



# SAEBRS

Social, Academic, & Emotional Behavior Risk Screener

## Teacher Rating Scale

Staff Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_

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 and current month**. Circle one number for each behavior.

**0 = Never**

**1 = Sometimes**

**2 = Other**

**3 = 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 towards 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

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

#### Validated Purpose of Assessment Method

Screening	Diagnostic	Progress Monitoring

**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 with in 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 with in multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by abroad *Total Behavior* (19items). Research further suggests the SAEBRS may be used to evaluate student behavior with in multiple inter-related narrow domains, as assessed by the *Social Behavior* (6items), *Academic Behavior* (6items), and *Emotional Behavior* (7items) subscales.

**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.

**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>Social 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 SAEBERS scale and subscale, higher scores are indicative of better student behavior and more appropriate functioning. Although SAEBERS 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>Risk for Social Behavior Problems</b> -student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.		<b>At Risk</b>	<b>Not At Risk</b>
<b>Risk for Academic Behavior Problems</b> -student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction	<b>Social Behavior</b>	0-12	13-18
	<b>Academic Behavior</b>	0-9	10-18
<b>Risk of Emotional Behavior Problems</b> -student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to.	<b>Emotional Behavior</b>	0-17	18-21
	<b>Total Behavior</b>	0-36	37-57

**Summary & Recommendations:**

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