

Universal Screening and Progress Monitoring
Using FastBridge Social, Emotional, Behavioral (SEB) Measures
Social Academic and Emotional Behavior Risk Screener
(SAEBRS) and
Direct Behavior Ratings (DBRs)

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RTI/MTSS Differentiation/Intervention/Assessment – 3 Tiers

Social, Emotional, Behavioral

Academic

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention.** Evaluation (formative as well as diagnostic) may be warranted to target intervention

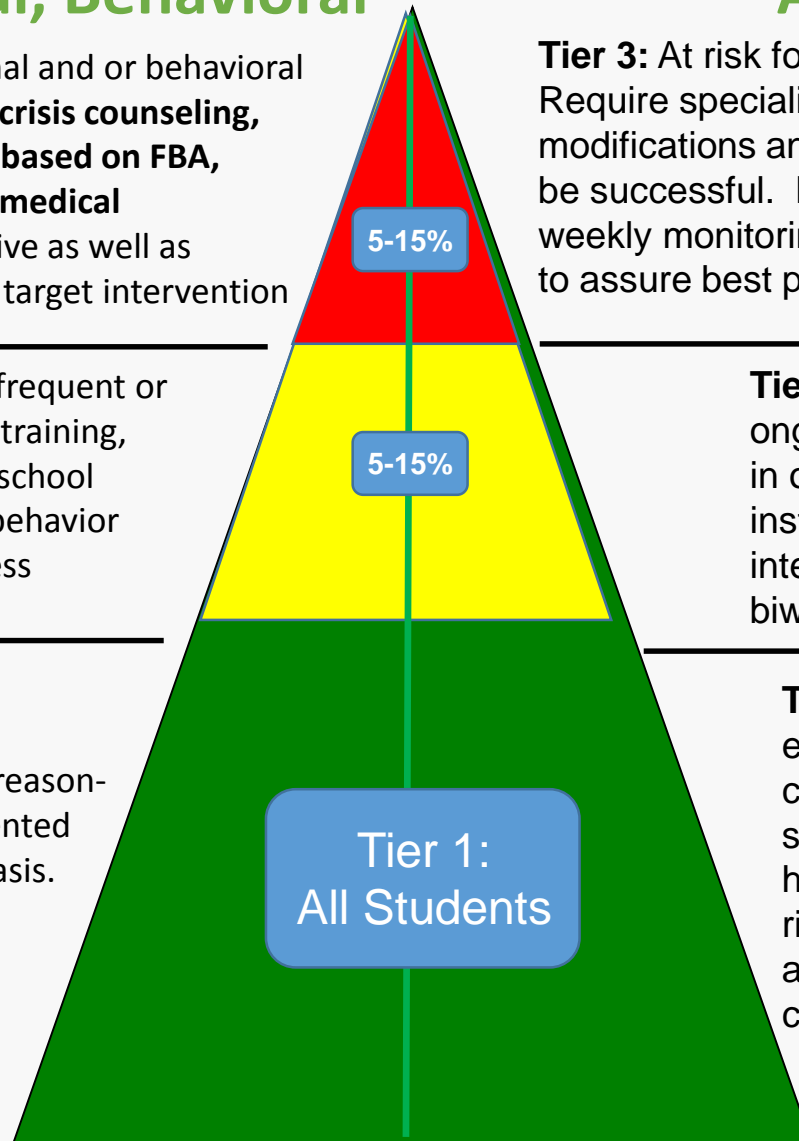
Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: Effective classroom management including good instructional match and clear, reasonable expectations are implemented on a school-wide/class-wide basis. Positive interactions/acknowledgements teach prosocial behaviors and build respectful relationships

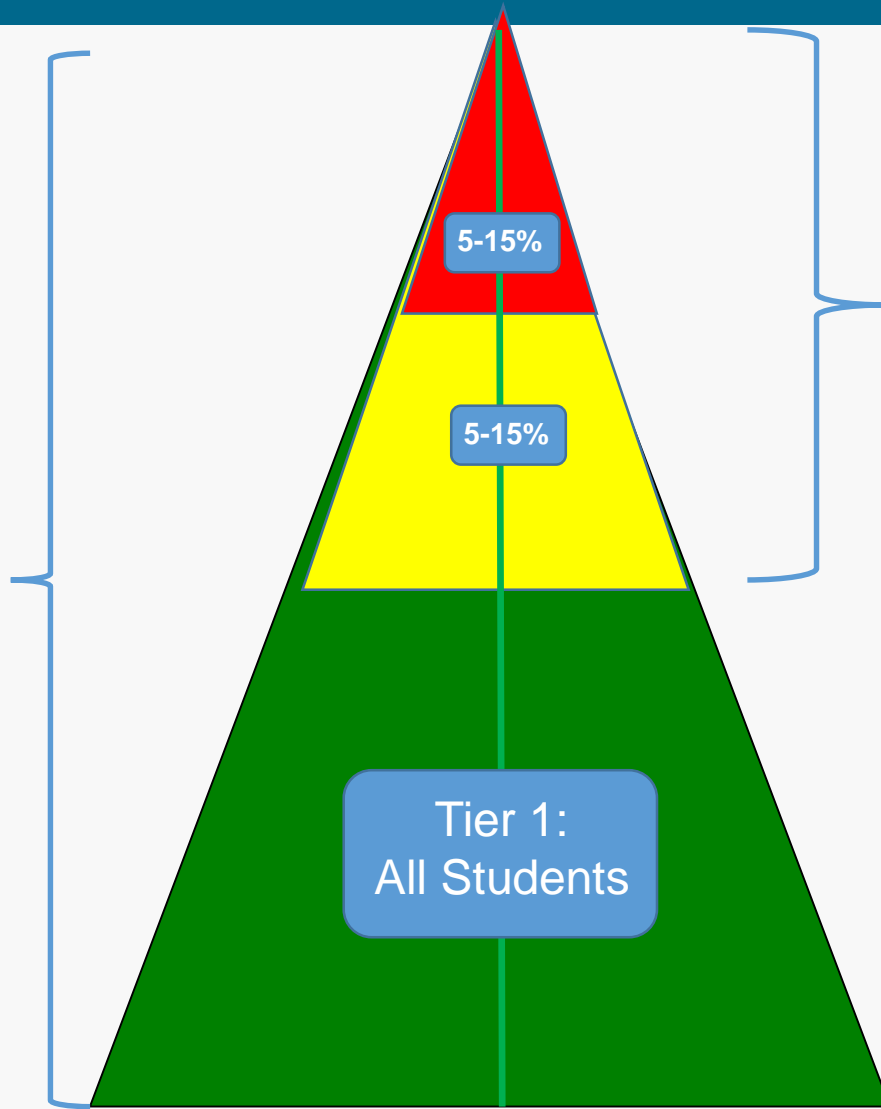
Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction



Social Emotional Behavioral (SEB) Assessment within Multi-Tiered System of Supports (MTSS)

Universal Screening

for all students to evaluate programs and understand overall school/grade level risk. Helps to prioritize more intensive positive behavioral supports



Progress Monitoring

Problem solving for individual students -

More intense and or complex problems. Considerations for RTI/MTSS/IEP goal assessment.

SAEBRS and DBR Address Essential Question

Social Academic Emotional Behavior Risk Screener (SAEBRS)

Are programs and practices in our school effective in meeting student needs?

Are there certain groups whose needs are not being addressed? What do we need to do to improve our educational system for all students? (e.g., materials, scheduling, professional development).

What are needs in three important areas and how might we best intervene?

- Externalizing behaviors (Social),
- Internalizing behaviors (Emotional) and
- Behaviors that promote academic success (Academic)

Who are the students who we prioritize for additional supports?

Direct Behavior Ratings (DBR)

Is the individual student making progress? (Do I stay the course or make an instructional/intervention adjustment)?

Data needs to be organized and communicated effectively with key audiences

SAEBRS/mySAEBRS – What is it?

FastBridge Learning

Teacher Training & Resources Screening Progress Monitoring Reporting

FAST Reading 03-FASTreading-2018

FAST Math

ALL ASSESSMENTS

aReading

AUTOreading

CBMreading

earlyReading

COMPefficiency

aMath

CBM Math Automaticity

CBM Math Process

CBMmath CAP

earlyMath

REACT

SAEBRS

mySAEBRS

FAST Reading

Winter (WINTER)

Student Name	s2i Need	Computer Admin				Teacher Admin	
		aReading	AR-PN	AR-Ident	AR-Enc	AR-Vocab	CBMR
Baney, Jack							
Baney, Colin	[?]						
Barefield, Nina	[?]						
Barefield, Bao Luo	[?]						
Buhl, Lucas	[?]						
Buhl, Alys							
Buhl, Tyler							
Buhr, Caityblu	[?]						
Cabell, Andre	[?]						
Cabell, Timothy	[?]						
Cambridge, Benjamin	[?]						

SAEBRS Teachers log in and complete a 19 item scale

- Social - 6 items
- Emotional - 7 items
- Academic - 6 items

mySAEBRS Student self report (in grades 2-12) Students log in as themselves or via proctor and complete a 20 item scale

- Social - 7 items
- Emotional - 7 items
- Academic - 6 items

SAEBRS and mySAEBRS- Three Areas

Assessed

Social (e.g., Arguing, Temper Outbursts, Disruptive Behavior) that might be considered 'externalizing' problems.

Emotional (e.g., Sadness, Anxiety, Withdrawal, Lack of Resilience) that might be associated with 'internalizing' problems.

Academic (e.g., Academic Engagement, Production of Acceptable Work, Preparedness). Academic enables important for learning.

SAEBRS Teacher Interface

Universal Screening scores or clocks appear

FastBridge Learning Teacher Training & Resources **Screening** Progress Monitoring Reporting

FAST Reading > FAST Math > **ALL ASSESSMENTS** aReading > AUTOREading > CBMreading > earlyReading > COMPefficiency > aMath > CBM Math Automaticity > CBM Math Process > CBMmath CAP > earlyMath > REACT > **SAEBRS** v

03-SAEBRSTeacher-2018 - S28

Group Screening Report Individual Skills Report Delete a score

	Student Name	Fall	Winter	Spring
<input type="checkbox"/>	Baney, Jack	30		
<input type="checkbox"/>	Baney, Colin	23		
<input type="checkbox"/>	Barefield, Nina	19		
<input type="checkbox"/>	Barefield, Bao Luo	30		
<input type="checkbox"/>	Buhl, Lucas	28		
<input type="checkbox"/>	Buhl, Alyssa	23		
<input type="checkbox"/>	Buhr, Tyler	16		
<input type="checkbox"/>	Buhr, Caityblu	26		
<input type="checkbox"/>	Cabell, Andrew	22		
<input type="checkbox"/>	Cabell, Timothy	23		

Available for rating entry ←

SAEBRS Teacher Interface

Behavior	Never	Sometimes	Often	Almost Always
Social Behavior				
1. Arguing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cooperation with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Temper outbursts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Disruptive behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Polite and socially appropriate responses toward others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Impulsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Behavior				
7. Interest in academic topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Preparedness for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Production of acceptable work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Difficulty working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Distractedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Academic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Behavior				
13. Sadness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Fearfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Adaptable to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Difficulty rebounding from setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total Items	Total Score	Social Score	Academic Score	Emotional Score
0	0	0	0	0

Special note for this test

Notes clarifying certain behaviors can be added here

Save Cancel

Teacher clicks clock and scores student behavior.

Takes 1-3 minutes per student, about 30 - 40 minutes for class of 20.

Teachers can input individual student notes

SAEBRS Group Screening report

Who is most at risk and in what areas? Prioritize students for multi-tiered

Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
Baney, Colin	24 !	44	5 !	16	6 !	11	13 !	17
Baney, Jack	44	23 !	12 !	10 !	12	7 !	20	6 !
Barefield, Bao Luo	43	40	13	14	12	11	18	15 !
Barefield, Nina	0 !	17 !	0 !					
Buhl, Alyssa	34 !	13 !	15					
Buhl, Lucas	44	49	12 !					

SAEBRS Scale/Subscale	Not At Risk	At Risk
General Behavior	37-57	0-36
Social Behavior	13-18	0-12
Academic Behavior	10-18	0-9
Emotional Behavior	18-21	0-17

Caution: Color Coding is Based on Local Grade Level Norms (Percentiles): *There will always be high medium and low scores*

Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
Baney, Colin	24 !	44	5 !	16	6 !	11	13 !	17
Baney, Jack	44	23 !	12 !	10 !	12	7 !	20	6 !
Barefield, Bao Luo	43	40	13	14	12	11	18	15 !
Barefield, Nina	0 !	17 !	0 !	9 !	0 !	3 !	0 !	5 !
Buhl, Alyssa	34 !	13 !	15	12 !	11	1 !	8 !	0 !
Buhl, Lucas	44	49	12 !	16	14	15	18	18

In Lake Wobegon where everyone is above average and extremely mentally healthy, 20% of students will be coded red.

In a very high risk school, 69% will be coded green and blue (despite significant risk)

Chute, Rylie	36 !	6 !	11	19
Cogdill, Fiona	57	18	18	21
Cogdill, Thomas	33 !	18	12	3 !
Cuthbert, Francisco	38	12 !	12	14 !



SAEBRS Scale/Subscale	Not At Risk	At Risk
General Behavior	37-57	0-36
Social Behavior	13-18	0-12
Academic Behavior	10-18	0-9
Emotional Behavior	18-21	0-17

'At/Some Risk' scores indicated with a '!' may be truer indication of risk. Cut scores are based on relationship with other screeners.

Individual Student Report

0 is Lowest Possible Score

Some items are worded positively (Cooperation), some negatively (arguing). Negative scores *inverted that is a 2 or 3 is good, a 1 or 2 in not). * indicates inverted

Barefield, Nina FAST Academy Elementary School 5, Grade: 02, DiCarlo, Nicole

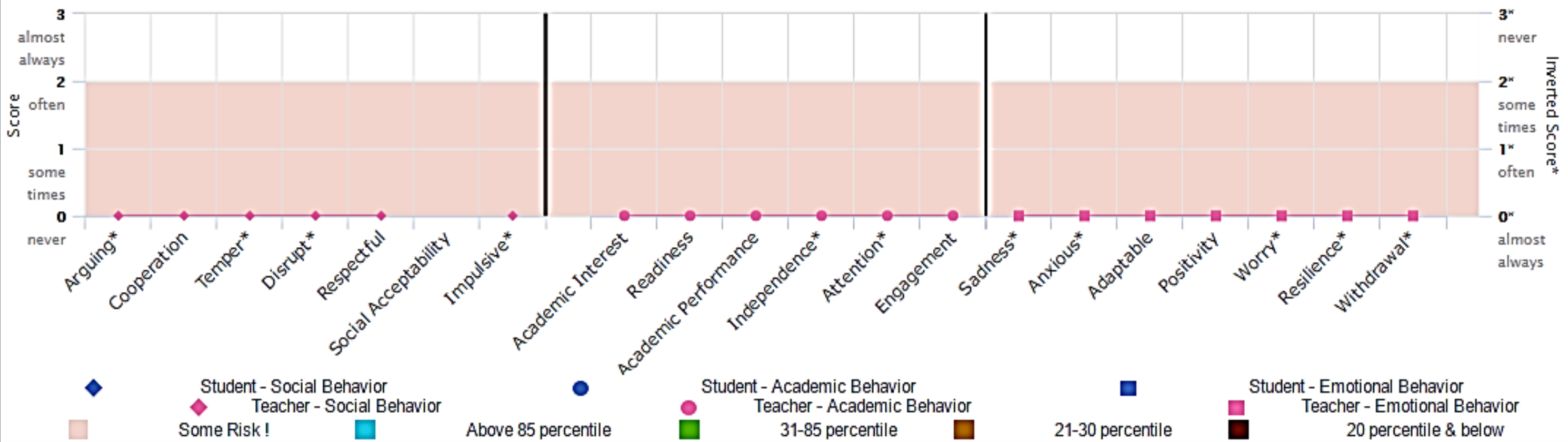
SAEBRS Behavior Report
Overall Score:

0!

Social Teacher Total: ! 0

Academic Teacher Total: ! 0

Emotional Teacher Total: ! 0



Teacher's notes: None

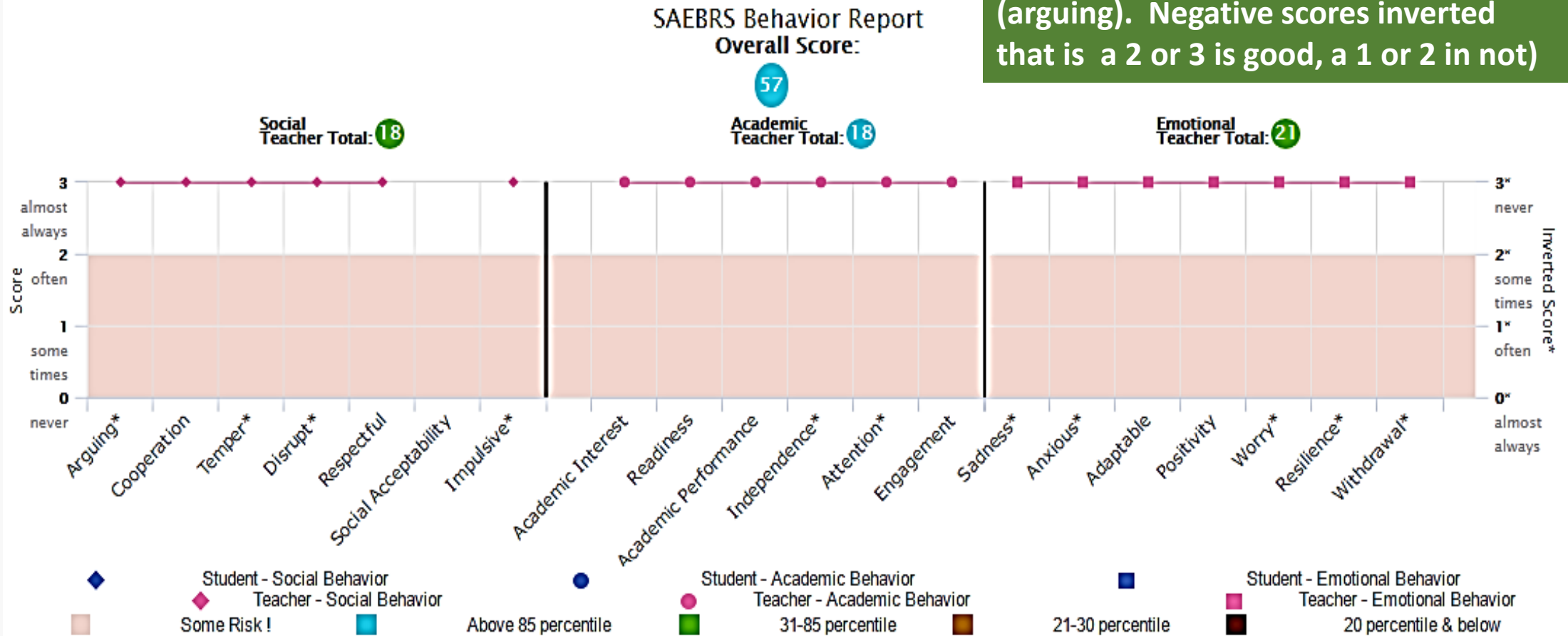
*Inverted items

Individual Student Report

57 is Highest Possible Score

Cambridge, Bobby FAST Academy Elementary School 5, Grade: 02, DiCarlo, Nicole

Some items are worded positively (Cooperation), some negatively (arguing). Negative scores inverted that is a 2 or 3 is good, a 1 or 2 in not)



Teacher's notes: None

*Inverted items

Example of SAEBRS and mySAEBRS Individual Student Graph

Problem ID and Analysis: What might be targets for intervention?

Baney, Colin FAST Academy Elementary School 5, Grade: 02, DiCarlo, Nicole

This graph illustrates combined SAEBRS (pink) and mySAEBRS (blue) data.

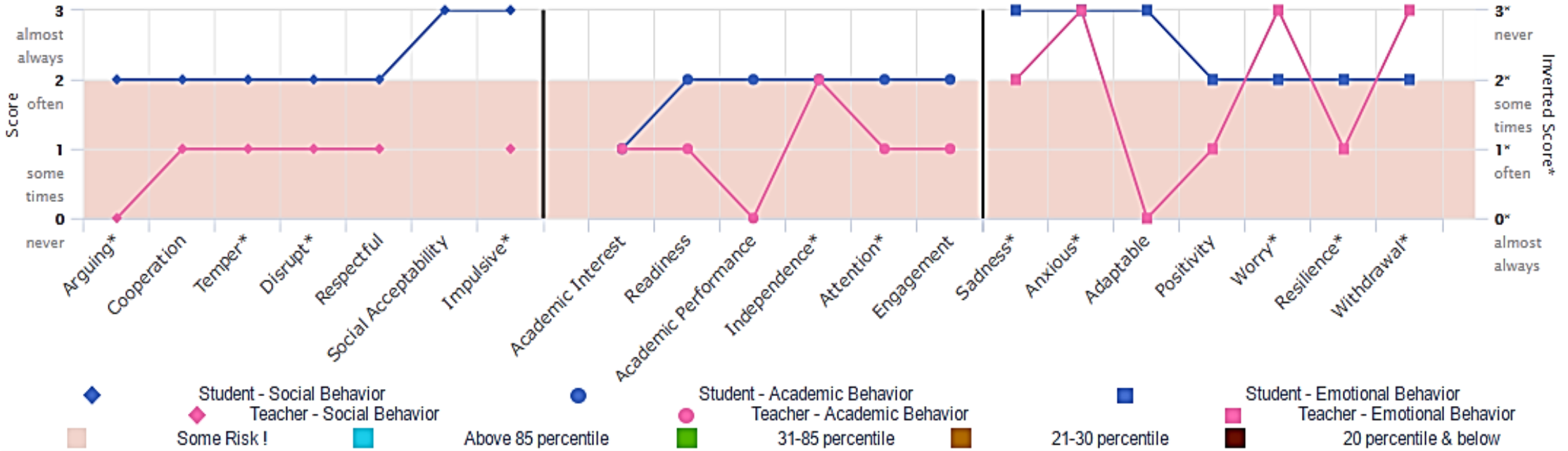
SAEBRS Behavior Report
Overall Score:

24 !

Social Teacher Total: ! 5

Academic Teacher Total: ! 6

Emotional Teacher Total: ! 13



Teacher's notes: None

*Inverted items

SAEBRS/mySAEBRS showing student self- report of internalizing (Emotional) problems that teacher may not have been aware of

SAEBRSTeacher Behavior Report

FAST Academy Elementary School 5 | Grade: 02 | Reisert, Tracey



Winter: 12/01/2016 - 04/06/2017

Go»

Elliot, Sean FAST Academy Elementary School 5, Grade: 02, Reisert, Tracey

SAEBRS Behavior Report

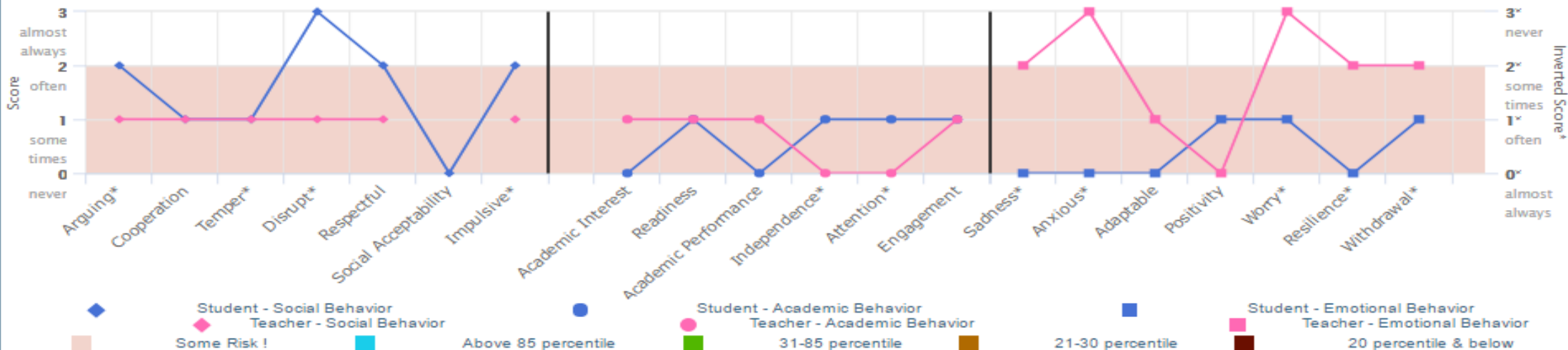
Overall Score:

23 !

Academic Teacher Total: ! 4

Social Teacher Total: ! 6

Emotional Teacher Total: ! 13



Teacher's notes: None

*Inverted items

Are programs and practices in our school effective in meeting student needs?

SAEBRS Impact Reports: Is risk reducing?

District Level Impact Report

SAEBRS Go back Print report

Fast Academy District 5

Impact report: SAEBRS Teacher

Demographic Options Switch to table view

Student: All Students Report view: School View Sort: Alphabetically

All Students Selected

Season	Students by risks levels (%)
Fall	0 (Low Risk), 100 (High Risk)
Winter	63 (Low Risk), 37 (High Risk)
Spring	0 (Low Risk), 0 (High Risk)

FAST Academ... No Data

Are programs and practices in our school effective in meeting student needs?

SAEBRS Impact Reports: Is risk reducing?

School Level Impact Report

Impact report: SAEBRS Teacher

Student:

All Students

Report view:

Grade View

Sort:

Alphabetically

Demographic Options

Switch to table view

All Students Selected

Students by risks levels (%):

0 100

Fall

01 FAST Acad...	
02 FAST Acad...	
03 FAST Acad...	
06 FAST Acad...	No Data

Students by risks levels (%):

63 37

Winter

01 FAST Acad...	
02 FAST Acad...	
03 FAST Acad...	No Data
06 FAST Acad...	

Students by risks levels (%):

0 0

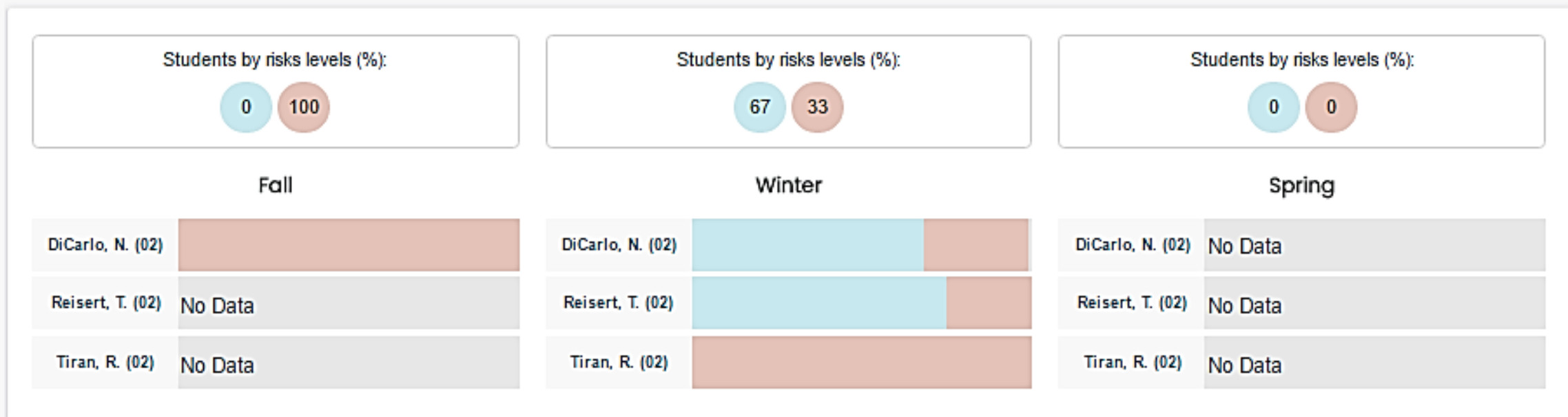
Spring

01 FAST Acad...	No Data
02 FAST Acad...	No Data
03 FAST Acad...	No Data
06 FAST Acad...	No Data

Are programs and practices in our school effective in meeting student needs? SAEBRS Impact Reports: Is risk reducing?

Do we have a low enough 'base rate' of at risk students and existing resources that they can be addressed through Tier 2?
Do we need additional school-wide supports?

Grade Level Impact Report



Are programs and practices in our school effective in meeting student needs?

Are certain groups of students more at risk? (Select demographic filter)

Grade Level Impact Report

Gender

Select All Female Male

Ethnicity

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Hispanic/Latino

Multi-Racial

Other

Native Language

English Proficiency

Native English speaker

Fluent English speaker

Non-English speaking

Redesignated as fluent English proficient

Limited English proficient/English learner

Unknown

Service Code

General Ed

TITLE I

Special Ed

IEP Status

IEP Reading

IEP Math

IEP Behavior

Gifted & Talented

All Yes No

Under Section 504

All Yes No

Mobility

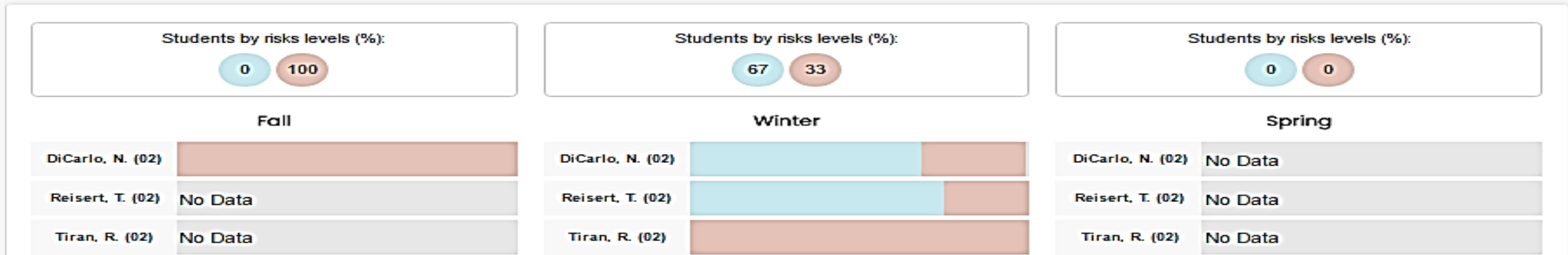
All Yes No

Meal Status

Free Lunch

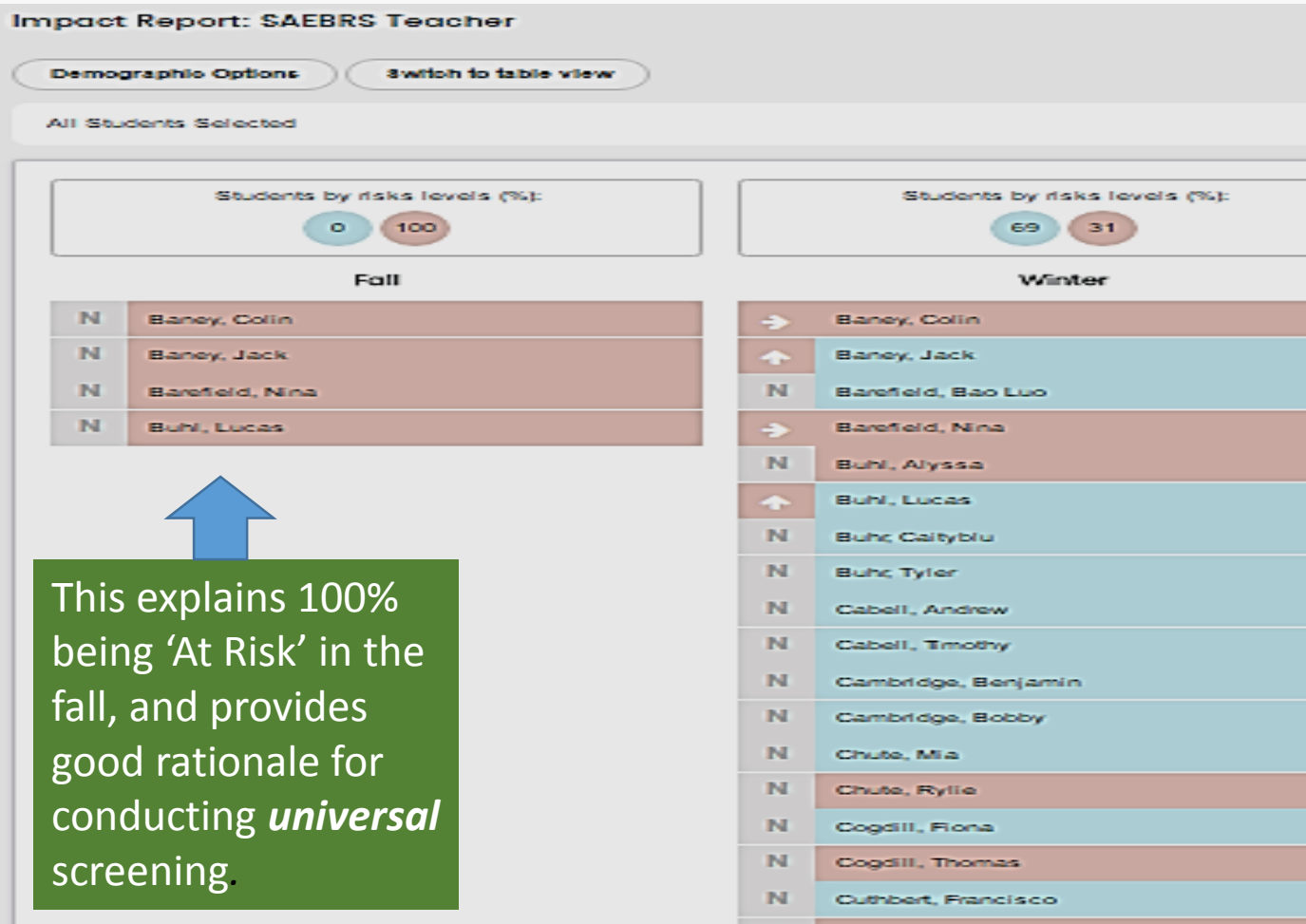
Reduced Lunch

None



Are programs and practices in our school effective in meeting student needs?

Class Level Impact Report



Examination of school wide risk (Tier 1) is perhaps the first stage in the school wide/grade wide problem solving process.

It may be wise to identify existing resources for Tier 2 intervention (e.g., Check in Check Out, teacher daily behavior report cards, social/coping skills groups, individual counseling) and prioritize students accordingly.

If the number of students at risk is significantly above the number of students whose needs can be addressed class-wide/school-wide interventions (e.g., class-wide self monitoring, Good Behavior Game) should be considered.

This explains 100% being 'At Risk' in the fall, and provides good rationale for conducting **universal** screening.

The Table View shows the number of students, not just percentages

Impact report: SAEBRS Teacher

Demographic Options

Switch to graphical view








Student:

All Students

Report view:

Teacher View

All Students Selected

Teacher (Grade) 	Fall		Winter		Spring	
	Low 	Some 	Low 	Some 	Low 	Some 
DiCarlo, N. (02)	0 0%	4 100%	28 69%	13 31%	0 0%	0 0%
Reisert, T. (02)	0 0%	0 0%	3 75%	1 25%	0 0%	0 0%
Tiran, R. (02)	0 0%	0 0%	0 0%	1 100%	0 0%	0 0%

Social Emotional Behavioral Progress Monitoring Using Direct Behavior Ratings (DBRs)

DBRs grew from Daily Teacher Behavior Report Cards, an effective *intervention* . The difference:

TDBRC are best used as an intervention – We would want teachers to shape behavior with TDBRCs. If students aren't successful they will not likely buy in. Therefore the kind of behavior that would be deemed 'successful' warranting a sticker, smiley, numeric rating) on a TDBRC may not be the same in October as it is in April as expectations increase.










DBRs are an assessment based on teacher *perception* of student behavior. These perceptions are important.

DBRs though subjective (like any rating scale), should be more anchored and honest (e.g., % of time on task).

Feasibility: DBRs also grew from research findings about the high number of systematic direct observations (SDOs) required to get reliable data just for behaviors like time on task. Progress monitoring with such tools may not be feasible

John's best behavior!!!

Date: _____

	I completed work to the best of my ability	I followed directions and kept following them	 Great job!!	 OK, but keep <u>trying</u>	 I need to try <u>harder</u> next time
Reading 9:00 – 10:30			Comments: 		
Math 11:00 – 11:30					
Afternoon Work 1:00 – 2:30					

Teacher Daily behavior report card – Intervention

- Teaches prioritized behaviors
- Provides regular feedback and reinforcement/accountability
- Shapes behavior (What is a smile in October may not be in March)
- Parents get daily communication (usually positive!)


Directions			Notes	
Please rate how frequently the student displayed each of the following behaviors during each rating period. Where appropriate, please also rate the intensity of the behavior observed.			Add note	
MORNING - 08:00am to 12:00pm on Mon			Update interventions / supports	
Behavior	Frequency	Intensity		
Academic				
<input checked="" type="checkbox"/> Academic engagement No Opportunity	<input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A		
<input checked="" type="checkbox"/> Timely completion of work No Opportunity	<input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A		
Emotional				
<input checked="" type="checkbox"/> Crying No Opportunity	<input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A		
Social				
<input checked="" type="checkbox"/> Arguing No Opportunity	<input type="checkbox"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	<input type="checkbox"/> 0 1 2 3 4 5		

Direct Behavior Ratings (DBRs) – Assessment


- Ratings are more ‘honest’ (anchored 1 = 10% of the time; 10 – 99% of the time)
- Can address more than 2 behaviors of interest
- Brief, targeted

Behavioral PM Set Up

Select the time frame ratings are collected


Group Name  Jeremy Jernigan Behavior PM

Number of occasions Every week Every 2 weeks Every 3 weeks Every 4 weeks

Rating periods 

Period	Mon	Tue	Wed	Thu	Fri
Morning	9:00am to 12:00pm	to	Select time	Select time	Select time
Afternoon	12:00pm to 3:00pm	None	Select time	Select time	Select time
Full Day	Select time	6:00am	Select time	Select time	Select time
Art	Select time	6:05am	Select time	Select time	Select time
Gym	Select time	6:10am	Select time	Select time	Select time
Language Arts	Select time	6:15am	Select time	Select time	Select time
Math	Select time	6:20am	Select time	Select time	Select time
Music	Select time	6:25am	Select time	Select time	Select time
Science	Select time	6:30am	Select time	Select time	Select time
Social Studies	Select time	Select time	Select time	Select time	Select time

Behaviors Setup

Behavior	Screening 	Starting Week
Academic engagement (remove)	N/A	02/26/2017
Disruptive behavior (remove)	N/A	02/26/2017
Withdrawal (remove)	N/A	02/26/2017

Behavioral PM Set Up

Input Goal 1-99 (percent of the time)

Period	Mon	Tue	Wed	Thu	Fri
Morning	09:00am to 11:00am	09:00am to 11:00am	09:00am to 11:00am	09:00am to 11:00am	09:00am to 11:00am
Afternoon	12:30pm to 03:00pm	12:30pm to 03:00pm	12:30pm to 03:00pm	12:30pm to 03:00pm	12:30pm to 03:00pm
Full Day	Select time	Select time	Select time	Select time	Select time
Art	Select time	Select time	Select time	Select time	Select time
Gym	Select time	Select time	Select time	Select time	Select time
Language Arts	Select time	Select time	Select time	Select time	Select time
Math	Select time	Select time	Select time	Select time	Select time
Music	Select time	Select time	Select time	Select time	Select time
Science	Select time	Select time	Select time	Select time	Select time
Social Studies	Select time	Select time	Select time	Select time	Select time

Since SAEBRS is a 1-4 scale and DBR is 1-10
Screening Scores are typically not input

Enter baseline (start) :
 Example: Teacher estimates student is academically engaged 60% of the time, input '60'

Enter goal:
 Example: We want student to be disruptive only 5% of the time, we set 5 as a goal.

Behaviors Setup*

Behavior	Screening	Starting Week	Start	Goal	Benchmark
Academic engagement (remove)	N/A	02/26/2017	60	80	0
Disruptive behavior (remove)	N/A	02/26/2017	40	5	0
Production of acceptable work (remove)	N/A	02/26/2017	60	85	0
Withdrawal (remove)	N/A	02/26/2017	30	10	0

Establishing Baseline and Setting Goals

Behavior	Screening	Starting Week	Start	Goal	Benchmark
Academic engagement (remove)	N/A	02/26/2017	60	80	0
Disruptive behavior (remove)	N/A	02/26/2017	40	5	0
Production of acceptable work (remove)	N/A	02/26/2017	60	85	0
Withdrawal (remove)	N/A	02/26/2017	30	10	0

Positively Worded Item

Currently Jeremy is **academically engaged 60% of the time**

My goal for **Academic Engagement is 80% of the time**

Negatively Worded Item













Currently Jeremy exhibits **disruptive behavior 40% of the time**

My goal is for him to exhibit **disruptive behavior 5% of the time**

Now we are ready to input scores

Clocks are available only for the coming week (you cannot input scores from a previous week).

You currently can delete scores (all will be deleted for that time period) but not edit them individually.

▲ Jernigan, Jeremy	SAEBRSdbr	02/26/2017	4	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
							Delete a score
Rating Period		Mon	Tue	Wed	Thu	Fri	
Morning							
Afternoon							
Rating Period		Mon	Tue	Wed	Thu	Fri	

Sliders are used to rate behavior 1 (0-10% of the time) to 10 (about 100% of the time)

MORNING - 09:00am to 11:00am on Wed

Notes

Behavior	Frequency	Intensity
Academic		
<input checked="" type="checkbox"/> Academic engagement <u>No Opportunity</u>	<input type="range" value="8"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
<input checked="" type="checkbox"/> Production of acceptable work <u>No Opportunity</u>	<input type="range" value="9"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Emotional		
<input checked="" type="checkbox"/> Withdrawal <u>No Opportunity</u>	<input type="range" value="4"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Social		
<input checked="" type="checkbox"/> Disruptive behavior <u>No Opportunity</u>	<input type="range" value="0"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	<input type="range" value="0"/> 0 1 2 3

Changes to the student's interventions/supports? ✕

Please describe any changes to the student's interventions/supports

Teacher behavior report card working for Engagement and Work Production targets but Jeremy still somewhat withdrawn. Teacher will work to scaffold cooperative work in class to teach and support social engagement.

1788 characters left.

Click on 'Update Interventions/Supports' to describe a new intervention that will be documented in table of data

Notes can be entered to explain various factors influencing a given rating or ratings.

AFTERNOON - 12:30pm to 03:00pm on Wed		
Behavior	Frequency	Intensity
Academic		
<input checked="" type="checkbox"/> Academic engagement No Opportunity	<input type="text" value="6"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
<input checked="" type="checkbox"/> Production of acceptable work No Opportunity	<input type="text" value="6"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Emotional		
<input checked="" type="checkbox"/> Withdrawal No Opportunity	<input type="text" value="4"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Social		
<input checked="" type="checkbox"/> Disruptive behavior No Opportunity	<input type="text" value="1"/> 0 1 1 2 3 4 5 Never Sometimes Always	<input type="text" value="1"/> 0 1 2 3 4 5

Notes

[Add note](#)

[Update interventions / supports](#)

Special note for this test [X]

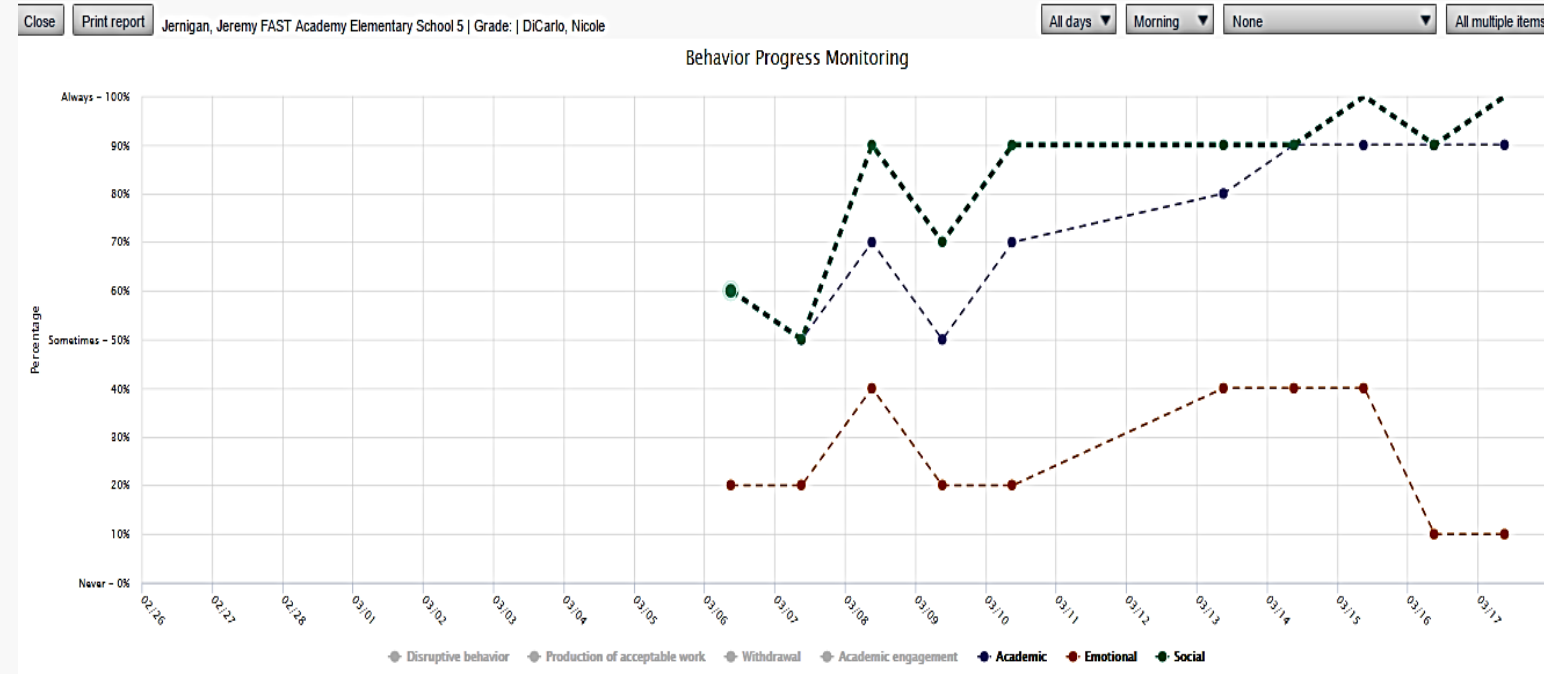
Jeremy did not have his glasses this afternoon

Save Cancel

It takes about 40 seconds to navigate to the behavioral progress monitoring, click on student, rate student, and submit scores for a given time period.

Accessing DBR Reports

Name	Assessment	Start Week	Items	Occasions	Created By	School
▼ Defreitas, Dante	SAEBRSdbr	03/12/2017	3	5 Days Every Week	Reisert, Tracey	FAST Academy Elementary School 5



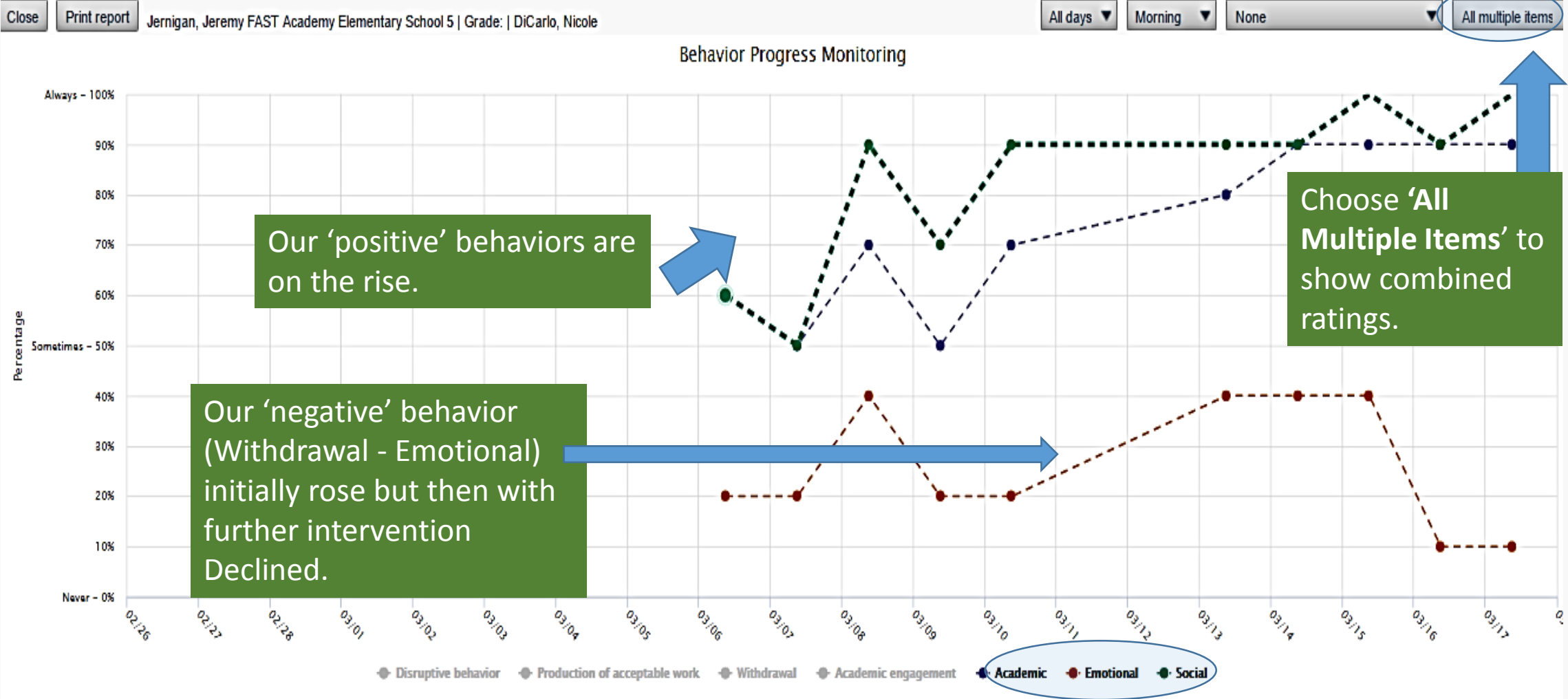
Edit Schedule



Access Graph

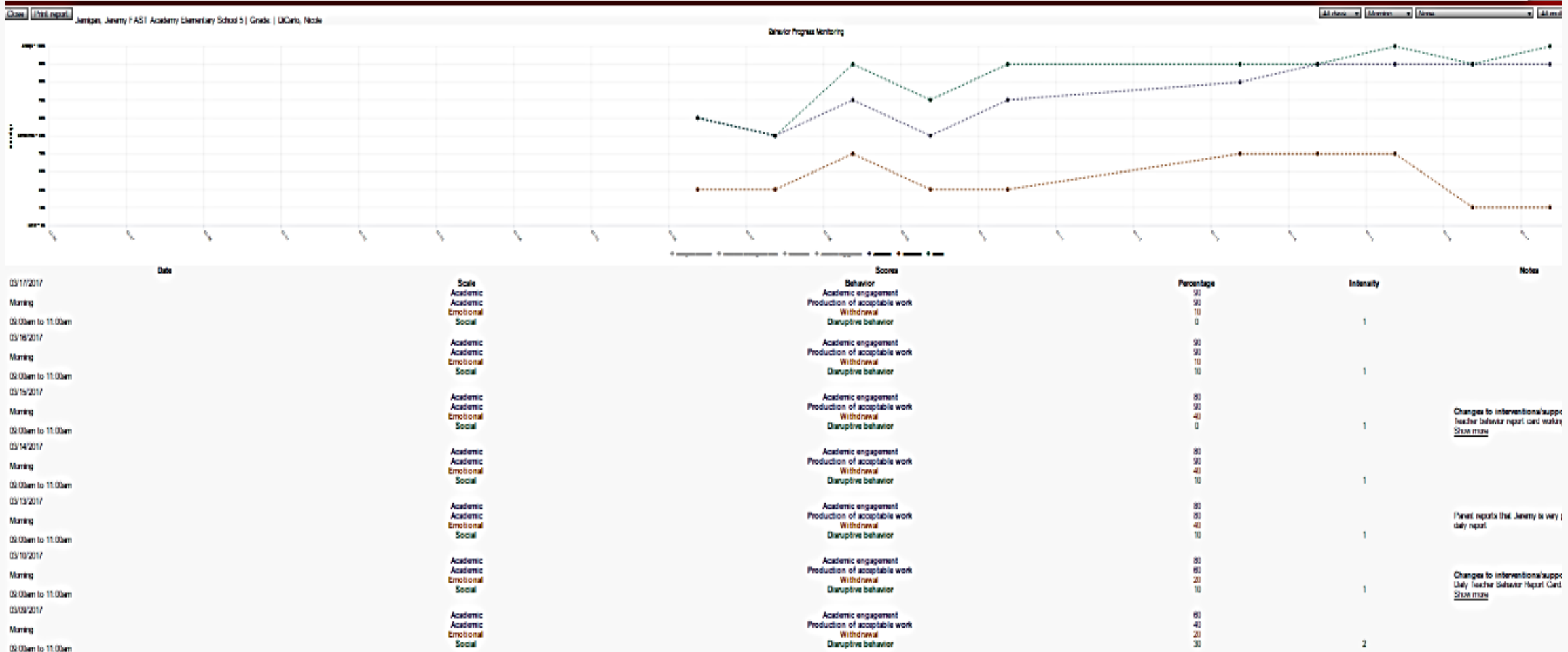


This chart shows combined ratings for the Academic, Emotional and Social areas

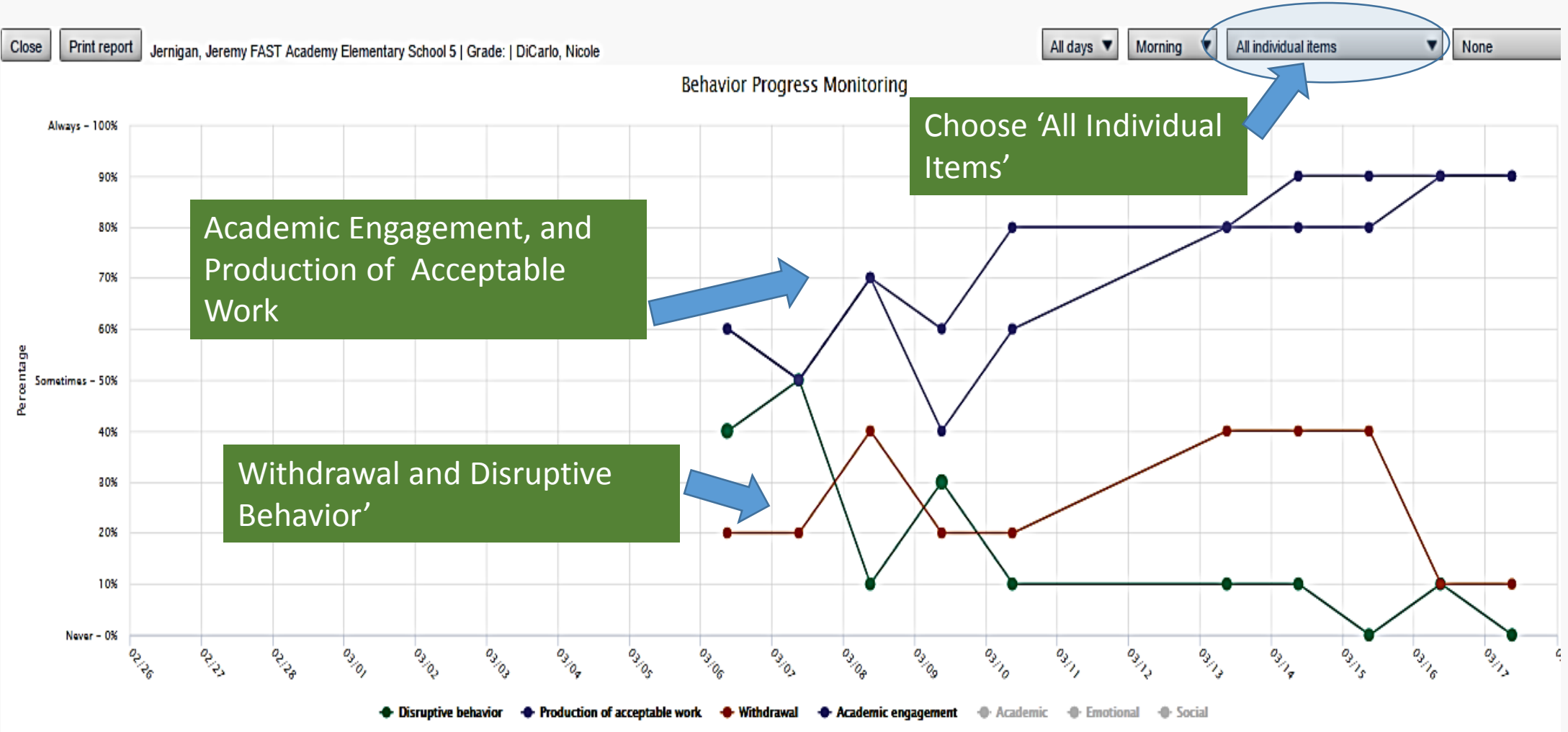


The 10,000 foot view

Chart, individual ratings, documented interventions/supports and notes



Individual item ratings for Academic Engagement, Production of Acceptable Work (Positive), and Withdrawal and Disruptive Behavior (Negative)



Individual item ratings for Academic Engagement, and Production of Acceptable Work (Positive), and Withdrawal and Disruptive Behavior (Negative)

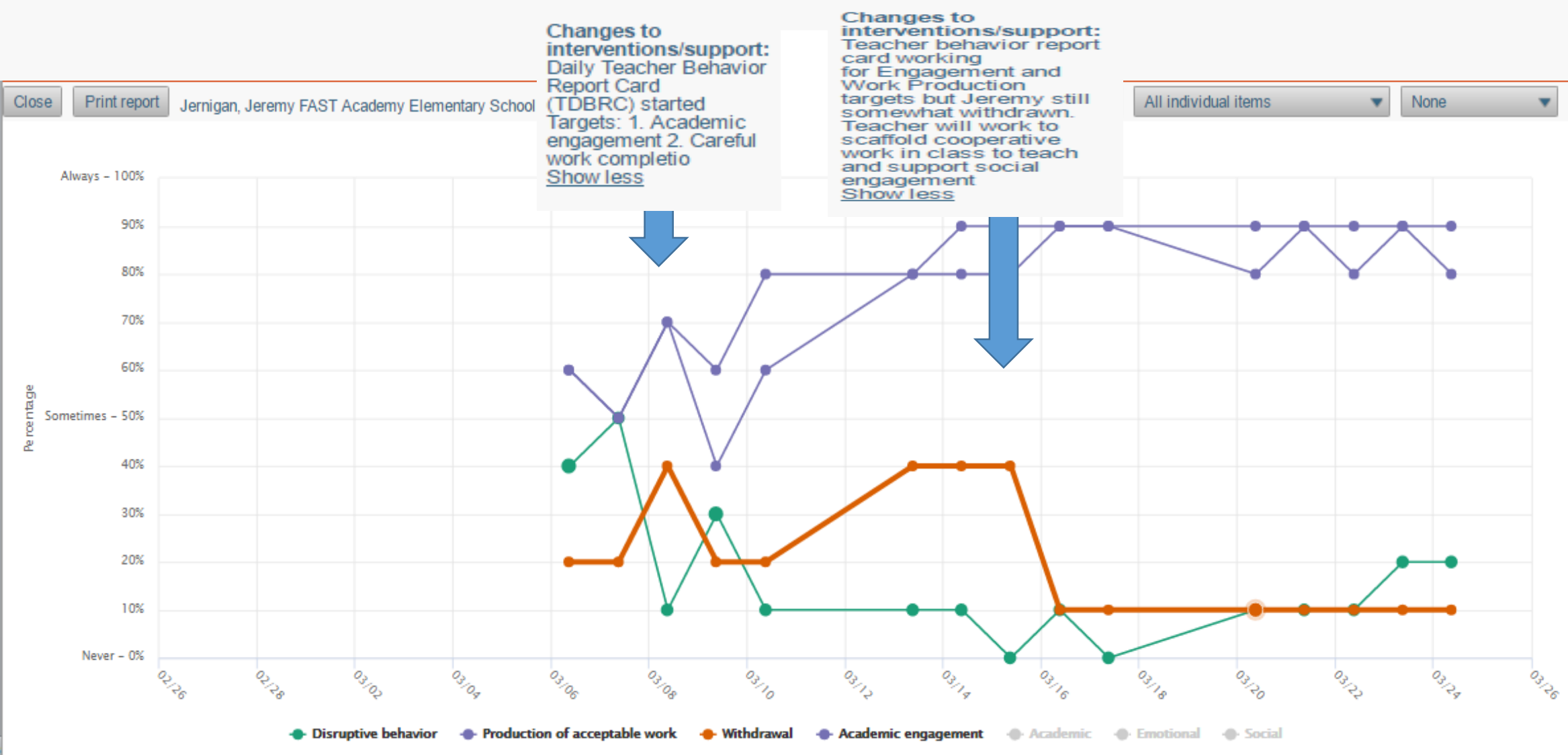


Table below includes time periods, ratings, documented interventions/supports and notes

Date	Scale	Behavior	Percentage	Intensity	Notes
03/17/2017	Academic	Academic engagement	90		
Morning	Academic	Production of acceptable work	90		
09:00am to 11:00am	Emotional	Withdrawal	10		
	Social	Disruptive behavior	0	1	
03/16/2017	Academic	Academic engagement	90		
Morning	Academic	Production of acceptable work	90		
09:00am to 11:00am	Emotional	Withdrawal	10		
	Social	Disruptive behavior	10	1	
03/15/2017	Academic	Academic engagement	80		
Morning	Academic	Production of acceptable work	90		Changes to interventions/support: Teacher behavior report card working... Show more
09:00am to 11:00am	Emotional	Withdrawal	40		
	Social	Disruptive behavior	0	1	
03/14/2017	Academic	Academic engagement	80		
Morning	Academic	Production of acceptable work	90		
09:00am to 11:00am	Emotional	Withdrawal	40		
	Social	Disruptive behavior	10	1	
03/13/2017	Academic	Academic engagement	80		
Morning	Academic	Production of acceptable work	80		Parent reports that Jeremy is very proud of his daily report
09:00am to 11:00am	Emotional	Withdrawal	40		
	Social	Disruptive behavior	10	1	
03/10/2017	Academic	Academic engagement	80		Changes to interventions/support: Daily Teacher Behavior Report Card (TDBRC) started Targets: 1. Academic engagement 2. Careful work completion
Morning	Academic	Production of acceptable work	60		
09:00am to 11:00am	Emotional	Withdrawal	20		
	Social	Disruptive behavior	10	1	

Summary

Hopefully, after this presentation, participants have improved understanding and skills concerning:

1. How SAEBRS and mySAEBRS can be used for universal screening for social, emotional and behavioral risk
2. Questions addressed by each measure (what they measure)
3. How to access scoring for the FastBridge SEB measures
4. DBR progress monitoring set up including entering baseline, setting goals and documenting interventions
5. Report interpretation

Thank you!