The SSIS SEL Classwide Intervention Program Virtual Guidelines

The SSIS™ SEL Edition CIP (Elliott and Gersham, 2020) is an evidence-based (DiPerna et al., 2015, 2016, 2017) universal curriculum that incorporates instruction and learning activities characterised by systemic and intentional instruction critical for supporting children's social, emotional, and educational outcomes. The SSIS SEL CIP targets instructing students in fundamental self-regulatory behaviors that have been shown to be explicit and intuitively evident in the school and classroom, as well as in the home. These behaviours are designed to facilitate the development of students' SEL competencies: Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making.

The CIP includes 30 free-standing SEL lessons and teaching practices for students in preschool through eighth grade. SEL skills include *Stay calm with others*, *Ask for help*, and *Get along with others*. It is designed to be used by teachers, teacher's aides, school counselors, or other educational professionals who work closely with students. The SSIS SEL CIP manual includes a description of an easy-to-understand, six-step instructional process (Tell-Show-Do-Practice-Monitor Progress-Generalise) that each of the lessons for the 30 skill units follows. Each skill is taught using this explicit instruction process and includes modeling, role-play, and practice activities. The program includes detailed lesson plans, grade-level appropriate supporting videos, and student activities to help teach/master key skills.

Implementation of the SSIS SEL CIP does not require formal training, as it includes scripted lesson plans and a detailed overview of program implementation in the SSIS SEL CIP manual. Chapter 4 of the manual provides a sequenced list of preparation activities, planning tasks, and implementation steps.

The step-by-step lesson plans for the skill units and the supporting resources and materials are accessible online and are easy to use. The lesson plans can be made available to educational professionals and teachers for virtual use with students.

Virtual or Hybrid Steps for Educators to implement the CIP SEL: Preparation

1. Review Chapter 4 of the manual, "Preparation Activities, Planning Tasks, and Implementation Steps."

2. Choose the type or level of implementation. The CIP can be used with individuals or groups.

3. After consideration of several variables, decide what type of parental involvement is appropriate.

4. Decide on the logistics: Schedule, dates, times, session lengths, and platform. Discuss using "the buddy system" or teaming up between parent/student dyads (so they can use the virtual platform for "homework teams").

5. Communicate with parents and students about the SSIS SEL Edition CIP and discuss and establish goals and expectations.

6. With parents and students, select the first three SEL skill units in order of priority.

7. Review the first skill unit and gather resources and materials to share with parents.

8. Provide parents with general guidelines, resources, and the following tips:

   - Keep track of your own emotions and how you use SEL skills.
   - Keep track of your child's emotions and inquire about your child's feelings.
   - Use praise over punishment or criticism.
   - Focus on your child's strengths while identifying areas of need.
   - Identify antecedents to misbehavior; determine what your child is struggling with before misbehavior occurs
   - Share your observations with your child.
   - Give your child choices and collaborate with your child on decisions.
   - Refrain from asking "why" and instead ask questions such as, "What do you think you can do in this situation?
   - Have fun! Take part in activities that you and your child enjoy.

9. Self-barometer checks for students:

   - Self-Awareness: Can I recognise my emotions?
   - Social-Awareness: Am I aware of how I can support my siblings, parents, community?
   - Self-Management: What strategies am I doing to regulate?
   - Social Relationships: Can I communicate to my siblings and parents during conflicts?
   - Responsible Decision-making: Am I making good choices?

Virtual Steps for Educators to implement the CIP SEL: Implementation

Audiovisual Equipment

1. If you require video interaction during the administration, make sure the full face of the examinee is in view. If working with both a student and parent, make sure each can be seen.

2. If you require audio interaction during the administration, test the audio prior to administration through the examinee's speakers or headset and ensure a high-quality audio environment is present.

3. Make sure the examinee's environment is free from distractions.

These steps follow the instructional path described in the CIP manual: Tell-show-do-practice-monitor-progress-generalize. The Lessons for each unit follow these steps and each instructional step employs the CIP resources.

1. *Overview:* Go over the goals and objectives and describe the first skill. Review the resources to be used in the process.

2. *Tell Phase:* Introduce the skill via discussion with parents and students, identify key words, discuss the importance of the skill, link skills to emotions, and introduce skill steps. (Resources—CIP manual scripted unit lesson, Digital Lesson, Skill Steps Cue Card, and Emotions Cue Card.) Homework for students and parents: Repeat and discuss skill steps and discuss what the skill means to the parent and student.

3. *Show Phase:* Demonstrate models of positive and negative examples of the skill using videos, model each of the skill steps, and discuss associated emotions. (Resources—CIP manual scripted unit lesson, Digital Lessons, and videos.) Homework: Review videos and discuss positive and negative examples of the skill and the student's use of the skill steps.

4. *Do Phase:* Have students define the skill. Introduce and describe how to use the Student Engagement Record and ask why the skill is important. Have student/dyad act out skill and discuss the situation and feedback using the skill, as well as how the skill can be used in school and at home. (Resources—CIP manual scripted unit lesson, Digital Lessons, and Student Engagement Record.) Homework: Use Student Engagement Record and discuss other situations where the skill can be used.

5. *Practice Phase:* Review the skill steps, introduce role-playing and role-play cards, brainstorm, and assign role-plays. (Resources—CIP manual scripted unit lesson, Digital Lessons, and Role-Play Cards.) Homework: Have student/parent teams work together to role-play virtually and record the sessions.

6. *Practice Phase 2:* Have students and parents share their role-play recordings and experiences.

7. *Monitor Progress:* Describe how to use the Student Engagement Record to monitor progress. (Resources—CIP manual scripted unit lesson, Digital Lessons, and Student Engagement Record.) Homework: Discuss the Student Engagement Record and how to complete it.

8. *Generalise:* Discuss how and where this skill can be used in situations outside the classroom and home. Homework: Introduce the Intervention Integrity and Outcomes Evaluation Form.

9. *Summary:* Work through the Intervention Integrity and Outcomes Evaluation Form. Review each item and discuss the strengths and weaknesses for each phase. Discuss process as well as specific examples to identify lessons learned. Reinforce that students have control of the skill and can use it when, where, and with whom they want.

Examples of Virtual, Hybrid and School/Home Collaboration Core Skill Units

The CIP contains 30 units, each aligned to one of the five CASEL competencies: Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making. Some of these units lend themselves to virtual and hybrid instruction and collaboration between the school and home.

- Listening: Listen to others (#1) (Self-management Skill). When we listen, we use our ears and our eyes. We look at the person talking. We also think when we listen. We hear and think about what he or she is saying. Then, we do something to show we are listening. We can nod our heads or say, "Okay. I understand."

- Attention: Pay attention to your work (#4) (Self-management Skill). When you pay attention to your work, especially when it is noisy or when somebody is distracting you, you should think, focus, and do. That is, think what you need to learn or do, focus by looking at the teacher or material and by ignoring others, and finally, do what is needed to complete the work.

- Asking: Ask for help (#5) (Self-awareness Skill). When asking for help from an adult or peer, get the person's attention, then make a request in a nice way for help or assistance.

- Telling: Tell others about your skills (#11) (Self-awareness Skill). Talking about your skills means telling others what you believe you can do well and what things you may need to improve. When you tell others about your skills, it is best to describe your skills accurately without exaggerating or bragging. Be confident and polite when you talk about your skills and others will listen better.

- Owning: Own your actions (#12) (Responsible Decision-making Skill). Talking about owning your actions means understanding that in most situations you have choices and make decisions followed by actions that you control. Because you are the one making the decision to act in a certain way— sometimes good and sometimes not—you are responsible for the action. That is, you own your actions.

- Expressing: Expressing feelings (#13) (Self-management Skill). Expressing your feelings means showing others how you feel. Showing others how you feel often involves what you say and how you look, especially the expression on your face.

- Being: Be positive about the future (#22) (Self-awareness Skill). To be positive about your future means to think and act in ways that shows you are confident, hopeful, and expect many good things to happen because of your efforts and beliefs.

Learn more at pearsonclinical.co.uk/ssiscip.

Source: SSIS™ Social-Emotional Learning Edition Classwide Intervention Program Manual