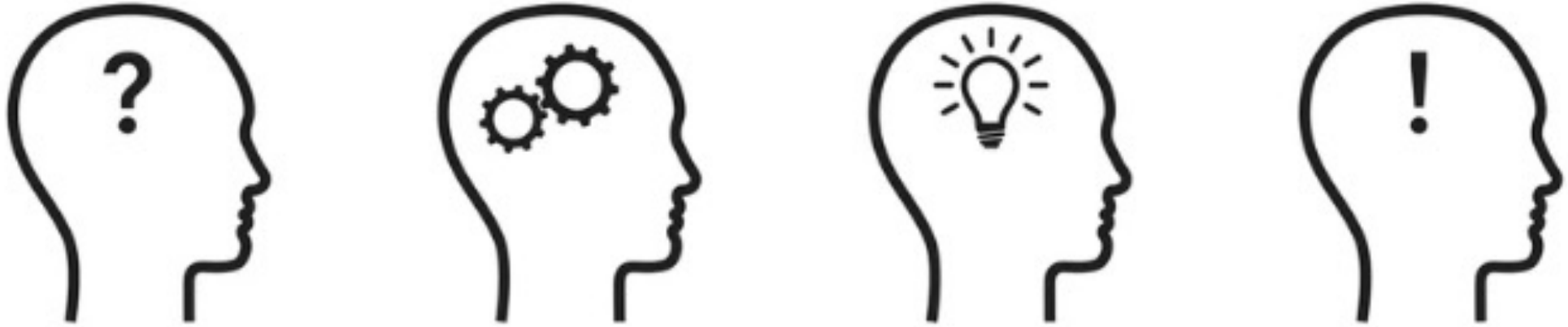


Action Planning with A.I.M.I.E.

From Screening Results to Implementing Effective Instruction in Less than 30 Minutes!





Purpose of this Session

- To describe and explain the utility of a process for using the assessment results from **SSIS SEL Brief + Mental Health Scales** to directly link to instructional skill units in the **SSIS SEH Classwide Intervention Program** that are effective for improving students' social emotional and healthy behaviors.
- A key tool that can drive intervention thinking and decision making is the **A.I.M.I.E. Action Plan Guide**. A second tool designed to support implementation of a high-quality intervention is the **Instructional Progress Monitor Record**.
- How to use of these two tools is the core of this training session. Both tools are embedded in SSIS assessment reports and are also available at SSIScolab.com.

Fundamental Premises about Assessment to Enable Better Intervention

- The primary reason to conduct an assessment is to facilitate decision making that lead to **effective actions** for improving performance.
- **Effective instructional actions** are easiest to identify when your assessment measures the same behaviors and skills you want to teach.
- Effectiveness of one's **instructional action strategy** is significantly influenced by the degree of integrity with which the action implemented.

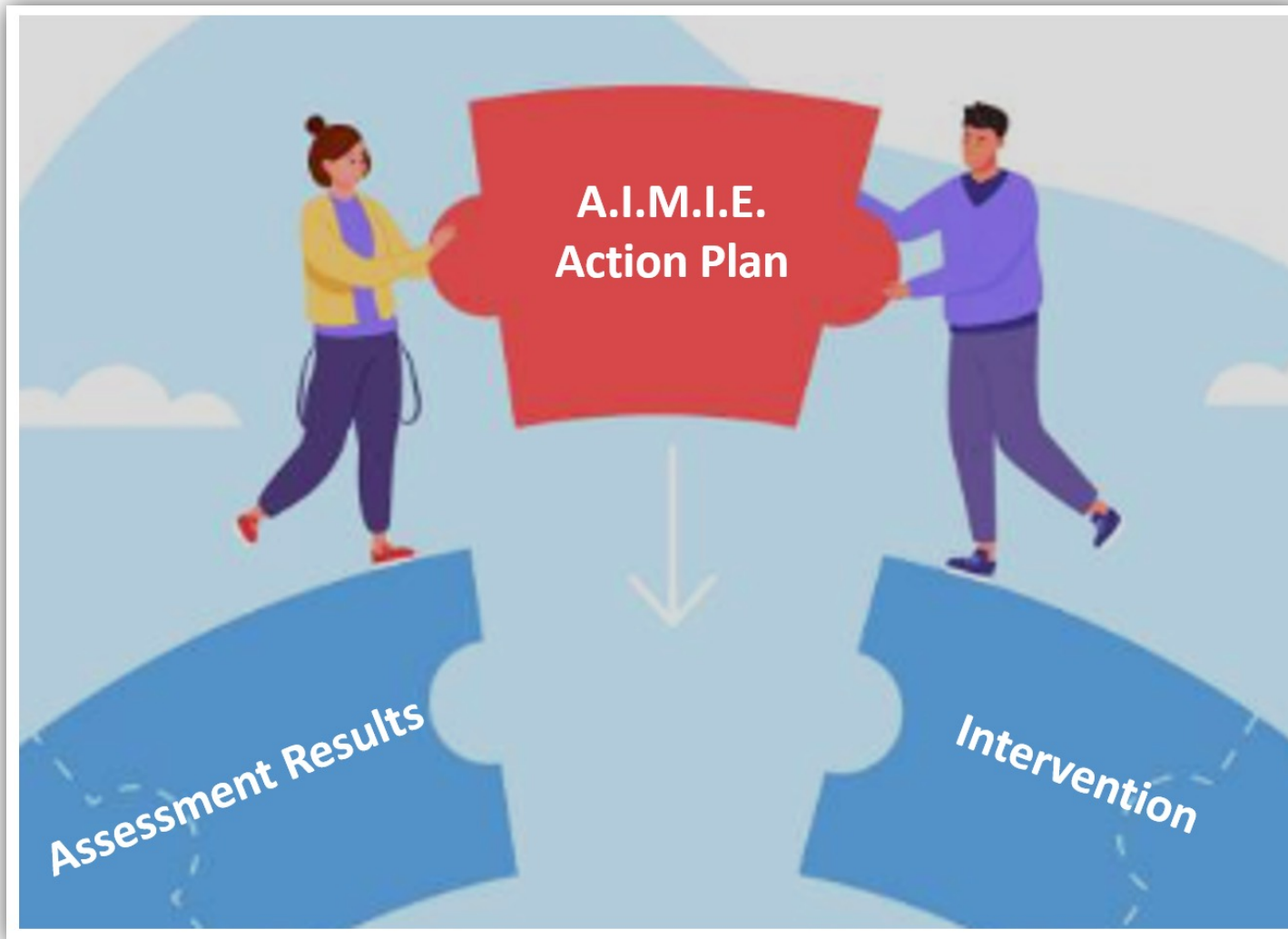
SSIS Assessment Results are Actionable

The **SSIS SEL Brief Scales** and the **SSIS SEL Brief + Mental Health Scales** provide information for making decisions that lead to **actions** for improving students' social emotional health.

- A key design feature of these SSIS SEL assessments is that they measure specific behaviors and skills that are aligned with the core skills advanced in the CASEL Competency Framework (i.e., *the domains of self-awareness, self-management, social awareness, relationship skills, and responsible decision making*). Thus, score results from these assessments are **actionable** because they enable users to match at the SEL Competency domain level to any intervention program where its lessons have been demonstrated to be highly aligned with the five CASEL SEL competencies.
- The **matching** of assessments and instructional lessons should be supported with validity evidence showing the SEL skills or behaviors assessed are the same as the specific skills taught in the SEL program. The **SSIS SEH Classwide Intervention Program (SSIS CIP)** is a program that meets this design standard and has 100% alignment to both the CASEL SEL Competencies and the SSIS SEL Brief Scales. The SSIS CIP is a proven intervention recognized as a CASEL SElect and a USDE What Works Clearinghouse Tier 1 Strong Program.

By using a CASEL SElect intervention program and valid assessment results from the SSIS SEL Brief Scales or Brief + Mental Health Scales, you are **action plan ready**! To develop your action plan, download the **SSIS A.I.M.I.E. Action Plan Guide** for increasing social emotional skills and decreasing emotional behavior concerns of all students.

Connect SEL + MH Assessment Results to a Proven Effective Intervention Program



A.I.M.I.E. Action Planning



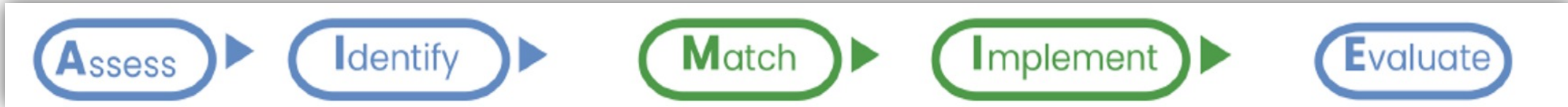
Who or What is A.I.M.I.E.?



A **5-step aligned process** predicated on assessments and intervention that share a high percentage of content. That is, the behaviors and skills measured by the assessments are the same or very similar to the behaviors and skills taught in the intervention program. We call this **content aligned**!

The Steps in a Complete Action Plan

The **SSIS A.I.M.I.E. Action Plan** is a data-driven sequence of decision steps using the proven efficient and intervention sensitive SSIS assessments to link to SEL intervention programs aligned with the CASEL Competency Framework. Most CASEL SElect Programs provide many lessons that align well with the content assessed by the SSIS SEL assessments.



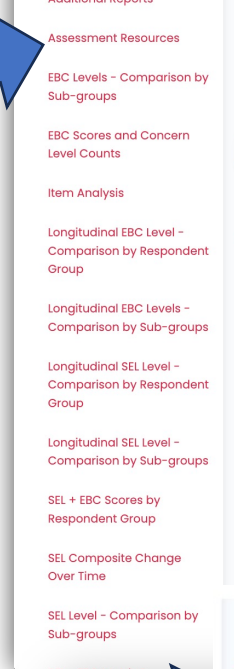
When you have SSIS assessment reports, you are ready for the **Assess** step where you focus on individual or groups of students' scores and performance levels to determine relative strengths and areas for improvement. The **Identify** step follows and involves decisions regarding skill domain priorities (low, moderate, high) and the nature of the instructional goal (increase, maintain, decrease) for each priority domain.

The **Match** step follows and requires a thorough understanding of one's intervention program to determine which lessons to teach the behaviors, skills, and attitudes prioritized for improvement. This matching process involves (a) knowing the content of the items assessed and (b) the content of the lessons taught. Persons knowledgeable of both the assessment and intervention program content are needed to complete this step.

The **Implement** step is influenced by users' available time and the scope of the instruction. At a minimum, one's intervention Start Date and End Date should be considered to organize how many of the lessons can be taught.

Finally, all intervention programs should be evaluated to determine if students made progress and achieved the expected outcomes. The **Evaluate** step requires the re-administration of the SSIS SEL assessment a week or two after the program's End Date to determine the amount of improvement observed by comparing pre-intervention and post-intervention score results.

A downloadable version of A.I.M.I.E. is located under the **Assessment Resources** tab on the Reports List page of Resonant Education's website.



Assessment Resources

CREATING AN ACTION PLAN FROM ASSESSMENT RESULTS

The SSIS SEL Brief + Mental Health Scales provide the assessment results needed to plan interventions that lead to improving students' social emotional health. The assessment is highly aligned to the CASEL SEL Competency Framework, so educators can link to any SEL intervention program that is also aligned with the CASEL SEL Competency Framework.

You can further improve intervention outcomes by using one of the CASEL SElect intervention programs and USDE What Works Clearinghouse Tier 1 Strong Programs, such as SSIS SEH Classwide Intervention Program (SSIS CIP), that have reliably demonstrated intervention effectiveness.

Learn more about creating an Action Plan for a CASEL aligned intervention program like the SSIS SEH Classwide Intervention Program.

[LEARN MORE](#)

THE SSIS AIMIE ACTION PLAN

To develop your action plan, you can utilize your own intervention action planning methodology or leverage the SSIS AIMIE Action Plan for linking identified needs to intervention strategies and skills development to increase social emotional skills and decrease emotional behavior concerns of all students. The action plan can be used to address the needs of individual students or groups of students (class, grade, school) depending on your needs.

The SSIS AIMIE Action Planning Guide

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

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

Domain	Pre-Intervention Performance	Domain Priority & Goal (Select, Match, Implement, Evaluate)	SSIS SEH CIP Skill Units to Teach	Start Date	End Date	Post-Intervention Performance	Outcome (+/-)
Self-Awareness	Student: _____ Teacher: _____ Parent: _____	Priority: <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High Goal: _____ Progress: <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> Add to help <input type="checkbox"/> Take others about your skills <input type="checkbox"/> 21 days when there is a problem			Student: _____ Teacher: _____ Parent: _____	+ / -

Download the AIMIE Action Planning Guide

[DOWNLOAD PDF](#)

The AIMIE Action Planning Steps

Assess

You begin by administering the SSIS SEL Brief + Mental Health Scales. When you have reviewed your students' results, you are ready to engage in the Identify step.

Identify

The Identify step requires examining individual or groups of students' scores and performance levels to identify relative strengths and areas for improvement and then determining instructional priorities for each of the areas of improvement.

Match

The Match step involves aligning the identified priorities to lessons in the intervention program for explicitly teaching the behaviors, skills, and/or attitudes that need improvement. If you are using the SSIS CIP, select the Skill Units that you will teach.

Implement

The Implement step is influenced by available time and the scope of the instruction. At a minimum, one's intervention start date and end date should be considered to organize how many of the lessons can be taught.

Evaluate

Finally, all intervention programs should be evaluated to determine if students made progress and achieved the expected outcomes. The Evaluate step requires the re-administration of the SSIS SEL Brief + Mental Health Scales assessment a week or two after the intervention end date to determine the amount of improvement by comparing pre-intervention and post-intervention results.

THANK YOU FOR MAKING A DIFFERENCE

Thank You for using one of the SSIS SEL Brief + Mental Health Scales. We hope that you have learned more about your students' social and emotional competencies and are ready to develop an Action Plan that will guide educators' instructional efforts to help all students to improve SEL skills.

worksheet



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

Date: _____



Insert Domain Mean Scores


Select Improvement

Check Skill Lessons to be Taught

List Intervention


Insert Domain Mean Scores &

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"/> 28. Shows kindness to others who				
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 them. <input type="checkbox"/> 17. Introduce yourself to others. <input type="checkbox"/> 21. Make compromises.				
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				
SEL Total Mean Score & Performance Levels	Pre- Intervention Performance		Post-Intervention Performance				
	Student Total: _____ Level: _____ Teacher Total: _____ Level: _____ Parent Total: _____ Level: _____		Student Total: _____ Teacher Total: _____ Parent Total: _____				




SSIS A.I.M.I.E. Action Plan Guide

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



Insert Domain Mean Scores



Select Improvement
Priorities & Goal Type

Domain	Pre-Intervention Performance	Domain Priority & Goal (L=Low, M=Moderate, H=High)
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
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

Note. Reliable Change Index (RCI) is used to evaluate whether a change over time of an individual's or group's score is correct. RCI is calculated by subtracting the Pre-Intervention Performance Score from the Post-Intervention Performance Score and dividing by the standard error of the difference between the mean performance scores. An RCI of ≥ 1 is considered meaningful because it means the student's score changed more than one standard error.



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

Date: _____



Insert Mean Total Scores &

Select Improvement

Check Skill Lessons from SSIS SEH CIP

List Intervention

Insert Scores, Performance Levels, &

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 & Subscale Scores	Student Mean: _____ Level: _____ Teacher Mean: _____	Priority: <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High Goal:	<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/-
	SEL-Aligned SEL Intervention Programs Date: _____ <div> <div>atch</div> <div>Implement</div> <div>Evaluate</div> </div> <div> <div>be Taught or Lessons Assigned Program</div> <div>List Intervention Start & End Dates</div> <div>Insert Domain Mean Scores & Determine Intervention Outcomes</div> </div>			<input type="checkbox"/> Maintain			
Skill Units to Teach	Start Date	End Date	Post-Intervention Performance	Outcome (+/0/-)			
			Student: _____ Teacher: _____ Parent: _____	+/0/-			
			Student: _____ Teacher: _____ Parent: _____	+/0/-			
			<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/-

lected to teach a student. The replacement behavior will offer the student an opportunity to access equal or greater reinforcers



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

Date: _____



Insert Domain Mean Scores

Select Improvement Priorities & Goal Type

List Skills to be Taught or Lessons from Aligned Program

List Intervention
Start & End Dates

Insert Domain Medn 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 (+/-)
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 / -
	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 / -
	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 / -
	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.

Score Results Reported as SEL Competency & Emotional Behavior Concern Levels Activate the Development of and Intervention Plan

The screenshot shows the 'Reports List' interface on the Resonant Education platform. The left sidebar contains the following sections:

- Reports List**: A red button labeled 'VIEW RESULTS'.
- Assessment Options**: A dropdown menu showing 'Run' with a sub-menu '21-22 Spring Run'.
- Organization**: A dropdown menu showing 'SSIS Demo 2 District' with a list of schools: Elementary School 1 (unchecked), Elementary School 2 (checked), High School (unchecked), Middle School (unchecked), and Test Org (unchecked).
- Filters**: A section with several filters:
 - Respondent Group**: Student (checked), Teacher (checked), Parent (checked).
 - Teacher**: A dropdown menu showing 'Select a teacher...'.
 - Gender**: A dropdown menu.
 - Race & Ethnicity**: A dropdown menu.
 - Hispanic or Latino**: A dropdown menu.
 - Free or Reduced Lunch**: A dropdown menu.
 - Special Education**: A dropdown menu.
 - English Language Learner**: A dropdown menu.
 - Grade Level**: A list of checkboxes from 1 to 9, with 3, 4, and 5 checked.

First Focus on Creating the Score Reports You Want to Process

➤ Select the type of Report from the **Reports List**

➤ Select the **Run**

➤ Select the **School**

➤ Using the **Filters**, select Respondent Group, etc.

➤ This Results in a Score Report

Examine the Results for Adnaan Gould, a 5th Grade Student

Social Emotional Learning ⓘ								Emotional Behavior Concern ⓘ					
Respond...	Teacher	Total	SEL Level	Self-Aw...	Self-Ma...	Social A...	Relation...	Respons...	Internal	EBC-I Le...	External	EBC-E Le...	Recom...
Student	Cote, Kiana	39	Competent	6	5	9	8	11	9	Concern	2	No Concern	Yes
Teacher	Cote, Kiana	31	Developing	6	6	7	7	5	5	Possible Concern	5	No Concern	Yes

Observations

- 2 Respondents (Teacher & Student); no Parent rating
- Total SEL scores by Student (39 or Competent) & by Teacher (31 or Developing) indicate some disagreement and room for improvement
- Reasonable Agreement w/ Self-Awareness & Self-Management SEL domains as areas for improvement + Concerns about EBC-Internalizing

Download & Complete the Action Plan Guide.

To complete the **Assess** Step, transfer Adnaan G's scores to the Pre-Intervention Performance column.

To complete the **Identify** step you need to indicate the Domain Priority & Goal(s). Usually, relatively low SEL Domain scores are priorities to be improved.



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 (+/-)
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	Student Total: _____ Level: _____ Teacher Total: _____ Level: _____ Parent Total: _____ Level: _____			Student Total: _____ Level: _____ Teacher Total: _____ Level: _____ Parent Total: _____ Level: _____		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.

Continue to Page 2 of the Action Plan to document scores and domain priorities for Emotional Behavior Concerns

Complete the **Assess** Step, transfer Adnaan G's scores to the Pre-Intervention Performance column.

Complete the **Identify** step you need to indicate the Domain Priority & Goal(s). Usually, relatively high EBC scores are priorities to be improved.



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.

Continue to Complete the Action Plan Guide by selecting SEH CIP Skill Lessons to Teach that **Match** (content aligned) with Domain Priorities and Goals.



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		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.

The Action Plan Documenting the A.I.M. Steps toward Adaan's SEL Skill & EBC Improvement Program

SSIS A.I.M.I.E. Action Plan Guide for the SSIS SEH CIP: SEL Skills
District/School/Building/Grade/Class/Cohort/Student: Adnaan G. Date: 10-1-23

Assess → **Identify** → **Match** → **Implement** → **Evaluate**

Insert Domain Mean Scores Select Improvement Priorities & Goal Type Check Skill Lessons to be Taught from SSIS SEH CIP Program List Intervention Start & End Dates Insert Domain Mean Scores & 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 (+/-)
Self-Awareness	Student: <u>6</u> Teacher: <u>6</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input checked="" type="checkbox"/> H Goal: <input checked="" type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input checked="" type="checkbox"/> 1. Ask for help. <input checked="" type="checkbox"/> 2. Tell others about your skills. <input checked="" type="checkbox"/> 3. Says when there is a problem.		<u>10-5</u>		
Self-Management	Student: <u>5</u> Teacher: <u>6</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input checked="" type="checkbox"/> H Goal: <input checked="" type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input checked="" type="checkbox"/> 4. Follow the rules. <input checked="" type="checkbox"/> 5. Pay attention to your work. <input checked="" type="checkbox"/> 6. Stay calm with others. <input checked="" type="checkbox"/> 18. Stay calm when pushed or hit. <input checked="" type="checkbox"/> 19. Resolved disagreements calmly.		<u>10-5</u>		
Social Awareness	Student: <u>9</u> Teacher: <u>7</u> Parent: <u>—</u>	Priority: <input checked="" type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input checked="" 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. Forgive others. <input type="checkbox"/> 29. Shows kindness to others when upset.				
Relationship Skills	Student: <u>8</u> Teacher: <u>7</u> Parent: <u>—</u>	Priority: <input checked="" type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input checked="" 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. Ask others to do things with me. <input type="checkbox"/> 17. Introduce yourself to others. <input type="checkbox"/> 21. Make compromises.				
Responsible Decision Making	Student: <u>11</u> Teacher: <u>5</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input checked="" type="checkbox"/> M <input type="checkbox"/> H Goal: <input checked="" type="checkbox"/> Decrease <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 people's property. <input type="checkbox"/> 15. Do your part in a group. <input type="checkbox"/> 20. Listen to different ideas. <input checked="" type="checkbox"/> 27. Says when there is a problem. <input type="checkbox"/> 30. Resolves disagreements calmly.		<u>10-5</u>		
SEL Total Mean Score & Performance Levels	Pre-Intervention Performance Student Total: <u>39</u> Teacher Total: <u>31</u> Parent Total: <u>—</u>	Level: <u>Competent</u> Level: <u>Developing</u> Level: <u>—</u>	Post-Intervention Performance Student Total: <u>—</u> Teacher Total: <u>—</u> Parent Total: <u>—</u>				

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 significant. The Pre-Intervention Performance Score from the Post-Intervention Performance Score and dividing by the standard error of measurement (SEM) of the 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: Adnaan G. Date: 10-1-23

Assess → **Identify** → **Match** → **Implement** → **Evaluate**

Insert Mean Total Scores & Performance Levels Select Improvement Priorities & Goal Type Check Skill Lessons from SSIS SEH CIP Program that can be Taught to Replace Behaviors of Concern List Intervention Start & End Dates 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 (+/-)
Internalizing EBC Mean Total & Concern Level	Student Mean: <u>9</u> Level: <u>Concern</u> Teacher Mean: <u>5</u> Level: <u>Possible Con.</u> Parent Mean: <u>—</u> Level: <u>—</u>	Priority: <input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High Goal: <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Maintain	<input checked="" type="checkbox"/> 5. Ask for help. <input checked="" type="checkbox"/> 13. Express your feelings. <input checked="" type="checkbox"/> 16. Ask others to do things with you. <input type="checkbox"/> 22. Be positive about the future. <input checked="" type="checkbox"/> 27. Says when there is a problem.		<u>10/5</u>	Student Mean: <u>—</u> Level: <u>—</u> Teacher Mean: <u>—</u> Level: <u>—</u> Parent Mean: <u>—</u> Level: <u>—</u>	+ / 0 / -
Externalizing EBC Mean Total & Concern Level	Student Mean: <u>3</u> Level: <u>No Con.</u> Teacher Mean: <u>5</u> Level: <u>No Con.</u> Parent Mean: <u>—</u> Level: <u>—</u>	Priority: <input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High Goal: <input type="checkbox"/> Decrease <input checked="" 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: <u>—</u> Level: <u>—</u> Teacher Mean: <u>—</u> Level: <u>—</u> Parent Mean: <u>—</u> Level: <u>—</u>	+ / 0 / -

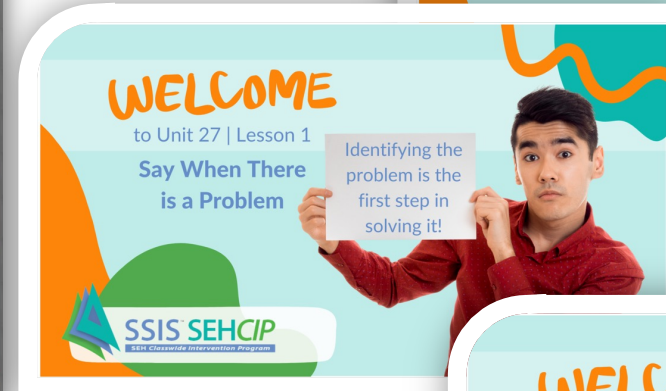
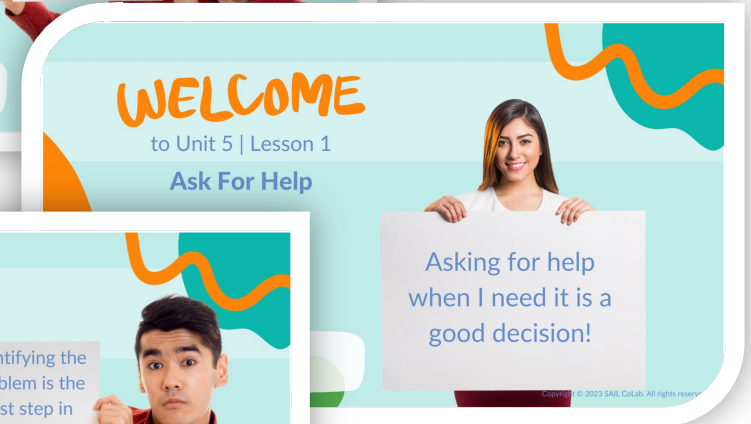
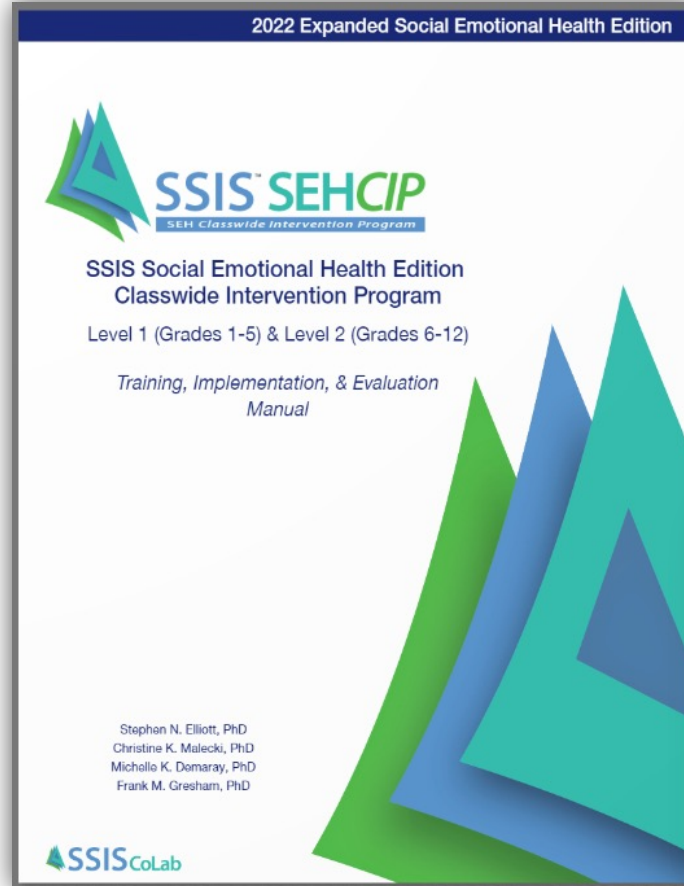
Note: A Replacement Behavior is an alternative behavior that is identified and selected to teach a student. The replacement behavior will offer the student an opportunity to access equal or greater reinforcers than the negative emotional behavior concern.

Lessons that Match Adnaan's SEL & EBC Improvement Goals

The **Match** between the Domain Priorities and Goals resulting from the Assessment are easy and direct when the **SSIS SEH Classwide Intervention Program** is being used to teach SEL skills and more!

The skills checked in the Skill Lessons to Teach column all can be found online at SSIScolab.com.

In the case of Adnaan, here are some of the featured skill units he would be taught.



Each of the matches leads to a specific Skill Unit with 3 lessons that directly teaches the skill using a *Tell-Show-Do-Practice-Monitor Progress-Generalize* instructional approach operationalize via engaging PowerPoint slides.

Specific versus General Matching
of skill needs to skill lessons.

Assessment results from the SSIS
SEL Brief Scales & SSIS SEL Brief +
Mental Health Scales yield scores
consistent with the CASEL
Competency Framework. This
enables these results to match
with lessons from intervention
programs that generally align
with the CASEL Framework.

Page 3 of the A.I.M.I.E. Action
Plan Guide can be used to
identify matches with at the
domain level with programs in
addition to the SSIS SEH CIP.



The SSIS SEL Assessments Provide Results for Making Matches to Lessons with Many Other CASEL-Aligned Intervention Programs!

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

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

Assess → **Identify** → **Match** → **Implement** → **Evaluate**

Insert Domain Mean Scores Select Improvement Priorities & Goal Type List Skills to be Taught or Lessons from Aligned Program List Intervention Start & End Dates 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 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.

It is typically used as a self-report tool, but also can be used by an independent observer to provide inter-rater reliability evidence.



Level	General Description of Quantity & Quality of Lesson	Performance Level Descriptions of Lesson Implementation
4	>90% & Excellent	<ul style="list-style-type: none"> Completed more than 90% of expected steps for the lesson/unit of instruction. Used all program resource materials to support the lesson. Stimulated maximum engagement and participation from nearly all students. Managed instructional pace and time expertly.
3	70-90% & Very Good	<ul style="list-style-type: none"> Completed 70% to 90% of expected steps for the lesson/unit of instruction. Used most program resource materials to support the lesson. Stimulated high engagement and participation from most students. Managed instructional pace and time very competently.
2	50-69% & Good	<ul style="list-style-type: none"> Completed 50% to 69% of expected steps for the lesson/unit of instruction. Used some program resource materials to support the lesson. Stimulated moderate engagement and participation from many students. Managed instructional pace and time competently.
1	<50% & Poor	<ul style="list-style-type: none"> Completed less than 50% of expected steps for the lesson/unit of instruction. Used few to none of the program resource materials to support the lesson. Stimulated low engagement and participation from many students. Managed instructional pace and time poorly.

The Completed IPMR by Adnaan's Teacher

SSIS SEL Instructional Progress Monitoring Record
District / School / Building / Grade / Class / Cohort / Student (Circle One)
Name: Adnaan G. Date: 10-17-23

Date (D/M/Yr)	Lesson # or Name	SEL Lesson Focus (Circle Best Description)	Lesson Duration (Estimate # of Minutes)	Quantity & Quality of Lessons Implemented				Integrity Score
				<50% Poor 1	50-69% Good 2	70-90% Very Good 3	>90% Excellent 4	
10-17-23	3.1	SA / <u>SM</u> / SocA / RS / RDM / Other	25	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
10-19	3.2	SA / <u>SM</u> / SocA / RS / RDM / Other	25	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
10-24	3.3	SA / <u>SM</u> / SocA / RS / RDM / Other	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
10-26	5.1	<u>SA</u> / SM / SocA / RS / RDM / Other	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
11-2	5.2	<u>SA</u> / SM / SocA / RS / RDM / Other	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
11-7	5.3	<u>SA</u> / SM / SocA / RS / RDM / Other	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
11-9	13.1	SA / <u>SM</u> / SocA / RS / RDM / <u>Other</u>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
11-21	13.2	SA / <u>SM</u> / SocA / RS / RDM / <u>Other</u>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
11-28	27.1	SA / SM / SocA / RS / <u>RDM</u> / Other	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
11-30	27.3	SA / SM / SocA / RS / <u>RDM</u> / Other	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
Totals or Averages		3/5/0/0/2/2	253 25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	28	37/10 3.7

Note: SA = Self-Awareness; SM = Self-Management; SocA = Social Awareness; RS = Relationship Skills; RDM = Responsible Decision Making.
*The Integrity score should be automatically generated with <50%+Poor = 1, 50-69%+Good = 2, 70-90%+Very Good = 3, and >90%+Outstanding = 4.

Key Observations & Conclusion

- SSIS CIP Lessons to teach & practice 4 SEL skills were completed in a 2-month period.
- The Integrity with which these lessons were implemented was considered Very Good to Excellent based on a 3.7 average Integrity Score.

It is reasonable to conclude that any changes reported in the student's could be due in part to these SEL Program lessons.


We conduct assessment to determine if students improve their SEL skills from Pre- to Post- Intervention.

When pre- and post-assessments are (1) highly aligned with the skills taught in an intervention and (2) the intervention has been shown to be implemented with integrity, the results of the assessments can be used to determine if students' skills improved.

As illustrated by the **Evaluate** step, Post-Intervention SEL scale/domain scores and total scores are used to determine outcomes & calculate a Reliable Change Index (RCI).



The Last Step: Evaluate (and Calculate) to Determine Outcomes



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

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

Assess

Identify

Match

Implement

Evaluate

Insert Domain Mean Scores

Select Improvement Priorities & Goal Type

List Skills to be Taught or Lessons from Aligned Program

List Intervention Start & End Dates

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
<div> <div>Student Total: _____</div> <div>Teacher Total: _____</div> <div>Parent Total: _____</div> </div> <div> <div>Level: _____</div> <div>Level: _____</div> <div>Level: _____</div> </div>		<div> <div>Student Total: _____</div> <div>Teacher Total: _____</div> <div>Parent Total: _____</div> </div> <div> <div>Level: _____</div> <div>Level: _____</div> <div>Level: _____</div> </div>	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.

The Complete Post-Intervention Action Plan for Adnaan

Key Observations & Conclusion

- The combined SEL ratings by the student and his teacher indicate slight improvement in targeted Self-Awareness, Self-Management, and Responsible Decision-Making skills.
- The student's and teacher's Post-Intervention total SEL scores indicated the student is functioning at the Competent Level socially.
- The SEL Total Scores based on the teacher ratings indicated a Reliable Change from Pre- to Post-Intervention occurred. The RCI was 1.5.

It can be concluded that the intervention program helped Adnaan improve targeted SEL skills.

SSIS A.I.M.I.E. Action Plan Guide for the SSIS SEH CIP: SEL Skills
District/School/Building/Grade/Class/Cohort/Student: Adnaan G. Date: 10-1-23

Assess → Identify → Match → Implement → Evaluate

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 (+/-)
Self-Awareness	Student: <u>6</u> Teacher: <u>6</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input checked="" type="checkbox"/> H Goal: <input checked="" type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input checked="" type="checkbox"/> 1. Ask for help. <input checked="" type="checkbox"/> 2. Tell others about your skills. <input checked="" type="checkbox"/> 3. Says when there is a problem.	<u>10-5</u>	<u>12-4</u>	Student: <u>8</u> Teacher: <u>7</u> Parent: <u>—</u>	<u>0</u> +/-
Self-Management	Student: <u>5</u> Teacher: <u>6</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input checked="" type="checkbox"/> H Goal: <input checked="" type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input checked="" type="checkbox"/> 4. Follow the rules. <input checked="" type="checkbox"/> 5. Pay attention to your work. <input checked="" type="checkbox"/> 6. Stay calm with others. <input checked="" type="checkbox"/> 7. Stay calm when pushed or hit. <input checked="" type="checkbox"/> 8. Resolved disagreements calmly.	<u>10-5</u>	<u>12-4</u>	Student: <u>7</u> Teacher: <u>8</u> Parent: <u>—</u>	<u>0</u> +/-
Social Awareness	Student: <u>9</u> Teacher: <u>7</u> Parent: <u>—</u>	Priority: <input checked="" type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input checked="" type="checkbox"/> Maintain	<input type="checkbox"/> 9. Do nice things for others. <input type="checkbox"/> 10. Stand up for others. <input type="checkbox"/> 11. Make others feel better. <input type="checkbox"/> 12. Show concern for others. <input type="checkbox"/> 13. Forgive others. <input type="checkbox"/> 14. Shows kindness to others when upset.			Student: <u>8</u> Teacher: <u>8</u> Parent: <u>—</u>	<u>0</u> +/-
Relationship Skills	Student: <u>8</u> Teacher: <u>7</u> Parent: <u>—</u>	Priority: <input checked="" type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H Goal: <input type="checkbox"/> Increase <input checked="" type="checkbox"/> Maintain	<input type="checkbox"/> 15. Say please and thank you. <input type="checkbox"/> 16. Take turns when you talk. <input type="checkbox"/> 17. Get along with others. <input type="checkbox"/> 18. Ask others to do things with me. <input type="checkbox"/> 19. Introduce yourself to others. <input type="checkbox"/> 20. Make compromises.			Student: <u>9</u> Teacher: <u>7</u> Parent: <u>—</u>	<u>0</u> +/-
Responsible Decision Making	Student: <u>11</u> Teacher: <u>5</u> Parent: <u>—</u>	Priority: <input type="checkbox"/> L <input checked="" type="checkbox"/> M <input type="checkbox"/> H Goal: <u>Discuss</u> <input type="checkbox"/> Increase <input type="checkbox"/> Maintain	<input type="checkbox"/> 21. Do the right thing. <input type="checkbox"/> 22. Own your actions. <input type="checkbox"/> 23. Respects other people's property. <input type="checkbox"/> 24. Do your part in a group. <input type="checkbox"/> 25. Listen to different ideas. <input type="checkbox"/> 26. Says when there is a problem. <input type="checkbox"/> 27. Resolves disagreements calmly.	<u>10-5</u>	<u>12-4</u>	Student: <u>10</u> Teacher: <u>7</u> Parent: <u>—</u>	<u>0</u> +/-

SEL Total Mean Score & Performance Levels	Pre-Intervention Performance	Post-Intervention Performance	Pre-Post Intervention Change
Student Total	<u>39</u> Level: <u>Competent</u>	Student Total: <u>43</u> Level: <u>Competent</u>	Reliable Change Index (RCI): <u>.75</u>
Teacher Total	<u>31</u> Level: <u>Developing</u>	Teacher Total: <u>37</u> Level: <u>Competent</u>	Reliable Change Index (RCI): <u>1.5</u>
Parent Total	<u>—</u> Level: <u>—</u>	Parent Total: <u>—</u> Level: <u>—</u>	Reliable Change Index (RCI): <u>—</u>

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.

Application Summary




Use A.I.M.I.E. to Create Action Plans for Individual Students, Small Groups, Entire Classrooms, & Schools

This training presentation demonstrated the application of the SSIS SEL A.I.M.I.E. Action Plan for the case of Adnaan, a 5th grade student. SSIS SEL Brief + Mental Health Scales rating scores by Adnaan and his teacher were used in combination to identify the student's behavior domains for improvement. The domains for improvement were then specifically matched with SEL lessons in the CASEL aligned SSIS SEH CIP and targeted for implementation and evaluation.

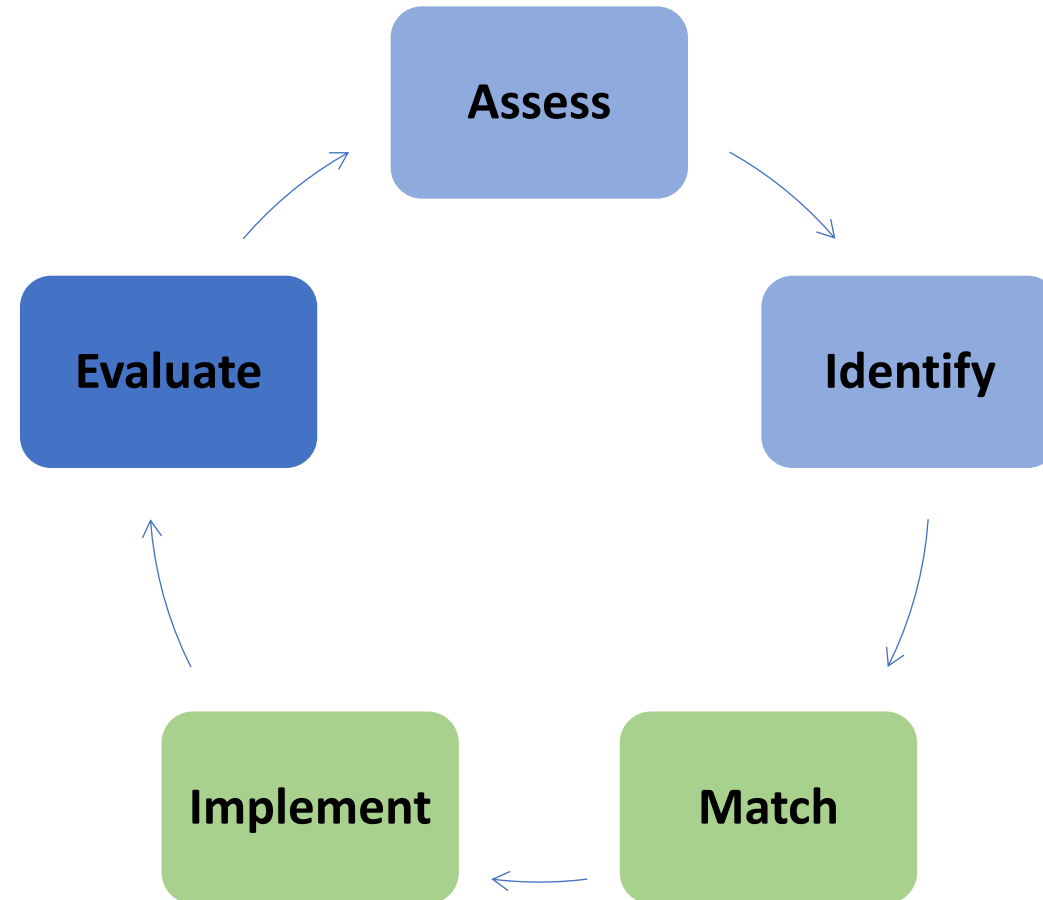
The **exact same Action Planning Process** used for Adnaan can be used to plan instructional intervention programs for small groups of students, entire classrooms of students, entire grade levels within a school, or an entire school of as long as you have assessment data that has been aggregated and averaged based on all the participating students.

Many SEL or SEH intervention programs are time consuming, and educators need to make decisions about what lessons to prioritize or to emphasis. Thus, results of the A.I.M.I.E. Action Plan can help educators organize their decision process and document the evidence-base for making lesson implementation selections.

The 5-Step A.I.M.I.E. Process Should be Recurring so that Assessment + Intervention Results Drive Future Instruction



SSIS SEL
assessments
provide
ACTIONABLE data
to drive an
efficient
Intervention
decision making
process!



Make connections with the SSIS SEL A.I.M.I.E. to “bridge the gap” between assessment results and intervention implementation!



Thank You for using one of the SSIS SEL Brief + Mental Health Scales and/or the SSIS SEH Classwide Intervention Program. Both of these products are evidence based and designed to work together to maximize instructional programs that can improve students' social emotional development.

The **SSIS A.I.M.I.E.** is a keystone resource based on solution focused thinking. Use it to enhance communication, documentation, and outcomes for your students!

For more information and resources to help you develop
an **SSIS Action Plan**, visit

<https://ssiscolab.com/actionplans/>