

So Many SEB Assessments:

Which one will give you the answers you need to support students at each tier of your social-emotional behavior (SEB) MTSS framework?

More schools are adopting a Multi-Tiered System of Support (MTSS) framework to not just identify and address students' academic needs, but to support their SEB needs, as well. Just as assessment plays a critical role in the success of academic MTSS programming, it is also critical to ensuring that students struggling with social-emotional skills and/or problem behaviors get the interventions they need.

There are several types of SEB assessments, each one designed to help you take necessary next steps for your students.



Universal Screening

The evaluation of all students to identify those at risk of SEB concerns



Use it to:

- Evaluate the overall effectiveness of universal programming by creating a base rate, or prevalence of risk for SEB functioning across a district, school, or classroom
- Identify students who are unresponsive to universal programming and in need of tiered intervention
- Get a broad idea of which supports will be most appropriate for students identified with SEB risks (i.e., identifying whether concerns are internal or external to narrow down possible intervention strategies)

Best practices:

- Conduct 1–3 times each school year (fall, winter, and/or spring)
- Screen using various stakeholders (teachers, students, parents), making sure the assessment is designed for each informant (i.e., use student self-assessments to evaluate internal risks; use teachers and parents as raters for external risks)
- Screen for problem behaviors, social-emotional skills, and/or wellbeing

What to look for in a universal screener:

- Technical adequacy
- Validity
- Evidence of diagnostic accuracy
- Test fairness or lack of bias
- Usability and feasibility
- Accepted by and understandable for stakeholders
- Contextually appropriate
- Culturally appropriate

Progress Monitoring

The repeated assessment of a student or students over time to evaluate changes in skills or behaviors



Use it to:

- Determine whether students are responding to the supports you've put in place after screening
- Determine what supports students need for the social-emotional skills or problem behaviors they are struggling with

Best practices:

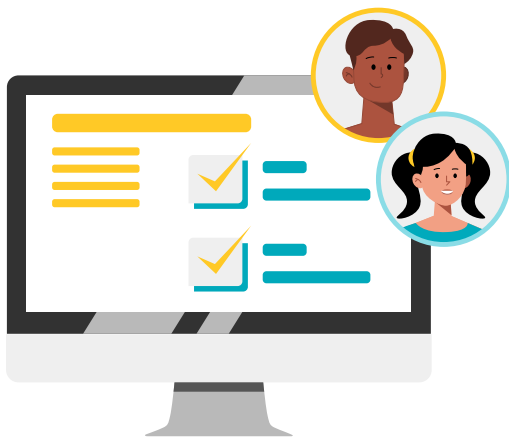
- Conduct weekly or daily, depending on the target
- Collect data with fidelity on an ongoing basis in accordance with the intervention plan/schedule
- Screen all stakeholders (teachers, students, parents), making sure the assessment is designed for each informant
- Monitor only those skills or behaviors relevant to the students' specific area(s) of need

What to look for in a universal screener:

- Technical adequacy
- Sensitivity to change
- Repeatability
- Flexibility to personalize student to student
- Usability and feasibility in terms of collection and use (Directions are clear, quick, and easy; access to electronic systems and automated reporting)

Problem Analysis

Assessments used to determine the unique nature of student needs



Use it to:

- Select appropriate supports for students identified for interventions

Best practices:

- Conduct after a student is identified for intervention or after the initial course of intervention
- Screen all stakeholders (teachers, students, parents), making sure the assessment is designed for each informant
- Tier 2 interventions: conduct a brief round of assessment founded upon a single measure
- Tier 3 interventions: apply multiple problem analysis assessments
- Look at social-emotional skills and/or problem behaviors

What to look for in a universal screener:

- Reliable
- Valid
- Accurate
- Evidence of treatment utility (use of assessment leads to selection of interventions that help students)
- Usability and feasibility
- Contextually appropriate

Pair SEB with Academic Data for a Complete Picture of Student Performance

The FastBridge assessment solution is the only one that includes reliable measures to screen and progress monitor students across math, reading, and SEB. This combination gives teachers a more complete picture of student achievement and the factors affecting it so they can plan interventions that nurture the whole child.

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