

SSiS Social Skills Improvement System

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

Student Information

ID: 123456
Name: Andrew Taylor
Sex: Male
Birth Date: 05/29/2000
Student Age: 8:4
Student Grade/Class: 3
Norm Group: Male
Confidence Interval: 68%
Other Data:

Test Information

Test Date: 10/13/2008
Form: Teacher
Rater: Ann Teacher
Position: Regular Education
Time Known Student: 1-2 months

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.

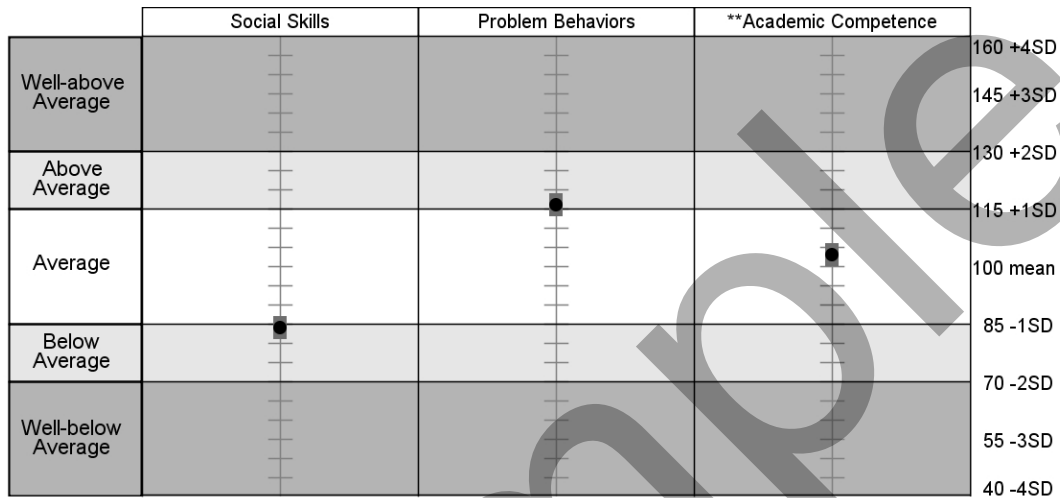
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Validity Index Summary

F Index	Response Pattern	Response Consistency
Acceptable Raw Score: 0	Caution Raw Score: 58	Acceptable Raw Score: 15

Scale Scores



Standard Score	84	116	103
Confidence Interval	81 - 87	113 - 119	100 - 106
Percentile Rank	15	83	58
Raw Score	65	32	19

Subscales

Social Skills

Raw Scores

Behavior Levels

Communication	13	Average
Cooperation	6	Below Average
Assertion	11	Average
Responsibility	11	Average
Empathy	6	Below Average
Engagement	11	Average
Self-Control	7	Below Average

Problem Behaviors

Raw Scores

Behavior Levels

Externalizing	21	Above Average
Bullying	7	Above Average
Hyperactivity/ Inattention	16	Above Average
Internalizing	1	Average
Autism Spectrum	9	Average

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This report is based on Ann Teacher's rating of Andrew's behavior using the SSIS Rating Scales Teacher Form. The narrative and behavior levels in this report are based on scores obtained using Male norms.

Scores for the Social Skills, Problem Behaviors, and Academic Competence scales are reported as standard scores and percentiles. Standard scores are derived from the scores of a large nationally representative sample of individuals having a similar age and the same sex as Andrew. They have a mean of 100 and a standard deviation of 15. A percentile indicates the percent of individuals from this representative sample who scored at or below Andrew's score.

Social Skills Scale

The Social Skills scale of the SSIS Rating Scales comprises a broad array of prosocial behaviors. Social skills are defined as socially acceptable learned behaviors used to promote positive interactions while simultaneously discouraging negative interactions. Sharing, helping, initiating relationships, and controlling one's temper are all examples of social skills that are commonly valued in society. While few children exhibit a high level of prosocial skills all the time, low scores on this scale may indicate a need for intervention.

Andrew's Social Skills scale standard score is 84, with a 68% confidence interval range of 81 - 87 and a percentile rank of 15. Andrew's standard score on this scale falls in the Below Average behavior level.

The SSIS Rating Scales organize prosocial behaviors into seven areas or subscales: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-Control. For these Social Skills subscales, the raw score is described using one of three behavior levels: Below Average, Average, and Above Average. A Below Average behavior level on any Social Skills subscale indicates that the individual may need direct instruction to improve her/his skills.

The Communication subscale includes behaviors such as: making eye contact when talking, and saying "please" and "thank you". Andrew's raw score is 13 and falls in the Average behavior level.

The Cooperation subscale includes behaviors such as: following rules, and completing tasks without bothering others. Andrew's raw score is 6 and falls in the Below Average behavior level.

The Assertion subscale includes behaviors such as: asks for help when needed, and says when there's a problem. Andrew's raw score is 11 and falls in the Average behavior level.

The Responsibility subscale includes behaviors such as: respects the property of others, and is well-behaved when unsupervised. Andrew's raw score is 11 and falls in the Average behavior level.

The Empathy subscale includes behaviors such as: tries to comfort others, and feels bad when others are sad. Andrew's raw score is 6 and falls in the Below Average behavior level.

The Engagement subscale includes behaviors such as: invites others to join in activities, makes friends easily, and introduces himself to others. Andrew's raw score is 11 and falls in the Average behavior level.

The Self-Control subscale includes behaviors such as: stays calm when teased, and uses appropriate behavior when upset. Andrew's raw score is 7 and falls in the Below Average behavior level.

Problem Behaviors Scale

The SSIS Rating Scales Problem Behaviors scale comprises a broad array of behaviors, some relatively mild and more commonly exhibited by youth (e.g., acts without thinking, fidgets, has difficulty waiting for a turn), and some infrequently observed and more severe (e.g., bullies others, talks back to adults, withdraws from others, performs non-functional behaviors or rituals). All of these behaviors can interfere with an individual's social skill development. While all children demonstrate some problem behaviors from time to time, a high score on this scale indicates that the child is exhibiting more problems more consistently.

Andrew's Problem Behaviors standard score is 116, with a 68% confidence interval range of 113 - 119 and a percentile rank of 83. This standard score falls in the Above Average behavior level.

The SSIS Rating Scales organize problem behaviors into five subscales: Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, and Autism Spectrum. Scores are described using three behavior levels: Below Average, Average, and Above Average. Problem Behaviors subscale scores that fall in the Above Average behavior level indicate that the individual exhibits more problem behaviors than his peers and that intervention designed to reduce such behaviors may be warranted.

The Externalizing subscale includes behaviors such as: disobeys rules, fights with others, and has temper tantrums. Andrew's raw score is 21 and falls in the Above Average behavior level.

The Bullying subscale includes behaviors such as: does things to make people scared, and keeps others out of social circles. Andrew's raw score is 7 and falls in the Above Average behavior level.

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The Hyperactivity/Inattention subscale includes behaviors such as: acts without thinking, has temper tantrums, and is inattentive. Andrew's raw score is 16 and falls in the Above Average behavior level.

The Internalizing subscale includes behaviors such as: withdraws from others, acts sad, and has low energy. Andrew's raw score is 1 and falls in the Average behavior level.

The Autism Spectrum subscale includes behaviors such as: is preoccupied with objects, repeats things over and over, and does not make eye contact when talking. Andrew's raw score is 9 and falls in the Average behavior level.

Academic Competence Scale

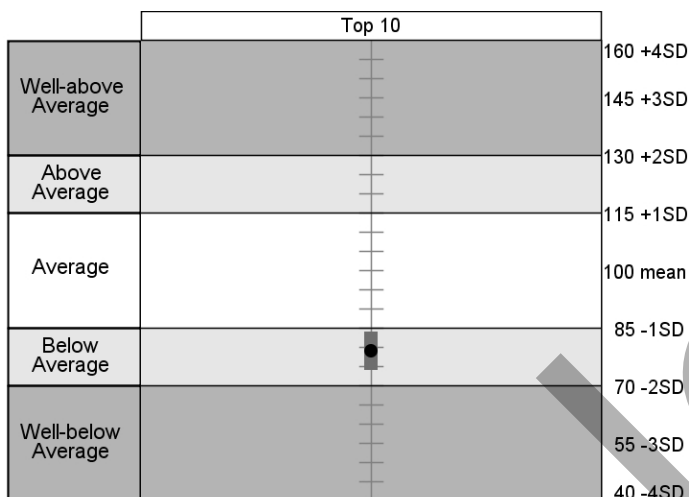
The Academic Competence scale, based on teacher ratings, describes a student's academic performance in the subject areas of reading and mathematics and his overall motivation to succeed academically.

Andrew's Academic Competence scale standard score is 103, with a 68% confidence interval range of 100 - 106 and has a percentile rank of 58. Andrew's standard score on this scale falls in the Average behavior level.

Sample

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Top 10 Scale



Standard Score 79
 Confidence Interval 74 - 84
 Percentile Rank 8
 Raw Score 12

Top 10 Scale

The Top 10 Scale provides information on social behaviors that are central to school success. These items received the highest average importance ratings by a nation-wide sample of teachers.

Andrew's Top 10 Scale standard score is 79, with a 68% confidence interval range of 74 - 84 and a percentile rank of 8. Andrew's standard score on this scale falls in the Below Average behavior level.

Top 10 Items	Item-Level Information		Intervention Guide Unit
	Frequency/Belief	Importance	
Asks for help from adults.	1	1	7
Follows your directions.	1	2	4
Pays attention to your instructions.	1	2	3
Interacts well with other children.	1	2	15
Takes turns in conversations.	2	1	1
Acts responsibly when with others.	2	2	10
Ignores classmates when they are distracting.	1	2	5
Follows classroom rules.	1	2	4
Shows concern for others.	1	1	13
Stays calm when disagreeing with others.	1	2	19

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Social Skills Intervention Planning Guide

This section provides information that is geared toward social skills intervention planning. Results from the Social Skills subscales are reported using the Model of Social Behavioral Strengths and Weaknesses framework shown below. The framework provides guidelines for where and how to intervene. With this framework, intervention is focused on Social Skills subscales representing individual strengths (i.e., above average) and deficits (i.e., below average). A subset of items (behaviors) within these subscales that satisfy the conditions described in the table represent the key focal behaviors for intervention planning. The framework also includes specific problem behaviors deemed "competing problem behaviors" if they have frequency/belief ratings of 3 (Almost Always/Very True).

Model of Social Behavioral Strengths and Weaknesses

	Description	Conditions	Actions & Interventions
Social Skills Strengths	A student knows and uses social skills consistently and appropriately.	<ul style="list-style-type: none"> ∞ Social Skills subscale is above average. ∞ Item within subscale has a frequency/belief rating of 3 and importance rating of 1 or 2. 	<ul style="list-style-type: none"> ∞ Reinforce to maintain desired social behavior. ∞ Use student as a model for other students.
Social Skills Performance Deficits	A student can use the skill but does so infrequently.	<ul style="list-style-type: none"> ∞ Social Skills subscale is below average. ∞ Item within subscale has a frequency/belief rating of 1 and importance rating of 2. 	<ul style="list-style-type: none"> ∞ Use behavior techniques to increase student practice and performance of desired social behavior.
Social Skills Acquisition Deficits	A student does not sufficiently know the skill or how to use it appropriately.	<ul style="list-style-type: none"> ∞ Social Skills subscale is below average. ∞ Item within subscale has a frequency/belief rating of 0 and importance rating of 1 or 2. 	<ul style="list-style-type: none"> ∞ Direct instruction of the desired social behavior using the SSIS Intervention Guide and/or other interventions.
Competing Problem Behaviors	A competing problem behavior interferes with a student's performance of a learned social skill.	<ul style="list-style-type: none"> ∞ Problem Behaviors subscale is above average. ∞ Item within subscale has a frequency/belief rating of 3. 	<ul style="list-style-type: none"> ∞ Use behavior techniques to reduce interfering behaviors. ∞ Collect further information (e.g., direct observations, interviews, comprehensive assessment of problem behaviors).

The section below presents the Social Skills Strengths, Social Skills Performance Deficits, Social Skills Acquisition Deficits, and Competing Problem Behaviors. Items are organized by subscale and sorted by importance ratings with those receiving an importance rating of 2 presented first in bold italicized text. Each item in the Social Skills Deficits section is linked to one of the instructional units in the SSIS Intervention Guide.

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Social Skills Performance Deficits

Intervention Guide

Cooperation

Unit

Follows your directions.	4
Completes tasks without bothering others.	5
Participates appropriately in class.	4
Pays attention to your instructions.	3
Ignores classmates when they are distracting.	5
Follows classroom rules.	4

Empathy

Unit

Shows kindness to others when they are upset.	13
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Self-Control

Unit

Resolves disagreements with you calmly.	19
Makes a compromise during a conflict.	17
Stays calm when disagreeing with others.	19

Social Skills Acquisition Deficits

Intervention Guide

Self-Control

Unit

Stays calm when teased.	18
Responds appropriately when pushed or hit.	20

Competing Problem Behaviors

Externalizing

- Acts without thinking.
- Fidgets or moves around too much.

Hyperactivity/Inattention

- Acts without thinking.
- Fidgets or moves around too much.
- Is inattentive.
- Gets distracted easily.

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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.

Teachers indicate a 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 indicate the importance of each social skill and problem behavior to the student's development or classroom success using a 3-point scale of Not Important (0), Important (1), and Critical (2).

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).

Results are organized by subscale. Within the Social Skills subscales, the items are first sorted by Intervention Guide unit and then by item number. Within the Problem Behaviors and Academic Competence subscales, items are sorted by item number. The table also indicates how each item is represented in the Model of Social Behavior Strengths and Weaknesses framework (S-W Framework). S indicates an item is in the Social Skills Strength category, P indicates an item is in the Performance Deficit category, A indicates an item is in the Acquisition Deficit category, C indicates an item is a Competing Problem Behavior, an asterisk (*) indicates an item doesn't meet the conditions of this framework, and a question mark (?) indicates missing rating information. The link to the appropriate SSIS Intervention Guide unit is also indicated for all Social Skills items.

Social Skills

Communication	Frequency/Belief	Importance	S-W Framework	IG Unit
Responds well when others start a conversation or activity.	2	1	*	1
Speaks in appropriate tone of voice.	2	1	*	1
Takes turns in conversations.	2	1	*	1
Makes eye contact when talking.	3	2	*	1
Says "please."	1	1	*	2
Says "thank you."	1	1	*	2
Uses gestures or body appropriately with others.	2	1	*	2
Cooperation	Frequency/Belief	Importance	S-W Framework	IG Unit
Pays attention to your instructions.	1	2	P	3
Follows your directions.	1	2	P	4
Participates appropriately in class.	1	2	P	4
Follows classroom rules.	1	2	P	4
Completes tasks without bothering others.	1	2	P	5
Ignores classmates when they are distracting.	1	2	P	5
Assertion	Frequency/Belief	Importance	S-W Framework	IG Unit
Expresses feelings when wronged.	2	1	*	6
Says nice things about herself/himself without bragging.	2	1	*	6

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Assertion (cont.)	Frequency/Belief	Importance	S-W Framework	IG Unit
Asks for help from adults.	1	1	*	7
Questions rules that may be unfair.	2	1	*	8
Stands up for herself/himself when treated unfairly.	2	1	*	8
Says when there is a problem.	1	1	*	8
Stands up for others who are treated unfairly.	1	1	*	8
Responsibility	Frequency/Belief	Importance	S-W Framework	IG Unit
Takes care when using other people's things.	1	1	*	9
Respects the property of others.	1	2	*	9
Is well-behaved when unsupervised.	2	2	*	10
Takes responsibility for her/his own actions.	2	2	*	10
Acts responsibly when with others.	2	2	*	10
Takes responsibility for part of a group activity.	3	1	*	11
Empathy	Frequency/Belief	Importance	S-W Framework	IG Unit
Tries to comfort others.	1	1	*	12
Forgives others.	1	1	*	12
Feels bad when others are sad.	1	1	*	12
Shows kindness to others when they are upset.	1	2	P	13
Is nice to others when they are feeling bad.	1	1	*	13
Shows concern for others.	1	1	*	13
Engagement	Frequency/Belief	Importance	S-W Framework	IG Unit
Joins activities that have already started.	2	1	*	14
Invites others to join in activities.	2	2	*	14
Makes friends easily.	1	2	*	15
Interacts well with other children.	1	2	*	15
Participates in games or group activities.	2	2	*	15
Starts conversations with peers.	2	1	*	16
Introduces herself/himself to others.	1	1	*	16
Self-Control	Frequency/Belief	Importance	S-W Framework	IG Unit
Makes a compromise during a conflict.	1	2	P	17
Stays calm when teased.	0	2	A	18
Takes criticism without getting upset.	2		?	18
Uses appropriate language when upset.	2	1	*	19
Resolves disagreements with you calmly.	1	2	P	19
Stays calm when disagreeing with others.	1	2	P	19
Responds appropriately when pushed or hit.	0	1	A	20

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Problem Behaviors

Externalizing	Frequency/Belief	S-W Framework
Acts without thinking.	3	C
Bullies others.	2	*
Has difficulty waiting for turn.	2	*
Fidgets or moves around too much.	3	C
Forces others to act against their will.	1	*
Has temper tantrums.	0	*
Is aggressive toward people or objects.	2	*
Cheats in games or activities.	1	*
Fights with others.	2	*
Disobeys rules or requests.	2	*
Talks back to adults.	2	*
Lies or does not tell the truth.	1	*
Bullying	Frequency/Belief	S-W Framework
Bullies others.	2	*
Does things to make others feel scared.	2	*
Forces others to act against their will.	1	*
Keeps others out of social circles.	0	*
Is aggressive toward people or objects.	2	*
Hyperactivity/Inattention	Frequency/Belief	S-W Framework
Acts without thinking.	3	C
Has difficulty waiting for turn.	2	*
Fidgets or moves around too much.	3	C
Has temper tantrums.	0	*
Breaks into or stops group activities.	2	*
Is inattentive.	3	C
Gets distracted easily.	3	C
Internalizing	Frequency/Belief	S-W Framework
Withdraws from others.	0	*
Gets embarrassed easily.	0	*
Acts lonely.	0	*
Says bad things about self.	1	*
Has low energy or is lethargic.	0	*
Acts sad or depressed.	0	*
Acts anxious with others.	0	*

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Autism Spectrum	Frequency/Belief	S-W Framework
Is preoccupied with object parts.	0	*
Becomes upset when routines change.	0	*
Has stereotyped motor behaviors.	0	*
Withdraws from others.	0	*
Repeats the same thing over and over.	0	*
Has nonfunctional routines or rituals.	0	*
Uses odd physical gestures in interactions.	0	*
*Responds well when others start a conversation or activity.	2	*
*Takes turns in conversations.	2	*
*Makes eye contact when talking.	3	*
*Uses gestures or body appropriately with others.	2	*
*Shows concern for others.	1	*
*Invites others to join in activities.	2	*
*Interacts well with other children.	1	*
*Starts conversations with peers.	2	*

* 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

Academic Competence	Level
Compared with the other Students in my classroom, the overall academic performance of this student is:	4
In reading, how does this student compare with other students?	3
In mathematics, how does this student compare with other students?	4
In terms of grade-level expectations, this student's skills in reading are:	4
In terms of grade-level expectations, this student's skills in mathematics are:	4
This student's overall motivation to succeed academically is:	3
Compared with other students in my classroom, this student's intellectual functioning is:	4

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Item Responses

- | | | |
|---------|---------|-------|
| 1. S i | 29. O c | 57. N |
| 2. S c | 30. A c | 58. N |
| 3. S i | 31. O | 59. O |
| 4. S i | 32. S c | 60. N |
| 5. O i | 33. O c | 61. O |
| 6. O c | 34. O i | 62. N |
| 7. S c | 35. S i | 63. S |
| 8. S i | 36. S c | 64. N |
| 9. S c | 37. S c | 65. A |
| 10. O i | 38. S i | 66. N |
| 11. O i | 39. O i | 67. O |
| 12. S c | 40. O i | 68. S |
| 13. S i | 41. N i | 69. O |
| 14. O i | 42. A i | 70. N |
| 15. S i | 43. S i | 71. A |
| 16. O c | 44. S c | 72. N |
| 17. S c | 45. O i | 73. O |
| 18. S c | 46. S c | 74. N |
| 19. S c | 47. A | 75. S |
| 20. O i | 48. N | 76. N |
| 21. N c | 49. O | 77. 4 |
| 22. O c | 50. N | 78. 3 |
| 23. O i | 51. O | 79. 4 |
| 24. S i | 52. O | 80. 4 |
| 25. O i | 53. A | 81. 4 |
| 26. S i | 54. N | 82. 3 |
| 27. S c | 55. S | 83. 4 |
| 28. S i | 56. N | |

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Dear Teacher:

The Social Skills Improvement System (SSIS) Rating Scales measure behaviors that describe how Andrew relates with adults and peers. This letter summarizes the results from the SSIS Rating Scales Teacher form completed 10/13/2008. Results are based on your ratings of Andrew's behaviors.

The Social Skills scale of the SSIS Rating Scales includes many different prosocial behaviors that students may do when they interact with others. Social skills are defined as socially acceptable learned behaviors used to promote positive interactions while simultaneously discouraging negative interactions. Sharing, helping, initiating relationships, and controlling one's temper are all examples of social skills that are commonly valued in society. While few students show a high level of prosocial skills all the time, a low level on this scale may indicate a need for intervention.

Andrew's Social Skills score is described using one of five levels: Well-below Average, Below Average, Average, Above Average, and Well-above Average. These categories are based on results from a large, representative sample of students the same age as Andrew.

Overall Andrew's Social Skills were rated Below Average.

The Social Skills scale is divided into seven subscales: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-Control. Performance on each Social Skills subscale is described using one of three levels: Below Average, Average, and Above Average.

The Communication subscale includes behaviors such as: making eye contact when talking and saying "please" and "thank you." Andrew's Communication subscale falls in the Average level.

The Cooperation subscale includes behaviors such as: following rules and completing tasks without bothering others. Andrew's Cooperation subscale falls in the Below Average level.

The Assertion subscale includes behaviors such as: asks for help when needed, and says when there's a problem. Andrew's Assertion subscale falls in the Average level.

The Responsibility subscale includes behaviors such as: respects the property of others, and is well-behaved when unsupervised. Andrew's Responsibility subscale falls in the Average level.

The Empathy subscale includes behaviors such as: tries to comfort others, and feels bad when others are sad. Andrew's Empathy subscale falls in the Below Average level.

The Engagement subscale includes behaviors such as: invites others to join in activities, makes friends easily, and introduces himself to others. Andrew's Engagement subscale falls in the Average level.

The Self-Control subscale includes behaviors such as: stays calm when teased, and uses appropriate behavior when upset. Andrew's Self-Control subscale falls in the Below Average level.

The Problem Behaviors scale measures behaviors that are fairly common and relatively mild (e.g., acts without thinking, fidgets, and has difficulty waiting for a turn) and behaviors that occur less frequently and are more serious (e.g., bullies others, fights with others, and withdraws from others). These behaviors can interfere with an individual's social skill development. While all students may show some problem behaviors from time to time, a high level on this scale indicates that the child is showing more problems more often and may indicate a need for intervention.

Overall Andrew's Problem Behaviors were rated Above Average.

It is important to remember that social skills are learned behaviors that can continue to develop over one's life. Social skills also help students to improve their academic skills. Some researchers think of social skills as an "academic enabler," or an ability that helps students do better in school. The classroom is a great place to teach social skills. There are many chances to learn and practice key skills, such as listening to others, cooperating with others, and controlling feelings when upset.

If you want to find out information on how you can work with Andrew to further develop these skills, or have questions about these results, please contact:

Sincerely,