



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

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

**Student Information**

ID: 112233445566  
Name: Jane A Sample  
Gender: Female  
Birth Date: 12/22/2006  
Age: 9:9  
Grade: 2nd Grade  
School/Center: Sample School

**Test Information**

Test Date: 09/23/2016  
Norm Group: Gender-Specific (Female)  
Confidence Interval: 95%  
Administration Language: English

**Additional Comments:** Example of text appearing in the comments



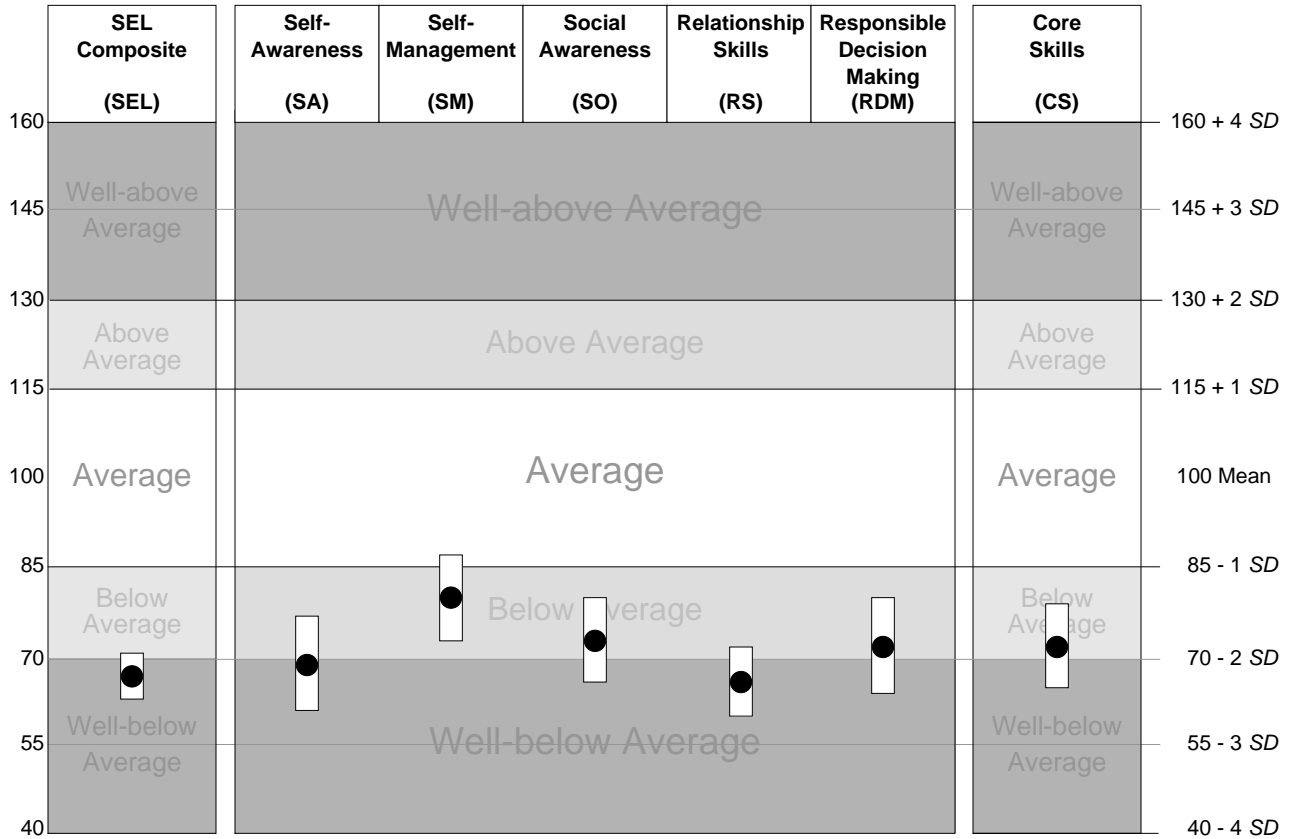
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[ 1.0 / RE1 / QG1 ]

### Score Profile



### Score Table

	SEL	SA	SM	SO	RS	RDM	CS
<b>Standard Score</b>	67	69	80	73	66	72	72
<b>Confidence Interval</b>	63-71	61-77	73-87	66-80	60-72	64-80	65-79
<b>Percentile Rank</b>	3	3	10	6	3	5	5
<b>Raw Score</b>	360	12	12	9	20	8	15

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

## SCORE SUMMARY

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

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.

### SEL Composite

Jane's SEL Composite scale standard score is 67, with a 95% confidence interval range of 63 to 71 and a percentile rank of 3. Her 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

Jane's Self-Awareness standard score is 69, with a 95% confidence interval range of 61 to 77 and a percentile rank of 3. Her 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

Jane's Self-Management standard score is 80, with a 95% confidence interval range of 73 to 87 and a percentile rank of 10. 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 73, with a 95% confidence interval range of 66 to 80 and a percentile rank of 6. Her 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**

Jane's Relationship Skills standard score is 66, with a 95% confidence interval range of 60 to 72 and a percentile rank of 3. Her 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**

Jane's Responsible Decision Making standard score is 72, with a 95% confidence interval range of 64 to 80 and a percentile rank of 5. 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 72, with a 95% confidence interval range of 65 to 79 and a percentile rank of 5. Her score falls in the Below Average interpretive range. Scores in this range typically indicate students who are experiencing problems with the core social-emotional skills. Students at this level may benefit from additional instruction to further improve their general social-emotional functioning.

## Skill Development Opportunities

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
I say "please" when I ask for things. I pay attention when others present their ideas. I say nice things about myself without bragging. I am well-behaved. I let people know when there's a problem.	I ignore others who act up in class. I stay calm when I am teased. I stay calm when people point out my mistakes. I stay calm when dealing with problems. I pay attention when the teacher talks to the class.	I help my friends when they are having a problem. I try to make others feel better. I try to think about how others feel. I am nice to others when they are feeling bad.	I ask for information when I need it. I try to forgive others when they say "sorry." I do what the teacher asks me to do. I look at people when I talk to them. I ask others to do things with me. I meet and greet new people on my own. I smile or wave at people when I see them. I say "thank you" when someone helps me. I try to make new friends. I get along with other children/adolescents.	I do my homework on time. I do the right thing without being told. I tell people when I have made a mistake.

## ITEM RESPONSES BY SCALE

### Self-Awareness

- 1. I say "please" when I ask for things. (Not true)
- 4. I pay attention when others present their ideas. (A little true)
- 8. I do my part in a group. (A lot true)
- 10. I am polite when I speak to others. (A lot true)
- 25. I say nice things about myself without bragging. (Not true)
- 29. I am well-behaved. (Not true)
- 32. I ask for help when I need it. (Very true)
- 35. I tell others when I'm not treated well. (Very true)
- 42. I let people know when there's a problem. (A little true)

### Self-Management

- 5. I ignore others who act up in class. (A little true)
- 14. I stay calm when I disagree with others. (Very true)
- 17. I try to find a good way to end a disagreement. (A lot true)

- 19. I do my work without bothering others. (Very true)
- 21. I stay calm when I am teased. (A little true)
- 26. I stay calm when people point out my mistakes. (Not true)
- 31. I stay calm when dealing with problems. (Not true)
- 41. I stay calm when others bother me. (A lot true)
- 45. I pay attention when the teacher talks to the class. (Not true)

### **Social Awareness**

- 3. I stand up for others when they are not treated well. (Very true)
- 7. I feel bad when others are sad. (Very true)
- 11. I show others how I feel. (Very true)
- 15. I help my friends when they are having a problem. (Not true)
- 24. I try to make others feel better. (Not true)
- 27. I try to think about how others feel. (Not true)
- 37. I am nice to others when they are feeling bad. (Not true)

### **Relationship Skills**

- 6. I ask for information when I need it. (A little true)
- 9. I try to forgive others when they say "sorry." (Not true)
- 12. I do what the teacher asks me to do. (A little true)
- 16. I look at people when I talk to them. (A little true)
- 18. I make friends easily. (A lot true)
- 20. I take turns when I talk with others. (Very true)
- 23. I ask others to do things with me. (Not true)
- 28. I meet and greet new people on my own. (A little true)
- 30. I smile or wave at people when I see them. (A little true)
- 33. I play games with others. (Very true)
- 36. I work well with my classmates. (A lot true)
- 38. I ask to join others when they are doing things I like. (A lot true)
- 40. I say "thank you" when someone helps me. (A little true)
- 43. I try to make new friends. (A little true)
- 46. I get along with other children/adolescents. (A little true)

### **Responsible Decision Making**

- 2. I'm careful when I use things that aren't mine. (A lot true)
- 13. I keep my promises. (A lot true)
- 22. I follow school rules. (A lot true)
- 34. I do my homework on time. (A little true)
- 39. I do the right thing without being told. (A little true)
- 44. I tell people when I have made a mistake. (Not true)

## 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>	
4. I pay attention when others present their ideas. (A little true)	1
42. I let people know when there's a problem. (A little true)	13
<b>Acquisition Deficits</b>	
1. I say "please" when I ask for things. (Not true)	2
25. I say nice things about myself without bragging. (Not true)	11
29. I am well-behaved. (Not true)	3

### Self-Management

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

	CIP Unit
<b>Performance Deficits</b>	
5. I ignore others who act up in class. (A little true)	4
21. I stay calm when I am teased. (A little true)	8
<b>Acquisition Deficits</b>	
26. I stay calm when people point out my mistakes. (Not true)	8
31. I stay calm when dealing with problems. (Not true)	8
45. I pay attention when the teacher talks to the class. (Not true)	1

### Social Awareness

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

	CIP Unit
<b>Performance Deficits</b>	
<b>Acquisition Deficits</b>	
15. I help my friends when they are having a problem. (Not true)	10
24. I try to make others feel better. (Not true)	20
27. I try to think about how others feel. (Not true)	20
37. I am nice to others when they are feeling bad. (Not true)	20

### Relationship Skills

Behavior Level: Well-below Average

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

	CIP Unit
<b>Performance Deficits</b>	
6. I ask for information when I need it. (A little true)	7
12. I do what the teacher asks me to do. (A little true)	7
16. I look at people when I talk to them. (A little true)	6
28. I meet and greet new people on my own. (A little true)	17
30. I smile or wave at people when I see them. (A little true)	7
40. I say "thank you" when someone helps me. (A little true)	2
43. I try to make new friends. (A little true)	16
46. I get along with other children/adolescents. (A little true)	7
<b>Acquisition Deficits</b>	
9. I try to forgive others when they say "sorry." (Not true)	7
23. I ask others to do things with me. (Not true)	16

### Responsible Decision Making

Behavior Level: Below Average

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

	CIP Unit
<b>Performance Deficits</b>	
34. I do my homework on time. (A little true)	9
39. I do the right thing without being told. (A little true)	9
<b>Acquisition Deficits</b>	
44. I tell people when I have made a mistake. (Not true)	12

**End of Report**



## ITEM RESPONSES

1: 0	2: 2	3: 3	4: 1	5: 1	6: 1	7: 3	8: 2	9: 0	10: 2
11: 3	12: 1	13: 2	14: 3	15: 0	16: 1	17: 2	18: 2	19: 3	20: 3
21: 1	22: 2	23: 0	24: 0	25: 0	26: 0	27: 0	28: 1	29: 0	30: 1
31: 0	32: 3	33: 3	34: 1	35: 3	36: 2	37: 0	38: 2	39: 1	40: 1
41: 2	42: 1	43: 1	44: 0	45: 0	46: 1				