-awareness skills.

**Self-Management**

Jane's Self-Management standard score is 75, with a 95% confidence interval range of 64 to 86 and a percentile rank of 6. Her score falls in the Below Average interpretive range. 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. Students at this level are likely in need of additional instruction to develop their self-management skills.

**Social Awareness**

Jane's Social Awareness standard score is 112, with a 95% confidence interval range of 97 to 127 and a percentile rank of 84. Her score falls in the Average interpretive range. Scores in this range indicate good social awareness skills. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follow rules and act fairly with others. They typically are aware of the support and resources from others that are available to them. While students at this level have good social awareness skills, they may benefit from additional instruction to further advance their core social awareness skills.

**Relationship Skills**

Jane's Relationship Skills standard score is 121, with a 95% confidence interval range of 111 to 131 and a percentile rank of 95. Her score falls in the Above Average interpretive range. Scores in this range indicate very good relationship skills. Students at this level generally demonstrate very good communication skills and are cooperative. Students at this level generally do not need additional instruction to improve their relationship skills.

**Responsible Decision Making**

Jane's Responsible Decision Making standard score is 83, with a 95% confidence interval range of 69 to 97 and a percentile rank of 13. Her 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**

Jane's Core Skills standard score is 97, with a 95% confidence interval range of 86 to 108 and a percentile rank of 36. Her score falls in the Average interpretive range. Scores in this range indicate students who are proficient in the core social-emotional skills. Students at this level may benefit from additional instruction to further improve their general social-emotional functioning.

Resiliency Scales for Children and Adolescents

The Resiliency Scales for Children and Adolescents were designed to systematically identify and quantify core personal qualities of resiliency in youth ages 9-18. The Resiliency Scales are three brief self-report scales designed to identify perceived strength and vulnerability. The scales are written at the third grade level.

* Sense of Mastery Scale and Subscales

A Sense of Mastery is the internalized expectation of his or her own abilities in meeting the expectations and demands of the environment. This scale is comprised of 3 subscales:

* + Optimism consists of positive attitudes about the work in general and one’s own life specifically and in the future.
  + Self-Efficacy is associated with developing a problem solving attitudes and strategies.
  + Adaptability is the ability to be personally receptive to criticism and to learn from one’s mistakes.
* Sense of Relatedness
  + Sense of Trust is defined as the degree to which others are perceived as reliable and accepting and the degree to which the individual can be authentic in these relationships.
  + Support refers to the individual’s belief that there are others to whom he or she can turn to when dealing with adversity.
  + Comfort with Others is defined as the degree to which an individual can be in the presence of others without discomfort or anxiety.
  + Tolerance is defined as the individual’s belief that he can safely express herself within a relationship.
* Emotional Reactivity
  + Sensitivity is the threshold for reaction and the intensity of that reaction.
  + Recovery is the ability to bounce back from emotional arousal or disturbance of equilibrium.
  + Impairment is the degree to which the youth is able to maintain emotional equilibrium when aroused.

Resource Index: Is a measure that takes into account the individual’s Sense of Mastery and Sense of Relatedness. The Resource Index provides an estimate of the individual’s positive strength.

Vulnerability Index: Is a way to quickly identify youth who warrant additional follow-up due to the discrepancy between his or her available resources and emotional reactivity.

|  |  |  |
| --- | --- | --- |
| **Sense of Mastery Scaled Score** | **Sense of Relatedness Scaled Score** | **Emotional Reactivity Scaled Score** |
| Optimism 15 | Trust 8 | Sensitivity 14 |
| Self-Efficacy 7 | Support 14 | Recovery 17 |
| Adaptability 7 | Comfort 13 | Impairment 13 |
|  | Tolerance 6 |  |
| Sense of Mastery T Score 50 | Sense of Relatedness T Score 52 | Emotional Reactivity T Score 31 |

Resource T-Score: 50 Vulnerability T-Score: 39

Jane’s responses to the items indicated that she often feels as she loses control, is confused, and is unable to quickly recover from upsets. Although she seeks comfort and support from others, she reports that she expects to be treated badly and does not feel safe expressing her real feelings to others. She is extremely optimistic about the future but does not perceive herself as very competent and does not believe that she reacts to change very well. It can be expected that when she is stressed or faced an emotionally upsetting situation that she will lose control and become angry and unable to calm herself.