

SOCIAL, ACADEMIC, & EMOTIONAL BEHAVIOR RISK SCREENER: SAEBRS

Positive Behavioral Interventions & Supports
New Coach Training



Agenda

What is the
SAEBRS?



How can we
use the
SAEBRS?



SAEBRS
Follow Up




Skill
Building
Groups




What is the
SAEBRS?

SOCIAL, ACADEMIC, & EMOTIONAL BEHAVIOR RISK SCREENER

(SAEBRS)

**SAEBRS** *Teacher Rating Scale*
Social, Academic, & Emotional Behavior Risk Screener



The Virgin Islands Department of Education
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Student I.D. Number or Initials: _____ Today's Date: _____
Teacher Name: _____

Use 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 towards 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

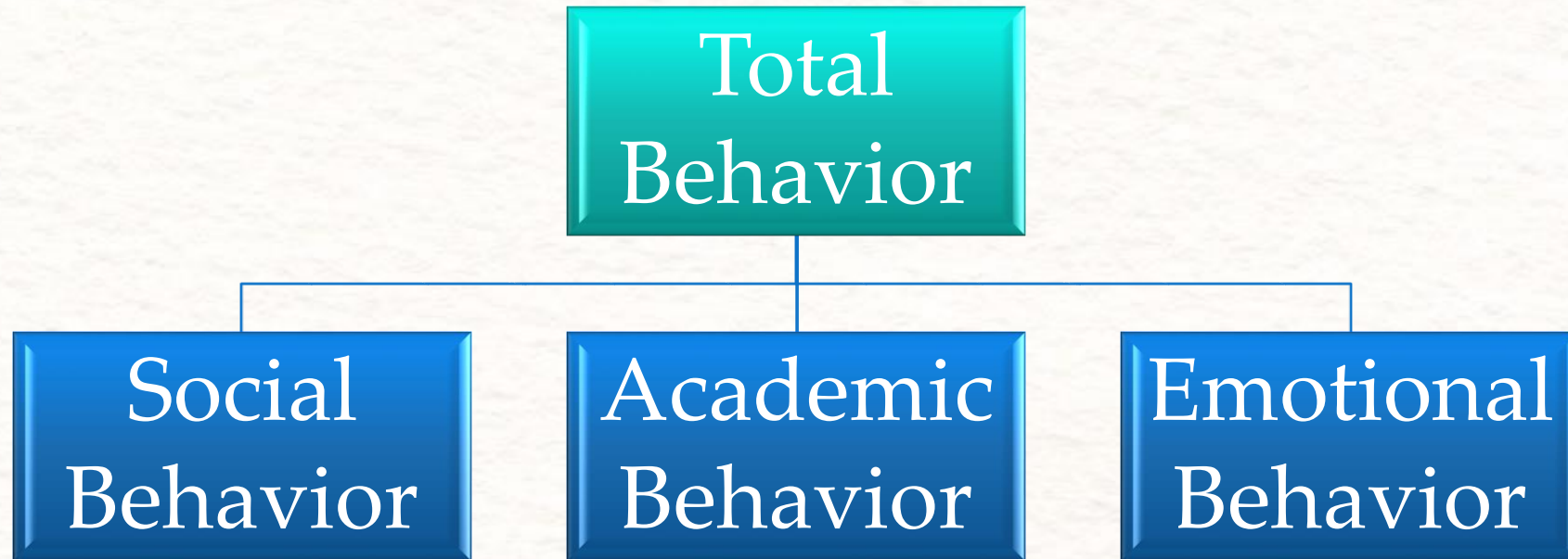
The SAEBRS form was created by Stephen P. Kilgus, Sandra M. Chafouleas, T. Chris Riley-Tillman, and Nathaniel P. von der Embse
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SAEBRS

- Universal Screening for Behavioral, Academic and Emotional Risk
- For use in K-12 settings
- 1-3 min. to rate a single student
- 19 items are divided between 3 scales:
 - Social Behavior (6 items)
 - Academic Behavior (6 items)
 - Emotional Behavior (7 items)

Adapted from: Riley-Tillman, C. (2014). EBA Brief for Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). Retrieved from: <http://ebi.missouri.edu/?p=1116>

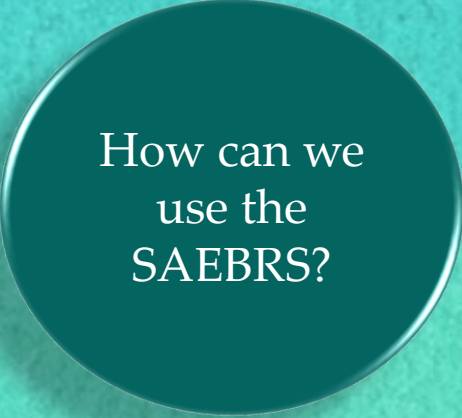
SAEBRS Scores



Evidence of Diagnostic Accuracy

- **Sensitivity** – probability that risk is detected for those students who actually have need
 - Total scale falls within optimal/acceptable ranges $\geq .80$ for elementary and middle school
 - Subscales: Social $\geq .80$, Academic $\geq .80$, Emotional = .73
- **Specificity** – probability that no risk is detected for students who do not have increased risk
 - Total scale falls within optimal/acceptable ranges $\geq .80$ for elementary and middle school
 - Subscales: Social $\geq .80$, Academic $\geq .80$, Emotional = .73
 - High school data not yet available

(EBI Network, 2014; Kilgus, Riley-Tillman, Chafouleas, Christ, & Welsh ; 2014) Note. Modification made to risk range based on findings of Kilgus, Chafouleas, & Riley-Tillman (2016).



How can we
use the
SAEBRS?

Why screen?

- **Improves outcomes** for struggling students
- Provides relevant, **useful data** to:
 - Inform decision-making
 - Support “hunches”
- Enables **early identification** in order to deliver interventions and strategies
- Supports a **proactive approach** which can minimize behavioral issues and concerns



What can screening tell us?

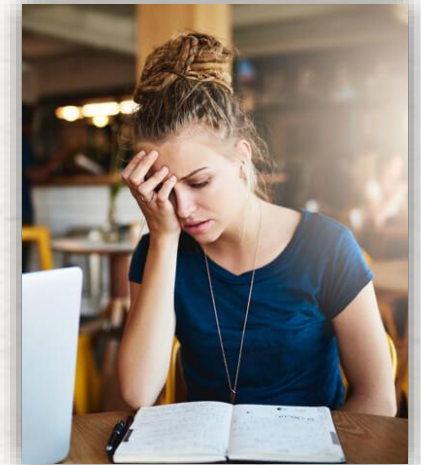
Externalizing Behaviors

- More noticeable as we “see” and experience them together
- Fighting/hitting
- Defiance
- Cursing
- Yelling



Internalizing Behaviors

- Typically overlooked as only the individual experiences them
- Social withdrawal
- Sadness
- Fearfulness
- Anxiety



When do we screen?

- 2 to 3 times per year is recommended; a potential schedule could be:
 - Fall
 - Winter
 - Spring
- Best practices recommend that screening be conducted when:
 - You are acquainted with the student for at least 4 weeks
 - Have regular contact with the student

How is screening data shared?

- Results can be shared easily with all stakeholders (student info. confidential):
 - Parents
 - Teachers
 - Counselors
 - District Officials
- Results will have uniformity with regard to:
 - Terminology
 - Protocol
 - Reports
 - Analysis





SAEBRS
Follow Up

How to score a SAEBRS?

- Raters identify how frequently the student has displayed behaviors during the previous **month** using the following 4-point Likert-type scale:

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

*Negatively worded items are **reversed scored**

Social Behavior	Academic Behavior	Emotional Behavior
Arguing	Interest in academic topics	Sadness
Cooperation with peers	Preparedness for instruction	Fearfulness
Temper outbursts	Production of acceptable work	Adaptable to change
Disruptive behavior	Difficulty working independently	Positive attitude
Polite and socially appropriate responses toward others	Distractedness	Worry
Impulsiveness	Academic engagement	Difficulty rebounding from setbacks
		Withdrawal

Interpreting Scores

- **Higher scores** are indicative of **more appropriate behavior** and functioning
- Subscale and total scores can be dichotomized in terms of risk category as at-risk and not at-risk

	At-risk	Not at-risk
Social Behavior	0-12	13-18
Academic Behavior	0-9	10-18
Emotional Behavior	0-16*	17*-21
Total Behavior	0-36	37-57

After a Score is Determined

- Students are deemed at-risk or not at-risk
 - Student may be at risk in 1 domain, but not overall
- Graphs can be created to look at the big picture
- Follow up observations should be conducted
- Recommendations for follow up interventions
- Tier II/III Interventions





How does it
look?

SAEBRS

- To be completed by **teacher/coach**
- Recommend creating **student number**
- Information is **considered personal** and only shared on a needs basis (handle form appropriately)
- 1-3 Min. Average

**SAEBRS** *Teacher Rating Scale*
Social, Academic, & Emotional Behavior Risk Screener



Student I.D. Number
or Initials:

Today's Date: _____

Teacher Name: _____

Use 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 towards 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

Follow-up Observation Checklist

- To be completed by **observer/coach/teacher**
- Observation can be for any **length of time** and should be specified
- Information is considered personal and only shared on a needs basis (handle form appropriately)



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SAEBRS Student Follow-Up Observation Checklist

Student I.D. Number: _____ Classroom Teacher: _____

Time of Observation _____ am/pm to _____ am/pm

Academic Observations:

Behavior	Tallies	Total
Rejects/Refuses Work		
Became Distracted		
Works Independently		
Shows Interest in Material/Engaged		
Prepared for Class/with Materials		

Notes:

Social Observations:

Behavior	Tallies		Total
Student is Out of Seat			
Student Speaks Out of Turn			
Student Argues with...	Adult:	Peer:	
Has a Temper Outburst			
Student Raises Hand			
Student Follows Directions			

Notes:

Emotional Behavior Observations:

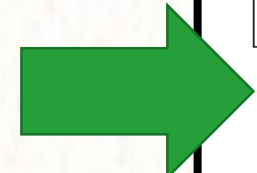
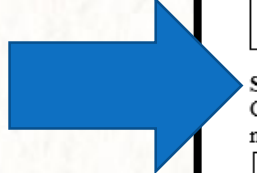
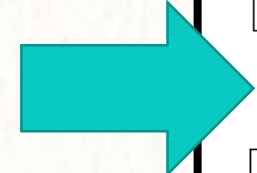
Behavior	Tallies	Total
Demonstrates sadness		
Appears Afraid		
Has Difficulty Transitioning		
Struggles to Rebound from Setback		
Withdraws from Social Situation		
Has a Positive Attitude		


Notes:

Form completed by: _____
Printed Name Signature Date


Follow-up Recommendations

- To be completed by observer/coach/teacher
- Specific, factual, solution focused
- Information is considered personal and only shared on a needs basis (handle form appropriately)





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Student Follow-Up and Recommendations

Student I.D. Number: _____ Classroom Teacher: _____

Below are recommendations for your child/student based on results from the following:

☐ Social, Academic, & Emotional Behavior Risk Screener

☐ Teacher/Administrator Recommendation

☐ Office Disciplinary Referrals

☐ Classroom Observation by PBIS District Coach

*Recommendations are to be discussed in detail with student/child's teacher and parent to address questions

Academic Recommendations:
Child/Student is at risk for *Academic Behavior Problems* – student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.

☐ Peer to Peer Tutoring/
Academic Buddy

☐ Afterschool/Adult Tutoring

☐ Parent/Teacher/Admin. Conference

☐ A desk close to the instructor

☐ Additional Academic Praise and
Encouragement

☐ Level Appropriate Coursework

☐ Small Group/Individual Testing

Notes: _____

Social Recommendations:
Child/Student is at risk for *Social Behavior Problems* – student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.

☐ Older Student Peer Mentoring

☐ Social Learning Lessons
(worksheets/exercises)

☐ Parent/Teacher/Admin. Conference

☐ A desk close to the instructor/away
from distractions

☐ Additional Social Praise and
Encouragement

☐ Assigned social/behavioral buddy

Notes: _____

Emotional Behavior Recommendations:
Child/Student is at 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.

☐ Relaxation/Emotional Expression
Lessons (worksheets/exercises)

☐ Referral to Mental Health
Prof./Social Worker

☐ Parent/Teacher/Admin. Conference

☐ Meeting with the Counselor

☐ Additional Emotional Praise and
Encouragement

☐ Assigned positive support buddy

Notes: _____

Notes: _____

Form completed by: _____

Printed Name

Signature

Date



Student Follow-Up and Recommendations

Student I.D. Number: [REDACTED] Classroom Teacher: [REDACTED]

Below are recommendations for your child/student based on results from the following:

- ☒ Social, Academic, & Emotional Behavior Risk Screener ☐ Teacher/Administrator Recommendation
☐ Office Disciplinary Referrals ☐ Classroom Observation by PBIS District Coach

*Recommendations are to be discussed in detail with student/child's teacher and parent to address questions

Academic Recommendations:

Child/Student is at risk for *Academic Behavior Problems* – student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.

- ☐ Peer to Peer Tutoring/ Academic Buddy ☐ Afterschool/Adult Tutoring ☐ Parent/Teacher/Admin. Conference
☐ A desk close to the instructor ☒ Additional Academic Praise and Encouragement ☐ Level Appropriate Coursework
☒ Small Group/Individual Testing

Notes: *student already sits near teacher during lesson; small group may be easier for student to pay attention.*

Social Recommendations:

Child/Student is at risk for *Social Behavior Problems* – student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.

- ☐ Older Student Peer Mentoring ☒ Social Learning Lessons (worksheets/exercises) ☐ Parent/Teacher/Admin. Conference
☐ A desk close to the instructor/away from distractions ☒ Additional Social Praise and Encouragement ☒ Assigned social/behavioral buddy

Notes: *Pairing student with well behaved buddy may help student improve*

Emotional Behavior Recommendations:

Child/Student is at 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.

- ☐ Relaxation/Emotional Expression Lessons (worksheets/exercises) ☐ Referral to Mental Health Prof./Social Worker ☐ Parent/Teacher/Admin. Conference
☐ Meeting with the Counselor ☐ Additional Emotional Praise and Encouragement ☐ Assigned positive support buddy

Notes:

Notes: *student demonstrates attention seeking behaviors and hyperactive/inattentive behaviors. small group lessons, social skill groups and additional behavioral praise would likely benefit student*

Form completed by:

Printed Name

Signature

Date

Social Behavior	Never	Sometimes	Often	Almost Always
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

Academic Behavior	Never	Sometimes	Often	Almost Always
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
inattentiveness	3	2	1	0
academic engagement	0	1	2	3

Emotional Behavior	Never	Sometimes	Often	Almost Always
anxiety	3	2	1	0
carefulness	3	2	1	0
adaptable to change	0	1	2	3
positive attitude	0	1	2	3
frustration	3	2	1	0
difficulty rebounding from setbacks	3	2	1	0
withdrawal	3	2	1	0

Social Behavior	
Academic Behavior	
Emotional Behavior	
Total Behavior	

Let's do it together!

- Take out your blank SAEBRS
- Think of 1 student in particular – at-risk or not
- Think about the last month you spent with that student
- 2 min. on the clock
- Begin scoring each section

**Time's
up**

Let's score it!

Social Behavior	Never	Sometimes	Often	Almost Always
Arguing	3	2	1	0
Cooperation with peers	0	1	2	3

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

Use 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 towards 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

Score student → 18

Det. Risk → NR

Add score → 18

Convert Score → 18

Emotional Behavior	Never	Sometimes	Often	Almost Always
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

Scoring continued...

- Add the scores from each sub-section together and mark it

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

NR 11

- Add the three sub-section scores together and mark the total score on top

Overall: 43 NR

SAEBRS Teacher Rating Scale
Social, Academic, & Emotional Behavior Rating Screener


Student I.D. Number or Initials: _____ Today's Date: _____
Teacher Name: _____

Use the following scale, identify how frequently the student has displayed each behavior.

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Conclusions

- A SAEBRS is completed for each member of classroom by a teacher
 - Best to screen after getting to know students for at least 4 weeks
 - Best to screen three times a year; preferable pre and post intervention
 - Screening data allows us to determine who is at-risk
 - Internalizing students
 - Externalizing students
 - Once you have scored your class it can be helpful to create a chart
 - Determine interventions for students who scored at-risk
 - Follow-up evaluation
 - Skill building group
 - Check In/Check Out
 - Check and Connect
 - Academic tutor
 - Etc.
- 

Questions

