



The SSIS screener is intended to survey how students are feeling in one of several areas identified by [CASEL](#) as critical to school success. Those areas are:

- **Self-Awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, and possessing a well-grounded sense of confidence and optimism.
- **Self-Management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social Awareness:** The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible Decision Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The screener then gives schools a way to :

- Screen groups of students to identify overall competency levels in the above areas.
- Identify student skills in need of Improvement.
- Plan what skills need to be taught to improve students’ skills in areas of concern.
- Monitor and document changes in students’ skills throughout the school year and from year to year to show growth or change.
- Evaluate intervention programs and school-wide or district-wide initiatives.

The questions in the screener are framed around the phrase “How true is this sentence.”

For example, the screener questions are framed by the phrase “**How true is.....** “

The screener question is: “**I ask for help when I need it.**”

The scale then asks: “**Not.....A Little.....A Lot.....Very**”

### **Screener questions (“How true is....”)**

I ask for help when I need it.  
I stay calm when dealing with problems.  
I help my friends when they are having a problem.  
I work well with my classmates.  
I do the right thing without being told.  
I do my part in a group.  
I stay calm when I disagree with others.  
I stand up for others when they are not treated well.  
I look at people when I talk to them.  
I am careful when I use things that aren't mine.  
I let people know when there's a problem.  
I pay attention when the teacher talks to the class.  
I try to make others feel better.  
I say “thank you” when someone helps me.

I keep my promises.  
I pay attention when others present their ideas.  
I try to find a good way to end a disagreement.  
I try to think about how others feel.  
I try to forgive others when they say “sorry.”  
I follow school rules.  
I think bad things will happen to me.  
I often do things without thinking.  
I think no one cares about me.  
I make people do what I want them to do.  
I feel lonely.  
I fight with others.  
I feel sad.  
I break the rules.  
I feel nervous with my classmates.  
I do not let others join my group of friends.