SSiS Social Skills Improvement System

Frank M. Gresham, PhD & Stephen N. Elliott, PhD

Form Information

Student ID:	123456	**Student Birth**	05/29/2000
Student Name:	Andrew Taylor	**Norm Group:**	Male
Student Sex:	Male	**Form:**	Teacher

PEARSON

The Social Skills Improvement System (SSIS™) is an integrated system designed to facilitate the identification and classification of prosocial and problem behaviors and to aid in the design of intervention plans. The SSIS Rating Scales provides a broad assessment of a student's social behaviors, behaviors that can affect teacher-student relations, peer acceptance, and academic performance. Interventions will be recommended from the SSIS Intervention Guide. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

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ID# 123456	Student Sex: Male	Birth Date: 05/29/2000	Norm Group: Male	Confidence Interval: 68%

This report shows Andrew's performance over multiple administrations of the Teacher Form of the SSIS Rating Scales.

The table provides useful data for each administration, including the raw score, standard score, confidence interval, and percentile rank. The table also presents the statistical significance (Significance) for two types of score comparisons. In the first comparison, the standard score from each administration is compared to the standard score from the initial administration (Change from Baseline). In the second comparison, the standard score from each administration is compared to the standard score from the previous administration (Change from Preceding Administration). An asterisk indicates that the difference between the two scores is statistically significant at the p <.05 level.

The progress charts present a graphical display of Andrew's progress over administrations. The circle represents the scale score, and the rectangle depicts the confidence interval.

Social Skills Progress Chart
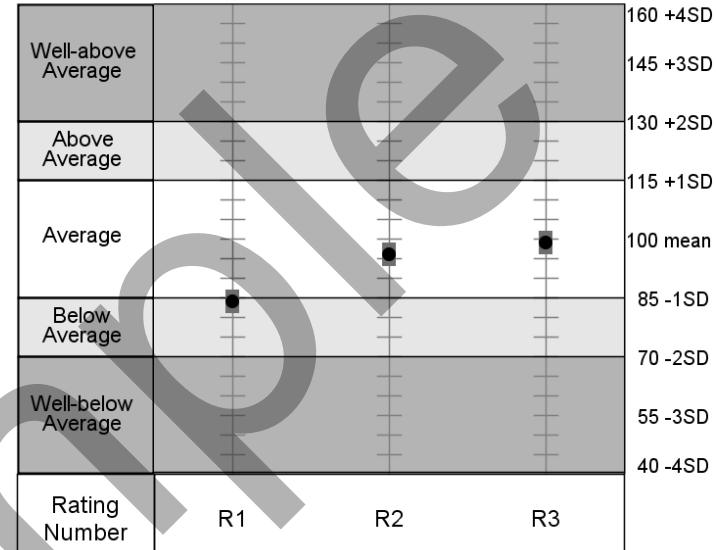
Administration			Social Skills Scale					
			Child/Student Performance				Significance	
Rating Number	Date of Rating	Rater's Name	Raw Score	Standard Score	Confidence Interval	%ile Rank	Change from Baseline	Change from Preceding Administration
R1	10/13/2008	Ann Teacher	65	84	81 - 87	15	-	-
R2	01/16/2009	Ann Teacher	83	96	93 - 99	38	12*	12*
R3	03/20/2009	Ann Teacher	88	99	96 - 102	47	15*	3

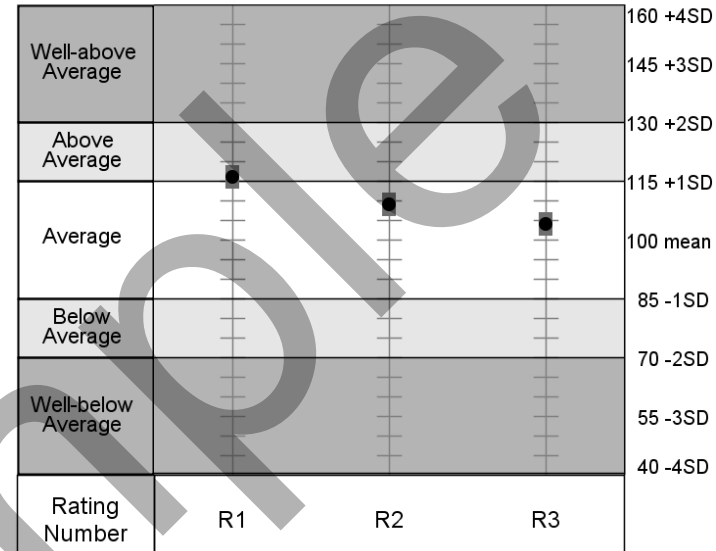ID# 123456   Student Sex: Male   Birth Date: 05/29/2000   Norm Group: Male   Confidence Interval: 68%

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Problem Behaviors Progress Chart

	R1	R2	R3	
Well-above Average				160 +4SD
				145 +3SD
Above Average				130 +2SD
				115 +1SD
Average				100 mean
				85 -1SD
Below Average				70 -2SD
Well-below Average				55 -3SD
				40 -4SD
Rating Number	R1	R2	R3	

Administration			Problem Behaviors Scale					
			Child/Student Performance				Significance	
Rating Number	Date of Rating	Rater's Name	Raw Score	Standard Score	Confidence Interval	%ile Rank	Change from Baseline	Change from Preceding Administration
R1	10/13/2008	Ann Teacher	32	116	113 - 119	83	-	-
R2	01/16/2009	Ann Teacher	25	109	106 - 112	74	-7	-7
R3	03/20/2009	Ann Teacher	20	104	101 - 107	63	-12*	-5

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Academic Competence Progress Chart
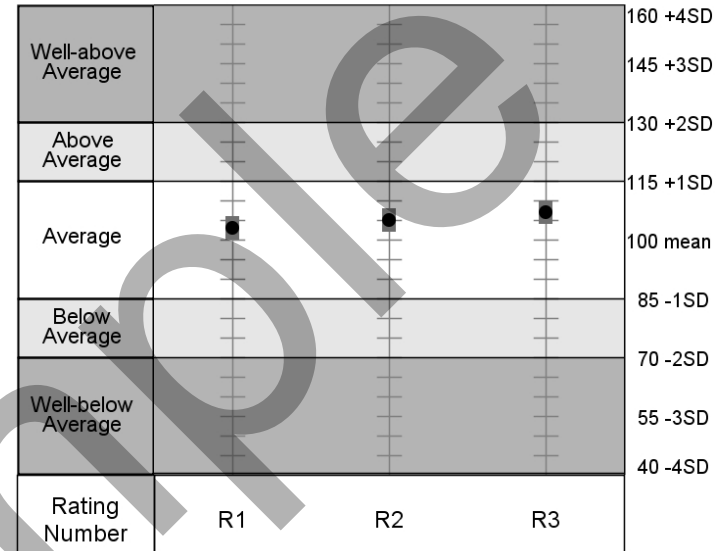
Administration			Academic Competence Scale					
			Child/Student Performance				Significance	
Rating Number	Date of Rating	Rater's Name	Raw Score	Standard Score	Confidence Interval	%ile Rank	Change from Baseline	Change from Preceding Administration
R1	10/13/2008	Ann Teacher	19	103	100 - 106	58	-	-
R2	01/16/2009	Ann Teacher	20	105	102 - 108	62	2	2
R3	03/20/2009	Ann Teacher	21	107	104 - 110	68	4	2

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Item Rating Summary

This section presents the frequency/belief rating for all items in the Social Skills, Problem Behaviors, and Academic Competence scales.

Rating Format
 • Teachers indicate the frequency with which the student exhibits each social skill and problem behavior using a 4-point scale of Never (0), Seldom (1), Often (2), and Almost Always (3).

 • Teachers also indicate the student's level of academic competence in reading and math, and on learning behaviors relative to the entire classroom using a 5-point scale: Lowest 10% (0), Next Lowest 20% (1), Middle 40% (2), Next Highest 20% (3), and Highest 10% (4).

Social Skills Subscales	**Frequency/Belief**				
Communication	**R1**	**R2**	**R3**	**R4**	**R5**
Responds well when others start a conversation or activity.	2	2	2		
Speaks in appropriate tone of voice.	2	2	2		
Takes turns in conversations.	2	2	2		
Makes eye contact when talking.	3	3	3		
Says "please."	1	2	2		
Says "thank you."	1	1	2		
Uses gestures or body appropriately with others.	2	2	2		

	Frequency/Belief				
Cooperation	**R1**	**R2**	**R3**	**R4**	**R5**
Pays attention to your instructions.	1	2	2		
Follows your directions.	1	2	2		
Participates appropriately in class.	1	3	3		
Follows classroom rules.	1	2	2		
Completes tasks without bothering others.	1	2	2		
Ignores classmates when they are distracting.	1	1	1		

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Assertion	Frequency/Belief				
	R1	R2	R3	R4	R5
Expresses feelings when wronged.	2	2	2		
Says nice things about herself/himself without bragging.	2	2	2		
Asks for help from adults.	1	1	2		
Questions rules that may be unfair.	2	2	2		
Stands up for herself/himself when treated unfairly.	2	3	3		
Says when there is a problem.	1	2	2		
Stands up for others who are treated unfairly.	1	1	1		

Responsibility	Frequency/Belief				
	R1	R2	R3	R4	R5
Takes care when using other people's things.	1	1	1		
Respects the property of others.	1	2	2		
Is well-behaved when unsupervised.	2	2	2		
Takes responsibility for her/his own actions.	2	2	2		
Acts responsibly when with others.	2	2	2		
Takes responsibility for part of a group activity.	3	3	3		

Empathy	Frequency/Belief				
	R1	R2	R3	R4	R5
Tries to comfort others.	1	1	1		
Forgives others.	1	1	1		
Feels bad when others are sad.	1	1	2		
Shows kindness to others when they are upset.	1	1	1		
Is nice to others when they are feeling bad.	1	2	2		

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	Frequency/Belief				
Empathy	**R1**	**R2**	**R3**	**R4**	**R5**
Shows concern for others.	1	2	2		

	Frequency/Belief				
Engagement	**R1**	**R2**	**R3**	**R4**	**R5**
Joins activities that have already started.	2	2	2		
Invites others to join in activities.	2	2	2		
Makes friends easily.	1	1	1		
Interacts well with other children.	1	2	2		
Participates in games or group activities.	2	2	2		
Starts conversations with peers.	2	3	3		
Introduces herself/himself to others.	1	2	2		

	Frequency/Belief				
Self-Control	**R1**	**R2**	**R3**	**R4**	**R5**
Makes a compromise during a conflict.	1	1	1		
Stays calm when teased.	0	1	2		
Takes criticism without getting upset.	2	2	2		
Uses appropriate language when upset.	2	2	2		
Resolves disagreements with you calmly.	1	2	2		
Stays calm when disagreeing with others.	1	1	2		
Responds appropriately when pushed or hit.	0	1	1		

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Problem Behaviors Subscales	Frequency/Belief				
Externalizing	**R1**	**R2**	**R3**	**R4**	**R5**
Acts without thinking.	3	2	2		
Bullies others.	2	1	1		
Has difficulty waiting for turn.	2	2	1		
Fidgets or moves around too much.	3	2	2		
Forces others to act against their will.	1	1	0		
Has temper tantrums.	0	0	0		
Is aggressive toward people or objects.	2	1	1		
Cheats in games or activities.	1	1	0		
Fights with others.	2	1	1		
Disobeys rules or requests.	2	2	1		
Talks back to adults.	2	2	1		
Lies or does not tell the truth.	1	1	1		

	Frequency/Belief				
Bullying	**R1**	**R2**	**R3**	**R4**	**R5**
Bullies others.	2	1	1		
Does things to make others feel scared.	2	1	1		
Forces others to act against their will.	1	1	0		
Keeps others out of social circles.	0	0	0		
Is aggressive toward people or objects.	2	1	1		

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	Frequency/Belief				
Hyperactivity/Inattention	**R1**	**R2**	**R3**	**R4**	**R5**
Acts without thinking.	3	2	2		
Has difficulty waiting for turn.	2	2	1		
Fidgets or moves around too much.	3	2	2		
Has temper tantrums.	0	0	0		
Breaks into or stops group activities.	2	1	1		
Is inattentive.	3	3	3		
Gets distracted easily.	3	3	3		

	Frequency/Belief				
Internalizing	**R1**	**R2**	**R3**	**R4**	**R5**
Withdraws from others.	0	0	0		
Gets embarassed easily.	0	0	0		
Acts lonely.	0	0	0		
Says bad things about self.	1	1	1		
Has low energy or is lethargic.	0	0	0		
Acts sad or depressed.	0	0	0		
Acts anxious with others.	0	0	0		

	Frequency/Belief				
Autism Spectrum	**R1**	**R2**	**R3**	**R4**	**R5**
Is preoccupied with object parts.	0	0	0		
Becomes upset when routines change.	0	0	0		
Has stereotyped motor behaviors.	0	0	0		
Withdraws from others.	0	0	0		

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Autism Spectrum	Frequency/Belief				
	R1	R2	R3	R4	R5
Repeats the same thing over and over.	0	0	0		
Has nonfunctional routines or rituals.	0	0	0		
Uses odd physical gestures in interactions.	0	0	0		
*Responds well when others start a conversation or activity.	2	2	2		
*Takes turns in conversations.	2	2	2		
*Makes eye contact when talking.	3	3	3		
*Uses gestures or body appropriately with others.	2	2	2		
*Shows concern for others.	1	2	2		
*Invites others to join in activities.	2	2	2		
*Interacts well with other children.	1	2	2		
*Starts conversations with peers.	2	3	3		

* Social Skills item ratings that are reverse coded (i.e., reverse the score as if the item were negatively worded, [Does not make eye contact when talking.]) to obtain a single score for the Autism Spectrum subscale.

Academic Competence Subscales	Frequency/Belief				
Academic Competence	R1	R2	R3	R4	R5
Compared with the other Students in my classroom, the overall academic performance of this student is:	3	3	3		
In reading, how does this student compare with other students?	2	2	3		
In mathematics, how does this student compare with other students?	3	3	3		
In terms of grade-level expectations, this student's skills in reading are:	3	3	3		
In terms of grade-level expectations, this student's skills in mathematics are:	3	3	3		
This student's overall motivation to succeed academically is:	2	3	3		
Compared with other students in my classroom, this student's intellectual functioning is:	3	3	3		