

## SUMMARY REPORT for PARENTS & STUDENTS

### Social Emotional Learning & Mental Health Screening Results

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Our school cares about the well-being of all students and has programs designed to support students’ improvement of their social emotional learning (SEL) and mental health competencies. To help monitor our students’ SEL development, we periodically conduct school-wide screenings of students using the *SSIS SEL Brief + Mental Health Scales*. This measure can be completed by students, teachers, and/or parents and helps document students’ current level of SEL as well as possible areas of emotional behavior concerns (EBC). The behaviors assessed by the *SSIS SEL Brief + Mental Health Scales* and their associated levels of performance or concern are described in the accompanying figures. Please read the descriptions carefully and understand that the screening provides information about a student’s current functioning levels. The skills or behaviors associated with each level can be improved and thus change over time. Periodic re-screening can be used to continue to monitor students’ progress.

Social Emotional Learning Competencies			
<i><b>Self-Awareness</b></i> – Recognizes one’s emotions and their influence on behavior.			
<i><b>Self-Management</b></i> - Regulates one’s emotions and behavior in social situations.			
<i><b>Social Awareness</b></i> – Takes perspective of others and can empathizes with them.			
<i><b>Relationship Skills</b></i> – Makes and maintains healthy and respectful relationships with others.			
<i><b>Responsible Decision Making</b></i> – Makes good choices and respects rules and others.			
SEL Competency Performance Levels Associated with Scores			
Emerging	Developing	Competent	Advanced
Student <b>never</b> or <b>seldom exhibits some</b> fundamental SEL competencies with <b>direct cueing and prompting in at least one</b> social situation.	Student <b>often exhibits many</b> of the fundamental SEL competencies but needs some <b>prompting in a several</b> social situations.	Student <b>often exhibits all</b> of the fundamental SEL competencies appropriately with <b>almost no prompting in most</b> social skills.	Student <b>almost always exhibits all</b> of the fundamental SEL competencies <b>independently in nearly all</b> social situations.

Emotional Behavior Concerns		
<i><b>Internalizing Concerns</b></i> - Negative emotions and behaviors directed inwardly involving feeling anxious, sad, or lonely; exhibiting poor self-esteem; lack of interest or engagement with others.		
<i><b>Externalizing Concerns</b></i> - Negative emotions and behavior directed primarily toward others involving verbal or physical aggression; poor control of temper; arguing; actively excluding others.		
Levels of Concern Associated with Scores		
Concern	Possible Concern	No Concern
Students at this level frequently (often or almost always) exhibit one or more of these types of behaviors. They likely need ongoing support and monitoring by school professionals until a comprehensive assessment can be completed to establish special actions.	Students at this level sometimes (seldom or often) exhibit one or more of these types of behavior. They may need support and periodic monitoring to ensure the situation does not worsen.	Students at this level rarely (very seldom or never) exhibit any of these types of behavior. They do not require additional attention or support at this time.

Your child’s scores for the five SEL competency domains and two EBC concerns areas are summarized in the tables on the next page for each informant who completed a rating of your child. Student self-assessments start in grade 3.

## Social Emotional Learning (SEL)

Higher Raw Score = Better

Emerging Developing Competent Advanced

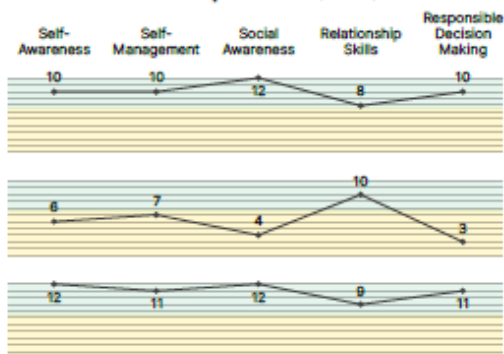
### SEL Composite (0-60)

Student 50

Teacher 30

Parent 55

### SEL Competencies (0-12)



## Emotional Behavior Concern (EBC)

Lower Raw Score = Better

Concern Partial concern No concern

Internal	External	Recommend Follow-up Based on EBC Score?
6	9	YES
13	9	YES
5	5	NO

Each of the five SEL scales has four items with scores ranging from 0 to 12. Adding/Summing the raw scores on the five competency scales results in a Composite or Total SEL raw score ranging from 0 to 60. High SEL scores are desirable. Both EBC scales has five items with scores ranging from 0 to 15. There is not a total combined EBC score because Internalizing and Externalizing behaviors are separate dimensions of behavior. Low EBC scores are desirable.

When reading reports for any of the SSIS SEL Brief + Mental Health Scales, understanding that:

1. The SEL Composite score is the most reliable score and an indicator of the frequency with which students exhibit SEL competencies. High SEL Composite scores are desired.
2. EBC-Internalizing and EBC-Externalizing Scales yield separate Total Scores and are indicators of the frequency with which students have been observed to exhibit behaviors representative of emotional behavior concerns. Low EBC scores are desired.
3. Confidence intervals (CI) are reported for the scores to provide a range of values that likely encompasses a child's true score and are indicated by [ $\pm$ ] in the Total SEL score column.
4. Research with behavior rating scale assessments like those in the SSIS SEL Brief Scales series indicates that two informants (teacher-student or parent-student) typically agree only moderately. This is largely because most raters observe students' behavior in only a subset of common situations daily.

If you have follow-up questions regarding the screening program or the results provided in this letter, please contact Carolyn Candela, Director of Social Emotional Learning at Patchogue-Medford at 631-687-6300.

For more details and the research behind the *SSIS SEL Brief Scales*, visit [ssicolab.com](http://ssicolab.com).

THANK YOU!

## INFORME RESUMIDO para PADRES Y ESTUDIANTES

### Resultados del Aprendizaje Socioemocional y el Cuestionario de la Salud Mental

Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Maestro: \_\_\_\_\_

Nuestra escuela se preocupa por el bienestar de todos los estudiantes y tiene programas diseñados para apoyar la mejora de los estudiantes de su aprendizaje socioemocional (SEL) y competencias de salud mental. Para ayudar a monitorear el desarrollo de SEL de nuestros estudiantes, periódicamente realizamos exámenes de detección en toda la escuela de los estudiantes utilizando el *SSIS*

*SEL Escalas Breves de*

*Aprendizaje Socioemocional +*

*Salud Mental*. Esta medida

puede ser completada por

estudiantes, maestros y / o

padres y ayuda a documentar

el nivel actual de SEL de los

estudiantes, así como las

posibles áreas de

preocupaciones de

comportamiento emocional

(EBC). Los comportamientos

evaluados por

estas Escalas y sus niveles

asociados de rendimiento o

preocupación se describen en

las cifras adjuntas. Lea las

descripciones detenidamente

y comprenda que la

evaluación proporciona

información sobre los niveles

de funcionamiento actuales de

un estudiante. Las habilidades

o comportamientos asociados

a cada nivel se pueden

mejorar y así cambiar con el

tiempo. La reevaluación

periódica se puede utilizar

para continuar monitoreando

el progreso de los estudiantes.

Los puntajes de su hijo(a) para los cinco dominios de competencia de SEL y dos áreas de

preocupaciones de EBC se resumen en las tablas siguientes para cada informante que completó

una calificación de su hijo(a). Las autoevaluaciones de los estudiantes comienzan en el grado 3.

Social Emotional Learning Competencies			
<i><b>Self-Awareness</b></i> – Recognizes one’s emotions and their influence on behavior.			
<i><b>Self-Management</b></i> - Regulates one’s emotions and behavior in social situations.			
<i><b>Social Awareness</b></i> – Takes perspective of others and can empathizes with them.			
<i><b>Relationship Skills</b></i> – Makes and maintains healthy and respectful relationships with others.			
<i><b>Responsible Decision Making</b></i> – Makes good choices and respects rules and others.			
SEL Competency Performance Levels Associated with Scores			
Emerging	Developing	Competent	Advanced
Student <b>never or seldom exhibits some</b> fundamental SEL competencies with <b>direct cueing and prompting in at least one</b> social situation.	Student <b>often exhibits many</b> of the fundamental SEL competencies but <b>needs some prompting in a several</b> social situations.	Student <b>often exhibits all</b> of the fundamental SEL competencies appropriately with <b>almost no prompting in most</b> social skills.	Student <b>almost always exhibits all</b> of the fundamental SEL competencies <b>independently in nearly all</b> social situations.

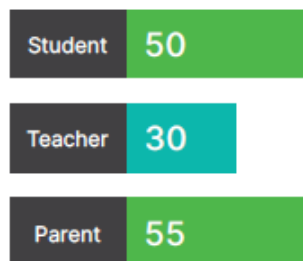
Emotional Behavior Concerns		
<i><b>Internalizing Concerns</b></i> - Negative emotions and behaviors directed inwardly involving feeling anxious, sad, or lonely; exhibiting poor self-esteem; lack of interest or engagement with others.		
<i><b>Externalizing Concerns</b></i> - Negative emotions and behavior directed primarily toward others involving verbal or physical aggression; poor control of temper; arguing; actively excluding others.		
Levels of Concern Associated with Scores		
Concern	Possible Concern	No Concern
Students at this level frequently (often or almost always) exhibit one or more of these types of behaviors. They likely need ongoing support and monitoring by school professionals until a comprehensive assessment can be completed to establish special actions.	Students at this level sometimes (seldom or often) exhibit one or more of these types of behavior. They may need support and periodic monitoring to ensure the situation does not worsen.	Students at this level rarely (very seldom or never) exhibit any of these types of behavior. They do not require additional attention or support at this time.

## Social Emotional Learning (SEL)

Higher Raw Score = Better

Emerging Developing Competent Advanced

### SEL Composite (0-60)



### SEL Competencies (0-12)



## Emotional Behavior Concern (EBC)

Lower Raw Score = Better

Concern Partial concern No concern



Cada una de las cinco escalas SEL tiene cuatro elementos con puntuaciones que van de 0 a 12. Sumando los puntajes brutos en las cinco escalas de competencias se obtiene un puntaje bruto compuesto o SEL total que varía de 0 a 60. Los puntajes SEL altos son deseables. Ambas escalas EBC tienen cinco elementos con puntajes que van de 0 a 15. No hay una puntuación EBC combinada total porque los comportamientos de internalización y externalización son dimensiones separadas del comportamiento. Los puntajes bajos de EBC son deseables.

Al leer informes para cualquiera de las SSIS SEL Escalas Breves de Aprendizaje Socioemocional + Salud Mental, entendiéndose que:

1. El puntaje Compuesto de SEL es el puntaje más confiable y un indicador de la frecuencia con la que los estudiantes exhiben competencias de SEL. Se desean puntajes compuestos de SEL altos.
2. Las escalas EBC-Comportamiento de Internalización y EBC-Comportamiento de Externalización producen puntajes totales separados y son indicadores de la frecuencia con la que se ha observado que los estudiantes exhiben comportamientos representativos de las preocupaciones de comportamiento emocional. Se desean puntajes de EBC bajos.
3. Los intervalos de confianza (IC) se informan para que las puntuaciones proporcionen un rango de valores que probablemente abarque la verdadera puntuación de un niño y se indican mediante  $[\pm]$  en la columna puntuación SEL total.
4. Estudios con evaluaciones de la escala de calificación de comportamiento como las de la serie SSIS SEL Escalas Breves indica que dos informantes (maestro-estudiante o padre-estudiante) generalmente están de acuerdo solo moderadamente. Esto se debe en gran parte a que la mayoría de los evaluadores observan el comportamiento de los estudiantes en solo un subconjunto de situaciones comunes diariamente.

Si tiene preguntas de seguimiento sobre el programa de evaluación o de los resultados proporcionados en esta carta, comuníquese con Carolyn Candela, Directora de Aprendizaje Socioemocional de Patchogue-Medford al 631-687-6300.

Para obtener más detalles y la investigación detrás de las *Escalas Breves de SSIS SEL*, visite [ssicolab.com](http://ssicolab.com).

¡GRACIAS!