

**Assessment Name:**

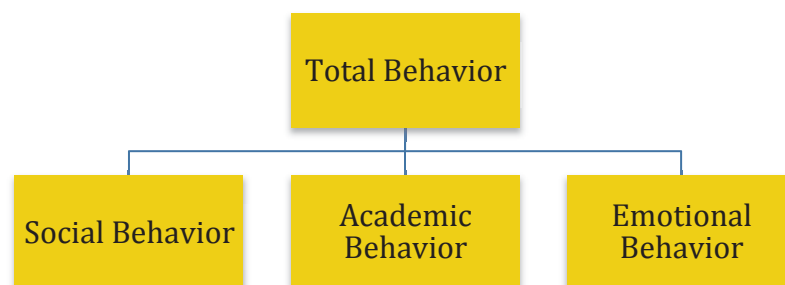
**Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)**

**Validated Purpose of Assessment Method**

Screening	Diagnostic	Progress Monitoring
X		

**Overview:**

The SAEBRS is a brief tool supported by research for use in universal screening for behavioral and emotional risk. The measure falls within a broad class of highly efficient tools, suitable for teacher use in evaluating and rating all students on common behavioral criteria (Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). The SAEBRS is designed for use in the K-12 setting. It is grounded within a conceptual model, which states that a student's success in school is not only related to his or her academic achievement, but also success within multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by a broad *Total Behavior* (19 items). Research further suggests the SAEBRS may be used to evaluate student behavior within multiple inter-related narrow domains, as assessed by the *Social Behavior* (6 items), *Academic Behavior* (6 items), and *Emotional Behavior* (7 items) subscales.



**Brief review of validity and reliability evidence:**

To date, three studies have yielded evidence regarding SAEBRS reliability, validity, and diagnostic accuracy, with research conducted across elementary, middle, and high school settings (Kilgus, Chafouleas, & Riley-Tillman, 2013; Kilgus, Eklund, von der Embse, & Taylor, 2014; Kilgus, Sims, von der Embse, & Riley-Tillman, 2014). Please see below for a summary of internal consistency reliability coefficients (Cronbach's alpha), test-retest reliability coefficients (Pearson's *r*), criterion-related validity coefficients (Pearson's *r*), and diagnostic accuracy statistics (area under the curve [AUC], sensitivity [SE], specificity [SP]). Statistics either represent the sole statistic or range of statistics collected to date.

Overall, initial findings yield support for the use of the SAEBRS in universal screening across the K-12 spectrum. Diagnostic accuracy results are particularly encouraging, with sensitivity and specificity values generally falling within optimal or acceptable ranges (i.e.,  $\geq .80-.90$ ; Kilgus, Riley-Tillman, Chafouleas, Christ, & Welsh, 2014). Together, these findings suggest that

the SAEBRS might be used to reliably differentiate between at risk and not at risk students, with risk defined through gold standard measures (e.g., *Social Skills Improvement System* [Gresham & Elliott, 2008]; *BASC-2 Behavioral and Emotional Screening System* [Kamphaus & Reynolds, 2007]).

	Reliability		Validity	Diagnostic Accuracy		
	Internal Consistency	Test-Retest	Concurrent	AUC	SE	SP
<b>Elementary School</b>						
Social	.89-.94	-	.79-.90	.90-.96	.81-.97	.83-.86
Academic	.90-.92	-	.69-.86	.83-.94	.79-.91	.84-.85
Emotional	.83	-	.72	.88	.90	.73
Total	.93-.93	-	.61-.93	.95-.97	.89-.93	.81-.93
<b>Middle School</b>						
Social	.93	-	.85	.96	.93	.85
Academic	.92	-	.88	.95	.91	.83
Emotional	.77	-	.69	.86	.86	.73
Total	.94	-	.94	.99	.95	.92
<b>High School</b>						
Social	.89	.41	-	-	-	-
Academic	.93	.47	-	-	-	-
Emotional	-	-	-	-	-	-
Total	.93	.48	-	-	-	-

**Note:** Empty cells represent evidence not yet collected to date.

### Strength and Weakness:

Primary strengths of the SAEBRS include its usability and contextual appropriateness, two characteristics identified as crucial in universal screening (Glover & Albers, 2007).

- **Usability** → the SAEBRS is comprised of a small number of items that may be completed in 1-3 minutes for a single student. In addition, given psychometric support for both the SAEBRS broad scale and subscales, schools may choose to only complete those SAEBRS subscales that are relevant to their concerns and decision making. For instance, a school could choose to only rate students on Social Behavior and Emotional Behavior, thus reducing the number of items that must be completed for each student.
- **Contextual appropriateness** → SAEBRS items correspond to categories of behavior found within the literature to be highly relevant to social and academic success in the early childhood, school aged, and adolescent stages of development (DiPerna, 2006; Masten et al., 2005; Walker, Irvin, Noell, & Singer, 1992). These include categories of both (a) adaptive behaviors, including social skills, academic enablers, and emotional wellness factors, and (b) maladaptive behaviors, including externalizing behavior, internalizing behavior, and attentional problems. This balance between both adaptive and maladaptive is in accordance with recommendations from recent research, which has suggested that prosocial behavior and problem behavior each uniquely predict student behavioral outcomes, and are thus important in supporting early identification of behavioral and emotional risk (Kwon, Kim, & Sheridan, 2012).

A weakness of the SAEBRS pertains to its relative novelty, having only been examined through three studies to date. As such, replications of previous work, as well as new research (e.g., examination of diagnostic accuracy in high school), is necessary to yield full support for the SAEBRS within universal screening in school settings.

**Administration Steps:**

Teachers complete the SAEBRS once for each student in their classroom. Therefore, if 15 students are enrolled in a particular teacher’s classroom, the teacher will fill out the SAEBRS 15 times. Once a teacher is ready to rate a student, he/she should complete the SAEBRS subscales deemed by the school to be pertinent to their decision making. To complete each SAEBRS item, the teacher indicates how frequently the student in question has displayed each behavior (as described within each item) **during the previous month**. The teacher is to **ONLY** consider the behavior exhibited by the student during the month prior to SAEBRS completion. No other behaviors outside of this time period should be taken into consideration during item completion.

It is common for teachers to request a definition of the behaviors represented within each SAEBRS item. For instance, many seek additional clarification regarding what should be considered a ‘temper outburst.’ However, as part of standard administration, SAEBRS users are not to be provided with such definitions. Rather, teachers are to use their best judgment in considering what actions are representative of each behavior.

**Materials:**

Only the SAEBRS form and writing utensil are required for its completion. No other additional materials or resources are necessary.

**Data coding/sorting/presenting process:**

Once all ratings have been completed, the user adds the scores within each subscale to yield a summed score. Subscale scores can then be combined to yield the Total Behavior scale score. Summed scores range between 0-18 for *Social Behavior* and *Academic Behavior*, 0-21 for *Emotional Behavior*, and 0-57 for *Total Behavior*. Please see below for guidelines regarding how each item should be scored, as scoring varies from item to item:

<b>Social Behavior</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
Arguing	3	2	1	0
Cooperation with peers	0	1	2	3
Temper outbursts	3	2	1	0
Disruptive behavior	3	2	1	0
Polite and socially appropriate...	0	1	2	3
Impulsiveness	3	2	1	0

<b>Academic Behavior</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	3	2	1	0
Distractedness	3	2	1	0
Academic engagement	0	1	2	3

<b>Emotional Behavior</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
Sadness	3	2	1	0
Fearfulness	3	2	1	0
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	3	2	1	0
Difficulty rebounding from setbacks	3	2	1	0
Withdrawal	3	2	1	0

**Analysis guidelines:**

Within each SAEBRS scale and subscale, higher scores are indicative of better student behavior and more appropriate functioning. Although SAEBRS scores can often be used as continuous variables, it is sometimes convenient to classify scores as *at risk* and *not at risk*. Using the ranges shown below, subscale and scale scores can be dichotomized in terms of risk categories within the Social Behavior, Academic Behavior, Emotional Behavior, and Total Behavior domains.

	<b>At Risk</b>	<b>Not At Risk</b>
Social Behavior	0-12	13-18
Academic Behavior	0-9	10-18
Emotional Behavior	0-17	18-21
Total Behavior	0-36	37-57

How risk should be defined depends on the specific subscale(s) within which a student falls in the at risk range. Please see below for a description of each type of risk:

- **Risk for Social Behavior Problems** – student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- **Risk for Academic Behavior Problems** – student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- **Risk for Emotional Behavior Problems** – student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

### **Additional Resources/Suggesting for in-depth training materials:**

SAEBRS users are referred to works from Kilgus et al. (2014), Kilgus, Eklund, et al. (2014), and Kilgus, Sims, et al. (2014) for more information regarding SAEBRS development, as well as recommendations for how the SAEBRS might be integrated within school-based service delivery models. Users are also referred to various books on the topic of both universal screening (Kettler, Glover, Albers, & Feeney-Kettler, 2013; Lane, Menzies, Oakes, & Kalberg, 2012) and multi-tiered systems of support (e.g., Riley-Tillman, Burns, & Gibbons, 2013) for information regarding how universal screening might be used to support student social and academic outcomes.

### **References:**

DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools, 43*, 7-17.

Glover, T. A., & Albers, C. A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology, 45*, 117-135.

Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system: Rating scales*. Bloomington, MN: Pearson.

Kamphaus, R. W., & Reynolds, C. R. (2007). *BASC-2 Behavioral and Emotional Screening System*. Minneapolis, MN: Pearson.

Kettler, R. J., Glover, T. A., Albers, C. A., & Feeney-Kettler, K. A. (2013). *Universal screening in educational settings: Evidence-based decision making for schools*. Washington, DC: American Psychological Association.

Kilgus, S. P., Chafouleas, S. M., & Riley-Tillman, T. C. (2013). Development and initial validation of the Social and Academic Behavior Risk Screener for elementary grades. *School Psychology Quarterly, 28*, 210-226.

Kilgus, S. P., Riley-Tillman, T. C., Chafouleas, S. M., Christ, T. J., & Welsh, M. E. (2014). Direct behavior rating as a school-based behavior universal screener: Replication across sites. *Journal of School Psychology, 52*, 63-82.

Kwon, K., Kim, E., & Sheridan, S. (2012). Behavioral competence and academic functioning among early elementary children with externalizing problems. *School Psychology Review, 41*, 123-140.

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York: Guilford.

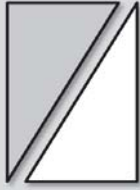
Masten, A. S., Roisman, G. I., Long, J. D., Burt, K. B., Obradovic, J., Riley, J. R., . . . Tellegen, A. (2005). Developmental cascades: Linking academic achievement and externalizing and internalizing symptoms over 20 years. *Developmental Psychology, 41*, 733-746.

Riley-Tillman, T.C., Burns, M. K., Gibbons, K. (2013). *RTI applications, Volume 2: Assessment, design and decision making*. New York, NY: The Guilford Press.

Severson, H. H., Walker, H. M., Hope-Doolittle, J., Kratochwill, T. R., & Gresham, F. M. (2007). Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology, 45*, 193-223.

Walker, H. M., Irvin, L. K., Noell, J., & Singer, G. H. S. (1992). A construct score approach to the assessment of social competence: Rationale, technological considerations, and anticipated out- comes. *Behavior Modification, 16*, 448-474.

Retrieved from [http://www.ncjfcj.org/sites/default/files/17BH%20Screening%20Tools\\_with%20cover.pdf](http://www.ncjfcj.org/sites/default/files/17BH%20Screening%20Tools_with%20cover.pdf)



# SAEBRS

*Social, Academic, & Emotional Behavior Risk Screener*

## Teacher Rating Scale

Your Name: \_\_\_\_\_ Student Date of Birth: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

### Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

### Academic Behavior

Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3

## Emotional Behavior

Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3