

Renaissance

See Every Student.

mySAEBRS: Social, Academic, and Emotional Behavior Risk screener

Social-emotional behavior (SEB) skills are important for all students' academic success

What is social-emotional behavior (SEB)?

SEB plays a key role in all students' achievement. Students' social skills and behaviors are directly linked to their ability to learn and succeed in school. This includes:

- The presence of skills that help students successfully learn and relate to others
- The absence of behaviors that can cause barriers to learning and developing healthy relationships

How does SEB impact student academic success?

Student growth and success is predicated not just upon acquisition of academic skills, but also success within multiple inter-related behavioral domains. Like academic skill assessments, valid and reliable SEB assessments provide insight into critical academic enabling skills that, if not developed, may present barriers to academic achievement.

When students are safe, healthy, supported, engaged, and challenged, they are more likely to experience positive academic outcomes and long-term success.¹

- Increasing students' social and emotional competence supports their ability to succeed in school and life
- Students with strong social and emotional competence have fewer behavior issues in the classroom and are better able to manage stress and depression

Explanation of mySAEBRS test items and administration

The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is an evidence-based assessment that allows students to self-assess their social, academic, and emotional behavior competencies. It is appropriate for students in grades 2–12 and is administered 1–3 times a year. It is available in both English and Spanish.

¹ Algozzine, Bob & Wang, Chuang & Violette, Amy. (2011). Reexamining the Relationship Between Academic Achievement and Social Behavior. *Journal of Positive Behavior Interventions*. 13. 3-16.

Students complete the self-assessment by rating the frequency of their behaviors in the previous month, using a rating scale of Never, Sometimes, Often, and Almost Always. Students answer 20 questions from the three interrelated domains below:

| Social Behavior | Academic Behavior | Emotional Behavioral |
|--------------------------------|-------------------------------------|--|
| I argue with others | I like school | I feel sad |
| I get along with my peers | I am ready for class | I feel nervous |
| I lose my temper | I get good grades | I like to try new things |
| I disrupt class | I have trouble working alone | I am happy |
| I am respectful | It's hard to pay attention in class | I am worried |
| Other people like me | I participate in class | When something bad happens, it takes me a while to feel better |
| I have trouble waiting my turn | | I like being alone |

Common uses and applications of mySAEBRS data

Like valid and reliable academic screeners, mySAEBRS data is useful to educators for overall program evaluation in their classrooms and in determining how each student can be best supported for academic success. For teachers, the data can help them determine whether their students are ready to engage in school after summer break. For a school, the data can help determine whether to invest in the support of teacher classroom management practices or in the instruction of academic enabling skills.

It's important to note that an individual student's score on the mySAEBRS assessment should never be used as the sole determinant of needs or support services. In cases where mySAEBRS results may indicate a need for assistance, the results should be reviewed and discussed by a team that includes the student's teacher(s) and guardian(s). mySAEBRS provides useful insights into student needs but must be considered alongside other sources of information about the student.

Additional resources:

- [What is Social Emotional Behavior \(SEB\)?](#)
- [mySAEBRS Overview](#)

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