

SSIS SEL Edition Rating Form – Parent

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Summary of Key Psychometric Evidence

Evidence for the Reliability of SSIS SEL Parent Rating Form Scores

Internal Consistency estimates. Coefficient alphas for males and females on the Parent rating form subscales for 5-12 year olds ranged from 0.75 to 0.95 with a median value of 0.85. Coefficient alphas on the SEL Composite Scale for males and females ages 5-12 years were 0.95 and for males and females ages 13-18 years alphas were 0.95. Coefficient alphas for the Core Skills Scale for males and females ages 5-12 years were 0.83 and for males and females ages 13-18 years alphas were 0.84 and 0.88, respectfully.

Test-Retest estimates. For the Parent Form, 115 individuals were rated twice by the same parent. Corrected reliability coefficients were generally in the upper .70s and low .80s. Mean scores between administrations were very similar, with most effect sizes being under .10, indicating very stable ratings across the testing interval.

Interrater Reliability estimates. In the Parent Form study, each individual was rated either by both parents or a parent and a close relative/caregiver. The raters had regular opportunities to observe the individual's interactions with members of the family and/or community both at home and in other social settings. For the Parent Form, 110 students were rated by two caregivers. The mean interval between ratings was 58 days. Corrected reliability coefficients ranged from the upper .40s to the lower .70s with a mean reliability coefficient of .59. Mean score differences between administrations were generally small, with all effect sizes being .15 or less, indicating consistent views of behavioral performance across raters.

For more details about the use of multiple rating forms, see the following publication:

Gresham, F.M., Elliott, S.N., Byrd, S., Wilson, E., & Cassidy, K. (2018). Cross-informant agreement of children's social emotional skills: An investigation of ratings by teachers, parents, and students from a nationally representative sample. *Psychology in the Schools*, 55 (2), 208-223. doi: 10.1002/pits.22101

Evidence Based on the Internal Structure of the SSIS SEL Parent Rating Form

A confirmatory factor analyses (CFAs) was conducted using the AMOS version 22.0 subroutine in SPSS to exclusively determine how well the teacher SSIS RFs fit the CASEL five-factor theoretical model (i.e., *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision making*). The five factor Parent model produced a RSMEA statistic of .06 (90% confidence interval = .061 - .063) demonstrating adequate model fit. The comparative fit indices (CFI) values were .79 and .83 for the parent rating form. All items were retained from the rating form to ensure adequate construct representation and to better link these items to interventions for the specific skills assessed.

The detailed results of this analysis are documented in detail in:
 Gresham, F.M., Elliott, S.N., Metallo, S., Byrd, S., Erickson, M., & Altman, R.A. (2018).
 Psychometric fundamentals of the Social Skills Improvement System Social Learning Edition
 Rating Forms. *Assessment for Effective Intervention*. doi: 10.1177/1534508418808598.

Evidence Based on Relations of the SSIS SEL Parent Rating Form to Other Measures of Social Behavior

The SSIS SEL edition Rating Form-Parent has been examined in relation to other measures of children’s social behavior including the original SSIS, the BASC-2, and Vineland-II. The tables below (all from the SSIS SEL Edition Manual) provide strong correlational evidence regarding the relationship of the new SSIS SEL Parent Rating Form to several established assessments of children’s social behavior.

Table 3.28 Correlations with SSIS Scales: Parent Form

SSIS	SSIS SEL							SSIS	
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	SEL Composite scale	Core Skills	Mean	SD
Social Skills	.47	.90	.84	.90	.88	.97	.92	100.0	14.9
Communication	.38	.75	.64	.82	.69	.80	.79	15.9	3.0
Cooperation	.36	.84	.57	.64	.79	.78	.85	13.2	3.0
Assertion	.37	.59	.66	.69	.67	.73	.59	15.0	3.4
Responsibility	.33	.75	.62	.62	.92	.79	.81	13.0	3.2
Empathy	.31	.65	.98	.71	.66	.81	.73	13.3	3.3
Engagement	.46	.54	.63	.91	.55	.76	.60	15.2	3.7
Self-Control	.38	.90	.59	.65	.66	.78	.79	12.1	3.8
Problem Behaviors	-.80	-.55	-.33	-.40	-.45	-.62	-.51	100.0	14.8
Externalizing	-.60	-.59	-.35	-.36	-.48	-.58	-.54	6.6	5.4
Bullying	-.53	-.40	-.29	-.28	-.34	-.45	-.40	1.1	1.8
Hyperactivity/Inattention	-.59	-.55	-.30	-.34	-.45	-.55	-.50	5.0	3.9
Internalizing	-.92	-.39	-.22	-.37	-.29	-.54	-.35	4.7	4.1
Autism Spectrum	-.66	-.68	-.61	-.78	-.63	-.82	-.73	8.5	5.5
SSIS SEL									
Mean	100.0	100.0	99.9	100.0	100.0	100.0	100.0		
SD	14.9	15.0	15.0	14.9	14.9	15.0	15.0		

Table 3.31 Correlations with BASC–2 Parent Rating Scales: Parent Form

BASC–2 PRS	SSIS SEL Parent Form							BASC–2 PRS	
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	SEL Composite scale	Core Skills	Mean	SD
Composite									
Externalizing Problems	–.38	–.64	–.24	–.18	–.34	–.43	–.46	51.5	10.2
Internalizing Problems	–.53	–.29	.09	–.15	–.19	–.26	–.19	52.2	9.7
Adaptive Skills	.41	.73	.64	.66	.70	.76	.72	50.0	10.5
Behavioral Symptoms Index	–.62	–.71	–.28	–.39	–.50	–.60	–.59	51.2	9.4
Scale									
Hyperactivity	–.35	–.54	–.19	–.13	–.27	–.36	–.40	51.6	9.4
Aggression	–.39	–.60	–.20	–.15	–.30	–.40	–.41	51.0	10.3
Conduct Problems	–.25	–.66	–.37	–.27	–.48	–.51	–.59	51.2	10.9
Anxiety	–.30	.03	.19	.00	.06	–.01	.07	52.2	10.5
Depression	–.59	–.45	–.09	–.22	–.25	–.39	–.34	51.6	9.6
Somatization	–.33	–.25	.08	–.14	–.24	–.21	–.19	51.4	10.4
Attention Problems	–.34	–.67	–.31	–.38	–.58	–.54	–.63	50.1	10.3
Atypicality	–.47	–.60	–.18	–.31	–.42	–.48	–.52	50.9	9.2
Withdrawal	–.62	–.35	–.28	–.52	–.35	–.52	–.32	50.2	9.5
Adaptability	.37	.72	.52	.57	.64	.68	.69	50.3	9.9
Social Skills	.30	.61	.73	.56	.57	.67	.62	50.8	10.9
Leadership	.48	.45	.29	.50	.48	.55	.41	52.8	7.7
Activities of Daily Living	.33	.63	.54	.46	.55	.61	.60	48.8	10.9
Functional Communication	.36	.67	.51	.64	.67	.69	.68	49.5	9.0
SSIS SEL Parent Form									
Mean	97.7	98.0	98.3	98.0	98.4	97.7	98.8		
SD	14.8	13.2	14.9	14.6	13.6	14.2	14.0		

Table 3.34 Correlations with Vineland–II Survey Parent/Caregiver Rating Form: Parent Form

Vineland–II Survey Parent/Caregiver Rating	SSIS SEL Parent Form							Vineland–II	
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	SEL Composite scale	Core Skills	Mean	SD
Communication	.32	.30	.19	.22	.26	.31	.24	107.6	14.8
Daily Living Skills	.23	.48	.32	.30	.31	.42	.45	110.1	15.2
Socialization	.23	.48	.39	.38	.45	.48	.52	111.1	15.6
Motor Skills	–.40	–.02	.10	–.07	–.04	–.08	.01	111.2	13.0
Adaptive Behavior Composite	.25	.46	.35	.32	.35	.43	.43	111.1	14.6
Internalizing	–.23	–.02	–.22	–.04	.06	–.12	–.01	16.0	3.3
Externalizing	–.10	–.25	–.19	–.14	–.04	–.20	–.24	15.7	3.2
Maladaptive Behavior Index	–.16	–.14	–.13	–.03	.07	–.11	–.08	16.1	3.3
SSIS SEL Parent Form									
Mean	99.1	98.3	96.0	97.0	97.8	97.2	97.4		
SD	12.4	14.1	15.0	13.6	12.2	13.4	13.1		