



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

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

**Student Information**

ID: 111111666666  
Name: Peter Sample  
Gender: Male  
Birth Date: 10/20/2012  
Age: 3:7  
Grade: Preschool  
School/Center: Sample School

**Test Information**

Test Date: 05/22/2016  
Parent's Name: Lisa Parent Sample  
Relationship to Child: Mother  
Parent's Gender: Female  
Norm Group: Gender-Specific (Male)  
Confidence Interval: 95%  
Administration Language: Spanish

**Additional Comments:** This is an example of the comments.



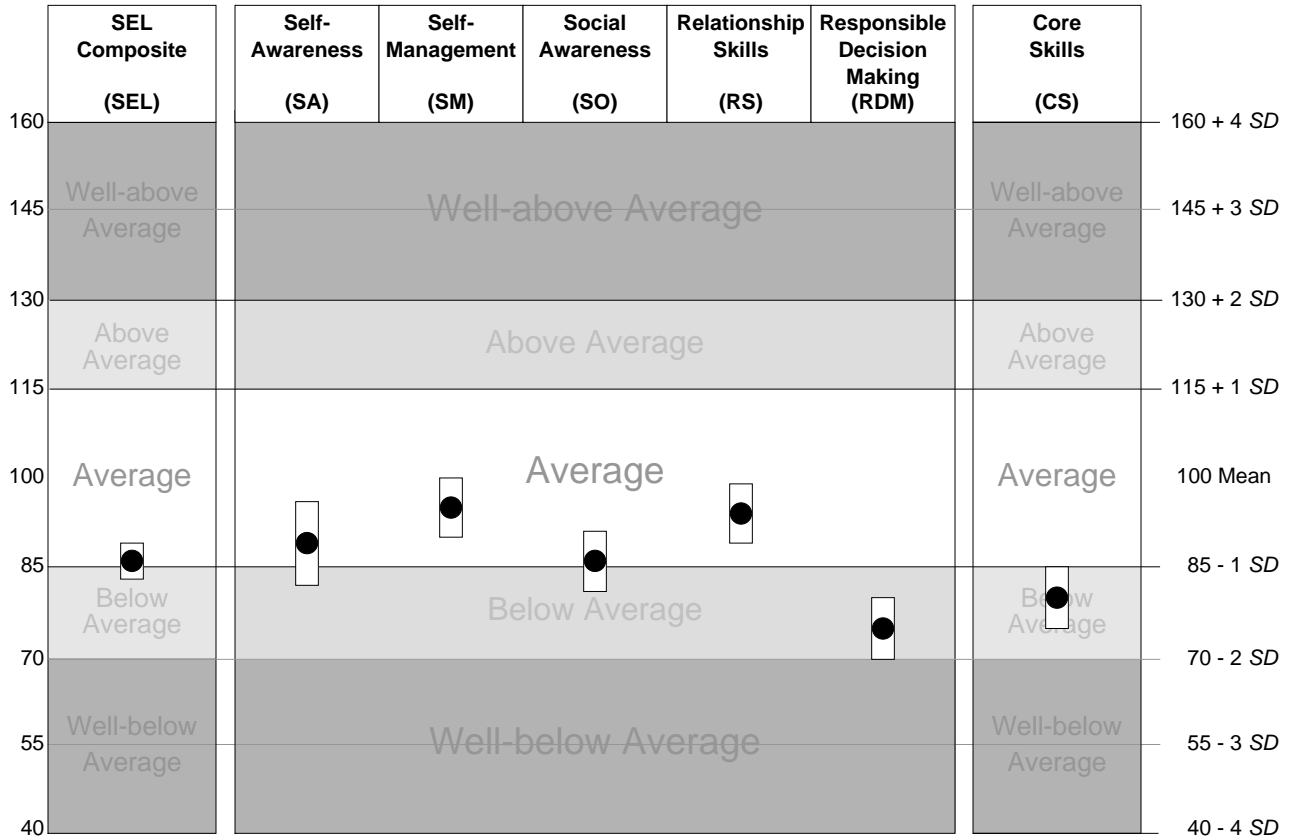
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[ 1.0 / RE1 / QG1 ]

## Score Profile



## Score Table

	SEL	SA	SM	SO	RS	RDM	CS
<b>Standard Score</b>	86	89	95	86	94	75	80
<b>Confidence Interval</b>	83-89	82-96	90-100	81-91	89-99	70-80	75-85
<b>Percentile Rank</b>	16	21	36	17	32	6	9
<b>Raw Score</b>	439	15	22	9	26	8	12

**Response Pattern Index:** Raw Score = 41, Caution-High

## SCORE SUMMARY

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

The SSIS SEL Edition Parent 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

Peter's SEL Composite scale standard score is 86, with a 95% confidence interval range of 83 to 89 and a percentile rank of 16. 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. Further examination of each social-emotional functioning score might prove helpful in determining this student's strengths and areas for improvement. Students at this level may benefit from additional social-emotional instruction to further advance their core social-emotional skills.

### Self-Awareness

Peter's Self-Awareness standard score is 89, with a 95% confidence interval range of 82 to 96 and a percentile rank of 21. 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. 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

Peter's Self-Management standard score is 95, with a 95% confidence interval range of 90 to 100 and a percentile rank of 36. 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. While students at this level have good self-management skills, they may benefit from additional instruction to further advance their core self-management skills.

### Social Awareness

Peter's Social Awareness standard score is 86, with a 95% confidence interval range of 81 to 91 and a percentile rank of 17. His 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**

Peter's Relationship Skills standard score is 94, with a 95% confidence interval range of 89 to 99 and a percentile rank of 32. 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. While students at this level usually have at least a few good relationships with others, they may benefit from additional instruction to further refine their relationship skills.

### **Responsible Decision Making**

Peter's Responsible Decision Making standard score is 75, with a 95% confidence interval range of 70 to 80 and a percentile rank of 6. 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. Students at this level are likely in need of additional instruction to develop their decision-making skills.

### **Core Skills**

Peter's Core Skills standard score is 80, with a 95% confidence interval range of 75 to 85 and a percentile rank of 9. His 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
Gets embarrassed easily. Withdraws from others.	Pays attention to your instructions. Says when there is a problem. Follows your directions. Stays calm when teased. Resolves disagreements with you calmly. Stays calm when disagreeing with others. Has temper tantrums.	Shows concern for others. Stands up for others who are treated unfairly. Tries to make others feel better. Tries to understand how you feel.	Takes turns in conversations. Makes friends easily. Makes a compromise during a conflict. Says "please." Works well with family members. Introduces herself/himself to others.	Takes care when using other people's things. Follows household rules. Takes responsibility for her/his own mistakes. Does what she/he promised. Stands up for herself/himself when treated unfairly. Takes responsibility for her/his own actions. Questions rules that may be unfair. Respects the property of others.

## ITEM RESPONSES BY SCALE

### Self-Awareness

- 3. Acts lonely. (Never)
- 19. Gets embarrassed easily. (Almost always)
- 23. Asks for help from adults. (Almost always)
- 33. Acts anxious with others. (Never)
- 35. Says bad things about self. (Never)
- 45. Withdraws from others. (Almost always)
- 48. Acts sad or depressed. (Never)

### Self-Management

- 1. Pays attention to your instructions. (Seldom)
- 7. Expresses feelings when wronged. (Almost always)
- 11. Says when there is a problem. (Never)
- 14. Speaks in appropriate tone of voice. (Almost always)
- 17. Follows your directions. (Seldom)
- 20. Stays calm when teased. (Seldom)
- 26. Completes tasks without bothering others. (Often)
- 28. Resolves disagreements with you calmly. (Seldom)
- 32. Takes criticism without getting upset. (Almost always)

- 39. Tolerates peers when they are annoying. (Almost always)
- 42. Responds appropriately when pushed or hit. (Often)
- 44. Stays calm when disagreeing with others. (Never)
- 47. Has temper tantrums. (Almost always)
- 50. Follows rules when playing games with others. (Often)

## **Social Awareness**

- 5. Forgives others. (Often)
- 15. Shows concern for others. (Never)
- 34. Tries to comfort others. (Almost always)
- 36. Stands up for others who are treated unfairly.
- 38. Tries to understand how others feel. (Often)
- 49. Tries to make others feel better. (Never)
- 51. Tries to understand how you feel. (Never)

## **Relationship Skills**

- 2. Takes turns in conversations. (Seldom)
- 4. Says "thank you." (Often)
- 8. Interacts well with other children. (Almost always)
- 10. Joins activities that have already started. (Almost always)
- 12. Responds well when others start a conversation or activity. (Often)
- 16. Makes friends easily. (Never)
- 18. Makes a compromise during a conflict. (Seldom)
- 22. Says "please."
- 25. Works well with family members. (Seldom)
- 30. Starts conversations with peers. (Often)
- 37. Invites others to join in activities. (Almost always)
- 41. Starts conversations with adults. (Often)
- 43. Makes eye contact when talking. (Almost always)
- 46. Introduces herself/himself to others. (Seldom)

## **Responsible Decision Making**

- 6. Takes care when using other people's things.
- 9. Follows household rules. (Never)
- 13. Is well-behaved when unsupervised. (Almost always)
- 21. Takes responsibility for her/his own mistakes. (Never)
- 24. Does what she/he promised.
- 27. Stands up for herself/himself when treated unfairly. (Seldom)
- 29. Takes responsibility for her/his own actions. (Never)
- 31. Questions rules that may be unfair. (Never)
- 40. Respects the property of others. (Never)

## CLASSWIDE INTERVENTION PROGRAM STRATEGIES

### Responsible Decision Making

Behavior Level: Below Average

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

	CIP Unit
<b>Performance Deficits</b>	
27. Stands up for herself/himself when treated unfairly. (Seldom)	9
<b>Acquisition Deficits</b>	
9. Follows household rules. (Never)	9
21. Takes responsibility for her/his own mistakes. (Never)	12
29. Takes responsibility for her/his own actions. (Never)	12
31. Questions rules that may be unfair. (Never)	23
40. Respects the property of others. (Never)	14

**End of Report**

## ITEM RESPONSES

1: 1	2: 1	3: 0	4: 2	5: 2	6: /	7: 3	8: 3	9: 0	10: 3
11: 0	12: 2	13: 3	14: 3	15: 0	16: 0	17: 1	18: 1	19: 3	20: 1
21: 0	22: /	23: 3	24: /	25: 1	26: 2	27: 1	28: 1	29: 0	30: 2
31: 0	32: 3	33: 0	34: 3	35: 0	36: /	37: 3	38: 2	39: 3	40: 0
41: 2	42: 2	43: 3	44: 0	45: 3	46: 1	47: 3	48: 0	49: 0	50: 2
51: 0									