SOCIAL SKILLS IMPROVEMENT SYSTEM (SSIS)

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KEY FEATURES OF SSIS

Created: 2007, Revised from SSRS (Social Skills Rating System, 1990)
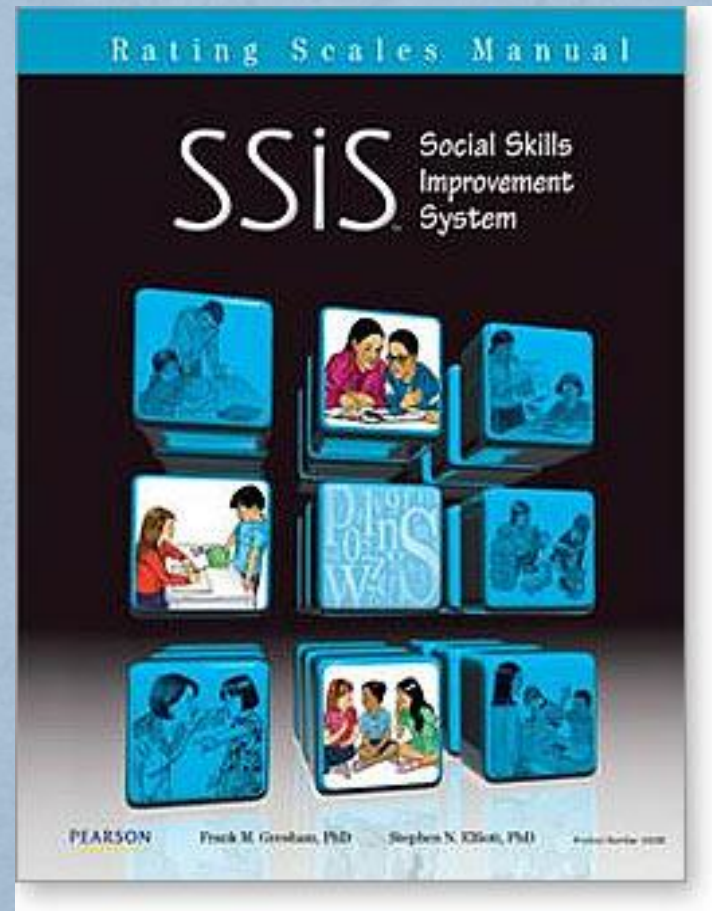
Authors: Frank GRESHAM & Stephen N. ELLIOTT

Ages: Preschool (Ages 3-5)
      Young students (Ages 8-12)
      Older students (Ages 13-18)

Administration Time: 10–25 Minutes

Qualifications: Level B

Price: SSIS- ASSIST™ Starter Set
      (Computer-Entry)
      $686.00

CONSTRUCTS MEASURED

Social Skills:

Communication

Cooperation

Assertion

Responsibility

Empathy

Engagement

Self-Control

Problem Behaviours:

Externalizing

Bullying

Hyperactivity/Inattention

Internalizing

Autism Spectrum

Academic Competence:

(Teacher form only)

Reading Achievement

Math Achievement

Motivation to Learn

CLINICAL APPLICATIONS ~SSIS

Targeted assessment:
- individuals and small groups

Assesses:
- social skills, problem behaviours, and academic competence
- children with behavioural & interpersonal skills difficulties

Identifies:
- students at risk for social behaviour difficulties & poor academic performance
- priorities for social skills learning and acquisition (according to raters)
- social skills strengths

Provides:
- baseline for post-intervention progress evaluation
- progress tracking

(Haggerty, Elgin & Woolley, 2010).

THEORETICAL BASIS -SSIS

Social skills
observable behaviours

Social Skill Deficits:
- lack of knowledge
- lack of practice
- lack of cues
- lack of reinforcement
- presence of competing problem behaviours

Social Skills change through:
- direct instruction
- modeling
- role playing
- practice
- reinforcement

(Gresham & Elliott, 2008).

USING THE SSIS- RATING SCALES
~PARENT~

37. Follows rules when playing games with others. .... (N)(S)(O)(A)
38. Shows concern for others. .... (N)(S)(O)(A)
39. Invites others to join in activities. .... (N)(S)(O)(A)
40. Makes eye contact when talking. .... (N)(S)(O)(A)

41. Tolerates peers when they are annoying. .... (N)(S)(O)(A)
42. Takes responsibility for her/his own mistakes. .... (N)(S)(O)(A)
43. Starts conversations with adults. .... (N)(S)(O)(A)
44. Responds appropriately when pushed or hit. .... (N)(S)(O)(A)
45. Stands up for herself/himself when treated unfairly. .... (N)(S)(O)(A)
46. Stays calm when disagreeing with others. .... (N)(S)(O)(A)

Problem Behaviors   How Often?

47. Has difficulty waiting for turn. .... (N)(S)(O)(A)
48. Repeats the same thing over and over. .... (N)(S)(O)(A)
49. Forces others to act against their will. .... (N)(S)(O)(A)
50. Has stereotyped motor behaviors. .... (N)(S)(O)(A)

51. Fidgets or moves around too much. .... (N)(S)(O)(A)
52. Keeps others out of social circles. .... (N)(S)(O)(A)
53. Is inattentive. .... (N)(S)(O)(A)
54. Acts without thinking. .... (N)(S)(O)(A)
55. Becomes upset when routines change. .... (N)(S)(O)(A)
56. Is aggressive toward people or objects. .... (N)(S)(O)(A)

Social Skills

1. Expresses feeling when wronged.
5. Asks for help from adults.
13. Forgives others.

Problem Behaviours

58. Has temper tantrums.
65. Talks back to adults.
72. Lies or does not tell the truth.

_____

N-Never   S-Seldom   O-Often   A-Almost Always

n- not important   i-important   c-critical

USING THE SSIS-RATING SCALES ~TEACHER~

65. Is inattentive. .... N S O A
66. Has nonfunctional routines or rituals. .... N S O A
67. Fights with others. .... N S O A
68. Says bad things about self. .... N S O A
69. Disobeys rules or requests. .... N S O A
70. Has low energy or is lethargic. .... N S O A
71. Gets distracted easily. .... N S O A
72. Uses odd physical gestures in interactions. .... N S O A
73. Talks back to adults. .... N S O A
74. Acts sad or depressed. .... N S O A
75. Lies or does not tell the truth. .... N S O A
76. Acts anxious with others. .... N S O A

Academic Competence (for students from kindergarten through Grade 12)
Please assess this student's academic or learning behaviors in your classroom. Compare this student with other students in the same classroom.

Mark all items using a scale of 1 to 5. Mark "1" if this student is in the lowest 10% of the class. Mark "5" if this student is in the highest 10% of the class.

Lowest 10%	Next Lowest 20%	Middle 40%	Next Highest 20%	Highest 10%
①	②	③	④	⑤

77. Compared with other students in my classroom, the overall academic performance of this student is: ① ② ③ ④ ⑤
78. In reading, how does this student compare with other students? .... ① ② ③ ④ ⑤
79. In mathematics, how does this student compare with other students? .... ① ② ③ ④ ⑤
80. In terms of grade-level expectations, this student's skills in reading are: .... ① ② ③ ④ ⑤

81. In terms of grade-level expectations, this student's skills in mathematics are: .... ① ② ③ ④ ⑤
82. This student's overall motivation to succeed academically is: .... ① ② ③ ④ ⑤
83. Compared with other students in my classroom, this student's intellectual functioning is: .... ① ② ③ ④ ⑤

Social Skills

2. Tries to comfort others.

11. Stands up for herself/himself when treated unfairly.

_____

Problem Behaviors

52. Does things to make others feel scared.

74. Acts sad or depressed.

_____

Academic Competence

77. Compared to others, overall academic performance

82. Overall motivation to succeed academically

USING THE SSIS-RATING SCALES
~STUDENT~

How True?

31. I try to find a good way to end a disagreement. .... N L A V
32. I pay attention when the teacher talks to the class. .... N L A V
33. I play games with others. .... N L A V
34. I do my homework on time. .... N L A V
35. I tell others when I'm not treated well. .... N L A V

36. I stay calm when dealing with problems. .... N L A V
37. I am nice to others when they are feeling bad. .... N L A V
38. I ask to join others when they are doing things I like. .... N L A V
39. I keep my promises. .... N L A V
40. I say "thank you" when someone helps me. .... N L A V

41. I stay calm when others bother me. .... N L A V
42. I work well with my classmates. .... N L A V
43. I try to make new friends. .... N L A V
44. I tell people when I have made a mistake. .... N L A V
45. I ask for help when I need it. .... N L A V
46. I stay calm when I disagree with others. .... N L A V

How True?

Problem Behaviors

47. I'm afraid of a lot of things. .... N L A V
48. I make people do what I want them to do. .... N L A V
49. I often do things without thinking

Social Skills

14. I do my part in a group.
17. I help my friends when they have a problem.
21. I stay calm when I am teased.

_____

Problem Behaviours

54. I hurt people when I am angry.
55. I think bad things will happen to me.
70. I waste a lot of time.
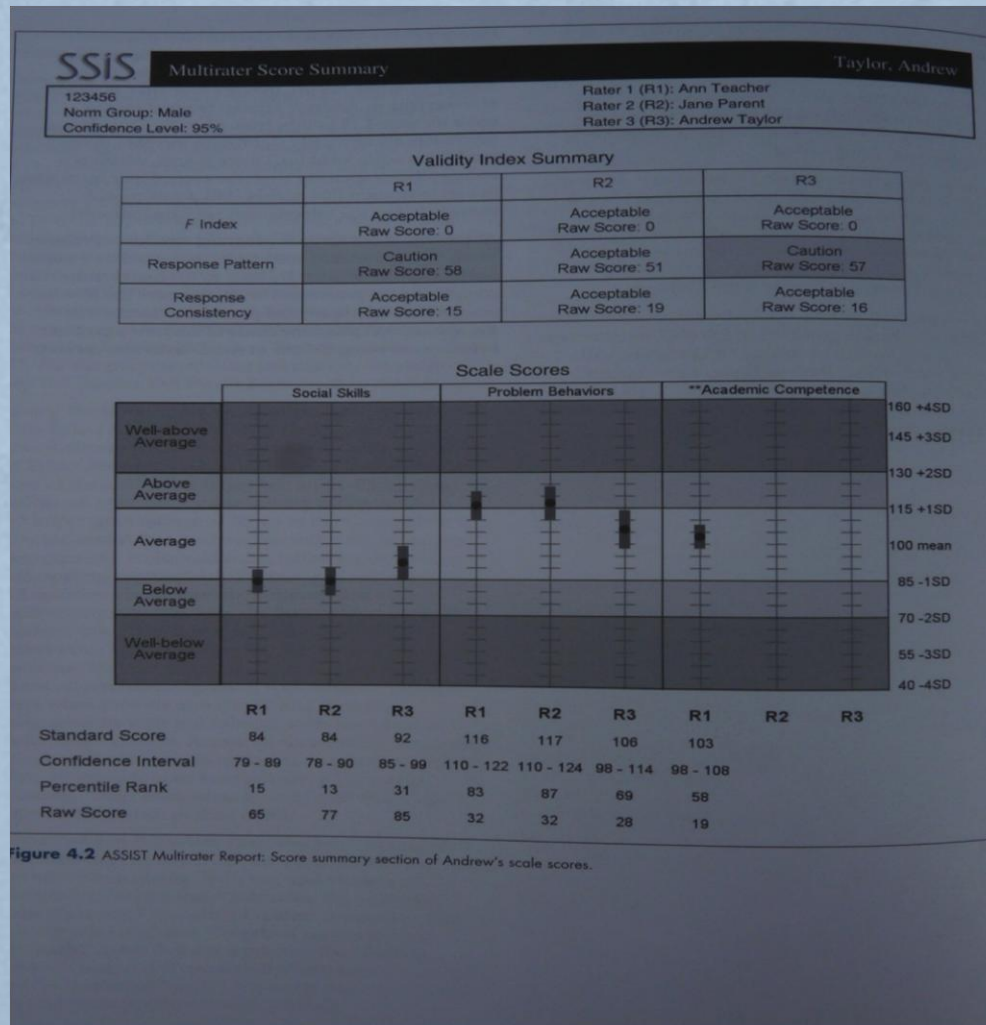
USING THE SSIS- OUTPUTS

Figure 4.2 ASSIST Multirater Report: Score summary section of Andrew's scale scores.

TECHNICAL CHARACTERISTICS NORMATIVE SAMPLE & RELIABILITY

- **Updated norms based on the 2006 USA consensus: 4 700 children (ages 3-18), 2 800 parents, and 385 teachers in 36 states.**

Internal Consistency	Test-Retest	Inter-rater
Social Skills and Problem Behaviour Scales • Median scale reliabilities for every age group on each form are high (mid to upper .90's) **Academic Competence Scales** • Median scale reliabilities for every age group on Teacher form are high (upper .90's)	***Social Skills*** Teacher = .82 Parent = .84 Student - .81 ***Problem Behaviour*** Teacher =.83 Parent - .87 Student = .77 ***Academic Competence*** Teacher =.92	***Teacher*** Social Skills = .68 Problem Behaviour =.61 Academic Competence = .60 (*Assertion =.30) ***Parent*** Social Skills = .62 Problem Behaviour = .50 (*Assertion & Bullying = in the 30's)

VALIDITY

Content	Internal Structure	Convergent
• Many of the **Problem Behaviour** items - DSM-IV-TR as well as subject to a variety of analysis • Perceived importance of the content on **Social Skills** items : *Teachers* = Cooperation was most important : *Parents* = Responsibility was most important : *Students between 13-18* = all areas were of equal importance	• Most **Social Skills and Problem Behaviour correlations** fell between -.42 and -.65. • Correlations **between Social Skills and Academic Competence** : ages 5-12 = .50 : ages 13-18 = .53 • **Correlations between Problem Behaviours and Academic Competence** : ages 5-12 = -.41 : ages 13-18 = -.44 • **Correlations between Social Skills items** were positive and moderate to high • **Correlations between Problem Behaviour items** : externalizing type = most 　　> .80 : internalizing type = most 　　≤ .50 • **Correlations between Autism Spectrum and** : Social Skills = -.71 and -.80 : Problem Behaviours = in .70's	**SSRS** *Teacher Forms* 　: .65 - .89 *Parent Forms* 　: .65 - .77 *Student Forms* 　: .36 - .64 **BASC-2** *Teacher Forms* : mid - high .70's for Social Skills : .71 - .95 for Problem Behaviors *Parent Forms* : .57 - .80 for Social Skills : in the .80's for Problem Behaviours *Student Forms* : Hyperactivity/Inattention and Internalizing subscales (low correlation between 8 and 12 yr olds an moderate to high between 13-18 yr olds) **Vineland-II** Social Skills = .64 Academic Competence = .75

SPECIAL POPULATION VALIDITY

Autistic Spectrum	ADHD	Developmental Delay	Emotional / Behavioural
Teacher and Parent forms - at least 1.5 SD lower in Social Skills - more than 1 SD higher in Problem Behaviours - Almost 1 SD lower in Academics	**Teacher and Parent forms** - 2/3 SD lower in Social Skills - 1 SD higher in Problem Behaviours - 1 SD lower in Academics **Student Forms** - Significant differences in Social Skills and Problem Behaviours	**Teacher and Parent forms** - almost 2 SD below in Social Skills - more than 1 SD higher in Problem Behaviours - more than 2 SD higher in Academics	**Teacher and Parent Forms** - almost 1 1/3 SD below in Social Skills - almost 1.5 SD higher in Problem Behaviours

| Gifted/Talented	Intellectual Disability	Specific Learning Disability	Speech / Language Impairment
On all forms - Less than 1 SD in all 3 areas	**Teacher and Parent forms** - 1 SD below in Social Skills - almost 1 SD higher in Problem Behaviours - almost 2 SD higher in Academics **Student Forms** - no significant differences in 3 areas	– Generally, no significant mean differences, except teachers perceived a significant deficit in social skills	**Teacher form** - below 1 SD in Social Skills - 1 SD higher in Problem Behaviours - almost 2 SD lower in Academics **Parent form** - Social skills were significant

STRENGTHS OF THE SSIS
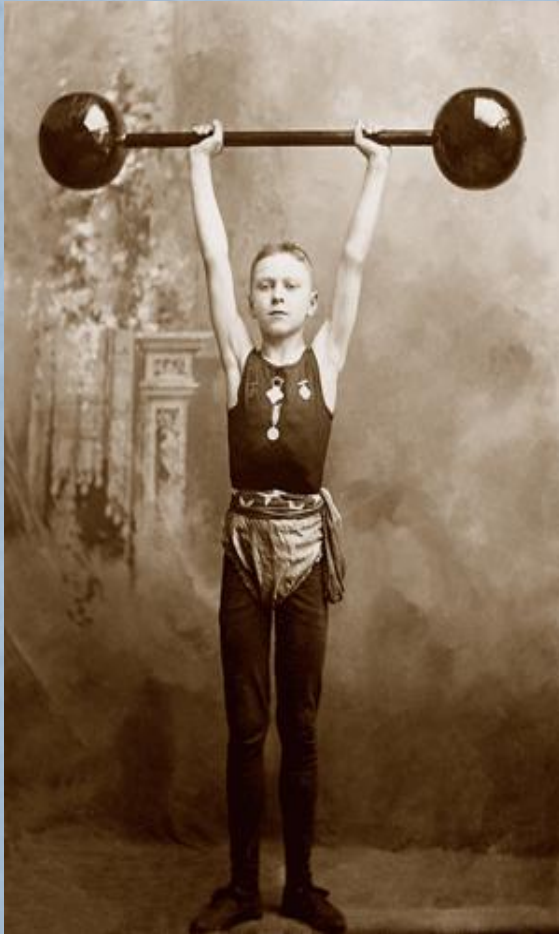
- Multi-rater means better validity
- Items and rating structure - research based
- Fast & easy administration and scoring
- Straightforward interpretation
- Effective classification, identification and intervention; direct link to intervention
- Audio & Spanish forms available & many translations
- Hand or computer (keyed in or scanned) scored
- Subscales and different forms have high percentage of items in common
- 'Importance' ratings –increased validity and helps with intervention planning
- Forms are brief, but provide sufficient sampling of indicators of important behaviours without overlap
- Readability parent form approx. 5th grade, student below 2nd grade
- Forms focus on specific & observable behaviour; more objective, reliable and valid data collected

LIMITATIONS OF THE SSIS

- Not Canadian normed

- Not as much research/information on new SSIS

- Reading level of grade 5 may be too high for some families

- Context of behaviour is lost with only Behaviour and Importance ratings

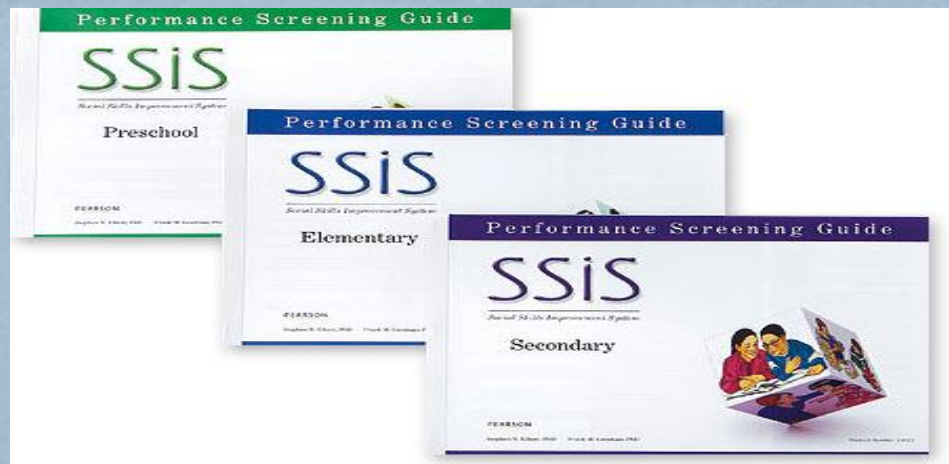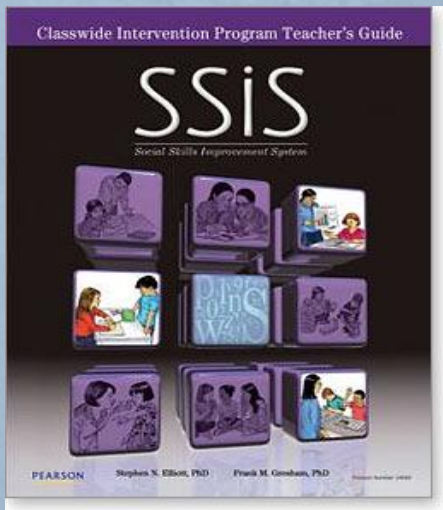- Cost of measure high compared to other measures

SPECIAL FEATURES~ SSIS
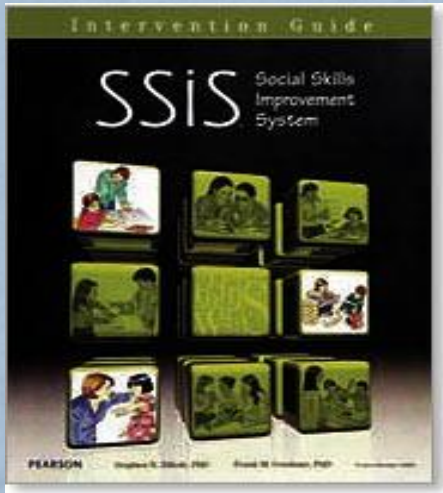
SSIS Intervention Guide

SSIS Class Wide Intervention Program

SSIS Performance Screening Guide

THANK YOU!

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