



Research to Results™

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)

Seth Aldrich Ph.D.
NY State Licensed Psychologist
Bilingual School Psychologist
FastBridge Affiliate

Copyright © 2016–2017 FastBridge Learning, LLC. All rights reserved.



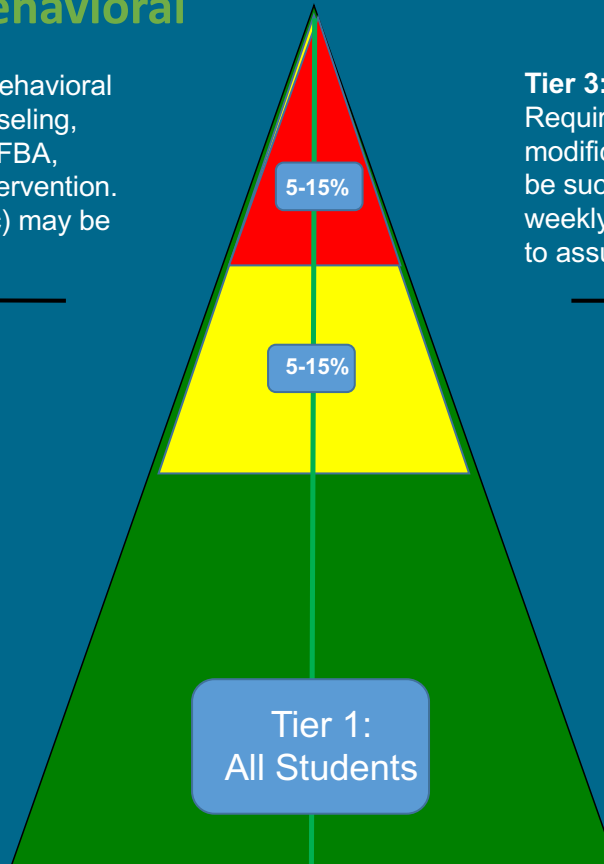
RTI/MTSS Differentiation/Intervention/Assessment – 3 Tiers

Social, Emotional, Behavioral

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 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 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



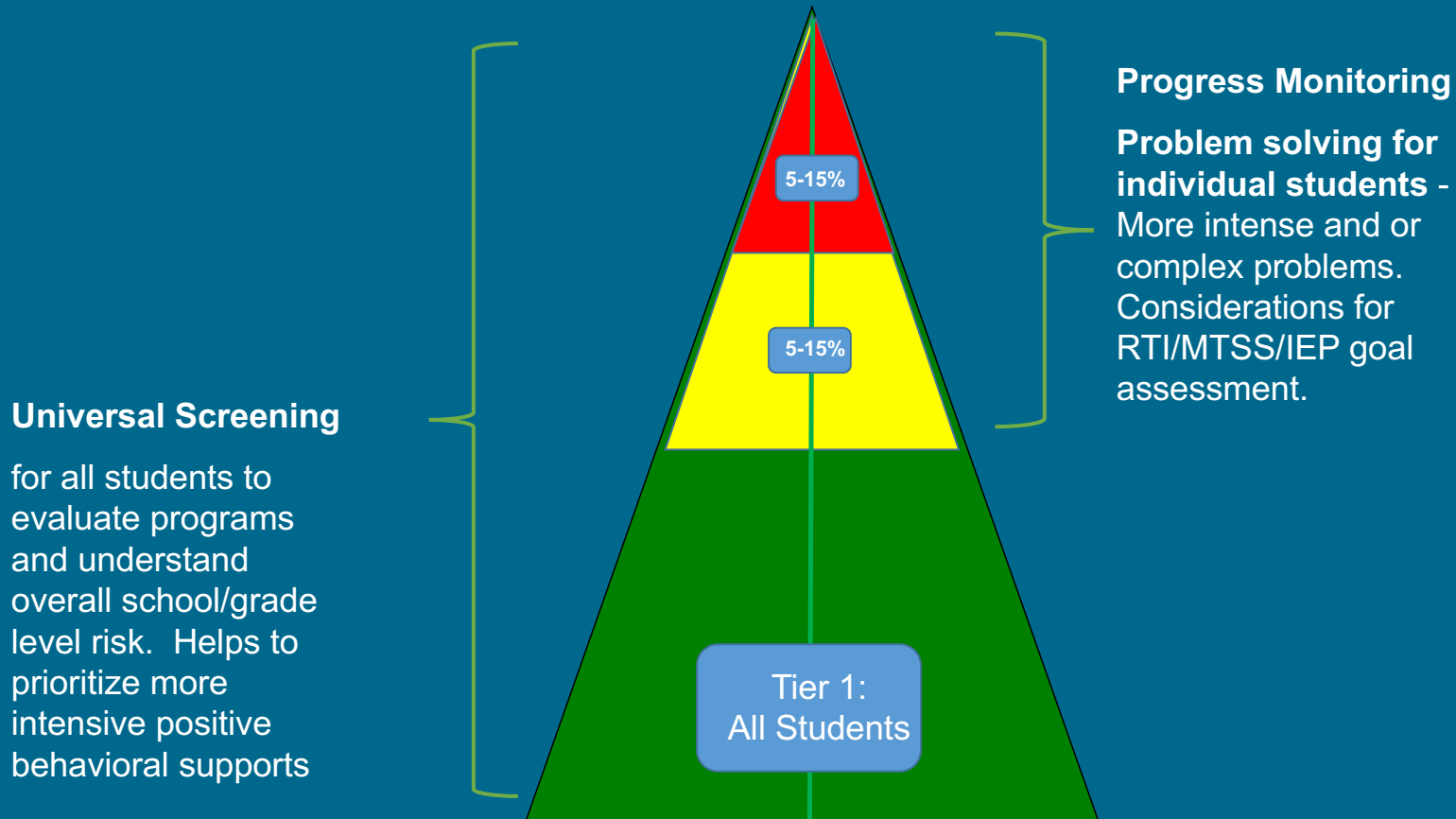
Academic

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: 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: 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)



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 need to be organized and communicated effectively with key audiences

Poll

Go to the Poll feature in Go to Webinar and answer the 5 questions

SAEBRS/mySAEBRS – What is it?

The screenshot shows the FAST system interface. At the top, a red banner reads "Welcome to the Formative Assessment System for Teachers!". Below this, a blue banner says "DiCarlo, Nicole's list". A sidebar on the left lists various tools: "fast tools", "Class lists", "FASTreading", "aReading", "AUTOreading", "CBMreading", "earlyReading", "aMath", "CBMmath Aut.", "CBMmath Pro.", "CBMmath CA", "earlyMath", "REACT", "SAEBRS", "mySAEBRS", and "COMPefficiency". Two blue arrows point from the "SAEBRS" and "mySAEBRS" items in the sidebar to their respective descriptions on the right. The right side of the interface has a white background with a blue header "FAST Announcements" and a paragraph of text about the FAST system. Below the header, the text describes SAEBRS and mySAEBRS.

Welcome to the Formative Assessment System for Teachers!

The Formative Assessment System for Teachers (FAST™) system of assessments and online services offers a rigorously-developed, highly efficient, instructionally relevant, easy to use system of assessments and online services to guide instruction for K–12 students by providing universal screening and progress monitoring designed to screen, diagnose, monitor and inform instruction.

FAST Announcements

SAEBRS Teachers log in and complete a 19 item scale

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

mySAEBRS (*In Lab*) 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

Copyright © 2016

SAEBRS – 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

S250 02-SAEBRSTeacher-2016

DiCarlo, Nicole's list

fast tools

Class lists

FAST reading

aReading

AUTOreading

CBMreading

earlyReading

aMath

CBMmath Auto

CBMmath Pro

CBMmath CAP

earlyMath

REACT

SAEBRS

mySAEBRS

COMPefficiency

Group report Individual Student Report

Student Name	Fall	Winter
<input type="checkbox"/> Baney, Jack	21	44
<input type="checkbox"/> Baney, Colin	20	24
<input type="checkbox"/> Barefield, Nina	16	0
<input type="checkbox"/> Barefield, Bao Luo	⊗	43
<input type="checkbox"/> Buhl, Lucas	0	44
<input type="checkbox"/> Buhl, Alyssa	⊗	34
<input type="checkbox"/> Buhr, Tyler	⊗	42
<input type="checkbox"/> Buhr, Caityblu	⊗	44
<input type="checkbox"/> Cabell, Andrew	⊗	47
<input type="checkbox"/> Cabell, Timothy	⊗	⌚ ← Available for rating entry
<input type="checkbox"/> Cambridge, Benjamin	⊗	52
<input type="checkbox"/> Cambridge, Bobby	⊗	57
<input type="checkbox"/> Chute, Rylie	⊗	36
<input type="checkbox"/> Chute, Mia	⊗	57
<input type="checkbox"/> Cogdill, Fiona	⊗	57
<input type="checkbox"/> Cogdill, Thomas	⊗	33

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

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 !	8 !	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

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

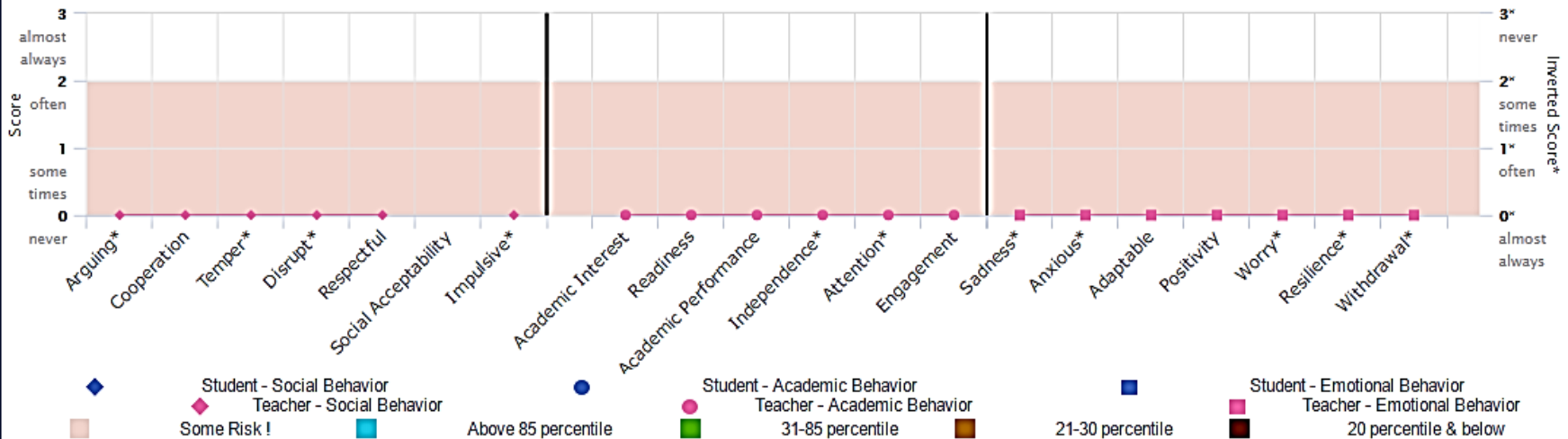
Some items are worded positively (Cooperation), some negatively (arguing). Negative scores *inverted that is a 2 or 3 is good, a 1 or 2 in not). * indicates inverted

SAEBRS Behavior Report
Overall Score:

0 !
Academic Teacher Total: ! 0

Social 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

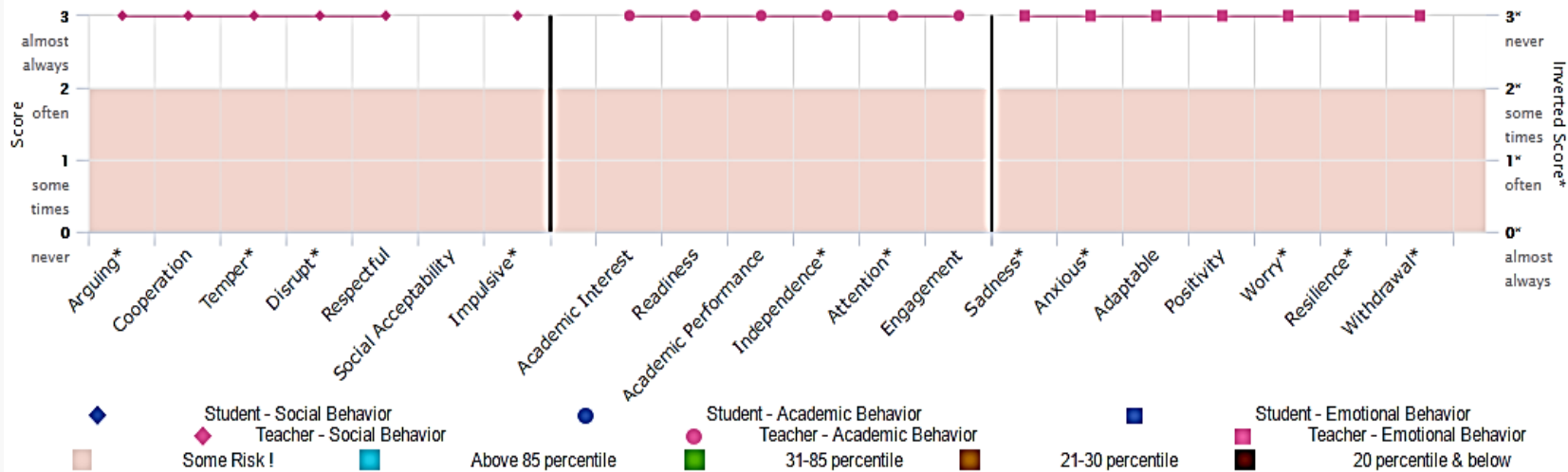
SAEBRS Behavior Report
Overall Score:

57

Social Teacher Total: 18

Academic Teacher Total: 18

Emotional Teacher Total: 21



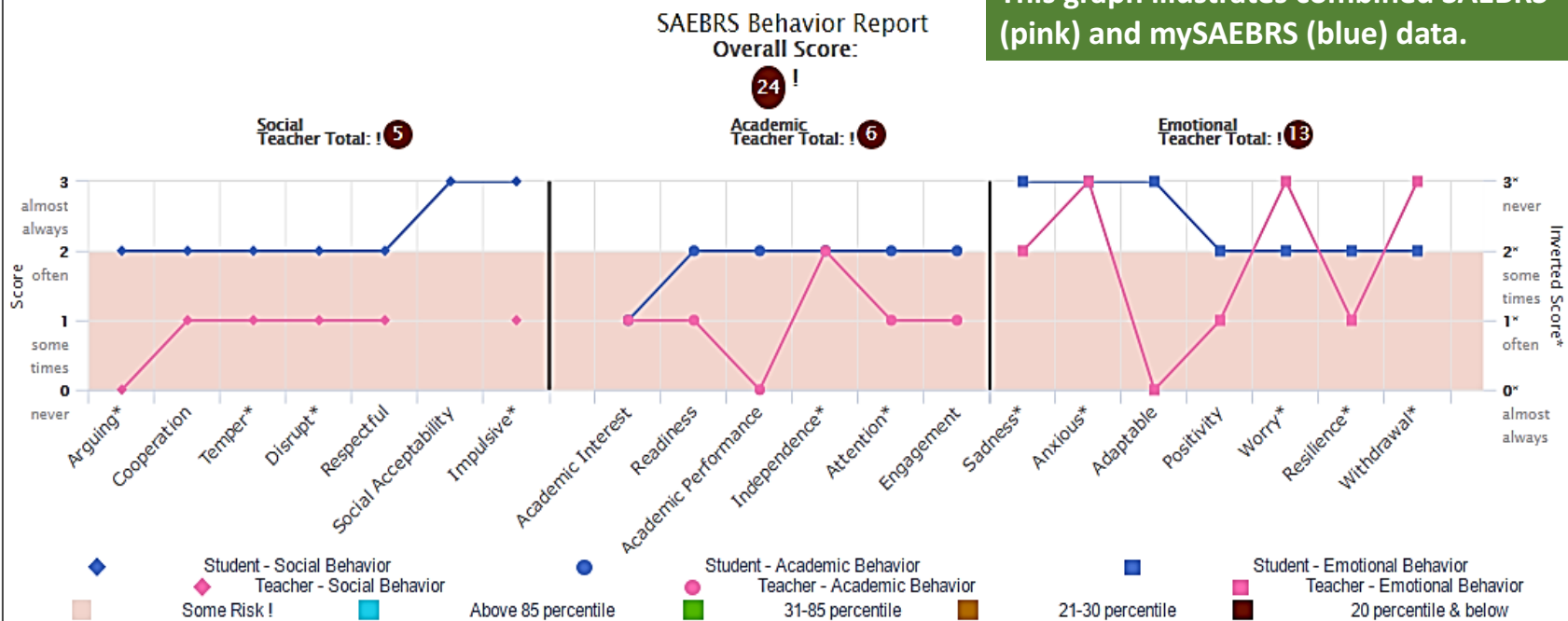
Teacher's notes: None

*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.



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

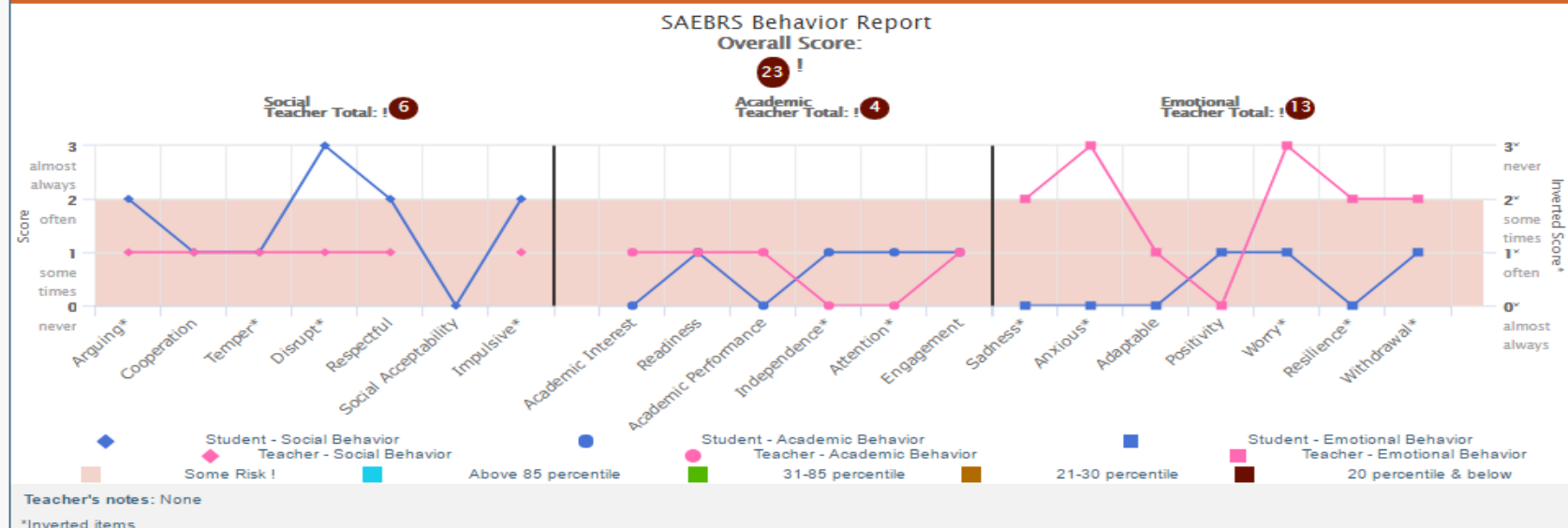
FAST Academy Elementary School 5 | Grade: 02 | Reisert, Tracey

SAEBRS

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

Go »

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



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

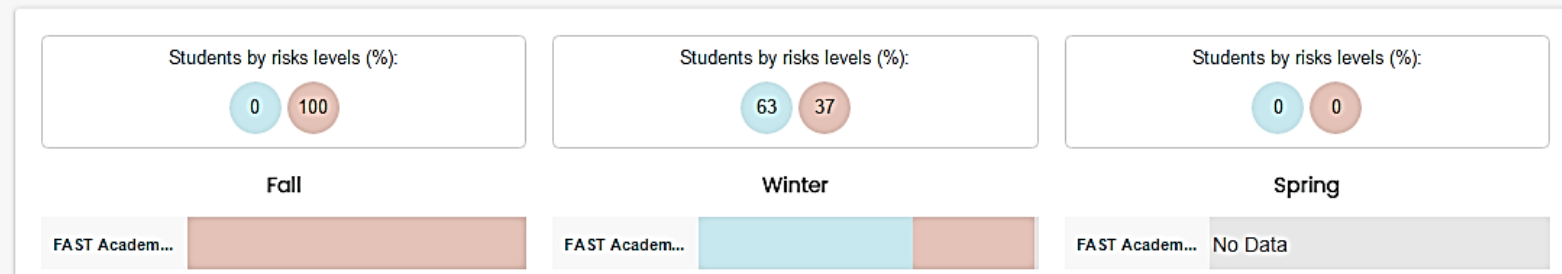
Report view:

School View

Sort:

Alphabetically

All Students Selected



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

Demographic Options

Switch to table view

Student:

All Students

Report view:

Grade View

Sort:

Alphabetically

All Students Selected

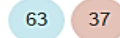
Students by risks levels (%):



Fall

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

Students by risks levels (%):



Winter

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

Students by risks levels (%):



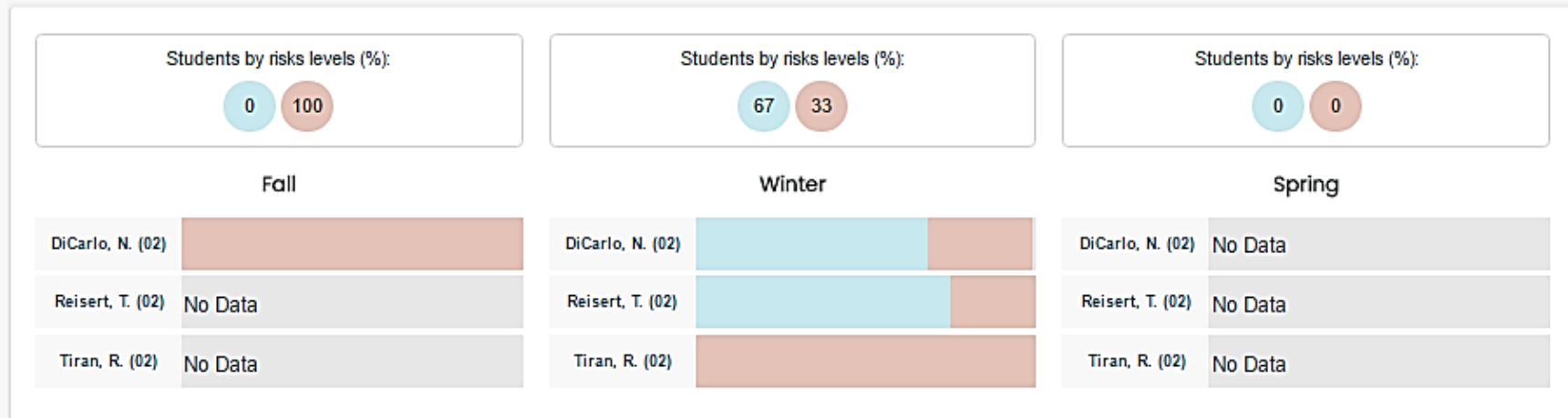
Spring

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

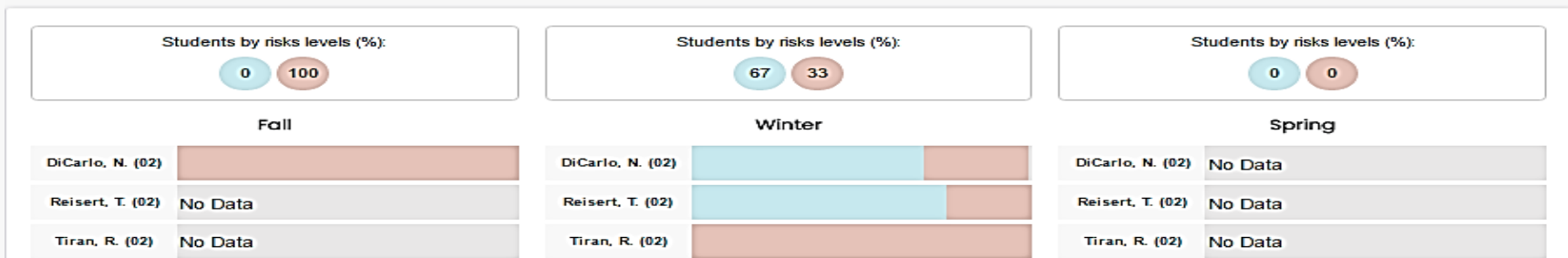
All Yes No

Meal Status

Free Lunch

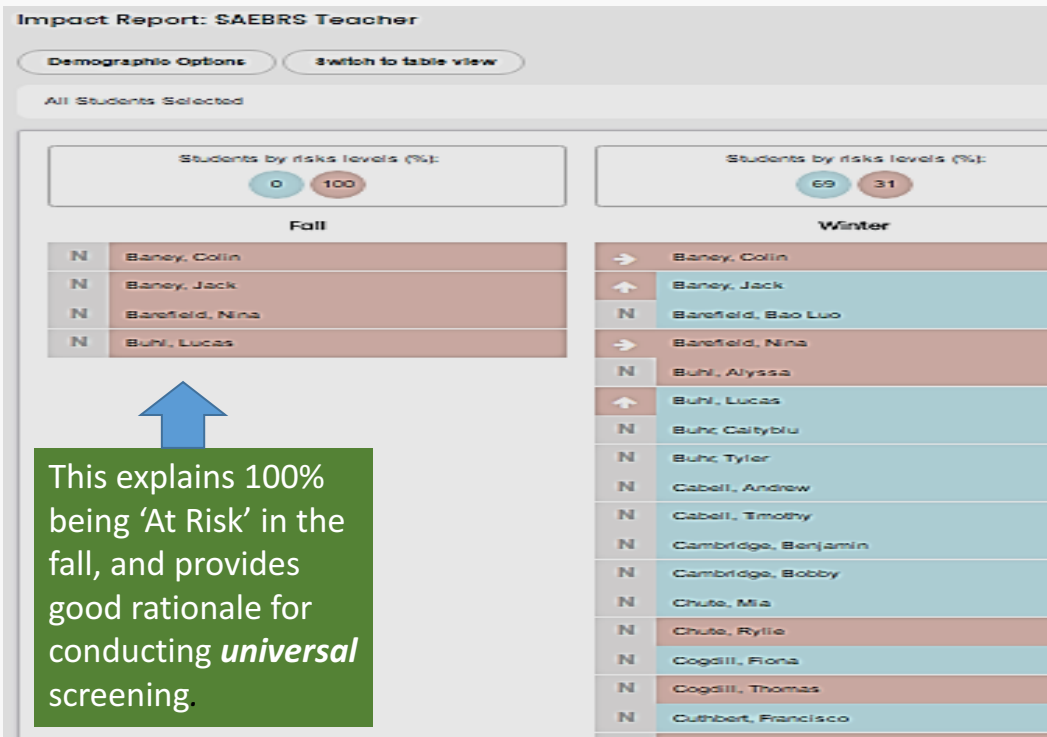
Reduced Lunch

None



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

Class Level Impact Report



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

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.

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 68%	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

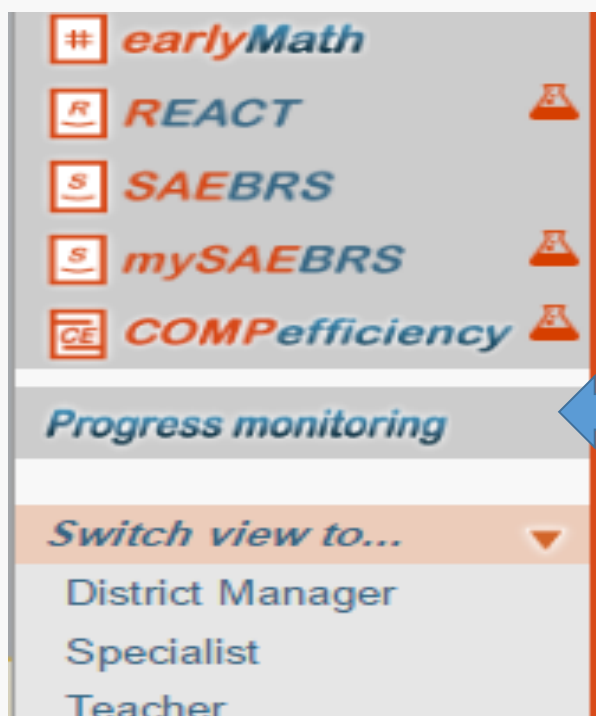
- Teaches prioritized behaviors
- Provides regular feedback and reinforcement/accountability
- Shapes behavior (What is a smile in October may not be in March)
- Parents get daily communication (usually positive!)

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	<input type="text" value="0"/> 1 2 3 4 5 6 7 8 9 10	N/A		
No Opportunity	Never Sometimes Always			
<input checked="" type="checkbox"/> Timely completion of work	<input type="text" value="0"/> 1 2 3 4 5 6 7 8 9 10	N/A		
No Opportunity	Never Sometimes Always			
Emotional				
<input checked="" type="checkbox"/> Crying	<input type="text" value="0"/> 1 2 3 4 5 6 7 8 9 10	N/A		
No Opportunity	Never Sometimes Always			
Social				
<input checked="" type="checkbox"/> Arguing	<input type="text" value="0"/> 1 2 3 4 5 6 7 8 9 10	<input type="text" value="0"/> 1 2 3 4 5		
No Opportunity	Never Sometimes Always			

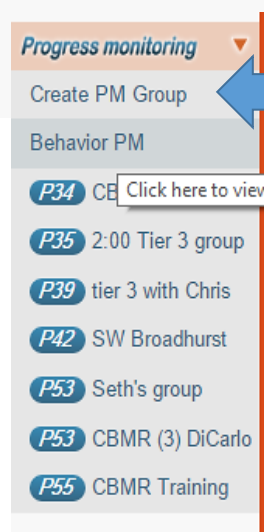
Direct Behavior Ratings (DBRs) – Assessment

- 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



1. Click on Progress Monitoring



2. Click on Create PM Group

Behavioral PM Set Up

New PM Group Behavior PM Add to group

3. Click Behavior PM

Selected Student

Clear All

Show 10 entries

2. Selected student appears here

Student Name	School	Teacher Name	Grade	aReading	CBMR-English	CBMR-Spanish	Comprehension Efficiency	Early Reading English	Early Reading Spanish	aMath	CBMMATH Automaticity	CBMMATH Process	CBMMath CAP	Early Math	SAEBRS Teacher	SAEBRS Student
Baney, Colin	FAST Academy Elementary School 5	DiCarlo, Nicole	TWO		18 !! 73%										24	44

Showing 1 to 1 of 1 entries

1. Student list with SAEBRS and mySAEBRS scores as well as other scores presented. Click on ONE student for PM set up

Available Students

Select a school... Change School Select all View Options Search:

Show 10 entries

Student Name	School	Teacher Name	Grade	aReading	CBMR-English	CBMR-Spanish	Comprehension Efficiency	Early Reading English	Early Reading Spanish	aMath	CBMMATH Automaticity	CBMMATH Process	CBMMath CAP	Early Math	SAEBRS Teacher	SAEBRS Student
Baney, Jack	FAST Academy Elementary School 5	DiCarlo, Nicole	TWO	460 !!	39 !! 50%					15 !					44	23
Barefield,	FAST Academv	DiCarlo,	TWO													

Behavioral PM Set Up

Select behaviors and frequency

Setup Behavior PM Group

(*) Required

Starting Week *

Assessment Type * SAEBRS **Assessment better described as Direct Behavior Rating (DBR)**

Behaviors *

	Social 1 / 3	Academic 1 / 3	Emotional 1 / 3
<input type="checkbox"/> Appropriate interactions with others	<input checked="" type="checkbox"/> Academic engagement	<input type="checkbox"/> Adaptable to change	
<input type="checkbox"/> Arguing	<input type="checkbox"/> Cheating	<input type="checkbox"/> Complains of aches or pains	
<input checked="" type="checkbox"/> Disruptive behavior	<input type="checkbox"/> Difficulty working independently	<input type="checkbox"/> Crying	
<input type="checkbox"/> Impulsiveness	<input type="checkbox"/> Distractedness	<input type="checkbox"/> Difficulty rebounding from setbacks	
<input type="checkbox"/> Lying	<input type="checkbox"/> Interest in academic topics		
<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Organization		
<input type="checkbox"/> Physical aggression toward others	<input type="checkbox"/> Persistence in academic tasks		
<input type="checkbox"/> Property destruction	<input type="checkbox"/> Production of acceptable work		
<input type="checkbox"/> Respect	<input type="checkbox"/> Timely completion of work		
<input type="checkbox"/> Respect for personal boundaries	<input type="checkbox"/> Unresponsiveness to corrective feedback		
<input type="checkbox"/> Stealing	<input type="checkbox"/> Use of appropriate study skills		
<input type="checkbox"/> Temper outbursts			
<input type="checkbox"/> Verbal aggression toward others			

Group Name *

Number of occasions * Every week Every 2 weeks Every 4 weeks **Select frequency. DBRs are typically conducted at least one time per day. Select weekly**

Rating periods *

Period	Mon	Tue	Wed	Thu	Fri
Morning	Select time	Select time	Select time	Select time	Select time
Afternoon	Select time	Select time	Select time	Select time	Select time
Full Day	Select time	Select time	Select time	Select time	Select time

Behavioral PM Set Up

Select the time frame ratings are collected

Group Name **P57** 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	<input type="text"/> to <input type="text"/>	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

Select time frames during which ratings will occur. Should be times when problems are most likely to occur.

The shorter the time frame, the more likely you are to get a more 'accurate rating', however we also may want to get a sense of behavior throughout the day and have to consider feasibility.

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
Period	Mon				Fri

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.

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

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

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**

SEB Progress Monitoring: Accessing the DBR assessment for data input

Class lists

- FASTreading
- aReading
- AUTOreading
- CBMreading
- earlyReading
- aMath
- CBMmath Autc
- CBMmath Pro
- CBMmath CAP
- earlyMath
- REACT
- SAEBRS
- mySAEBRS
- COMPefficiency

Progress monitoring

Switch view to...

- District Manager
- Specialist

1. Click on Progress Monitoring

Progress monitoring ▾

- Create PM Group
- Behavior PM
- P34 CB Click here to view
- P35 2:00 Tier 3 group
- P39 tier 3 with Chris
- P42 SW Broadhurst
- P53 Seth's group
- P53 CBMR (3) DiCarlo
- P55 CBMR Training

2. Click on Behavior PM













SEB Progress Monitoring: Accessing the DBR assessment

Behavior Progress Monitoring

Students due this week

Show 10 entries

Search:













Name ▲	Assessment ⇅	Start Week ⇅	Items ⇅	Occasions ⇅	Created By ⇅	School ⇅	
▼ Baney, Colin	SAEBRSdbr	07/24/2016	5	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
▼ Baney, Jack	SAEBRSdbr	07/24/2016	4	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
▼ Barefield, Nina	SAEBRSdbr	08/21/2016	6	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
▼ Buhl, Alyssa	SAEBRSdbr	01/08/2017	3	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
▼ Buhl, Alyssa	SAEBRSdbr	01/08/2017	3	5 Days Every Week	Training, Fast	FAST Academy Elementary School 5	 
▼ Jemigan, Jeremy						FAST Academy Elementary School 5	 
Name	Assessment	Start Week	Items	Occasions	Created By	School	

Click on triangle to access 'clocks' for data input.

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.

▲ Jemigan, Jeremy	SAEBRSdbr	02/26/2017	4	5 Days Every Week	DiCarlo, Nicole	FAST Academy Elementary School 5	 
							<input type="button" value="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

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

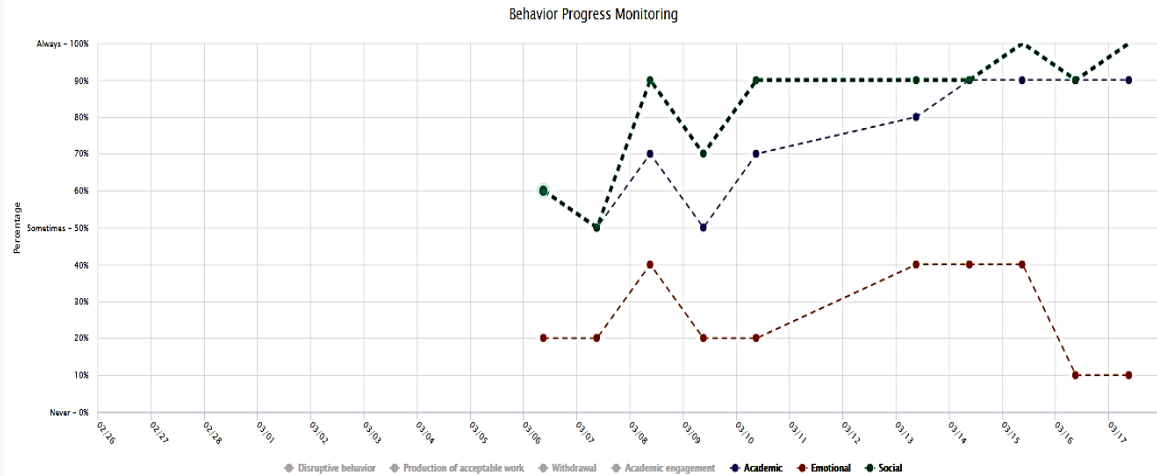
Jeremy did not have his glasses this afternoon

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

Close Print report Jernigan, Jeremy FAST Academy Elementary School 5 | Grade: | DiCarlo, Nicole All days Morning None All multiple items



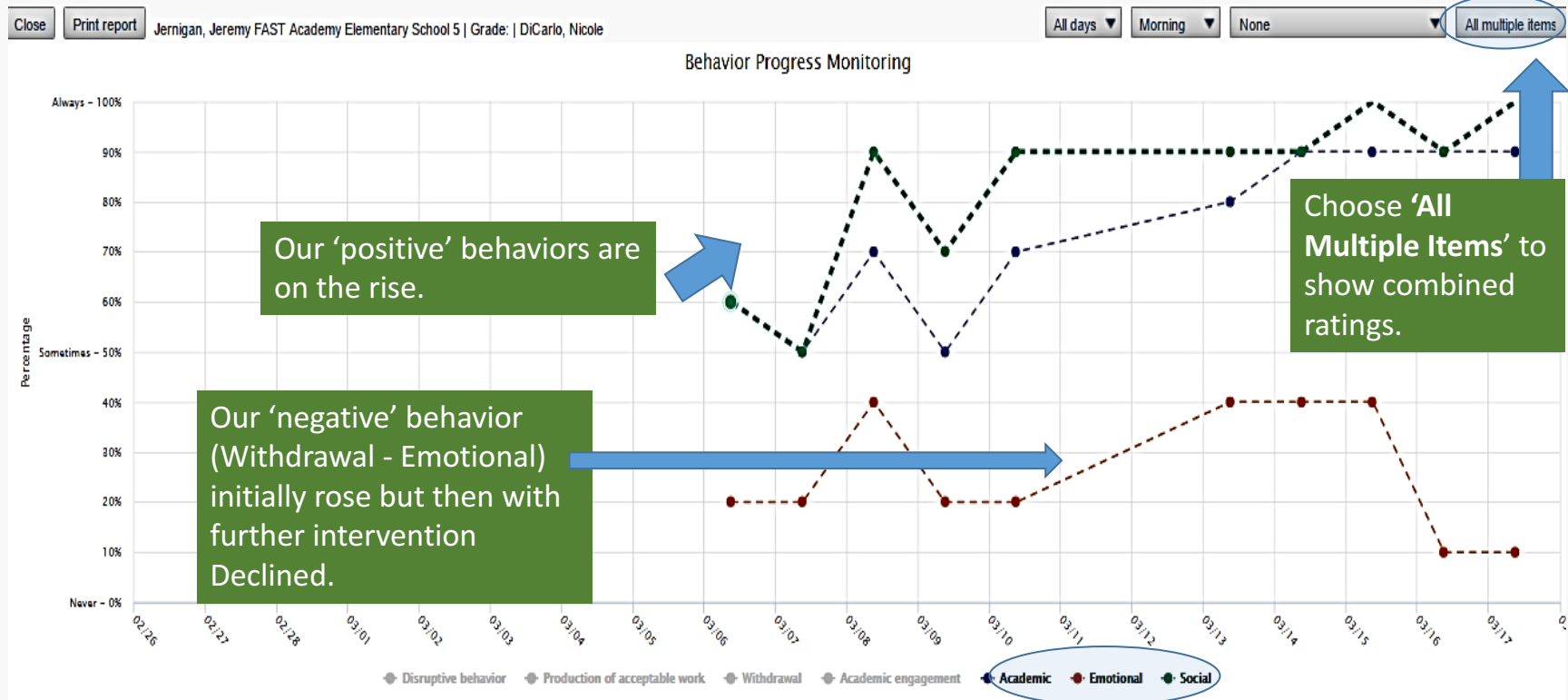
Edit Schedule



Access Graph

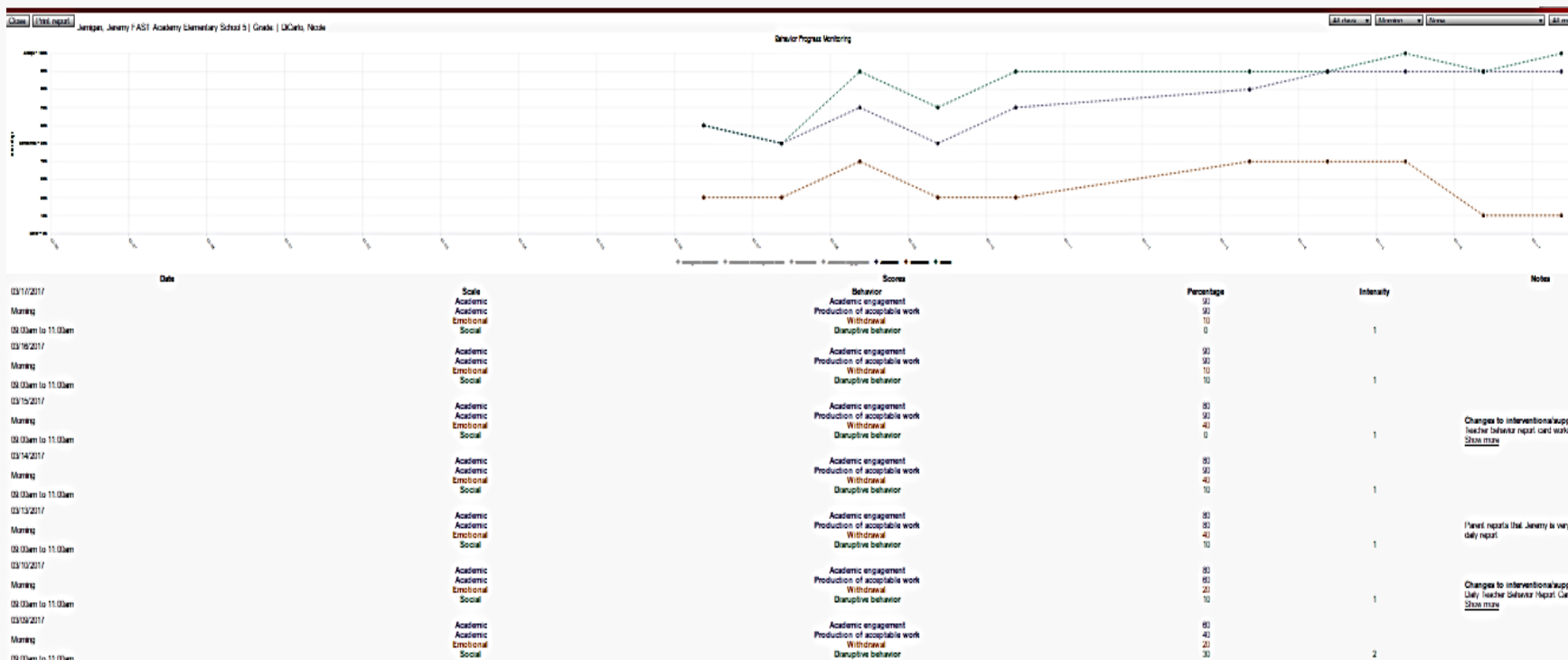


This chart shows combined ratings for the Academic, Emotional and Social areas

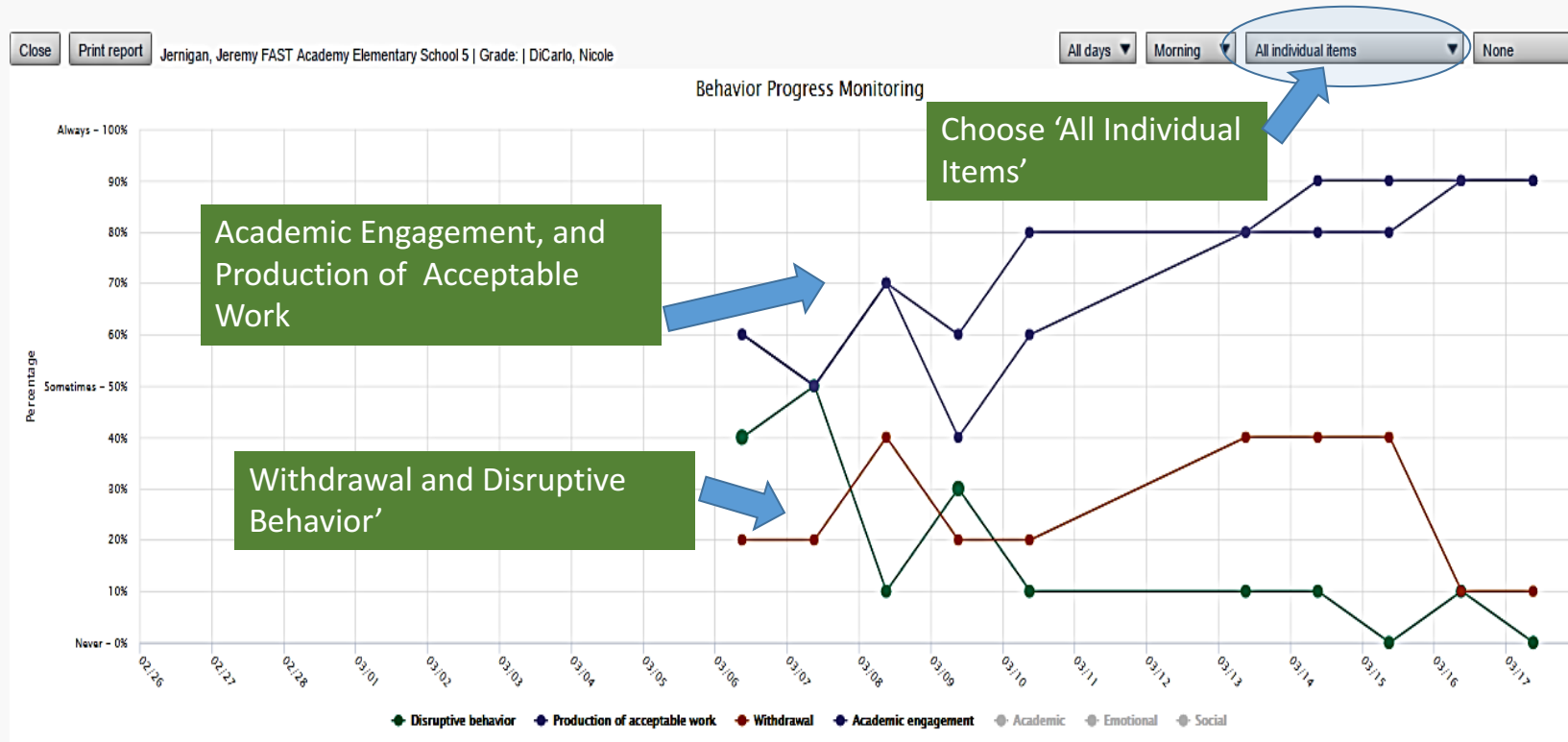


The 10,000 foot view

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)

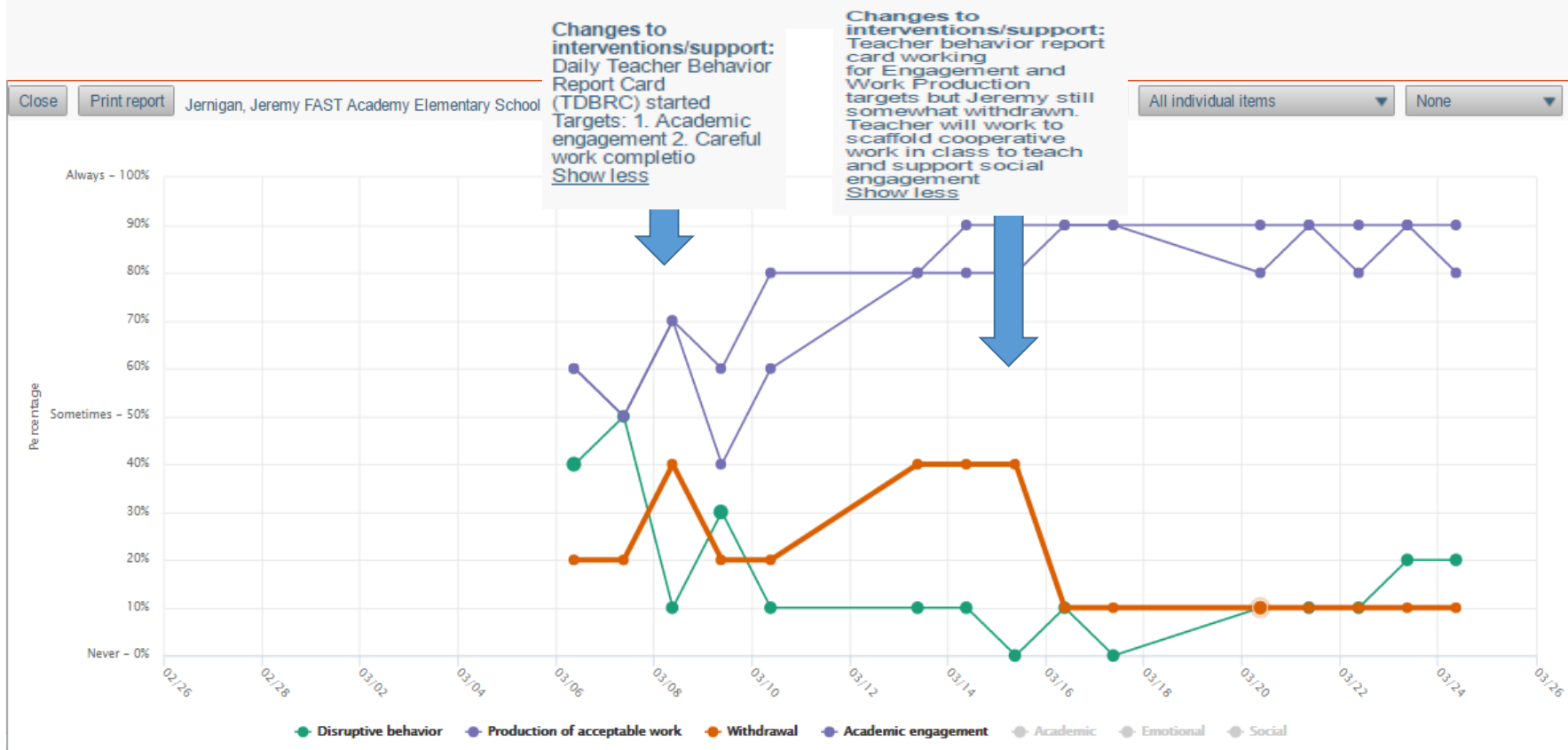


Table below includes time periods, ratings, documented interventions/supports and notes

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

Summary

Hopefully, after this webinar, 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!