STUDY GUIDE
Group Leader Training Series
SSIS Social Emotional Health CIP-T2 Training

Overview of the SSIS SEH CIP-T2

The **SSIS CIP-T2 Social Emotional Health Improvement Program**, or simply the **SSIS CIP-T2**, is an MTSS Tier 2 program to support students who have not progressed as expected in a universal social emotional learning program and perceived to benefit from additional support directed at the improvement of key **social emotional health skills**. These skills include learning how to manage stress and using social support and related social emotional behaviors to achieve personal social emotional improvement goals. Collectively, we call these **healthy life skills** because they are known to be important to the wellbeing of individuals regardless of one's age, social status, or career. In the initial phase of the program, these skills are used in four **healthy behavior routines** that are part of nearly every lesson.

The **SSIS CIP-T2** is a multi-phased, data-driven intervention that is built on and expands the evidence-based SSIS SEL Classwide Intervention Program (SSIS CIP; Elliott & Gresham, 2020). In CIP-T2, group leaders work with 4 to 10 students to create a mini-social supportive network while explicitly teaching skill-building lessons that lead each student to a goal-focused healthy behavior improvement program.

The CIP-T2 Training Series provides <u>qualified individuals</u> with the knowledge and resources to implement, manage, and evaluate the **SSIS CIP-T2**. Qualified individuals should have (a) knowledge of and experience with providing support services to students with mild to moderate emotional behavior concerns, (b) experience with assessing and interpreting results of social behavior assessments, and (c) experience delivering quality instruction with digital assets. Typically, school psychologists, counselors, social workers, and behavioral specialists possess the qualifications to use the **SSIS CIP-T2** effectively.

At the conclusion of each training session, we encourage you to reflect on what you have learned and then evaluate your current level of competence regarding the specific knowledge and skills listed in the CIP-T2 Group Leader Competency Checklist at the end of this guide.

Training Sessions

CIP-T2 training consists of 10 sessions and requires a minimum of 4 hours to complete. We recommend you work through the sessions in the order listed and take a few extra minutes each session to examine first-hand the associated BIGS Lesson slides. Users who do this will be Group Leader Ready at the conclusion of this training!

Session #1. An Introduction to the SSIS SEH CIP-T2 (40 minutes)
This session introduces you to the theory of change behind the CIP-T2 and the key materials and instructional actions that group leaders can use to effectively implement this social emotional health improvement program.

Session #2. The Opening Meeting (20 minutes)
This session introduces confidentiality and behavioral expectations for the group. It covers the steps and routine for the Opening Meeting which is how every BIGS lesson begins. Along with an overview of Lesson 1, students will learn the Opening Meeting steps of Greet, Share, Manage Stress, and the Positive Empowerment Points (PEP).

Session #3. SMARTi Goals to Picture It! (15 minutes)
This session addresses how to write Specific, Measurable, Attainable, Realistic, and Time-bound goals for improvement (SMARTi) and overviews Lesson 2.

Session #4. Stress: Manage It! (15 minutes)
This session advances understanding of stress including understanding symptoms of and situations that cause stress. Methods to manage stress are introduced. This session represented BIGS Lessons 3 and 4.

Session #5. Social Support: Give and Get It! (15 minutes)
This session advances understanding of social support including understanding reciprocity of support and emotional and informational types of support. Routines for offering/giving and asking/receiving support are taught. This session represented BIGS Lessons 5 and 6.

Session #6. Positive Behavior Wins! (25 minutes)
This session advances understanding of key SEL skills and emotional behavior concerns and how positive behaviors can be used to replace negative behaviors in children's repertories. BIGS Lessons 8 and 9 are overviewed.

Session #7. The BIGS Healthy Behavior Routines (20 minutes)
This session, overviewing BIGS Lesson 11, provides a review of key concepts learned in BIGS. The four Healthy Behavior Routines are introduced: Good Behavior Routine, Healthy Stress Management Routine, Healthy Social Support Empowerment Routine, and the SMARTi Goals Routine.

Session #8. Building a Personal Improvement Goal Attainment Scale (GAS) (25 minutes)
This session reviews SMARTi goals and introduces goal attainment scales, a method to track progress. BIGS <u>Lesson 10 and 12</u> are overviewed in this session.

Session #9. Completing the BIGS and Moving to BIMS (20 minutes)
This session addresses how personal improvement goals are used to select a Brief Improvement Module for Students (BIMS) from the SSIS SEH CIP.

Session #10. Program Implementation: A Case Study & Key Steps (50 minutes)
This session integrates the content taught in the CIP-T2, highlights the self-reflection and improvement work of a 4th grade student via his Student Improvement Guidebook activities, and illustrates the use of a MAP – My Action Plan – and Journey Maps to communicate with the student's parents.

Learning Objectives for the Training Series

1. Explain the guiding theory behind CIP-T2 in practical terms to teachers and parents.

2. Access and use all the online components of the CIP-T2.

3. Understand the 8 instructional phases of a BIGS lesson and their function in teaching students' healthy behaviors.

4. Understand the 4 main elements of an Opening Meeting.

5. Define each of the components of a SMARTi goal.

6. Explain what stress is and how it effects students' bodies.

7. Model for others 5 ways they can reduce stress they experience.

8. Define and model for colleagues the steps in the BIGS Healthy Stress Management Routine.

9. Define social support and model the reciprocal behaviors for the Give and Get it mantra.

10. Define and model for colleagues the steps in the BIGS Healthy Social Support Ask/Accept Routine.

11. Define and provide example skills representative of five social emotional competencies.

12. Explain to a colleague how positive behaviors can be used to replace and reduce negative behaviors.

13. Describe a Goal Attainment Scale (GAS) and explain how it is used to connect BIGS and BIMS phases of CIP-T2.

14. Understand how to help students develop a personal GAS for a social behavior or health improvement goal.

15. Understand the content of SSIS SEH CIP Skill Units and can use them to create a BIMS for a student.

Key Concepts & Components of the CIP-T2

To navigate the SSIS SEH CIP-T2 Training and to communicate effectively with teachers, parents, and students, persons participating in this Professional Development need to grasp 15 concepts and be able to apply them. Here are the key concepts that comprise the CIP-T2 program…

- **BIGS** stands for *Brief Intervention Group Support* and is the first phase of the CIP-T2 program. It includes 12 lessons focusing on stress management, social support, positive social emotional behaviors, and setting goals for self-improvement.

- **BIMS** stands for *Brief Improvement Modules for Students* and is the second phase of the CIP-T2. It includes up to 20 SSIS SEL CIP skill units selected to teach/re-teach skills to improve students' self-management, relationship skills, responsible decision-making skills and to decrease students' emotional behavior concerns and stress concerns.

- **EBC** stands for *Emotional Behavior Concerns* and covers internalizing and externalizing behaviors that may become problematic, and emotions and behaviors associated with unhealthy stress levels.

- **GAS** stands for *Goal Attainment Scaling*, a method of formalizing a logical series of skill/behavior performance levels from one's current level of functioning to their outcome goal level of functioning. Most GAS consist of 5 levels and are used to monitor the progress a person is making toward their outcome/terminal goal.

- **Healthy Behavior Routines** are a frequently used sequence of techniques or practices that are good for your wellbeing. During BIGS lessons, three specific healthy routines are featured: *#1 Stress Management*, *#2 Social Support Empowerment*, and *#3 SMARTi Goals for Personal Improvement*. The *#4 Good Behavior Routine* is generalized from the BIGS Group Expectations that are practiced in every lesson.

- **Healthy Mantras** are short, memorable positive statements that reinforce the importance of focusing one's mind on self-improvement to achieve a goal. The BIGS Healthy Mantras are *Picture it! Manage it! Give + Get it! and Positive Behavior Wins!* Each mantra is associated with a Healthy Behavior Routine and is featured as a colored flag that is used to characterize progress along one's improvement journey path.

- **I-Work** stands for *Improvement Work*, the "homework" group members are asked to do after each BIGS lesson. I-Work activities are in a *Student Improvement Guidebook* and involve application of skills and healthy behavior routines to life beyond a BIGS Group.

- **MAP** stands for *My Action Plan*, a brief planning document used at the outset of the BIMS phase for communicating student's outcome goal and the resources they need to accomplish the goal. A MAP is supported by a student's SMARTi GAS and progress chart.

- **Peer Coaches** are a diverse group of eight hypothetical high school students who "graduated" from CIP-T2 and are returning to provide students some encouragement and tips for navigating through the BIGS lessons in preparation for a personal improvement journey. These peer coaches are intended as engagement tools. They Open and Close most lessons with Positive Empowerment Points (PEP) and their animated caricatures pop-up during lessons to provide insights into the value of learning positive and healthy social emotional behaviors.

- **S.A.F.E.R.** summarizes five characteristics of highly effective social emotional improvement programs, where S is for *sequenced*, A is for *active,* F is for *focused,* E is for *explicit,* and R is for *responsive.* Both the CIP and CIP-T2 programs are designed with these characteristics in mind.

- **SIG** stands for the *Student Improvement Guidebook*; a resource students engage with during each BIGS lesson and after via I-Work activities. A backpack symbolizes a means for "keeping and carrying BIGS 'tools' and 'maps' needed to navigate a successful improvement journey." We call this backpack a ***BIGSpack****.* Many readers will see it is a play on the often-used toolkit metaphor. The BIGSpack consists of several pages at the end of the SIG where students list the BIGS "tools" they want to take on their improvement journey.

- **SEH** stands for *Social Emotional Health*, a broad concept that includes social emotional learning skills and health related behaviors characteristic of healthy and happy students.

- **S.M.A.R.T.i.** is our adaptation of the popular SMART acronym that describes five features of well-written goals. Specifically, S is for *specific,* M is for *measurable,* A is for *achievable,* R is for *relevant*, and T is for *time bound.* BIGS is all about *improvement,* thus the addition of i. Students are taught to write SMARTi goals that become part of their personal goal attainment scale. BIGS helps student produce a SMARTi GAS!

- **Social Support** is an individual's *perceptions* of general support or specific supportive behaviors from people in their social network, which enhances their functioning and/or may buffer them from stress and poor outcomes. Key types of social support behaviors are emotional and informational. Social support is reciprocal; that is, we ask/accept social support, but we also offer/give social support to others.

- **Stress** is a state of mental tension and worry caused by problems in one's life. Stress can have physical, cognitive, emotional, and/or behavioral symptoms. Everybody experiences stress. Stress that persists is characterized as chronic and has detrimental effects on one's health, if not reduced. Several stress reduction techniques – breathing, stretching, and mindfulness -- are featured in BIGS lessons to model a healthy way for students to manage stress so it is tolerable.

Group Leader Competencies: Self-Evaluation Checklist

Please read the statements and rate your current level of competence for the skill(s) described using: **N** = No Competence, **L** = Limited Competence, **M** = Moderate Competence, or **C** = Complete Competence.

1. I can explain the guiding theory behind CIP-T2 in practical terms to teachers and parents. ____

2. I can access and use all the online components of the CIP-T2. _____

3. I understand the 8 instructional phases of a BIGS lesson and their function in teaching students' healthy behaviors. ____

4. I can lead an Opening Meeting demonstrating its 4 main elements. _____

5. I can define and illustrate each of the components of a SMARTi goal. _____

6. I can explain to students what stress is and how it effects their bodies. _____

7. I can define and model for colleagues the steps in the BIGS Healthy Stress Management Routine. _____

8. I can model for students 5 ways they can reduce stress they experience. _____

9. I can define social support & model reciprocal behaviors for the Give and Get it mantra. ___

10. I can define and model for colleagues the steps in the BIGS Healthy Social Support Ask/Accept Routine. _____

11. I can define & provide skills representative of five social emotional competencies. _____

12. I can explain to students how positive behaviors can be used to replace and reduce negative behaviors. _____

13. I can describe a Goal Attainment Scale (GAS) and explain how it is used to connect BIGS and BIMS phases of CIP-T2. _____

14. I can help students develop a personal GAS for a social behavior or health improvement goal. _____

15. I understand the content of SSIS SEH CIP Skill Units and can use them to create a BIMS for a student. _____