Teaching children to do nice things for others who may be having trouble or experiencing a problem is a fundamental aspect of empathy and a key social awareness skill (CASEL, 2012). This skill is highly valued by parents and teachers and can be directly taught and supported in every classroom (Elliott & Gresham, 2008). This intervention brief describes how to teach an entire classroom of students this skill using the intervention resources of the SSIS™ SEL Edition Classwide Intervention Program (CIP; Elliott & Gresham, 2017).

Overview of the SSIS SEL Edition CIP

The SSIS SEL Edition CIP is used by educators to develop and improve 23 social-emotional skills for children ages 4 to 14. Specifically, this intervention program provides interventionists with a SAFER—Sequenced, Active, Focused, Explicit, Responsive—way to teach children social-emotional skills that represent five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These social-emotional learning (SEL) competency domains are based on the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2012) framework and are popular in many SEL programs across the country.

The social awareness skill domain, as assessed by the SSIS SEL Edition Screening/Progress Monitoring Scales (Elliott & Gresham, 2017) and taught in the SSIS SEL Edition CIP, focuses on a family of three skills: Do Nice Things for Others, Stand Up for Others, and Make Others Feel Better. To successfully employ these skills, students need to recognize feeling of others, assess a social situation to determine what is happening, and respond by providing another person attention and a supporting action such as calming words, help to reduce the pain of a physical or emotional injury, time with them, and sometimes a pat on the back or comforting hug.

The SSIS SEL Edition CIP uses a six-phase intervention process to teach social-emotional skills: Tell, Show, Do, Practice, Monitor Progress, and Generalize. DiPerna and colleagues (2015, 2016, 2017), in a randomized control trial in six elementary schools funded by the U.S. Department of Education, provided strong evidence to support the SSIS SEL Edition CIP’s six-phase program. Specifically, they reported students (1) learned social-emotional skills and performed these desired behaviors more frequently, (2) concurrently reduced the frequency of many common externalizing problem behaviors, and (3) increased academic engagement and achievement test scores. This research documenting the triple positive impact of the SSIS SEL Edition CIP resulted in CASEL designating it “a SELect program for elementary students” (https://casel.org/guideprogramssocial-skills/).
Teaching a social awareness skill: Do nice things for others

In the SSIS SEL Edition CIP, doing nice things for others is defined as showing we understand another person's situation and want to help them feel better. The steps for this skill are outlined in the Unit 10: Do Nice Things for Others Skill Steps Cue Card and are described as follows:

• **Step 1:** Think about what the problem is and how you can be helpful.

• **Step 2:** Feel by considering how the person feels and would could improve that feeling.

• **Step 3:** Talk with them to determine if you can be helpful.

• **Step 4:** Do something that will be helpful and smile to show them positive attention.

Using the six-step SSIS SEL Edition CIP instructional process, the key actions and activities for both the teacher and a classroom of students are listed in the table below.

By following this instructional process, most teachers can teach a skill lesson in 25 to 30 minutes and provide a SAFER intervention program that students enjoy and learn from. At the center of this process is a series of role-play situations (illustrated in the accompanying box) that students practice and then receive feedback on each Skill Step in a supportive classroom environment. With the additions of other SSIS SEL Edition CIP resource materials—PowerPoint™ lesson presentations, video clips, Emotions Cue Cards, Student Engagement Records—all students will be engaged and the intervention is simplified for teachers!
## Instructional Phase

### Teacher Actions

| Tell | Introduce & Define skill
|      | Ask about importance of skill
|      | Define specific Skill Steps

### Student Actions

|      | Listen to skill definition & steps
|      | Respond to questions about using skill

### Show

| Show | Show video models of skill
|      | Model each Skill Step
|      | Make faces to show emotions

### Student Actions

|      | Evaluate modeled examples
|      | Identify emotions
|      | Participate in discussion of skill use

### Do

| Do   | Ask students to define skill & emotions
|      | Ask students to write Skill Steps
|      | Ask students to role-play with you

### Student Actions

|      | Write Skill Steps
|      | Identify emotions that are part of skill
|      | Participate in role-play or feedback

### Practice

| Practice | Review Skill Steps
|          | Ask students to practice with role-plays
|          | Reinforce & provide Feedback

### Student Actions

|          | Role-play social situations with peers

### Monitor Progress

| Monitor Progress | Ask students to rate skill progress
|                  | Ask students to discuss improvements

### Student Actions

|                  | Reflect & Rate skill performance
|                  | Identify steps to improve

### Generalize

| Generalize | Present situations outside of class where skill can be used
|            | Ask students to discuss how they can use skill in new situations

### Student Actions

|            | Brainstorm & Discuss uses of skill at home, in the community, and work

## More information on SEL programs


To learn more about the SSIS SEL Edition assessments and intervention products, visit [PearsonAssessments.com/SSISSEL](https://PearsonAssessments.com/SSISSEL).