

### Rating System

### Grades 7-12 Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

#### Directions

First write the information about yourself in the box below. Then turn to page 2.

#### Student Information

Name	_____	_____	_____	_____
	First	Middle	Last	
<input type="checkbox"/> Male	<input type="checkbox"/> Female	Today's date	_____	_____
			Month	Day Year
Grade	_____	Age	_____	_____
		Birth date	_____	_____
			Month	Day Year
School	_____			
Teacher's name	_____			

This paper lists a lot of things that students your age may do. Please read each sentence and think about yourself. Decide **how often** you do the behavior described.

If you **never** do this behavior, circle the **0**.

If you **sometimes** do this behavior, circle the **1**.

If you **very often** do this behavior, circle the **2**.

Then, decide how important the behavior is to your relationships with others.

If it is **not important** to your relationships, circle the **0**.

If it is **important** to your relationships, circle the **1**.

If it is **critical** to your relationships, circle the **2**.

Here are two examples:

	How Often?				How Important?		
	Never	Sometimes	Very Often		Not Important	Important	Critical
I start conversations with classmates.	0	1	2		0	1	2
I keep my desk clean and neat.	0	1	2		0	1	2

*This student **very often** starts conversations with classmates, and starting conversations with classmates is **important** to this student. This student **sometimes** keeps his or her desk clean and neat but a clean and neat desk is **not important** to this student.*

If you change an answer, be sure to erase completely. Please answer all questions. When you are finished, wait for further directions from your teacher. Be sure to ask questions if you do not know what to do. There are no right or wrong answers, just your feelings of how often you do these things and how important they are to you.

**Begin working when told to do so.**

FOR OFFICE USE ONLY ONLY How Often?				Social Skills			How Often?			How Important?		
C	A	E	S		Never	Sometimes	Very Often		Not Important	Important	Critical	
				1. I make friends easily.	0	1	2		0	1	2	
				2. I say nice things to others when they have done something well.	0	1	2		0	1	2	
				3. I ask adults for help when other children try to hit me or push me around.	0	1	2		0	1	2	
				4. I am confident on dates.	0	1	2		0	1	2	
				5. I try to understand how my friends feel when they are angry, upset, or sad.	0	1	2		0	1	2	
				6. I listen to adults when they are talking with me.	0	1	2		0	1	2	
				7. I ignore other children when they tease me or call me names.	0	1	2		0	1	2	
				8. I ask friends for help with my problems.	0	1	2		0	1	2	
				9. I ask before using other people's things.	0	1	2		0	1	2	
				10. I disagree with adults without fighting or arguing.	0	1	2		0	1	2	
				11. I avoid doing things with others that may get me in trouble with adults.	0	1	2		0	1	2	
				12. I feel sorry for others when bad things happen to them.	0	1	2		0	1	2	
C	A	E	S	SUMS OF HOW OFTEN COLUMNS								

FOR OFFICE USE ONLY How Often?				Social Skills (cont.)	How Often?			How Important?		
C	A	E	S		Never	Sometimes	Very Often	Not Important	Important	Critical
				13. I do my homework on time.	0	1	2	0	1	2
				14. I keep my desk clean and neat.	0	1	2	0	1	2
				15. I do nice things for my parents like helping with household chores without being asked.	0	1	2	0	1	2
				16. I am active in school activities such as sports or clubs.	0	1	2	0	1	2
				17. I finish classroom work on time.	0	1	2	0	1	2
				18. I compromise with parents or teachers when we have disagreements.	0	1	2	0	1	2
				19. I ignore classmates who are clowning around in class.	0	1	2	0	1	2
				20. I ask someone I like for a date.	0	1	2	0	1	2
				21. I listen to my friends when they talk about problems they are having.	0	1	2	0	1	2
				22. I end fights with my parents calmly.	0	1	2	0	1	2
				23. I give compliments to members of the opposite sex.	0	1	2	0	1	2
				24. I tell other people when they have done something well.	0	1	2	0	1	2
				25. I smile, wave, or nod at others.	0	1	2	0	1	2
				26. I start conversations with opposite-sex friends without feeling uneasy or nervous.	0	1	2	0	1	2
				27. I accept punishment from adults without getting mad.	0	1	2	0	1	2
				28. I let friends know I like them by telling or showing them.	0	1	2	0	1	2
				29. I stand up for my friends when they have been unfairly criticized.	0	1	2	0	1	2
				30. I invite others to join in social activities.	0	1	2	0	1	2
				31. I use my free time in a good way.	0	1	2	0	1	2
				32. I control my temper when people are angry with me.	0	1	2	0	1	2
				33. I get the attention of members of the opposite sex without feeling embarrassed.	0	1	2	0	1	2
				34. I take criticism from my parents without getting angry.	0	1	2	0	1	2
				35. I follow the teacher's directions.	0	1	2	0	1	2
				36. I use a nice tone of voice in classroom discussions.	0	1	2	0	1	2
				37. I ask friends to do favors for me.	0	1	2	0	1	2
				38. I start talks with classroom members.	0	1	2	0	1	2
				39. I talk things over with classmates when there is a problem or an argument.	0	1	2	0	1	2
C	A	E	S	SUMS OF HOW OFTEN COLUMNS						

**Stop. Please check to be sure all items have been marked.**

<b>SUMMARY</b>							
<b>SOCIAL SKILLS</b>							
HOW OFTEN? TOTAL			BEHAVIOR LEVEL				
(sums from p. 2)	(sums from p. 3)		<i>(see Appendix A)</i>				
			Fewer	Average	More		
C	+	=					
A	+	=					
E	+	=					
S	+	=					
Total (C + A + E + S)							
<i>(see Appendix D)</i>							
Standard	Score			Percentile	Rank		
<i>(see Appendix E)</i>							
SEM	+		-	Confidence Level			
				68%		95%	
Confidence Band (standard scores)			to				

## Rating System

## Grades 7-12 Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

### Directions

This questionnaire is designed to measure **how often** a student exhibits certain social skills and **how important** those skills are for success in *your* classroom. Ratings of problem behaviors and academic competence are also requested. First, complete the information about the student and yourself.

### Student Information

Student's name _____			Date _____		
_____	_____	_____	_____	_____	_____
First	Middle	Last	Month	Day	Year
School _____		City _____		State _____	
Grade _____	Birth date _____		Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male		
	Month	Day	Year		
Ethnic group (optional)					
<input type="checkbox"/> Asian	<input type="checkbox"/> Indian (Native American)				
<input type="checkbox"/> Black	<input type="checkbox"/> White				
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other _____				
Is this student handicapped? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If handicapped, this student is classified as:					
<input type="checkbox"/> Learning-disabled	<input type="checkbox"/> Mentally handicapped				
<input type="checkbox"/> Behavior-disordered	<input type="checkbox"/> Other handicap (specify) _____				

### Teacher Information

Teacher's name _____			Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male		
_____	_____	_____			
First	Middle	Last			
What is your assignment?					
<input type="checkbox"/> Regular	<input type="checkbox"/> Resource	<input type="checkbox"/> Self-contained	<input type="checkbox"/> Other (specify) _____		

Next, read each item on pages 2 and 3 (items 1 - 42) and think about this student's behavior during the past month or two. Decide **how often** the student does the behavior described.

If the student **never** does this behavior, circle the **0**.

If the student **sometimes** does this behavior, circle the **1**.

If the student **very often** does this behavior, circle the **2**.

For items 1 - 30, you should also rate **how important** each of these behaviors is for success in *your* classroom.

If the behavior is **not important** for success in your classroom, circle the **0**.

If the behavior is **important** for success in your classroom, circle the **1**.

If the behavior is **critical** for success in your classroom, circle the **2**.

Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows empathy for peers.	0	1	2	0	1	2
Asks questions of you when unsure of what to do in schoolwork.	0	1	2	0	1	2

*This student **very often** shows empathy for classmates. Also, this student **sometimes** asks questions when unsure of schoolwork. This teacher thinks that showing empathy is **important** for success in his or her classroom and that asking questions is **critical** for success.*

**Please do not skip any items.** In some cases you may not have observed the student perform a particular behavior. Make an estimate of the degree to which you think the student would probably perform that behavior.

FOR OFFICE USE ONLY			Social Skills			How Often?			How Important?		
How Often?			Never	Sometimes	Very Often	Not Important	Important	Critical			
C	A	S									
			0	1	2	0	1	2	1. Produces correct schoolwork.		
			0	1	2	0	1	2	2. Keeps his or her work area clean without being reminded.		
			0	1	2	0	1	2	3. Responds appropriately to physical aggression from peers.		
			0	1	2	0	1	2	4. Initiates conversations with peers.		
			0	1	2	0	1	2	5. Volunteers to help peers on classroom tasks.		
			0	1	2	0	1	2	6. Politely refuses unreasonable requests from others.		
			0	1	2	0	1	2	7. Appropriately questions rules that may be unfair.		
			0	1	2	0	1	2	8. Responds appropriately to teasing by peers.		
			0	1	2	0	1	2	9. Accepts peers' ideas for group activities.		
			0	1	2	0	1	2	10. Appropriately expresses feelings when wronged.		
			0	1	2	0	1	2	11. Receives criticism well.		
			0	1	2	0	1	2	12. Attends to your instructions.		
			0	1	2	0	1	2	13. Uses time appropriately while waiting for your help.		
			0	1	2	0	1	2	14. Introduces himself or herself to new people without being told to.		
			0	1	2	0	1	2	15. Compromises in conflict situations by changing own ideas to reach agreement.		
C	A	S	SUMS OF HOW OFTEN COLUMNS								

FOR OFFICE USE ONLY How Often?			Social Skills (cont.)			How Often?			How Important?		
C	A	S		Never	Sometimes	Very Often	Not Important	Important	Critical		
			16. Acknowledges compliments or praise from peers.	0	1	2	0	1	2		
			17. Easily makes transition from one classroom activity to another.	0	1	2	0	1	2		
			18. Controls temper in conflict situations with peers.	0	1	2	0	1	2		
			19. Finishes class assignments within time limits.	0	1	2	0	1	2		
			20. Listens to classmates when they present their work or ideas.	0	1	2	0	1	2		
			21. Appears confident in social interactions with opposite-sex peers.	0	1	2	0	1	2		
			22. Invites others to join in activities.	0	1	2	0	1	2		
			23. Controls temper in conflict situations with adults.	0	1	2	0	1	2		
			24. Ignores peer distractions when doing class work.	0	1	2	0	1	2		
			25. Stands up for peers when they have been unfairly criticized.	0	1	2	0	1	2		
			26. Puts work materials or school property away.	0	1	2	0	1	2		
			27. Appropriately tells you when he or she thinks you have treated him or her unfairly.	0	1	2	0	1	2		
			28. Gives compliments to members of the opposite sex.	0	1	2	0	1	2		
			29. Complies with your directions.	0	1	2	0	1	2		
			30. Responds appropriately to peer pressure.	0	1	2	0	1	2		
C	A	S	SUMS OF HOW OFTEN COLUMNS								

FOR OFFICE USE ONLY How Often?		Problem Behaviors		How Often?		
E	I		Never	Sometimes	Very Often	
		31. Likes to be alone.	0	1	2	
		32. Fights with others.	0	1	2	
		33. Is easily embarrassed.	0	1	2	
		34. Argues with others.	0	1	2	
		35. Threatens or bullies others.	0	1	2	
		36. Talks back to adults when corrected.	0	1	2	
		37. Has temper tantrums.	0	1	2	
		38. Appears lonely.	0	1	2	
		39. Gets angry easily.	0	1	2	
		40. Shows anxiety about being with a group of children.	0	1	2	
		41. Acts sad or depressed.	0	1	2	
		42. Has low self-esteem.	0	1	2	
E	I	SUMS OF HOW OFTEN COLUMNS				

Do not make importance ratings for items 31 - 42

Go on to Page 4. ➔

## Academic Competence

The next nine items require your judgments of this student's academic or learning behaviors as observed in your classroom. Compare the student with other children who are in the same classroom.

Rate all items using a scale of 1 to 5. Circle the number that best represents your judgment. The number 1 indicates the lowest or least favorable performance, placing the student in the lowest 10% of the class. Number 5 indicates the highest or most favorable performance, placing the student in the highest 10% compared with other students in the classroom.

FOR OFFICE USE ONLY		Lowest 10%	Next Lowest 20%	Middle 40%	Next Highest 20%	Highest 10%
	43. Compared with other children in my classroom, the <b>overall academic performance</b> of this child is:	1	2	3	4	5
	44. In <b>reading</b> , how does this child compare with other students?	1	2	3	4	5
	45. In <b>mathematics</b> , how does this child compare with other students?	1	2	3	4	5
	46. In terms of grade-level expectations, this child's skills in <b>reading</b> are:	1	2	3	4	5
	47. In terms of grade-level expectations, this child's skills in <b>mathematics</b> are:	1	2	3	4	5
	48. This child's <b>overall motivation</b> to succeed academically is:	1	2	3	4	5
	49. This child's <b>parental encouragement</b> to succeed academically is:	1	2	3	4	5
	50. Compared with other children in my classroom this child's <b>intellectual functioning</b> is:	1	2	3	4	5
	51. Compared with other children in my classroom this child's <b>overall classroom behavior</b> is:	1	2	3	4	5
AC	SUM OF COLUMN	<b>Stop. Please check to be sure all items have been marked.</b>				

### FOR OFFICE USE ONLY

SUMMARY													
SOCIAL SKILLS			PROBLEM BEHAVIORS			ACADEMIC COMPETENCE							
HOW OFTEN? TOTAL		BEHAVIOR LEVEL		HOW OFTEN? TOTAL		BEHAVIOR LEVEL		RATING TOTAL		COMPETENCE LEVEL			
(sums from p. 2)		(sums from p. 3)		(sums from page 3)		(see Appendix A)		(sum from page 4)		(see Appendix A)			
		Fewer    Average    More				Fewer    Average    More				Below    Average    Above			
C	+	=				E				Total AC			
A	+	=				I							
S	+	=				Total (E + I)							
Total (C + A + S)													
(see Appendix B)			Standard Score		Percentile Rank		(see Appendix B)			Standard Score		Percentile Rank	
(see Appendix E)			SEM		Confidence Level		(see Appendix E)			SEM		Confidence Level	
Confidence Band (standard scores)					to		Confidence Band (standard scores)					to	

Note: To obtain a detailed analysis of this student's Social Skills strengths and weaknesses, complete the Assessment-Intervention Record.



# Social Skills

## Rating System

## Grades 7-12 Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

### Directions

This questionnaire is designed to measure **how often** your child exhibits certain social skills and **how important** those skills are to your child's development. Ratings of problem behaviors are also requested. First, complete the information about your child and yourself.

### Student Information

Name \_\_\_\_\_ Date \_\_\_\_\_  
First Middle Last Month Day Year

School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Grade \_\_\_\_\_ Birth date \_\_\_\_\_ Sex:  Female  Male  
Month Day Year

Teacher's name \_\_\_\_\_

Ethnic group (optional)

Asian  Indian (Native American)  
 Black  White  
 Hispanic  Other \_\_\_\_\_

How many brothers and sisters does this child have at home?

None  1  2  3 or more

### Parent Information

Name \_\_\_\_\_ Telephone \_\_\_\_\_  
First Middle Last

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Sex:  Female  Male

How are you related to this child?

Mother  Guardian  
 Father  Other \_\_\_\_\_



Next, read each item on pages 2-4 (items 1-52) and think about your child's present behavior. Decide **how often** your child does the behavior described.

If your child **never** does this behavior, circle the 0.

If your child **sometimes** does this behavior, circle the 1.

If your child **very often** does this behavior, circle the 2.

For items 1-40, you should also rate **how important** each of these behaviors is for your child's development.

If it is **not important** for your child's development, circle the 0.

If it is **important** for your child's development, circle the 1.

If it is **critical** for your child's development, circle the 2.

Here are two examples:

	How Often?				How Important?		
	Never	Sometimes	Very Often		Not Important	Important	Critical
Shows a sense of humor.	0	1	2		0	1	2
Answers the phone appropriately.	0	1	2		0	1	2

*This parent thought that the child **very often** showed a sense of humor and that showing a sense of humor was **important** to the child's development. This parent also thought that the child **never** answered the phone appropriately and that answering the phone appropriately was **critical** to the child's development.*

There are no right or wrong answers. You may take as much time as you like.

**Please do not skip any items.**

FOR OFFICE USE ONLY				Social Skills	How Often?			How Important?		
How Often?					Never	Sometimes	Very Often	Not Important	Important	Critical
C	A	R	S							
				1. Starts conversations rather than waiting for others to talk first.	0	1	2	0	1	2
				2. Helps you with household tasks without being told.	0	1	2	0	1	2
				3. Attempts household tasks before asking for your help.	0	1	2	0	1	2
				4. Participates in organized activities such as sports or clubs.	0	1	2	0	1	2
				5. Politely refuses unreasonable requests from others.	0	1	2	0	1	2
				6. Introduces himself or herself to new people without being told.	0	1	2	0	1	2
				7. Uses free time at home in an acceptable way.	0	1	2	0	1	2
				8. Says nice things about himself or herself when appropriate.	0	1	2	0	1	2
				9. Responds appropriately to teasing from friends or relatives of his or her own age.	0	1	2	0	1	2
				10. Responds appropriately when hit or pushed by other children.	0	1	2	0	1	2
				11. Volunteers to help family members with tasks.	0	1	2	0	1	2
				12. Invites others to your home.	0	1	2	0	1	2
				13. Avoids situations that are likely to result in trouble.	0	1	2	0	1	2
C	A	R	S	SUMS OF HOW OFTEN COLUMNS						

FOR OFFICE USE ONLY How Often?				Social Skills (cont.)	How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often	Not Important	Important	Critical
				14. Makes friends easily.	0	1	2	0	1	2
				15. Keeps room clean and neat without being reminded.	0	1	2	0	1	2
				16. Completes household tasks within a reasonable time.	0	1	2	0	1	2
				17. Shows concern for friends and relatives of his or her own age.	0	1	2	0	1	2
				18. Controls temper in conflict situations with you.	0	1	2	0	1	2
				19. Ends disagreements with you calmly.	0	1	2	0	1	2
				20. Speaks in an appropriate tone of voice at home.	0	1	2	0	1	2
				21. Acknowledges compliments or praise from friends.	0	1	2	0	1	2
				22. Controls temper when arguing with other children.	0	1	2	0	1	2
				23. Appropriately expresses feelings when wronged.	0	1	2	0	1	2
				24. Follows rules when playing games with others.	0	1	2	0	1	2
				25. Attends to your instructions.	0	1	2	0	1	2
				26. Joins group activities without being told to.	0	1	2	0	1	2
				27. Compromises in conflict situations by changing own ideas to reach agreement.	0	1	2	0	1	2
				28. Puts away belongings or other household property.	0	1	2	0	1	2
				29. Waits turn in games or other activities.	0	1	2	0	1	2
				30. Uses time appropriately while waiting for your help with homework or some other task.	0	1	2	0	1	2
				31. Receives criticism well.	0	1	2	0	1	2
				32. Informs you before going out with friends.	0	1	2	0	1	2
				33. Follows household rules.	0	1	2	0	1	2
				34. Is self-confident in social situations such as parties or group outings.	0	1	2	0	1	2
				35. Shows interest in a variety of things.	0	1	2	0	1	2
				36. Reports accidents to appropriate persons.	0	1	2	0	1	2
				37. Is liked by others.	0	1	2	0	1	2
				38. Answers the phone appropriately.	0	1	2	0	1	2
				39. Asks sales clerks for information or assistance.	0	1	2	0	1	2
				40. Appears self-confident in social interactions with opposite-sex friends.	0	1	2	0	1	2
C	A	R	S	SUMS OF HOW OFTEN COLUMNS						

Go on to Page 4. ➡

FOR OFFICE USE ONLY	
How Often?	
E	I
E	I

### Problem Behaviors

How Often?

Never Sometimes Very Often

41. Likes to be alone.	0	1	2
42. Fights with others.	0	1	2
43. Is easily embarrassed.	0	1	2
44. Argues with others.	0	1	2
45. Threatens or bullies others.	0	1	2
46. Talks back to adults when corrected.	0	1	2
47. Has temper tantrums.	0	1	2
48. Appears lonely.	0	1	2
49. Gets angry easily.	0	1	2
50. Shows anxiety about being with a group of children.	0	1	2
51. Acts sad or depressed.	0	1	2
52. Has low self-esteem.	0	1	2

Do not make importance ratings for items 41 - 52

SUMS OF HOW OFTEN COLUMNS

Stop. Please check to be sure all items have been marked.

FOR OFFICE USE ONLY

SUMMARY									
SOCIAL SKILLS					PROBLEM BEHAVIORS				
HOW OFTEN? TOTAL		BEHAVIOR LEVEL			HOW OFTEN? TOTAL		BEHAVIOR LEVEL		
(sums from p. 2)	(sums from p. 3)	(see Appendix A)			(sums from page 4)	(see Appendix A)			
		Fewer	Average	More		Fewer	Average	More	
C	+	=			E				
A	+	=			I				
R	+	=			Total (E + I)				
S	+	=							
Total (C + A + R + S)									
(see Appendix C)					(see Appendix C)				
Standard Score		Percentile Rank			Standard Score		Percentile Rank		
(see Appendix E)					(see Appendix E)				
SEM	±	Confidence Level	68%	95%	SEM	±	Confidence Level	68%	95%
Confidence Band (standard scores)				to	Confidence Band (standard scores)				to

## Rating System

## Assessment-Intervention Record

Frank M. Gresham and Stephen N. Elliott

### Student Information

Name _____	Date of Birth _____
Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male	Ethnic Group (optional) _____
Grade and School _____	Age _____
Parents' or guardians' names	
1. _____	Address _____
Phone _____	
2. _____	Address _____
Phone _____	
Teacher's name _____	

Reason for referral _____
_____
_____

### Social Skills Assessment

Record the SSRS forms that have been completed and by whom. Also list any other methods of assessing the student's behavior that have been completed and will be summarized on page 6 of this report.

SSRS	Date Completed	Rater
Teacher Form	_____	_____
Parent Form	_____	_____
Student Form	_____	_____

Other assessment methods \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Standard Score Summary

## Instructions

Copy the standard score, the percentile rank, the standard error of measurement, the confidence level and the standard score confidence band from the individual Teacher, Parent, and Student questionnaires in the appropriate spaces below.

If you wish to see a graphic summary of these results, complete the Graphic Profile Summary on page 3.

### Teacher

SOCIAL SKILLS	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

### Parent

SOCIAL SKILLS	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

### Student

SOCIAL SKILLS	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

PROBLEM BEHAVIORS	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

PROBLEM BEHAVIORS	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

ACADEMIC COMPETENCE	
Standard Score <input type="text"/>	Percentile Rank <input type="text"/>
SEM <input type="text"/> <input type="text"/>	Confidence Level 68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores) <input type="text"/> to <input type="text"/>	

## Description of Subscales

### SOCIAL SKILLS

The SSRS is designed to evaluate the frequency and the importance of **Social Skills** in five areas. These areas are:

- Cooperation:** behaviors such as helping others, sharing materials, and complying with rules and directions
- Assertion:** initiating behaviors, such as asking others for information, introducing oneself, and responding to the actions of others, such as peer pressure or insults
- Responsibility:** behaviors that demonstrate ability to communicate with adults and regard for property or work
- Empathy:** behaviors that show concern and respect for others' feelings and viewpoints
- Self-Control:** behaviors that emerge in conflict situations, such as responding appropriately to teasing, and in nonconflict situations that require taking turns and compromising

# Graphic Profile Summary

## Instructions

The relationships among teacher, parent, and student ratings for the scales and subscales can be made readily apparent. Transfer the results from each questionnaire to the profile below. Simply make X's in each box for each form. (See sample below.) You may wish to use different colors for Teacher, Parent, and Student Forms. An example of a completed profile is shown in Chapter 3 of the SSRS Manual. If you need more specific statistical information for the scales, refer to page 2 of this Record.

### Scales

### Subscales

<p style="text-align: center;"><b>SOCIAL SKILLS</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>More</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>More</td> </tr> <tr> <td>Average</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Average</td> </tr> <tr> <td>Fewer</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Fewer</td> </tr> <tr> <td></td> <td>Teacher</td> <td>Parent</td> <td>Student</td> <td></td> </tr> </table>	More	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More	Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Average	Fewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fewer		Teacher	Parent	Student		<table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Cooperation</td> <td colspan="3">Assertion</td> <td colspan="3">Self-Control</td> <td>Responsibility</td> <td>Empathy</td> </tr> <tr> <td>More</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>More</td> </tr> <tr> <td>Average</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Average</td> </tr> <tr> <td>Fewer</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Fewer</td> </tr> <tr> <td></td> <td>Teacher</td> <td>Parent</td> <td>Student</td> <td>Teacher</td> <td>Parent</td> <td>Student</td> <td>Teacher</td> <td>Parent</td> <td>Student</td> <td>Parent</td> <td>Student</td> </tr> </table>	Cooperation			Assertion			Self-Control			Responsibility	Empathy	More	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More	Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Average	Fewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fewer		Teacher	Parent	Student	Teacher	Parent	Student	Teacher	Parent	Student	Parent	Student
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## PROBLEM BEHAVIORS

The SSRS Teacher and Parent Forms provide frequency ratings of potential **Problem Behaviors** in three areas at the elementary level and two areas at the preschool and secondary levels. These areas are:

- Externalizing:** behaviors involving verbal or physical aggression toward others, poor control of temper, and arguing
- Internalizing:** behaviors indicating anxiety, sadness, loneliness, and poor self-esteem
- Hyperactivity:** behaviors involving excessive movement, fidgeting, and impulsive reactions (elementary level only)

## ACADEMIC COMPETENCE

The SSRS Teacher Forms also include a nine-item scale of **Academic Competence**. Ratings of reading, mathematics, motivation, and parental support are included in this scale.

# Analysis of Social Behaviors

## Identifying Social Skills Strengths and Weaknesses and Interfering Problem Behaviors

The Standard Score Summary and the Graphic Profile Summary have enabled you to identify a student's overall strengths and weaknesses. Before planning interventions for these general weaknesses, an analysis of the behaviors represented by the items in the subscales is needed. This analysis should focus on those social skills that have been identified as general strengths ("more than") or general weaknesses ("fewer than"). **Importance** ratings, as well as **Frequency** ratings must be used for this analysis. You will need to examine the questionnaires to complete this analysis. A sample case identifying a student's strengths and weaknesses is given in Chapter 4 of the SSRS Manual.

**Social Skills Strengths** are defined by Frequency ratings of 2 and Importance ratings of 1 or 2.

**Social Skills Performance Deficits** are mild deficits and are defined by Frequency ratings of 1 and Importance ratings of 2.

**Social Skills Acquisition Deficits** are moderate to severe deficits and are defined by Frequency ratings of 0 and Importance ratings of 1 or 2.

**Problem Behaviors** are those behaviors of an externalizing, internalizing, or hyperactive nature that can interfere with the acquisition or performance of social skills. Any item on the Problem Behaviors subscales that receives a Frequency rating of 2 may suggest an interfering problem behavior.

**Social Skills Strengths (Frequency = 2, Importance = 1 or 2)** Review the SSRS questionnaires to identify items that characterize social skills strengths. Enter a brief description of the items in the appropriate section below. List one or two behaviors rated as strengths from each subscale if that subscale is rated "More." Remember, the subscales are designated: C = Cooperation, A = Assertion, R = Responsibility, E = Empathy, S = Self-Control.

Teacher Form	Parent Form	Student Form
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____

Comments on social skills strengths \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Social Skills Performance Deficits (Frequency = 1, Importance = 2)** Review the SSRS questionnaires to identify items that characterize social skills performance deficits. Enter a brief description of the items in the appropriate section below. If possible, list one or two behaviors rated as performance deficits from each subscale that has a Behavior Level of "Fewer."

	Teacher Form	Parent Form	Student Form
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

Comments on social skills performance deficits \_\_\_\_\_  
 \_\_\_\_\_

**Social Skills Acquisition Deficits (Frequency = 0, Importance = 1 or 2)** Review the SSRS questionnaires to identify items that characterize social skills acquisition deficits. Enter a brief description of the items in the appropriate section below. If possible, list one or two behaviors rated as acquisition deficits from each subscale that has a Behavior Level of "Fewer."

	Teacher Form	Parent Form	Student Form
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

Comments on social skills acquisition deficits \_\_\_\_\_  
 \_\_\_\_\_

**Problem Behaviors (Frequency = 2)** Review the SSRS questionnaires to identify items that characterize problem behaviors. From those Behavior Levels rated "More," list in the appropriate section below all behaviors from each subscale that have a Frequency rating of 2. Remember, the subscales are designated as: E = Externalizing , I = Internalizing , H = Hyperactivity.

	Teacher Form	Parent Form
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

Comments on problem behaviors \_\_\_\_\_  
 \_\_\_\_\_

# Summary of Additional Assessment Information

Use this page to summarize other assessments of this student.

Direct observations—school \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Direct observations—home \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Sociometric measures \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Teacher interview \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Parent interview \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Student interview \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Role plays \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Other behavior ratings \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Achievement or cognitive measures \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Self-concept or self-efficacy measures \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Previous intervention outcome data \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

## Linking Assessment to Intervention

Once the analysis of the SSRS ratings has been completed, it is possible to develop general intervention strategies. Teaching students social skills involves many of the same methods as teaching academic concepts. Thus, effective interventions for both academic difficulties and social skills deficits often involve modeling correct behaviors, eliciting imitative responses, providing corrective feedback, and arranging opportunities for practice. While some social skills interventions require specialized training, most may be implemented in regular classrooms by teachers or at home by parents.

Three basic intervention approaches—operant, social learning, cognitive-behavioral—are commonly used to improve social behavior. These procedures are reviewed in detail in Chapter 4 of the Manual.

The use of the specific procedures depends on the severity of the social skills deficits and the existence of possible interfering problem behaviors. The more serious the social behavior deficit, the more involved and direct the intervention. The SSRS Analysis of Social Behaviors given on pages 4 and 5 of this AIR form categorizes the type of social skills problem. The following table suggests different kinds of interventions for various categories.

	<b>No Interfering Problem Behaviors</b>	<b>Interfering Problem Behaviors</b>
<b>Social Skills Acquisition Deficits</b>	<ul style="list-style-type: none"> <li>Direct instruction</li> <li>Modeling</li> <li>Behavioral Rehearsal</li> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Modeling</li> <li>Coaching</li> <li>Differential Reinforcement of a Low Rate of Response (DRL)</li> <li>Differential Reinforcement of Other Behavior (DRO)</li> <li>Reductive procedures to decrease interfering problem behaviors</li> </ul>
<b>Social Skills Performance Deficits</b>	<ul style="list-style-type: none"> <li>Operant methods to manipulate antecedent or consequent conditions to increase the rate of existing behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Operant methods to manipulate antecedent or consequent conditions to increase the rate of existing prosocial behaviors</li> <li>Differential Reinforcement of a Low Rate of Response (DRL)</li> <li>Differential Reinforcement of Other Behavior (DRO)</li> <li>Reductive procedures to decrease interfering problem behaviors</li> </ul>
<b>Social Skills Strengths</b>	<ul style="list-style-type: none"> <li>Reinforcement procedures to maintain desired social behavior</li> <li>Use student as a model for other students</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement procedures to maintain desired social behavior</li> <li>Reductive procedures to decrease interfering problem behaviors</li> </ul>

# Intervention Plan Summary

In this section, summarize your intervention plans. Describe the desired outcome behaviors, the procedures for obtaining these behaviors, the materials and personnel involved, and the method of evaluating results. Each of these components of an Intervention Plan is discussed in Chapter 4 of the SSRS Manual.

## Short-Term Objectives

Target behavior(s) \_\_\_\_\_

Desired outcome behavior(s) \_\_\_\_\_

Critical setting or situations for change \_\_\_\_\_

## Intervention Procedures

Procedure for maintaining strengths \_\_\_\_\_

Procedure for promoting skill acquisition \_\_\_\_\_

Procedure for increasing skill performance \_\_\_\_\_

Procedure for reducing problem behaviors \_\_\_\_\_

Procedure for facilitating generalization \_\_\_\_\_

## Intervention Resources

Reinforcers for target child \_\_\_\_\_

Instructional or intervention materials \_\_\_\_\_

Intervention personnel \_\_\_\_\_

## Intervention Evaluation

Change in SSRS ratings \_\_\_\_\_

Mainstreamed-peer comparisons \_\_\_\_\_

Outcome interviews with significant adults \_\_\_\_\_

## Intervention and Follow-up Evaluation Dates

Intervention begins \_\_\_\_\_ Intervention projected to end \_\_\_\_\_ Actual ending \_\_\_\_\_

Intervention evaluation completed \_\_\_\_\_ Re-evaluation of target behavior(s) \_\_\_\_\_

## A.5 & A.6 BEHAVIOR LEVELS, SECONDARY

### Behavior Levels Corresponding to Subscale and Total Scale Raw Scores

#### A.5

Girls (grades 7 through 12)

Subscale and Scale	Behavior Levels (Teacher)			Behavior Levels (Parent)			Behavior Levels (Student)		
	Fewer	Average	More	Fewer	Average	More	Fewer	Average	More
<b>Social Skills</b>									
Cooperation	0 - 13	14 - 19	20	0 - 9	10 - 16	17 - 20	0 - 11	12 - 17	18 - 20
Assertion	0 - 7	8 - 17	18 - 20	0 - 10	11 - 18	19 - 20	0 - 8	9 - 15	16 - 20
Responsibility	–	–	–	0 - 14	15 - 19	20	–	–	–
Empathy	–	–	–	–	–	–	0 - 13	14 - 19	20
Self-Control	0 - 10	11 - 18	19 - 20	0 - 9	10 - 17	18 - 20	0 - 7	8 - 13	14 - 20
Total Social Skills Scale	0 - 34	35 - 55	56 - 60	0 - 47	48 - 66	67 - 80	0 - 45	46 - 61	62 - 80
<b>Problem Behaviors</b>									
Externalizing	–	0 - 4	5 - 12	0	1 - 6	7 - 12	–	–	–
Internalizing	–	0 - 6	7 - 12	0 - 2	3 - 7	8 - 12	–	–	–
Total Problem Behaviors Scale	0 - 1	2 - 9	10 - 24	0 - 3	4 - 11	12 - 24	–	–	–
<b>Academic Competence</b> (No subscales)	Below	Average	Above	Below	Average	Above	Below	Average	Above
	9 - 27	28 - 43	44 - 45	–	–	–	–	–	–

#### A.6

Boys (grades 7 through 12)

Subscale and Scale	Behavior Levels (Teacher)			Behavior Levels (Parent)			Behavior Levels (Student)		
	Fewer	Average	More	Fewer	Average	More	Fewer	Average	More
<b>Social Skills</b>									
Cooperation	0 - 10	11 - 19	20	0 - 8	9 - 15	16 - 20	0 - 10	11 - 16	17 - 20
Assertion	0 - 7	8 - 16	17 - 20	0 - 10	11 - 18	19 - 20	0 - 8	9 - 15	16 - 20
Responsibility	–	–	–	0 - 13	14 - 18	19 - 20	–	–	–
Empathy	–	–	–	–	–	–	0 - 10	11 - 17	18 - 20
Self-Control	0 - 9	10 - 18	19 - 20	0 - 9	10 - 16	17 - 20	0 - 7	8 - 13	14 - 20
Total Social Skills Scale	0 - 29	30 - 50	51 - 60	0 - 42	43 - 65	66 - 80	0 - 40	41 - 58	59 - 80
<b>Problem Behaviors</b>									
Externalizing	–	0 - 6	7 - 12	0 - 1	2 - 7	8 - 12	–	–	–
Internalizing	–	0 - 6	7 - 12	0 - 1	2 - 7	8 - 12	–	–	–
Total Problem Behaviors Scale	0 - 1	2 - 11	12 - 24	0 - 3	4 - 12	13 - 24	–	–	–
<b>Academic Competence</b> (No subscales)	Below	Average	Above	Below	Average	Above	Below	Average	Above
	9 - 23	24 - 41	42 - 45	–	–	–	–	–	–

**B.5 STANDARD SCORES & PERCENTILE RANKS  
(TEACHER FORM, SECONDARY GIRLS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**

Grades 7 through 12

**Social Skills  
Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
60	>130	>98	30	79	8
59	125	95	29	77	6
58	122	93	28	76	5
57	119	90	27	74	4
56	117	87	26	72	3
55	115	84	25	71	3
54	113	81	24	70	2
53	112	79	23	69	2
52	110	75	22	67	<2
51	108	70	21	66	<2
50	106	66	20	65	<2
49	105	63	19	64	<2
48	104	61	18	62	<2
47	102	55	17	61	<2
46	101	53	16	60	<2
45	99	47	15	59	<2
44	98	45	14	58	<2
43	96	39	13	56	<2
42	95	37	12	55	<2
41	94	34	11	54	<2
40	93	32	10	52	<2
39	91	27	9	51	<2
38	90	25	8	50	<2
37	89	23	7	49	<2
36	87	19	6	48	<2
35	86	18	5	46	<2
34	84	14	4	45	<2
33	83	13	3	44	<2
32	82	12	2	43	<2
31	80	9	1	41	<2
			0	40	<2

**Problem Behaviors  
Total Scale**

Raw Score	Standard Score	Percentile Rank
24	145	>98
23	143	>98
22	142	>98
21	140	>98
20	138	>98
19	137	>98
18	135	>98
17	133	>98
16	132	98
15	130	98
14	128	97
13	125	95
12	122	93
11	119	90
10	117	87
9	114	82
8	111	77
7	109	73
6	106	66
5	103	58
4	99	47
3	96	39
2	91	27
1	<85	<16
0	<85	<16

**Academic Competence  
Total Scale**

Raw Score	Standard Score	Percentile Rank
45	>115	>84
44	>115	>84
43	113	81
42	111	77
41	108	70
40	106	66
39	105	63
38	103	58
37	101	53
36	100	50
35	98	45
34	97	42
33	95	37
32	94	34
31	92	30
30	90	25
29	89	23
28	87	19
27	85	16
26	83	13
25	82	12
24	80	9
23	78	7
22	76	5
21	74	4
20	72	3
19	70	2
18	68	2
17	67	<2
16	66	<2
15	64	<2
14	62	<2
13	61	<2
12	60	<2
11	58	<2
10	56	<2
9	55	<2

**B.6 STANDARD SCORES & PERCENTILE RANKS  
(TEACHER FORM, SECONDARY BOYS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**  
Grades 7 through 12

**Social Skills  
Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
60	>130	>98	30	86	18
59	>130	>98	29	84	14
58	130	98	28	83	13
57	128	97	27	81	10
56	125	95	26	80	9
55	123	94	25	79	8
54	121	92	24	77	6
53	119	90	23	76	5
52	117	87	22	75	5
51	116	86	21	74	4
50	114	82	20	73	4
49	113	81	19	72	3
48	111	77	18	71	3
47	110	75	17	70	2
46	108	70	16	68	2
45	107	68	15	66	<2
44	106	66	14	65	<2
43	105	63	13	63	<2
42	103	58	12	61	<2
41	102	55	11	59	<2
40	101	53	10	58	<2
39	99	47	9	56	<2
38	98	45	8	54	<2
37	96	39	7	52	<2
36	95	37	6	50	<2
35	93	32	5	49	<2
34	91	27	4	47	<2
33	90	25	3	45	<2
32	89	23	2	43	<2
31	87	19	1	42	<2
			0	40	<2

**Problem Behaviors  
Total Scale**

Raw Score	Standard Score	Percentile Rank
24	145	>98
23	143	>98
22	140	>98
21	137	>98
20	135	>98
19	133	>98
18	130	98
17	128	97
16	125	95
15	123	94
14	121	92
13	119	90
12	117	87
11	115	84
10	113	81
9	111	77
8	108	70
7	106	66
6	103	58
5	100	50
4	97	42
3	93	32
2	87	19
1	<85	<16
0	<85	<16

**Academic Competence  
Total Scale**

Raw Score	Standard Score	Percentile Rank
45	>115	>84
44	>115	>84
43	>115	>84
42	>115	>84
41	113	81
40	111	77
39	109	73
38	108	70
37	106	66
36	105	63
35	104	61
34	102	55
33	101	53
32	99	47
31	98	45
30	96	39
29	94	34
28	93	32
27	91	27
26	89	23
25	87	19
24	86	18
23	84	14
22	83	13
21	81	10
20	80	9
19	79	8
18	77	6
17	76	5
16	75	5
15	73	4
14	72	3
13	70	2
12	68	2
11	66	<2
10	63	<2
9	61	<2

**C.5 STANDARD SCORES & PERCENTILE RANKS  
(PARENT FORM, SECONDARY GIRLS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**

Grades 7 through 12

**Social Skills  
Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
80	>130	>98	40	76	5
79	>130	>98	39	75	5
78	>130	>98	38	74	4
77	>130	>98	37	72	3
76	>130	>98	36	71	3
75	>130	>98	35	70	2
74	>130	>98	34	69	2
73	>130	>98	33	68	2
72	127	96	32	67	<2
71	124	95	31	67	<2
70	122	93	30	66	<2
69	120	91	29	65	<2
68	118	88	28	64	<2
67	116	86	27	63	<2
66	114	82	26	62	<2
65	112	79	25	61	<2
64	110	75	24	60	<2
63	109	73	23	60	<2
62	107	68	22	59	<2
61	105	63	21	58	<2
60	104	61	20	57	<2
59	102	55	19	56	<2
58	100	50	18	55	<2
57	99	47	17	54	<2
56	97	42	16	54	<2
55	96	39	15	53	<2
54	95	37	14	52	<2
53	93	32	13	51	<2
52	92	30	12	50	<2
51	90	25	11	49	<2
50	89	23	10	49	<2
49	88	21	9	48	<2
48	86	18	8	47	<2
47	85	16	7	46	<2
46	84	14	6	45	<2
45	82	12	5	44	<2
44	81	10	4	43	<2
43	79	8	3	43	<2
42	78	7	2	42	<2
41	77	6	1	41	<2
			0	40	<2

**Problem Behaviors  
Total Scale**

Raw Score	Standard Score	Percentile Rank
24	145	>98
23	143	>98
22	142	>98
21	140	>98
20	139	>98
19	137	>98
18	135	>98
17	134	>98
16	132	98
15	128	97
14	124	95
13	120	91
12	116	86
11	113	81
10	109	73
9	105	63
8	101	53
7	98	45
6	93	32
5	90	25
4	86	18
3	<85	<16
2	<85	<16
1	<85	<16
0	<85	<16



**C.6 STANDARD SCORES & PERCENTILE RANKS  
(PARENT FORM, SECONDARY BOYS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**

Grades 7 through 12

**Social Skills**

**Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
80	>130	>98	40	82	12
79	>130	>98	39	81	10
78	>130	>98	38	80	9
77	>130	>98	37	79	8
76	>130	>98	36	78	7
75	>130	>98	35	76	5
74	>130	>98	34	75	5
73	>130	>98	33	73	4
72	130	98	32	72	3
71	127	96	31	71	3
70	125	95	30	70	2
69	122	93	29	69	2
68	120	91	28	68	2
67	119	90	27	67	<2
66	117	87	26	66	<2
65	115	84	25	65	<2
64	114	82	24	64	<2
63	112	79	23	63	<2
62	110	75	22	62	<2
61	109	73	21	61	<2
60	107	68	20	60	<2
59	105	63	19	59	<2
58	104	61	18	58	<2
57	102	55	17	57	<2
56	101	53	16	56	<2
55	99	47	15	55	<2
54	98	45	14	54	<2
53	96	39	13	53	<2
52	95	37	12	52	<2
51	94	34	11	51	<2
50	93	32	10	50	<2
49	92	30	9	49	<2
48	91	27	8	48	<2
47	90	25	7	47	<2
46	89	23	6	46	<2
45	88	21	5	45	<2
44	87	19	4	44	<2
43	86	18	3	43	<2
42	85	16	2	42	<2
41	84	14	1	41	<2
			0	40	<2

**Problem Behaviors**

**Total Scale**

Raw Score	Standard Score	Percentile Rank
24	145	>98
23	143	>98
22	141	>98
21	140	>98
20	138	>98
19	136	>98
18	135	>98
17	133	>98
16	131	98
15	125	95
14	120	91
13	116	86
12	112	79
11	109	73
10	106	66
9	102	55
8	98	45
7	95	37
6	92	30
5	89	23
4	86	18
3	<85	<16
2	<85	<16
1	<85	<16
0	<85	<16

**D.3 STANDARD SCORES & PERCENTILE RANKS  
(STUDENT FORM, SECONDARY GIRLS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**  
Grades 7 through 12

**Social Skills  
Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
80	>130	>98	40	77	6
79	>130	>98	39	75	5
78	>130	>98	38	74	4
77	>130	>98	37	72	3
76	>130	>98	36	71	3
75	>130	>98	35	70	2
74	>130	>98	34	69	2
73	>130	>98	33	68	2
72	>130	>98	32	67	<2
71	>130	>98	31	66	<2
70	>130	>98	30	65	<2
69	>130	>98	29	64	<2
68	130	98	28	64	<2
67	128	97	27	63	<2
66	126	96	26	62	<2
65	124	95	25	61	<2
64	122	93	24	60	<2
63	119	90	23	59	<2
62	117	87	22	59	<2
61	115	84	21	58	<2
60	113	81	20	57	<2
59	111	77	19	56	<2
58	108	70	18	55	<2
57	106	66	17	54	<2
56	104	61	16	54	<2
55	102	55	15	53	<2
54	101	53	14	52	<2
53	99	47	13	51	<2
52	97	42	12	50	<2
51	95	37	11	49	<2
50	94	34	10	48	<2
49	92	30	9	48	<2
48	90	25	8	47	<2
47	88	21	7	46	<2
46	87	19	6	45	<2
45	85	16	5	44	<2
44	83	13	4	43	<2
43	81	10	3	43	<2
42	80	9	2	42	<2
41	78	7	1	41	<2
			0	40	<2

**D.4 STANDARD SCORES & PERCENTILE RANKS  
(STUDENT FORM, SECONDARY BOYS)**

**Standard Scores and Percentile Ranks Corresponding to Total Scale Raw Scores**  
Grades 7 through 12

**Social Skills  
Total Scale**

Raw Score	Standard Score	Percentile Rank	Raw Score	Standard Score	Percentile Rank
80	>130	>98	40	85	16
79	>130	>98	39	84	14
78	>130	>98	38	82	12
77	>130	>98	37	80	9
76	>130	>98	36	79	8
75	>130	>98	35	78	7
74	>130	>98	34	76	5
73	>130	>98	33	75	5
72	>130	>98	32	73	4
71	>130	>98	31	72	3
70	>130	>98	30	71	3
69	>130	>98	29	69	2
68	>130	>98	28	68	2
67	>130	>98	27	67	↵
66	129	97	26	66	↵
65	128	97	25	65	↵
64	126	96	24	64	↵
63	124	95	23	63	↵
62	122	93	22	62	↵
61	121	92	21	61	↵
60	119	90	20	60	↵
59	117	87	19	59	↵
58	115	84	18	58	↵
57	114	82	17	57	↵
56	112	79	16	56	↵
55	110	75	15	55	↵
54	108	70	14	54	↵
53	107	68	13	53	↵
52	105	63	12	52	↵
51	104	61	11	51	↵
50	102	55	10	50	↵
49	100	50	9	49	↵
48	98	45	8	48	↵
47	97	42	7	47	↵
46	95	37	6	46	↵
45	93	32	5	45	↵
44	92	30	4	44	↵
43	90	25	3	43	↵
42	88	21	2	42	↵
41	87	19	1	41	↵
			0	40	↵