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SSIS™ Social-Emotional Learning Edition (SEL) Available on Review360®



A comprehensive, evidenced-based, social & emotional learning system



Students with well-developed social-emotional skills spend more time on task and more time helping others, resulting in a decrease in negative behaviour and significant increases in learning and academic achievement. SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention.

Fully aligned with the CASEL framework, the SSIS SEL edition provides evidence-based tools to assess and teach skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

23 SSIS SEL Skills Taught

| | Skill | CASEL Domain |
|----|----------------------------------|-----------------------------|
| 1 | Listen to others | Self-Management |
| 2 | Say please and thank you | Relationship Skills |
| 3 | Follow the rules | Self-Management |
| 4 | Pay attention to your work | Self-Management |
| 5 | Ask for help | Self-Awareness |
| 6 | Take turns with others | Relationship Skills |
| 7 | Get along with others | Relationship Skills |
| 8 | Stay calm with others | Self-Management |
| 9 | Do the right thing | Responsible Decision Making |
| 10 | Do nice things for others | Social Awareness |
| 11 | Telling others about your skills | Self-Awareness |
| 12 | Own your actions | Responsible Decision Making |
| 13 | Express feelings | Self-Management |
| 14 | Respect other peoples' things | Responsible Decision Making |
| 15 | Do your part in a group | Responsible Decision Making |
| 16 | Ask others to do things with you | Relationship Skills |
| 17 | Introduce yourself to others | Relationship Skills |
| 18 | Stay calm when pushed or hit | Self-Management |
| 19 | Stand up for others | Social Awareness |
| 20 | Make others feel better | Social Awareness |
| 21 | Make compromises | Responsible Decision Making |
| 22 | Be positive about the future | Self-Awareness |
| 23 | Listen to different ideas | Responsible Decision Making |

SSIS™ SEL on Review360®

Features & Benefits

Updated—This revision brings the SSIS in line with the CASEL framework and addresses core social-emotional skills.

Comprehensive—The SSIS SEL includes the full assessment cycle, and is the only SEL measure to also assess key academic skill areas.

Effective—The SSIS SEL is a highly engaging and focused solution.

S.A.F.E.—The SSIS SEL is a Sequenced, Active, Focused, and Explicit—program for students, ages 4 to 14.

Sample Reports

| Student | Social-Emotional Competence | Academic Competence | Reviewed? |
|-------------------------------|-----------------------------|---------------------|-----------|
| Jewet, Amy 4927 | At Risk | Emerging | |
| Allen, Paul 34802932 | At Risk | Proficient | |
| Hemphill, Lenny 1834 | At Risk | Emerging | |
| Henderson, Lynn 3322 | Emerging | Emerging | |
| Green, Kathy 4928 | Emerging | Proficient | |
| Blount, Maggie 1263 | Emerging | Proficient | |
| Hermann, Chris 329902 | Emerging | Proficient | |
| Jone, Holly 343143 | Emerging | Proficient | |
| Richardson, Cynthia 343143 | Emerging | Proficient | |
| Cary, Laurie 7884 | Emerging | Proficient | |

The **At-risk Report** lists students in risk order to determine where to start your analysis to ensure that students with the most need have their screener results reviewed and intervention can begin.

Jewet, Amy (4927)
6th Grade, George C. Yount

1. At what level of competence was this student identified during the screening period?

Social-Emotional Competence Level: **At Risk**
Academic Competence Level: **Emerging**
Screened By: Ashley-Hill, Paula

Domain: **Ashley-Hill, Paula**

- Social-Emotional Competence Level: At Risk
- Self-Awareness: Proficient
- Self-Management: At Risk
- Social Awareness: Proficient
- Relationship Skills: Emerging
- Responsible Decision Making: Emerging
- Academic Competence Level: Emerging
- Motivation to Learn: Emerging
- Reading Skills: Proficient
- Mathematics Skills: Emerging

2. What classroom and disciplinary incidents has this student been involved in this school year?

Incidents: 2019-2020: There are no incidents. 2018-2019: There are no incidents.
Disciplinary Placements: 2019-2020: There are no disciplinary placements. 2018-2019: There are no disciplinary placements.

3. Has this student had a student plan this school year? Are they responding to the selected interventions?

| Plan Type | Start Date | End Date | Sessions | School |
|---------------------------|------------|----------|----------|-----------------|
| Student Support Team Plan | 8/1/2018 | Active | 1 | George C. Yount |

Review Status: Not Reviewed | Add Notes

Actions: Schedule an Assessment, Edit Student Support Team Plan, Create Check In/Check Out Plan

The **Individual Student Report** displays the screening results for each competency screened as well as the composite SEL and academic results.

1. How many students were screened? **19 students**

2. What percentages of these students were identified at each level of social-emotional competence?

42% Proficient, 37% Emerging, 21% At Risk

3. What percentages of these students were identified at each level of academic competence?

79% Proficient, 5% Emerging, 16% At Risk

4. Based on the screening results for the entire group, what areas of social-emotional competence are relative strengths and what areas are in need of more development?

5. Based on the screening results for the entire group, what areas of academic functioning are relative strengths and what areas are in need of more development?

6. Given your assessment results, what social-emotional skills are priorities for intervention?

7. How many students are currently in a Student Support Team Plan?

8. How many students are currently in a Student Support Team Plan?

9. How many students are currently in a Student Support Team Plan?

The **Group Report** is an aggregate report that helps determine resources based on the number and percentage of students at each classification level, the SEL skills that need instruction, and provides a link to the Classwide Intervention Program manual. The data can be disaggregated by demographics, teacher, competency, etc.

Components included:

- Screening/Progress Monitoring Scales
- Rating Form Assessment (teacher, parent, and student forms)
- Classwide Intervention Program (CIP) curriculum
- SEL Overview professional development course

For pricing and ordering information, please contact an Assessment and Technology Consultant for your region:
www.PearsonClinical.ca/assessmentconsultants

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