



SSIS A.I.M.I.E. Action Plan Guide for CASEL-Aligned SEL Intervention Programs

District/School/Building/Grade/Class/Cohort/Student: _____ Date: _____

Assess

Insert Domain Mean Scores

Identify

Select Improvement
Priorities & Goal Type

Match

List Skills to be Taught or Lessons
from Aligned Program

Implement

List Intervention
Start & End Dates

Evaluate

Insert Domain Mean Scores &
Determine Intervention Outcomes

Domain	Pre-Intervention Performance	Domain Priority & Goal (L=Low, M=Moderate, H=High)	SEL Skills to Teach	Start Date	End Date	Post-Intervention Performance	Outcome (+/0/-)
Self-Awareness	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain				Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Self-Management	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain				Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Social Awareness	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain				Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Relationship Skills	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain				Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Responsible Decision Making	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain				Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
SEL Total Mean Score & Performance Levels	Pre- Intervention Performance		Post-Intervention Performance		Pre-Post Intervention Change		
	Student Total: _____	Level: _____	Student Total: _____	Level: _____	Reliable Change Index (RCI): _____		
	Teacher Total: _____	Level: _____	Teacher Total: _____	Level: _____	Reliable Change Index (RCI): _____		
	Parent Total: _____	Level: _____	Parent Total: _____	Level: _____	Reliable Change Index (RCI): _____		

Note. Reliable Change Index (RCI) is used to evaluate whether a change over time of an individual's or group's score is considered statistically and practically significant. An RCI is computed by subtracting the Pre-Intervention Performance Score from the Post-Intervention Performance Score and dividing by the standard error of measurement (SEM) based on your sample's pooled standard deviation for mean performance scores. An RCI of >1 is considered meaningful because it means the student's score changed more than expected simply due to measurement error.



SSIS A.I.M.I.E. Action Plan Guide for the SSIS SEH CIP: SEL Skills

District/School/Building/Grade/Class/Cohort/Student: _____ Date: _____

Assess

Insert Domain Mean Scores

Identify

Select Improvement Priorities & Goal Type

Match

Check Skill Lessons to be Taught from SSIS SEH CIP Program

Implement

List Intervention Start & End Dates

Evaluate

Insert Domain Mean Scores & Determine Intervention Outcomes

Domain	Pre-Intervention Performance	Domain Priority & Goal (L=Low, M=Moderate, H=High)	SSIS SEH CIP Skill Units to Teach	Start Date	End Date	Post-Intervention Performance	Outcome (+/0/-)
Self-Awareness	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: _____ <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 5. Ask for help. <input type="checkbox"/> 11. Tell others about your skills. <input type="checkbox"/> 27. Says when there is a problem.			Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Self-Management	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: _____ <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 3. Follow the rules. <input type="checkbox"/> 4. Pay attention to your work. <input type="checkbox"/> 8. Stay calm with others. <input type="checkbox"/> 18. Stay calm when pushed or hit. <input type="checkbox"/> 30. Resolved disagreements calmly.			Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Social Awareness	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: _____ <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 10. Do nice things for others. <input type="checkbox"/> 19. Stand up for others. <input type="checkbox"/> 20. Make others feel better. <input type="checkbox"/> 25. Show concern for others. <input type="checkbox"/> 26. Forgives others. <input type="checkbox"/> 29. Shows kindness to others when upset.			Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Relationship Skills	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: _____ <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 2. Say please and thank you. <input type="checkbox"/> 6. Take turns when you talk. <input type="checkbox"/> 7. Get along with others. <input type="checkbox"/> 16. Asks others to do things with me. <input type="checkbox"/> 17. Introduce yourself to others. <input type="checkbox"/> 21. Make compromises.			Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
Responsible Decision Making	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: _____ <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 9. Do the right thing. <input type="checkbox"/> 12. Own your actions. <input type="checkbox"/> 14. Respects other peoples' property. <input type="checkbox"/> 15. Do your part in a group. <input type="checkbox"/> 23. Listen to different ideas. <input type="checkbox"/> 27. Says when there is a problem. <input type="checkbox"/> 30. Resolves disagreements calmly.			Student: _____ Teacher: _____ Parent: _____	+ / 0 / -
SEL Total Mean Score & Performance Levels	Pre- Intervention Performance Student Total: _____ Level: _____ Teacher Total: _____ Level: _____ Parent Total: _____ Level: _____		Post-Intervention Performance Student Total: _____ Level: _____ Teacher Total: _____ Level: _____ Parent Total: _____ Level: _____		Pre-Post Intervention Change Reliable Change Index (RCI): _____ Reliable Change Index (RCI): _____ Reliable Change Index (RCI): _____		

Note. Reliable Change Index (RCI) is used to evaluate whether a change over time of an individual's or group's score is considered statistically and practically significant. An RCI is computed by subtracting the Pre-Intervention Performance Score from the Post-Intervention Performance Score and dividing by the standard error of measurement (SEM) based on your sample's pooled standard deviation for mean performance scores. An RCI of >1 is considered meaningful because it means the student's score changed more than expected simply due to measurement error.



SSIS A.I.M.I.E. Action Plan Guide for the SSIS SEH CIP: Emotional Behavior Concerns

District/School/Building/Grade/Class/Cohort/Student: _____ Date: _____

Assess

Insert Mean Total Scores & Performance Levels

Identify

Select Improvement Priorities & Goal Type

Match

Check Skill Lessons from SSIS SEH CIP Program that can be Taught to Replace Behaviors of Concern

Implement

List Intervention Start & End Dates

Evaluate

Insert Scores, Performance Levels, & Determine Intervention Outcomes

Domain	Pre-Intervention Performance	Domain Priority & Goal (L=Low, M=Medium, H=High)	SSIS SEH CIP Skill Units to Teach	Start Date	End Date	Post-Intervention Performance	Outcome (+/0/-)
Internalizing EBC Mean Total & Concern Level	Student Mean: _____ Level: _____ Teacher Mean: _____ Level: _____ Parent Mean: _____ Level: _____	Priority: <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High Goal: <input type="checkbox"/> Decrease <input type="checkbox"/> Maintain	<input type="checkbox"/> 5. Ask for help. <input type="checkbox"/> 13. Express your feelings. <input type="checkbox"/> 16. Ask others to do things with you. <input type="checkbox"/> 22. Be positive about the future. <input type="checkbox"/> 27. Says when there is a problem.			Student Mean: _____ Level: _____ Teacher Mean: _____ Level: _____ Parent Mean: _____ Level: _____	+ / 0 / -
	Student Mean: _____ Level: _____ Teacher Mean: _____ Level: _____ Parent Mean: _____ Level: _____	Priority: <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High Goal: <input type="checkbox"/> Decrease <input type="checkbox"/> Maintain	<input type="checkbox"/> 5. Ask for help. <input type="checkbox"/> 8. Stay calm with others. <input type="checkbox"/> 9. Do the right thing. <input type="checkbox"/> 10. Do nice things for others. <input type="checkbox"/> 20. Make others feel better.			Student Mean: _____ Level: _____ Teacher Mean: _____ Level: _____ Parent Mean: _____ Level: _____	+ / 0 / -

Note. A Replacement Behavior is an alternative behavior that is identified and selected to teach a student. The replacement behavior will offer the student an opportunity to access equal or greater reinforcers than the negative emotional behavior concern.